

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
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February 19, 2008

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Associate Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: James F. Notter
Superintendent of Schools

SUBJECT: **THE CALCULATION OF ALTERNATE GRADUATION RATES:
DEMOGRAPHICS**

The attached Research Brief is a follow-up to *The Calculation of Dropout and Graduation Rates* (Research Brief #121), which provided alternate graduation rates that represent the success of a cohort of students who entered grade nine for the first time in 2002-03, and who obtained their entire high school education in Broward County Public Schools. The current brief presents four-year alternate graduation rates and data on all outcomes for subgroups of this cohort. Data are disaggregated by gender, race/ethnicity, disability status, free and reduced-price lunch status, and English Language proficiency at the District and school level. Alternate four-year graduation rates indicate that, on average, female students have better outcomes than their male counterparts. Subgroups with an alternate graduation rate lower than the Districtwide rate include Black male students, Black female students, Hispanic male students, Students With Disabilities (SWD), students who qualify for free and reduced-price lunch, and English Language Learners. In an upcoming Research Brief, Research Services staff will replicate the present investigation with the cohort of students who entered grade nine for the first time in 2003-04. These data will be provided to the District's Graduation Task Force. Questions or comments concerning these analyses should be addressed to me at 754-321-2470 or Dr. Russell Clement, Director, Research Services at 754-321-2500. This Research Brief may be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/ResearchServices.htm).

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RET-110607-06
Attachments

cc: Executive Leadership Team
Area Directors
Leah Kelly, Executive Director, Student Support Services & Exceptional Student Education
Dr. Laurel Thompson, Director, School Social Work & Attendance
Ms. Jeannette Verboom, Coordinator, Charter Schools
High School Principals
Center Principals

Research Brief



The Calculation of Alternate Graduation Rates: Demographics

This Research Brief is a follow-up to *The Calculation of Dropout and Graduation Rates* (Research Brief #121), which provided alternate graduation rates that represent the success of students who obtained their entire high school education in BCPS. Data on all outcomes for the students in this cohort were also presented. Because students who transferred into the District were not added to the cohort, these data are not equivalent to graduation rates generated by Florida Department of Education (FDOE) analyses, but provide a unique insight into the outcomes for non-mobile BCPS high school students. The current data reflect additional analyses of outcomes for the same cohort of BCPS first-time entering ninth grade students in 2002-03. While graduation rates provide a useful summary of outcomes for high school students, it is necessary to understand the specific outcomes of those students who are not successful, in order to address the needs of these students. To that end, data have been disaggregated by relevant subgroups in order to facilitate the work of the District's Graduation Task Force. Only four-year outcomes (2005-06) are reported. School-level analyses are also presented.

Methods

In the original Research Brief, the Research Services Department investigated outcomes for those students who spent their entire high school career in BCPS, using a cohort analysis that tracked first-time entering ninth grade students in 2002-03 for four and five years (The School Board of Broward County, Florida, 2008). Students transferring into the District during this period were not added to the cohort because historical data on these students are not available. The present analyses investigated the outcomes of subgroups of the same cohort. The data on the pool of students from which this cohort was drawn was retrieved from the District's Data Warehouse on December 3, 2007. First time ninth grade BCPS students in 2002-03 were identified using the ninth grade code for the 180th day of 2002-03. To ensure their status as first-time ninth graders, students were included in the cohort only if they were also enrolled in eighth grade in the District in the previous year, as identified by an eighth grade code on the 180th day of 2001-02. Ninth grade students enrolled in agencies, Department of Juvenile Justice (DJJ) facilities, Broward Virtual Education, and home education were not included in the original cohort. Students identified for inclusion in the cohort were tracked for the entire period of analysis. No students were added or removed from the cohort, representing a divergence from the state's method for calculating graduation rates. Data for any student who left BCPS, and returned to BCPS during the period of analysis, are included in the summary of outcomes as indicated by their final status captured in the Data Warehouse.

Once the cohort was selected, final withdrawal codes for each student were identified using the Assignment History and Student All catalogs in the Data Warehouse. Tracking of students in the cohort was accomplished through retrieval of the student record at the end of 2003-04, 2004-05, and 2005-06. The current outcome analyses represent the percentages of students who fit the criteria for each of the possible outcome categories as of the end of the 2005-06 school year (i.e., four-year outcomes). Data are disaggregated by gender, ethnicity, disability status (students with disabilities–SWD), socioeconomic status (free and/or reduced-price lunch–FRL), and English language proficiency (English language learners–ELL).

The present analyses evaluated the success of subgroups of this cohort of students whose entire high school education was obtained in BCPS, by the calculation of an alternate graduation rate that was based upon outcome analyses. For each student subgroup, the calculation of an alternate four-year graduation rate was accomplished by dividing the number of four-year graduates by the total number of graduates, dropouts, students receiving certificates of completion, those still enrolled, and students expected to return who did not. In reality, some of the students in the latter group ($n=541$ in 2005-06) should have been recoded as “DNE,” representing a Dropout Code, while the remainder of these students would likely have been appropriately coded as a transfer. In the original Research Brief, two rates were reported, one including these students and one eliminating these students. For the present analyses, the alternate graduation rate is the more conservative of the two rates described in the previous release (Alternate 1). Students with transfer codes or adult codes were not included in the calculation of the alternate graduation rate.

Results

Appendix A summarizes all possible four-year (i.e., 2005-06) outcomes, according to withdrawal codes for BCPS students who entered ninth grade in the District for the first time in 2002-03. These data represent the outcomes for 18,097 students who fit the criteria for inclusion in this cohort. Withdrawal categories have been organized to be consistent with the state’s classifications: Dropout Codes, Graduation Codes, and Other Withdrawal Codes. Percentages reflect the number of students in any particular category (e.g., White females still enrolled) divided by the number of students in that subgroup (e.g., White females). As such, percentages do *not* represent either graduation or dropout rates that are comparable to those calculated by the state. The summary data provided in Appendix A served as the basis for the computation of the alternative graduation rates presented here.

Alternate Graduation Rates: Race/Ethnicity by Gender

As depicted in Appendix B and Figure 1, among the highest enrolled student groups (i.e., Black, Hispanic, and White), three subgroups achieved rates greater than the Districtwide Alternate Graduation Rate of 77.8 in 2005-06. These include White female students ($n=3,363$, rate=89.5), White male students ($n=3,573$, rate=84.1), and Hispanic female students ($n=1,919$, rate=81.3). The three subgroups with Alternate Graduation Rates lower than the Districtwide rate represent Hispanic male students ($n=1,990$, rate=76.7), Black female students ($n=3,232$, rate=70.1), and Black male students ($n=3,202$, rate=62.0). In all subgroups, except Native American, the rate is higher for female students than male students.

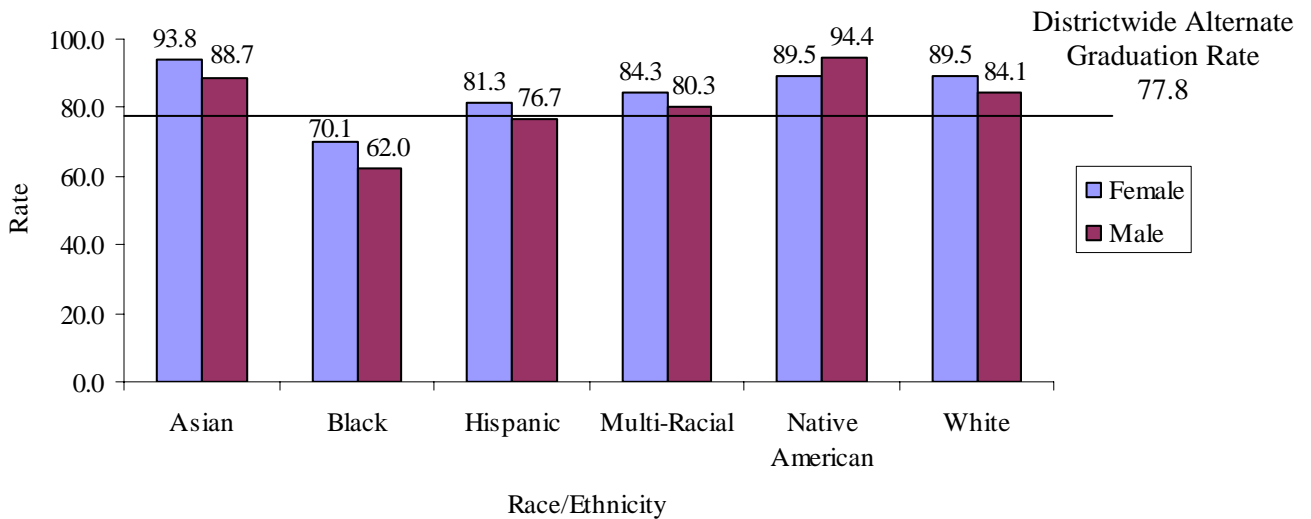


Figure 1. Alternate graduation rates by race/ethnicity and gender.

Alternate Graduation Rates: SWD, FRL, and ELL

As depicted in Appendix A and Figure 2, the alternate graduation rate of the subgroup of SWD was lower than the rate of the subgroup of students without disabilities (63.0% vs. 79.7%). The same was true for students who qualify for FRL, compared to those students who do not (67.2% vs. 82.1%), and for ELL, compared to those students who are proficient in English (63.6% vs. 78.8%). The SWD, FRL, and ELL subgroups all achieved rates that were lower than the Districtwide Alternate Graduation Rate of 77.8.

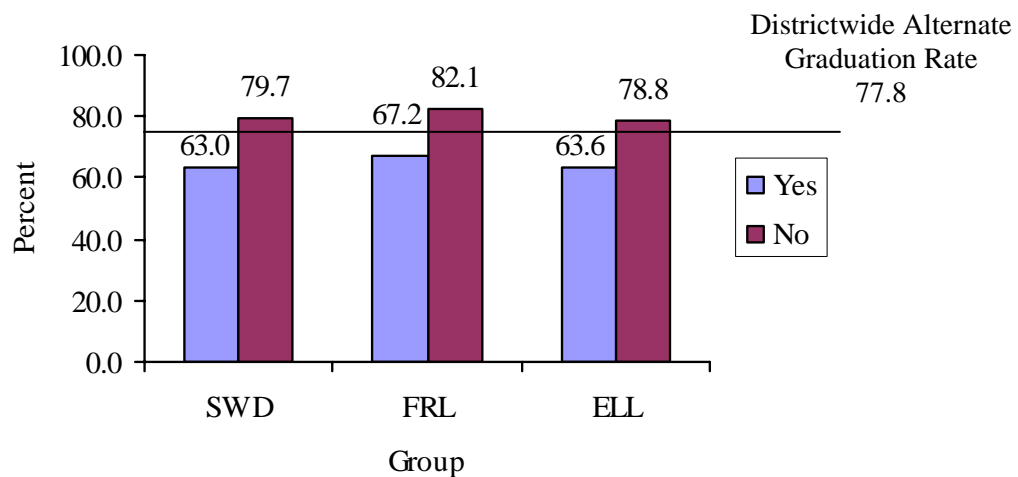


Figure 2. Alternate graduation rates by disability status (SWD), free and reduced-price lunch status (FRL), and English Language proficiency (ELL).

All Outcomes: Race/Ethnicity by Gender

As depicted in Appendix A, comparison of outcomes by gender indicates that a larger percentage of female students (compared to male students) are represented as graduates (64.8% vs. 57.0%, respectively). Conversely, a larger percentage of male students (compared to female students) are represented as still enrolled (9.6% vs. 6.3%) and students in the original cohort who transferred to, and then left, an adult education program under a variety of circumstances (10.1% vs. 6.9%). For the present analyses, these students have been classified as “Adult Non-Success” (ANS). Percentages were similar for male and female subgroups for the categories of certificates of completion (4.1% vs. 2.8%), dropouts (3.2% vs. 2.7%), expected to return who did not (3.5% vs. 2.5%), and transfers (13.7% vs. 12.9%). In all categories except certificates of completion, female students fared slightly better.

Data represented in Appendix B provide a breakdown of outcomes by race/ethnicity and gender. Table B1 represents the data for female students, and Table B2 depicts the data for male students. These data indicate that, for all subgroups, the highest percentages of students are graduates. Among the largest BCPS racial/ethnic groups, the highest percentages of graduates are represented in the White female, White male, and Hispanic female subgroups (70.1%, 63.3%, and 62.5%, respectively). The lowest percentages of graduates are seen in the Black female, Hispanic male, and Black male subgroups (58.5%, 57.7%, and 47.5%, respectively). Recall that the percentage of graduates reflects simply the percentage of students in the subgroup who received a diploma and does not consider the outcomes of non-graduates (i.e., dropouts, certificates of completion, still enrolled, transfers, adult education, and students expected to return who did not).

Figures 3 through 8 represent all four-year outcomes by gender and race/ethnicity for the three largest BCPS racial/ethnic groups (i.e., Black, Hispanic, and White). Figures 3 and 4, respectively, depict the 2005-06 four-year outcomes for male and female BCPS students in the subgroup of Black students. Figures 5 and 6, depict the 2005-06 four-year outcomes for male and female BCPS students in the subgroup of Hispanic students. Similarly, Figures 7 and 8, depict the 2005-06 four-year outcomes for male and female BCPS students in the subgroup of White students.

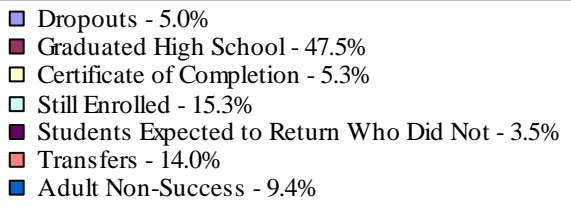
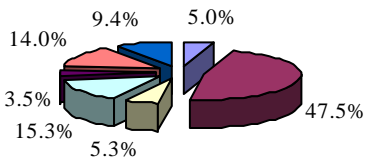


Figure 3. Four-year outcomes for Black male students by withdrawal category.

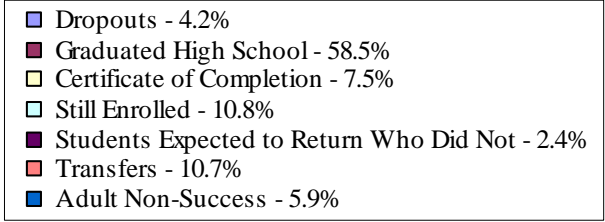
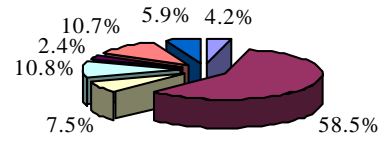


Figure 4. Four-year outcomes for Black female students by withdrawal category.

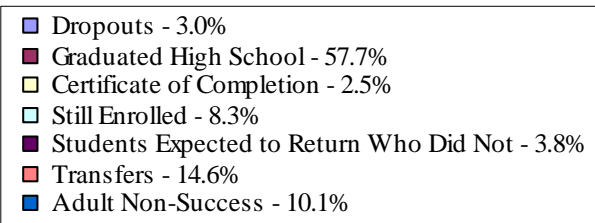
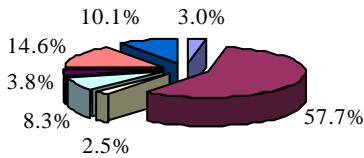


Figure 5. Four-year outcomes for Hispanic male students by withdrawal category.

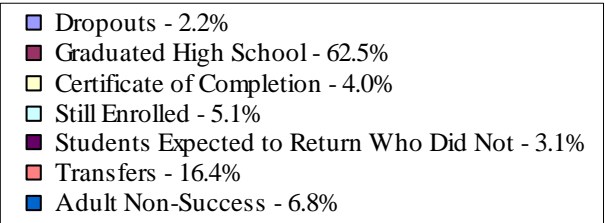
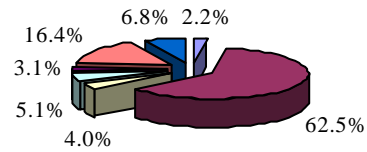


Figure 6. Four-year outcomes for Hispanic female students by withdrawal category.

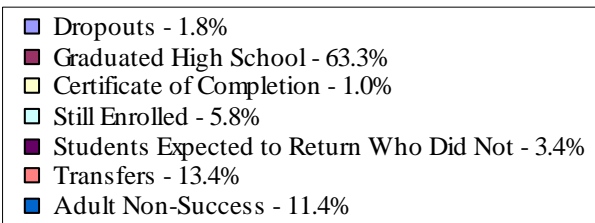
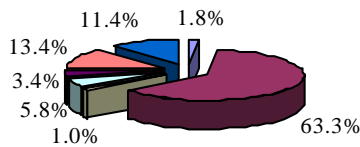


Figure 7. Four-year outcomes for White male students by withdrawal category.

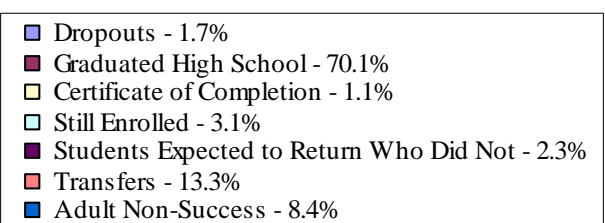
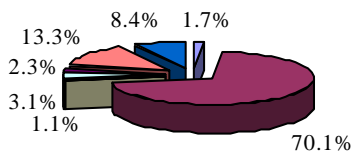


Figure 8. Four-year outcomes for White female students by withdrawal category.

All Outcomes: Disabilities

The four-year outcomes detailed in Appendix A have been summarized by disability status (SWD vs. non-SWD) in Figures 9 and 10, respectively. Figure 9 depicts the 2005-06 four-year outcomes of the subgroup of BCPS SWD, while Figure 10 represents the subgroup of students without disabilities. Comparison of outcomes by disability status indicates that a larger percentage of non-SWD students (compared to SWD) are represented as graduates (63.0% vs. 45.3%, respectively). Conversely, a larger percentage of SWD (compared to non-SWD) are represented still enrolled (15.0% vs. 7.0%), and ANS (12.4% vs. 8.0%). Percentages were similar for SWD and non-SWD subgroups for the categories of certificates of completion (2.3% vs. 3.6%), dropouts (4.7% vs. 2.7%), students expected to return who did not (4.6% vs. 2.8%), and transfers (15.6% vs. 13.0%), although non-SWD fared slightly better in these categories.

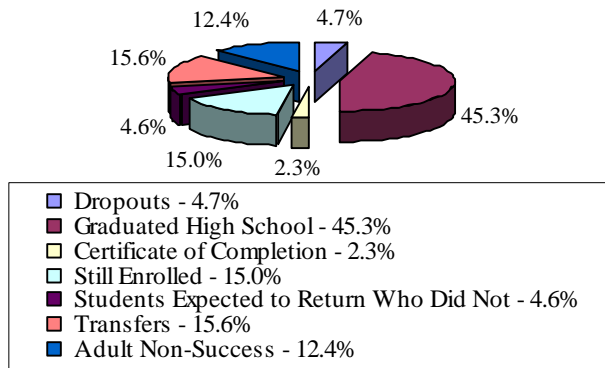


Figure 9. Four-year outcomes for SWD by withdrawal category.

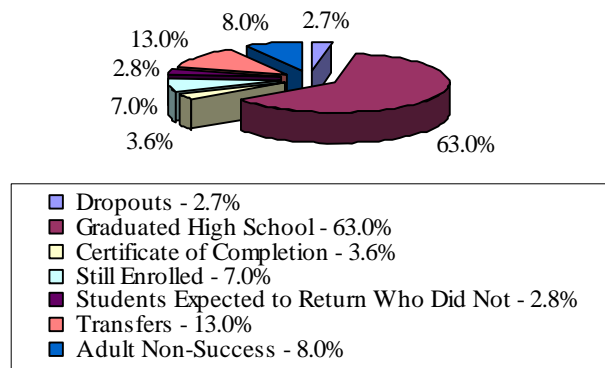


Figure 10. Four-year outcomes for Non-SWD students by withdrawal category.

All Outcomes: Socioeconomic Status

The four-year outcomes detailed in Appendix A have been summarized by FRL status (FRL vs. non-FRL) in Figures 11 and 12, respectively. Figure 11 depicts the 2005-06 four-year outcomes of the subgroup of BCPS students who qualify for FRL, while Figure 12 represents the subgroup of students who did not meet the criteria for FRL. Comparison of outcomes by FRL status indicates that a larger percentage of non-FRL students (compared to FRL) are represented as graduates (64.4% vs. 51.9%, respectively). Conversely, a larger percentage of FRL (compared to non-FRL) are represented as recipients of certificates of completion (6.0% vs. 2.4%), or still enrolled (11.9% vs. 6.4%). Percentages were similar for FRL and non-FRL subgroups for the categories of dropouts (4.3% vs. 2.4%), students expected to return who did not (3.2% vs. 2.9%), transfers (14.0% vs. 13.0%), and ANS (8.7% vs. 8.5%), although non-FRL fared slightly better in these categories.

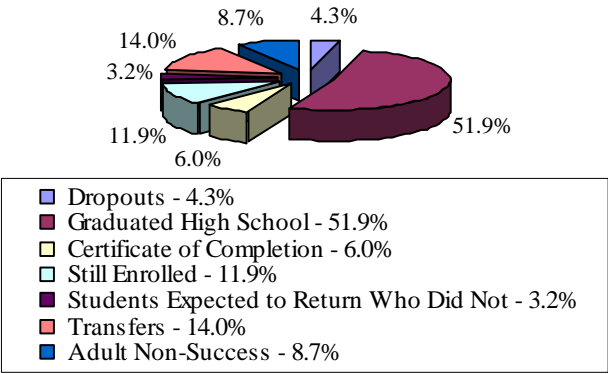


Figure 11. Four-year outcomes by withdrawal category for students who do not qualify for FRL.

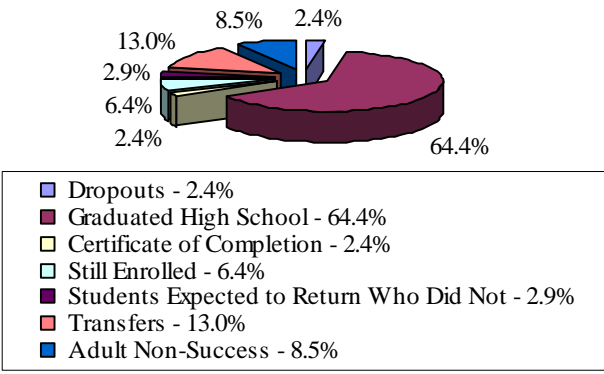


Figure 12. Four-year outcomes by withdrawal category for students who do not qualify for FRL (non-FRL).

All Outcomes: English Language Proficiency

The four-year outcomes detailed in Appendix A have been summarized by ELL status (ELL vs. non-ELL) in Figures 13 and 14, respectively. Figure 13 depicts the 2005-06 four-year outcomes of the subgroup of BCPS students who meet the criteria for ELL, while Figure 14 represents the subgroup of students who are not ELL (non-ELL). Comparison of outcomes by ELL status indicates that a larger percentage of non-ELL students (compared to ELL) are represented as graduates (62.0% vs. 45.4%, respectively). Conversely, a larger percentage of ELL (compared to non-ELL) are represented as recipients of certificates of completion (9.9% vs. 2.9%) and transfers (20.3% vs. 12.8%). Percentages were similar for ELL and non-ELL subgroups for the categories of dropouts (3.6% vs. 2.9%), still enrolled (8.2% vs. 8.0%), students expected to return who did not (4.4% vs. 2.9%), and ANS (8.2% vs. 8.5%). In all categories except ANS, non-ELL fared slightly better.

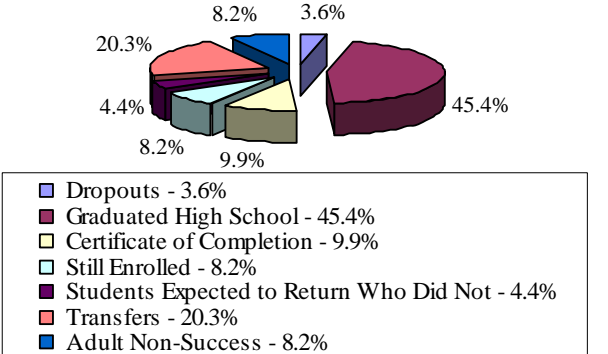


Figure 13. Four-year outcomes for ELLs by withdrawal category.

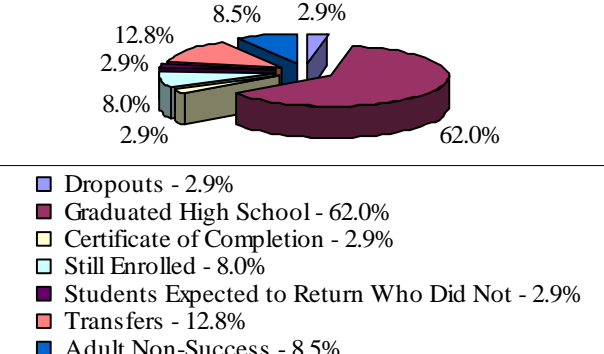


Figure 14. Four-year outcomes for non-ELLs by withdrawal category.

School Level Results

A school-by-school list of four-year alternate graduation rates for BCPS high schools can be found in Appendix C. The data have been disaggregated by gender (Table C1), race/ethnicity (Table C2), and SWD, FRL, and ELL status (Table C3). Consistent with the procedures for the District-level alternate rates, schools were held responsible only for their own students. Specifically, school-level calculations exclude students who left the District or transferred to another school within the District. Students who left, and then returned to their original high school, are included in the outcomes for that school. As such, the school-level subgroup calculations reflect the outcomes of graduates, dropouts, students still enrolled, and students who received certificates of completion for first-time ninth graders in 2002-03 *at their respective schools*.

Discussion

The analyses of outcomes and alternate graduation rates of these student subgroups can not be compared to FDOE computations of BCPS graduation and dropout rates for reasons that have been outlined previously (The School Board of Broward County, Florida, 2008). However, these analyses of the four-year outcomes of subgroups of BCPS high school students, who received their entire high school education in the District, provide additional insight into the outcomes of BCPS students that will be useful to the Graduation Task Force.

Alternate four-year graduation rates suggest that, of this group of non-transient students who began their high school education in BCPS in 2002-03, some general conclusions may be reached.

- On average, female students have better outcomes than their male counterparts.
- Black male students, Black female students, and Hispanic male students are successful graduates at a rate that is lower than the Districtwide alternate graduation rate.
- SWD are successful graduates at a rate that is lower than their non-disabled counterparts and a rate that is lower than the Districtwide alternate graduation rate.
- Students who meet the criteria for FRL are successful graduates at a rate that is lower than their non-FRL counterparts and a rate that is lower than the Districtwide alternate graduation rate.
- ELLs are successful graduates at a rate that is lower than their non-FRL counterparts and a rate that is lower than the Districtwide alternate graduation rate.

The purpose of the present analysis was to investigate the outcomes of non-transient students who obtain their entire high school education in BCPS. As such, mobile students were not included in the cohort and are not represented in these data. However, it is important to note that mobile students are associated with two issues that negatively impact FDOE graduation rates.

First, several BCPS investigations in recent years have demonstrated that mobile students, on average, have a reduced probability of success (The School Board of Broward County, Florida, 1995, 2003a, 2003b). This is especially true for those students who transfer into the District from other systems. Transient students, in many cases, may already represent students who are “off track” and are more likely to encounter obstacles to graduation. Consequently, their needs may be unique to their circumstances and must be considered in the planning of appropriate interventions.

Second, the greatest challenge to the calculation of graduation rates on an individual basis (as is the case with FDOE calculation of graduation and dropout rates) is the tracking of codes for highly mobile students over the years that they are enrolled. When students move in and out of District schools and centers, and even in and out of the state, the issues related to procedures, data entry, tracking, and updating of withdrawal codes compromise the accuracy of these data.

Next Steps

The current Research Brief provides follow-up analyses of the four-year outcomes of subgroups of students who comprise the cohort of BCPS students who entered grade nine for the first time in 2002-03. To facilitate the decision-making of the District's Graduation Task Force, Research Services staff will replicate the present investigation with the cohort of BCPS students who entered grade nine for the first time in 2003-04. Four-year (i.e., 2006-07) outcomes will be reported. The findings from these planned analyses will be provided to the District's Graduation Task Force to guide their discussions and recommendations.

References

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Appendix A

2005-06 Four-Year Outcomes by Demographics for Cohort of First-time Ninth Grade Students in 2002-03

	Total Cohort (N=18,097)		Total Dropouts (N=531)		Total Graduated High School (N=11,011)		Total Certificate of Completion (N=620)		Total Still Enrolled (N=1,446)		Total Students Expected to Return Who Did Not (N=541)		Total Transfers (N=2,406)		Total Adult Non- Success (N=1,542)		Alternate Graduation Rate	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Gender																		
Female	8,925	100.0	242	2.7	5,779	64.8	363	4.1	562	6.3	220	2.5	1,147	12.9	612	6.9	80.6	
Male	9,172	100.0	289	3.2	5,232	57.0	257	2.8	884	9.6	321	3.5	1,259	13.7	930	10.1	74.9	
Race/Ethnicity																		
Asian	588	100.0	6	1.0	483	82.1	10	1.7	22	3.7	8	1.4	41	7.0	18	3.1	91.3	
Black	6,434	100.0	298	4.6	3,413	53.0	412	6.4	837	13.0	190	3.0	793	12.3	491	7.6	66.3	
Hispanic	3,909	100.0	102	2.6	2,348	60.1	125	3.2	263	6.7	135	3.5	605	15.5	331	8.5	79.0	
Multi-Racial	186	100.0	4	2.2	116	62.4	1	0.5	11	5.9	9	4.8	36	19.4	9	4.8	82.3	
Native American	44	100.0	1	2.3	34	77.3	-	0.0	2	4.5	-	0.0	4	9.1	3	6.8	91.9	
White	6,936	100.0	120	1.7	4,617	66.6	72	1.0	311	4.5	199	2.9	927	13.4	690	9.9	86.8	
SWD																		
SWD	2,203	100.0	104	4.7	999	45.3	50	2.3	331	15.0	101	4.6	344	15.6	274	12.4	63.0	
Non-SWD	15,894	100.0	427	2.7	10,012	63.0	570	3.6	1,115	7.0	440	2.8	2,062	13.0	1,268	8.0	79.7	
FRL																		
FRL	5,215	100.0	223	4.3	2,709	51.9	312	6.0	620	11.9	169	3.2	729	14.0	453	8.7	67.2	
Non-FRL	12,882	100.0	308	2.4	8,302	64.4	308	2.4	826	6.4	372	2.9	1,677	13.0	1,089	8.5	82.1	
ELL																		
ELL	1,294	100.0	46	3.6	588	45.4	128	9.9	106	8.2	57	4.4	263	20.3	106	8.2	63.6	
Non-ELL	16,803	100.0	485	2.9	10,423	62.0	492	2.9	1,340	8.0	484	2.9	2,143	12.8	1,436	8.5	78.8	

Appendix B

Table B1
2005-06 Four-Year Outcomes by Race/ethnicity for Female First-Time Ninth Grade Students in 2002-03

	Total Female Cohort (N=8,925)		Total Dropouts (N=242)		Total Graduated High School (N=5,779)		Total Certificate of Completion (N=363)		Total Still Enrolled (N=562)		Total Students Expected to Return Who Did Not (N=220)		Total Transfers (N=1,147)		Total Adult Non-Success (N=612)		Alternate Graduation Rate	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Race/Ethnicity by Female																		
Asian	300	100.0	3	1.0	256	85.3	6	2.0	5	1.7	3	1.0	22	7.3	5	1.7	93.8	
Black	3,232	100.0	137	4.2	1,891	58.5	243	7.5	348	10.8	78	2.4	345	10.7	190	5.9	70.1	
Hispanic	1,919	100.0	42	2.2	1,199	62.5	76	4.0	98	5.1	59	3.1	314	16.4	131	6.8	81.3	
Multi-Racial	91	100.0	3	3.3	59	64.8	-	0.0	4	4.4	4	4.4	18	19.8	3	3.3	84.3	
Native American	20	100.0	-	0.0	17	85.0	-	0.0	2	10.0	-	0.0	1	5.0	-	0.0	89.5	
White	3,363	100.0	57	1.7	2,357	70.1	38	1.1	105	3.1	76	2.3	447	13.3	283	8.4	89.5	

Table B2
2005-06 Four-Year Outcomes by Race/ethnicity for Male First-Time Ninth Grade Students in 2002-03

	Total Male Cohort (N=9,172)		Total Dropouts (N=289)		Total Graduated High School (N=5,232)		Total Certificate of Completion (N=257)		Total Still Enrolled (N=884)		Total Students Expected to Return Who Did Not (N=321)		Total Transfers (N=1,259)		Total Adult Non-Success (N=930)		Alternate Graduation Rate	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Race/Ethnicity by Male																		
Asian	288	100.0	3	1.0	227	78.8	4	1.4	17	5.9	5	1.7	19	6.6	13	4.5	88.7	
Black	3,202	100.0	161	5.0	1,522	47.5	169	5.3	489	15.3	112	3.5	448	14.0	301	9.4	62.0	
Hispanic	1,990	100.0	60	3.0	1,149	57.7	49	2.5	165	8.3	76	3.8	291	14.6	200	10.1	76.7	
Multi-Racial	95	100.0	1	1.1	57	60.0	1	1.1	7	7.4	5	5.3	18	18.9	6	6.3	80.3	
Native American	24	100.0	1	4.2	17	70.8	-	0.0	-	0.0	-	0.0	3	12.5	3	12.5	94.4	
White	3,573	100.0	63	1.8	2,260	63.3	34	1.0	206	5.8	123	3.4	480	13.4	407	11.4	84.1	

Appendix C

Table C1

School-by-School List of Alternate Graduation Rates by Gender for Cohort of First-time Ninth Grade Students in 2002-03

High School	Female			Male		
	Non-mobile Students <i>N</i>	Graduates <i>n</i>	Alternate Graduation Rate	Non-mobile Students <i>N</i>	Graduates <i>n</i>	Alternate Graduation Rate
Anderson, Boyd H.	170	121	71.2	129	93	72.1
Atlantic Technical	29	29	100.0	64	64	100.0
Coconut Creek	138	115	83.3	150	111	74.0
Cooper City	222	207	93.2	200	188	94.0
Coral Springs Charter	91	88	96.7	74	72	97.3
Coral Springs	220	204	92.7	221	201	91.0
Cypress Bay	383	366	95.6	369	345	93.5
Deerfield Beach	195	156	80.0	197	149	75.6
Dillard	152	112	73.7	121	82	67.8
Ely, Blanche	251	206	82.1	168	127	75.6
Flanagan, Charles W.	246	223	90.7	212	188	88.7
Fort Lauderdale	155	132	85.2	130	110	84.6
Hallandale	120	90	75.0	86	56	65.1
Hollywood Hills	132	120	90.9	135	120	88.9
McArthur	173	143	82.7	153	126	82.4
McFatter, W. T. Technical	54	54	100.0	60	60	100.0
Miramar	169	155	91.7	166	146	88.0
Northeast	165	146	88.5	137	127	92.7
Nova	174	161	92.5	170	160	94.1
Parkway Academy @ BCC	17	17	100.0	10	9	90.0
Pembroke Pines Charter	108	108	100.0	77	75	97.4
Piper	247	218	88.3	215	185	86.0
Plantation	208	194	93.3	195	173	88.7
Pompano Beach	78	76	97.4	52	49	94.2
South Broward	164	136	82.9	151	121	80.1
South Plantation	197	176	89.3	173	161	93.1
Stoneman Douglas, Marjory	255	243	95.3	259	237	91.5
Stranahan	188	171	91.0	122	101	82.8
Taravella, J. P.	234	223	95.3	253	239	94.5
Western	204	195	95.6	196	182	92.9

Note. Schools with less than 10 graduates are omitted (Somerset Academy). Coral Glades, Everglades, Life Skills, Monarch, Smart School Institute, and Somerset Conservatory opened after 2002-03. College Academy and Sheridan Technical do not enroll grade nine students. Centers and Broward Virtual School were not included.

Appendix C (continued)

Table C2

School-by-School List of Alternate Graduation Rates (AGR) by Race/Ethnicity for Cohort of First-time Ninth Grade Students in 2002-03

High School	Black			Hispanic			White		
	Non-mobile Students	Graduates	AGR	Non-mobile Students	Graduates	AGR	Non-mobile Students	Graduates	AGR
	<i>N</i>	<i>n</i>		<i>N</i>	<i>n</i>		<i>N</i>	<i>n</i>	
Anderson, Boyd H.	252	173	68.7	10	7	70.0	23	21	91.3
Atlantic Technical	20	20	100.0	25	25	100.0	44	44	100.0
Coconut Creek	134	103	76.9	50	38	76.0	84	68	81.0
Cooper City	14	14	100.0	44	40	90.9	332	309	93.1
Coral Springs Charter	15	15	100.0	23	23	100.0	120	115	95.8
Coral Springs	81	67	82.7	78	69	88.5	253	241	95.3
Cypress Bay	25	23	92.0	309	286	92.6	369	355	96.2
Deerfield Beach	178	119	66.9	60	44	73.3	137	126	92.0
Dillard	238	159	66.8	12	12	100.0	17	17	100.0
Ely, Blanche	357	279	78.2	26	21	80.8	21	18	85.7
Flanagan, Charles W.	85	72	84.7	158	143	90.5	185	170	91.9
Fort Lauderdale	196	157	80.1	25	24	96.0	56	54	96.4
Hallandale	136	96	70.6	53	39	73.6	16	10	62.5
Hollywood Hills	38	33	86.8	95	84	88.4	122	111	91.0
McArthur	75	60	80.0	140	112	80.0	96	85	88.5
McFatter, W. T. Technical	11	11	100.0	30	30	100.0	63	63	100.0
Miramar	212	187	88.2	63	55	87.3	30	29	96.7
Northeast	64	59	92.2	89	73	82.0	135	127	94.1
Nova	106	91	85.8	48	43	89.6	165	164	99.4
Parkway Academy @ BCC	17	16	94.1	3	3	100.0	4	4	100.0
Pembroke Pines Charter	24	23	95.8	64	64	100.0	92	91	98.9
Piper	182	148	81.3	80	70	87.5	181	166	91.7
Plantation	189	164	86.8	73	69	94.5	117	112	95.7
Pompano Beach	38	38	100.0	16	13	81.3	72	70	97.2
South Broward	86	64	74.4	85	63	74.1	127	116	91.3
South Plantation	160	140	87.5	64	56	87.5	132	127	96.2
Stoneman Douglas, Marjory	43	38	88.4	60	53	88.3	383	362	94.5
Stranahan	195	174	89.2	53	43	81.1	34	28	82.4
Taravella, J. P.	47	39	83.0	96	89	92.7	310	301	97.1
Western	14	14	100.0	57	52	91.2	317	299	94.3

Note. Schools with less than 10 graduates are omitted (Somerset Academy). Coral Glades, Everglades, Life Skills, Monarch, Smart School Institute, and Somerset Conservatory opened after 2002-03. College Academy and Sheridan Technical do not enroll grade nine students. Centers and Broward Virtual School were not included.

Appendix C (continued)

Table C3

School-by-School List of Alternate Graduation Rates (AGR) by SWD, FRL, and ELL for Cohort of First-time Ninth Grade Students in 2002-03

High School	SWD			FRL			ELL		
	Non-mobile Students	Graduates	AGR	Non-mobile Students	Graduates	AGR	Non-mobile Students	Graduates	AGR
	<i>N</i>	<i>n</i>		<i>N</i>	<i>n</i>		<i>N</i>	<i>n</i>	
Anderson, Boyd H.	38	17	44.7	138	86	62.3	15	5	33.3
Atlantic Technical	7	7	100.0	29	29	100.0	9	9	100.0
Coconut Creek	28	20	71.4	116	84	72.4	23	9	39.1
Cooper City	51	48	94.1	24	22	91.7	8	5	62.5
Coral Springs Charter	26	24	92.3	15	15	100.0	2	2	100.0
Coral Springs	44	33	75.0	91	77	84.6	29	19	65.5
Cypress Bay	47	38	80.9	72	63	87.5	78	65	83.3
Deerfield Beach	49	37	75.5	140	88	62.9	25	6	24.0
Dillard	37	20	54.1	133	85	63.9	4	4	100.0
Ely, Blanche	43	33	76.7	171	132	77.2	26	13	50.0
Flanagan, Charles W.	39	30	76.9	66	55	83.3	30	23	76.7
Fort Lauderdale	31	23	74.2	118	94	79.7	28	18	64.3
Hallandale	24	17	70.8	102	74	72.5	20	11	55.0
Hollywood Hills	22	19	86.4	104	91	87.5	18	13	72.2
McArthur	31	25	80.6	84	67	79.8	25	20	80.0
McFatter, W.T. Technical	9	9	100.0	14	14	100.0	1	1	100.0
Miramar	42	32	76.2	127	109	85.8	11	11	100.0
Northeast	29	25	86.2	129	117	90.7	35	23	65.7
Nova	15	12	80.0	57	46	80.7	29	20	69.0
Parkway Academy@BCC	3	3	100.0	14	13	92.9	0	--	--
Pembroke Pines Charter	19	18	94.7	17	16	94.1	4	4	100.0
Piper	42	37	88.1	162	135	83.3	22	17	77.3
Plantation	41	34	82.9	99	82	82.8	31	25	80.6
Pompano Beach	9	9	100.0	32	30	93.8	3	3	100.0
South Broward	23	14	60.9	131	98	74.8	21	11	52.4
South Plantation	40	34	85.0	124	106	85.5	20	15	75.0
Stoneman Douglas, M.	25	17	68.0	29	23	79.3	14	11	78.6
Stranahan	25	16	64.0	154	126	81.8	10	5	50.0
Taravella, J. P.	46	41	89.1	58	55	94.8	31	25	80.6
Western	67	59	88.1	28	25	89.3	11	9	81.8

Note. Schools with less than 10 graduates are omitted (Somerset Academy). Coral Glades, Everglades, Life Skills, Monarch, Smart School Institute, and Somerset Conservatory opened after 2002-03. College Academy and Sheridan Technical do not enroll grade nine students. Centers and Broward Virtual School were not included.