



**ALBUQUERQUE  
PUBLIC SCHOOLS**

**Cohort Status Report:  
Students in the Classes  
Of  
2007 and 2008**

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# ALBUQUERQUE PUBLIC SCHOOLS

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# Cohort Status for the Classes of 2007 and 2008

## Introduction

This report presents a five-year study of high school cohorts. The cohort study follows entering ninth graders to determine their status four years later – their anticipated graduation year for that cohort. Since 1985, when RDA first started voluntarily publishing the cohort study, the report has provided a summary of multiple statuses. The statuses reported are graduation, dropout, still enrolled and verified transferred out of APS. Regretfully, a few students from each cohort are deceased by the anticipated graduation date and these students are included in the cohort status.

This report provides two cohort studies: the class of 2007 and the class of 2008.

## Reporting Requirements

APS began calculating the cohort status report in 1985 and provided this study for each graduating class since that time, with a few exception years. This is a voluntary reporting on APS' part as there still is no state or federal requirement of districts to conduct a cohort study.

When RDA first began reporting the cohort, there were few publications about how different districts or states were calculating this kind of statistic. The National Center for Education Statistics provided some guidance about how to classify students as dropouts and provided a suggested formula for calculating annual dropout but did not provide guidance around four-year cohort studies.

In the past 5 years there has been a significant increase in the literature around cohort, longitudinal dropout and 4-year graduation rates. This has come about because of the requirement in NCLB to include in the AYP ratings an “on-time graduation rate”.

NCLB requires each state to provide a four-year graduation rate and until this past year there has been little or no guidance on the calculation of that rate. As the ‘on-time graduation rate’ from different states was compared by the media, it was evident to the general population that there were markedly different, but still accurate, ways to calculate an on-time graduation rate.

The National Governor's Association has developed more specific guidance to help standardize this reporting and the US Office of Education has adopted these guidelines. This will help to standardize the reporting across states but still requires state education agencies to define a great many details about the calculation. NM PED has not finalized those details but anticipates having that completed by May 2009. APS will change its cohort reporting to adopt the NM PED guidelines when those are finalized and published. **Until that time, the RDA report will continue to use the original 1985 formula adopted by the district.**

## Calculating Cohort

Students who held first time ninth grade standing on the 40<sup>th</sup> day of the school year make up the cohort for the two studies in this report. The cohort study follows each of these students from their 40<sup>th</sup> day in the fall of ninth grade through the end of the school year four years later – the anticipated graduation year for the cohort.

- First time ninth graders in 2003-04 are considered the graduating class of 2007
- First time ninth graders in the fall of 2004-05 are the group making up the graduating class of 2008.

With the passage of No Child Left Behind, the cohort status is generally referred to as a four-year graduation rate and many states began reporting only graduation and dropout. However, it is important to note that every student in the cohort who does not graduate is not a dropout. More detailed analysis of the status of each member of the cohort helps districts and schools understand better the challenges they face to ensure all students graduate. Analyzing transfers and students who take more than four years to graduate helps districts and schools develop more differentiated interventions for specific groups of students.

The cohort status report presents six different statuses for students in the ninth grade class:

- Graduated
- Still Enrolled in an APS School
- Transferred out of the APS district
- Dropped Out
- Expelled
- Deceased

Defining each status is more detailed than it first appears. An abbreviated definition is provided for each of these statuses.

A **first-time ninth grader** is a student who has not been enrolled in an APS high school as a ninth grader any time previous to that cohort's 40<sup>th</sup> day. Students who have been a ninth grader previously are considered in their cohort the year before and are not included in the current year's cohort again.

A true **cohort** as used in the RDA study consist only of those students who were in the original group on the 40<sup>th</sup> day. Transfer students are not incorporated into the cohort. Transfer student status is recorded in annual dropout reports.

A **graduate** is a student who has completed the required number of credits and obtained a diploma or a certificate of completion.

Students **still enrolled** in APS are students who began 9<sup>th</sup> grade with their cohort and did not have sufficient credits to graduate.

**Transfers** are student who leave APS schools sometime during their 4-years of high school. School staffs must have some verification that a student transferred and did enroll in another district. This might be a transcript request from the new school or a signed affidavit by the parent indicating that the family is moving to a particular city and the exact school for re-enrollment is not identified. A sealed transcript and transfer packet are provide to the family for the transfer. Students who return to their country of origin are considered transfers for the cohort reporting.

**Dropouts** are defined as any student who started as a 9<sup>th</sup> grader, did not graduate with their class, did not return the next year and for whom no transfer can be validated. Technically, dropout is the default status for any student whose whereabouts is unknown at the end of the four year cohort period.

Very few students within a cohort are either **expelled or deceased** by the anticipated graduation date. However, these students are still included as a separate status as it is inaccurate to incorporate these students into any other category.

Students who leave school and successfully complete a **GED** are NOT graduates. These students are identified whenever possible and included as a separate entry. However, if the student's GED status is not confirmed, the student must be counted as a dropout.

## **Reader Cautions about Calculation and Rates**

Because the cohort reports all of these different statuses it is important for the reader to remember that the cohort graduation rate cannot be subtracted from 100% to generate the dropout rate.

At the end of four years, students who started the 9<sup>th</sup> grade can end up in many different places. New students will transfer into the school the cohort is attending and many transfer out. Ninth grade enrollment will include first time ninth graders and those students who have been in high school already one full year. These students actually belong to a previous cohort and are counted in that study. Because of these factors, you cannot simply take the number of 9<sup>th</sup> graders four years ago and compare that to the current number of graduates to calculate a graduation rate.

The annual dropout rate that is published in a different report cannot be aggregated over a four year period to create a cohort dropout rate; and then subtracted from 100% to create a graduation rate. The calculation and definitions used in annual dropout do not align to those used in the cohort. The annual report is only a snapshot for that one year. A student who enrolls and dropouts over multiple times will be counted each year. That does not happen in the cohort.

## **Source of the Data**

Throughout each year, student's enrollment status is recorded in the student information system. Students in the ninth grade cohort may have multiple enrollments and withdrawals during their four years with the cohort. They may transfer among different APS high schools or transfer out of the district. Some students even transfer back into

the district and are an active student in APS at the end of the four year period. All of this activity is recorded in the student information system.

The cohort report will only reflect the last status the student held in the spring of the anticipated graduation year as it is recorded in the student system. Students are not counted multiple times when they dropout or transfer and then return to school.

## **Following Students**

Many factors inhibit the tracing and verification of a student's graduation status. Staff time to contact family and friends, common identification numbers, changes in student information systems, and willingness of families to be contacted are just a few. Ideally, school and district staff would be able to contact every student who did not graduate from an APS school with their cohort. This contact would allow us to determine if the student did graduate from another district and incorporate these students into the rate. However, the mobility within our community can make this type of contact nearly impossible at times. School staffs **do** make an effort to contact nearly every student and district staff complete follow up efforts with students as part of the verification process.

An early grant to RDA allowed us to study the success of contact efforts. This study identified 839 students who were potential dropouts. This work showed that over 2500 phone contacts were made (an average of 3 calls per student.). This work allowed us only to determine the status for approximately 514 students (61% of the sample). Approximately 40% of the sample was verified as "true dropouts." The remaining students could not be located or their enrollment status could not be confirmed through these contacts.

Since NM implemented a state student identification number, tracking students is a less cumbersome and time consuming effort. However, students still have multiple enrollments using multiple state IDs in different districts. And, for the more current cohort reports, the massive state ID number change that occurred about three years ago inhibits the tracing of students within New Mexico districts.

APS and the New Mexico PED both changed student information systems in the last 5 years. Every effort is made to ensure consistency in data and student records when these changes occur. However, these system changes always result in some challenges to data integrity. While these compromises may not impact reporting at the macro-level, there is certainly an identifiable impact at the individual student level. The cohort reports depend on individual student level data. Further, the opening of new high schools (two in APS) creates challenges for calculating a cohort, not for the new school but for the schools from which the new school gets its students.

Students leave APS for a variety of reasons. Sometimes those reasons include a family need or desire to not be located or contacted by the district. These students may be living with other family members, may be incarcerated under a legal name not used in APS, or may simply be enrolled in a private school under a different name. APS staff cannot locate a student under these conditions and without family cooperation.

## Analysis of Results

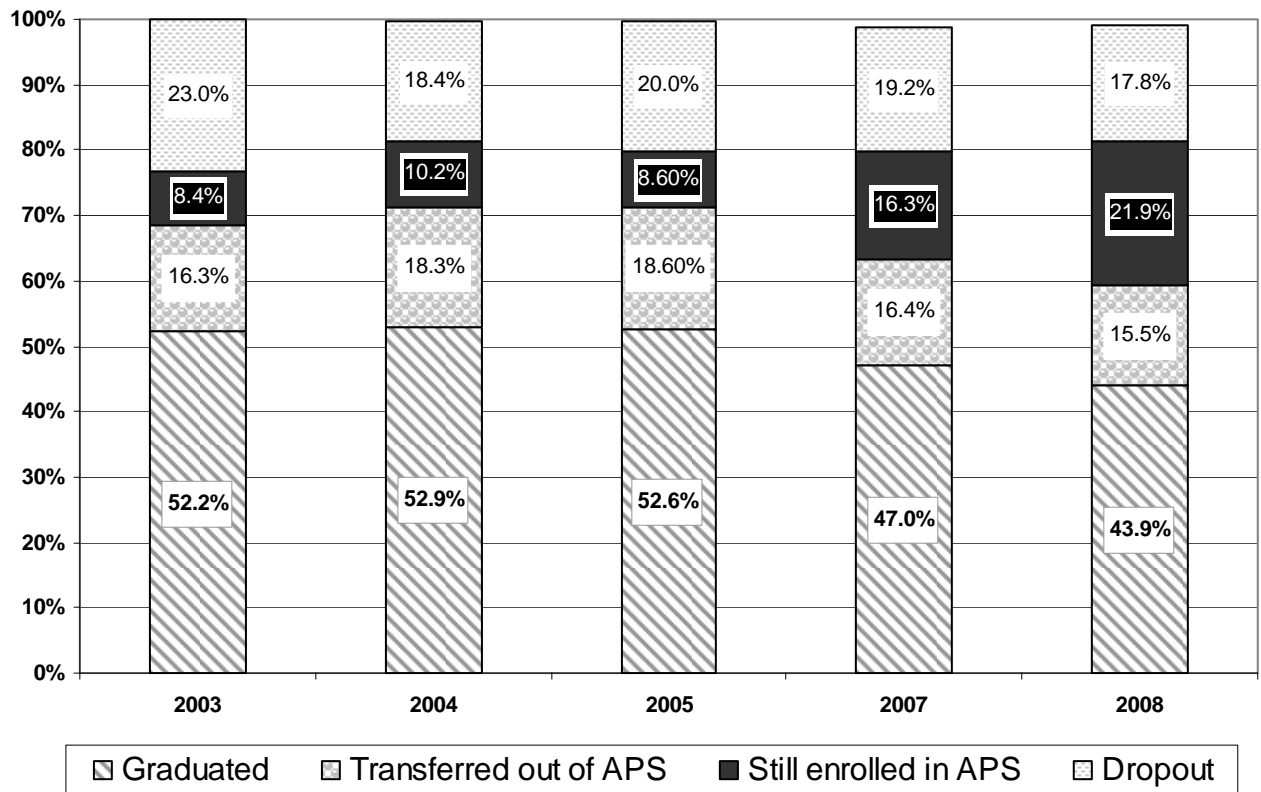
With these most recent cohort reports, marked changes are evident in the different statuses. Fewer students are graduating, fewer students are dropping out and more students are staying in school beyond four years.

- Graduation rates are down but dropout rates are not increasing.
- While fewer students are graduating on time (in 4 years) more students are staying in school for additional years of high school (an increase from 16% to 22%).
- Transfers have remained the same.

The relative standing of an individual school's cohort data compared to other APS schools remained somewhat stable over several years. However, the last two reports show some changes in these relative or comparative standings.

- Rio Grande high school historically has had the lowest graduation rates and the highest dropout rates among the comprehensive high schools. However, in 2008 Rio Grande improved this status for both graduation and dropout.
- Highland High School and Albuquerque High School have seen increases in the dropout rates and decreases in the graduation rates in these two most recent reports.
- Sandia High School has typically enjoyed a rather stable and strong graduation rate but saw a decrease during these last two years.

Figure 1 shows district trends in graduation, dropout, transfers and still enrolled students over the last five reporting periods. Table 1 shows the individual school graduation, still enrolled, transfer, and dropout figures for the last five reporting periods. The tables at the end of this report show detailed statistics for the district and individual comprehensive high schools.



	<b>School</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2007</b>	<b>2008</b>
<b>Graduation Rates</b>	Albuquerque	42.8	42.8	42.6	35.7	33.2
	Cibola	62.0	62.3	57.4	53.4	50.8
	DelNorte	53.0	48.7	49.5	37.5	36.3
	Eldorado	63.9	66.1	65.6	64.7	58.3
	Highland	38.7	40.0	46.4	37.6	36.8
	LaCueva	77.3	75.6	69.5	67.8	63.7
	Manzano	53.4	56.6	55.7	52.7	45.2
	Rio Grande	36.9	39.6	43.1	38.7	34.5
	Sandia	61.3	59.4	64.4	52.7	50.1
	Valley	51.3	51.9	48.8	44.2	40.5
	West Mesa	42.0	41.9	40.2	31.3	32.9
	District	52.2	52.9	52.6	47.0	43.9
<b>Still Enrolled Rates</b>	Albuquerque	8.3	10.2	11.6	21.7	28.6
	Cibola	4.5	7.1	6.1	12.9	17.0
	DelNorte	7.0	11.1	7.4	16.7	20.6
	Eldorado	4.9	8.1	4.8	7.9	13.2
	Highland	11.6	8.9	7.3	16.2	20.6
	LaCueva	2.1	4.7	5.3	11.2	16.0
	Manzano	8.2	10.4	7.6	13.8	21.4
	Rio Grande	12.2	15.2	10.7	15.5	19.7
	Sandia	7.8	9.2	6.2	15.7	26.4
	Valley	14.1	14.3	11.0	19.0	26.0
	West Mesa	9.0	12.0	13.2	27.3	30.3
	District	8.3	10.2	8.5	16.3	21.9
<b>Transfer Rates</b>	Albuquerque	17.1	23.7	20.3	18.6	18.8
	Cibola	20.2	19.9	21.7	19.0	17.1
	DelNorte	13.0	18.7	19.2	18.7	18.1
	Eldorado	15.8	15.5	14.0	13.5	11.5
	Highland	21.7	26.1	24.9	25.0	18.3
	LaCueva	12.5	13.3	14.8	9.8	12.7
	Manzano	19.6	18.7	21.3	17.2	12.1
	Rio Grande	14.8	19.1	22.1	23.8	31.1
	Sandia	14.1	12.8	13.9	11.8	8.7
	Valley	8.8	12.8	13.2	13.2	14.1
	West Mesa	20.2	20.0	19.6	11.8	11.9
	District	16.3	18.3	18.6	16.4	15.5
<b>Dropout Rates</b>	Albuquerque	31.6	23.1	25.3	22.1	19.3
	Cibola	13.3	10.5	14.6	13.8	14.7
	DelNorte	26.8	21.4	23.1	26.4	24.6
	Eldorado	15.4	10.2	15.4	13.0	16.1
	Highland	27.9	25.0	21.5	20.9	23.3
	LaCueva	8.1	6.4	9.6	11.1	7.4
	Manzano	18.5	14.1	15.2	15.8	21.4
	Rio Grande	36.2	26.1	23.8	19.2	11.4
	Sandia	16.8	18.3	15.2	17.8	14.5
	Valley	25.7	20.7	26.9	22.4	18.7
	West Mesa	28.3	25.6	26.6	29.0	24.3
	District	23.0	18.4	20.0	19.2	17.8

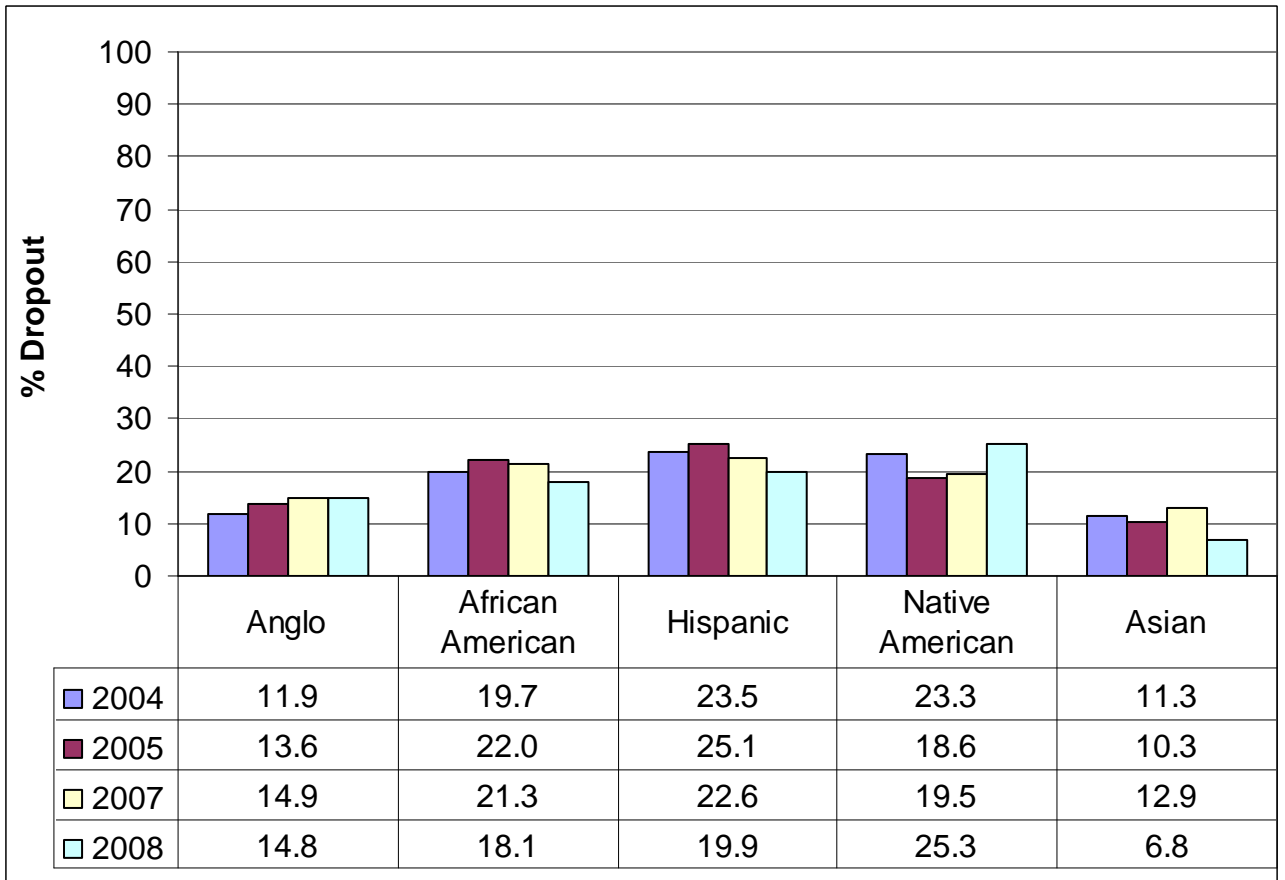
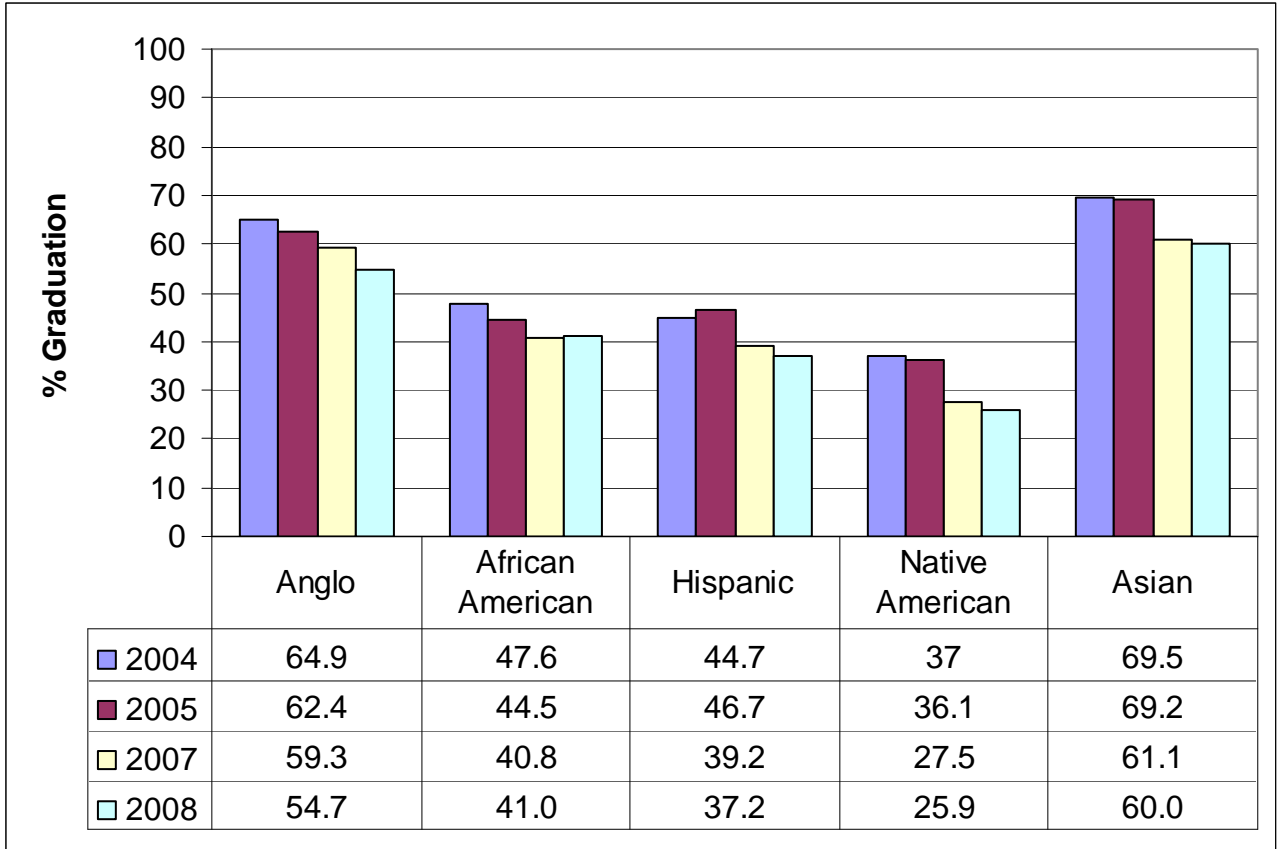
Over the years, minority students have had lower graduation rates and high dropout rates. Minority students, poverty students and English language learners have also historically had much higher transfer rates and greater numbers of students classified as dropouts because their whereabouts were unknown. When dropout rates increase in urban districts, minority and poverty students are disproportionately affected. Comparable trends are seen in APS figures with an exception among some individual schools.

In 2002-03 the district received a grant to incorporate smaller learning communities in some of its high schools. In those schools with the most fidelity to the tenets of smaller learning communities, there was a reverse in the trends of 9<sup>th</sup> grade dropout, with minority students having lower dropout rates than Anglo students. This trend persisted through the 10<sup>th</sup> grade for those students and had an impact on the cohort status report. We would anticipate that the current SLC work will have a similar impact on future cohort reports for the participating schools.

The 2007 and 2008 cohort reports do not include rates for the NCLB groups of English language learners and special education students. The demographic data needed to accurately complete a cohort study was captured in a different structure than the SIS used for the cohort data. The data for the 2003-04 and the 2004-05 school years is not sufficiently accurate to provide a cohort rate for these two most recent years. The cohort depends on the student's ELL and special education status at the beginning of the study. The data structures used during the 2004 and 2005 years were 'real time' data and did not provide historical status. In other words, each change in the students' status updated their record by overwriting and a simultaneous ID change at the state and district made it impossible to readily reconstruct the data.\*

\*NOTE: Following the preliminary release of this report, cohort rates for the NCLB groups of English language learners and special education students were calculated and included in this report.

## Graduation and Dropout Cohort Rates by Ethnicity 2004-2008



## *All Comprehensive High Schools - 2008 Cohort*

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	2799			2	2794
Percent	44%			0.0%	43.9%
<b>Still Enrolled in APS</b>					
Count	1395	55	195	504	639
Percent	22%	0.9%	3.1%	7.9%	10.0%
<b>Dropout</b>					
Count	1136	330	409	311	85
Percent	18%	5.2%	6.4%	4.9%	1.3%
<b>Transferred Out of District</b>					
Count	988	363	374	190	60
Percent	16%	5.7%	5.9%	3.0%	0.9%
<b>GED</b>					
Count	36	8	14	13	1
Percent	1%	0.1%	0.2%	0.2%	0.0%
<b>Expelled</b>					
Count	2		2		
Percent	0%		0.0%		
<b>Death</b>					
Count	6	3			3
Percent	0%	0.0%			0.0%
<b>Grand Total</b>	<b>6362</b>				
	<b>100%</b>				

*All Comprehensive High Schools - 2008 Cohort*  
*English Language Learners*

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	190				188
Percent	24%				24.2%
<b>Still Enrolled in APS</b>					
Count	210	10	32	92	76
Percent	27%	1.3%	4.1%	11.9%	9.8%
<b>Dropout</b>					
Count	164	62	53	36	13
Percent	21%	8.0%	6.8%	4.6%	1.7%
<b>Transferred Out of District</b>					
Count	205	101	74	23	7
Percent	26%	13.0%	9.5%	3.0%	0.9%
<b>GED</b>					
Count	6	2	2	2	
Percent	1%	0.3%	0.3%	0.3%	
<b>Death</b>					
Count	1	1			
Percent	0%	0.1%			
<b>Grand Total</b>	<b>776</b>				
	<b>100%</b>				

***All Comprehensive High Schools - 2008 Cohort***  
***Special Education Students***

<b>Status</b>	<b>All Grades</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Graduated</b>					
Count	313				310
Percent	32%				31.3%
<b>Still Enrolled in APS</b>					
Count	253	7	33	89	124
Percent	26%	0.7%	3.3%	9.0%	12.5%
<b>Dropout</b>					
Count	266	62	99	80	25
Percent	27%	6.3%	10.0%	8.1%	2.5%
<b>Transferred Out of District</b>					
Count	157	54	55	35	13
Percent	16%	5.4%	5.5%	3.5%	1.3%
<b>GED</b>					
Count	2			1	1
Percent	0%			0.1%	0.1%
<b>Death</b>					
Count	1	1			
Percent	0%	0.1%			
<b>Grand Total</b>	<b>992</b>				
	<b>100%</b>				

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## *Anglo Students*

### *All Comprehensive High Schools - 2008 Cohort*

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Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	1312				1312
Percent	55%				54.7%
<b>Still Enrolled in APS</b>					
Count	392	5	51	117	218
Percent	16%	0.2%	2.1%	4.9%	9.1%
<b>Dropout</b>					
Count	354	81	128	107	38
Percent	15%	3.4%	5.3%	4.5%	1.6%
<b>Transferred Out of District</b>					
Count	329	103	132	70	24
Percent	14%	4.3%	5.5%	2.9%	1.0%
<b>GED</b>					
Count	11		4	6	1
Percent	0%		0.2%	0.3%	0.0%
<b>Grand Total</b>	<b>2398</b>				
	<b>100%</b>				

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***African American Students***  
***All Comprehensive High Schools - 2008 Cohort***

<b>Status</b>	<b>All Grades</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Graduated</b>					
Count	102			1	101
Percent	41%			0.4%	40.6%
<b>Still Enrolled in APS</b>					
Count	53	4	6	15	28
Percent	21%	1.6%	2.4%	6.0%	11.2%
<b>Dropout</b>					
Count	45	17	18	9	1
Percent	18%	6.8%	7.2%	3.6%	0.4%
<b>Transferred Out of District</b>					
Count	48	20	16	9	3
Percent	19%	8.0%	6.4%	3.6%	1.2%
<b>GED</b>					
Count	1			1	
Percent	0%			0.4%	
<b>Grand Total</b>	<b>249</b>				
	<b>100%</b>				

## *Hispanic Students*

### *All Comprehensive High Schools - 2008 Cohort*

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	1205			1	1202
Percent	37%			0.0%	37.2%
<b>Still Enrolled in APS</b>					
Count	826	36	124	325	341
Percent	26%	1.1%	3.8%	10.0%	10.5%
<b>Dropout</b>					
Count	645	196	230	177	41
Percent	20%	6.1%	7.1%	5.5%	1.3%
<b>Transferred Out of District</b>					
Count	530	214	194	92	29
Percent	16%	6.6%	6.0%	2.8%	0.9%
<b>GED</b>					
Count	22	7	9	6	
Percent	1%	0.2%	0.3%	0.2%	
<b>Expelled</b>					
Count	2		2		
Percent	0%		0.1%		
<b>Death</b>					
Count	5	2			3
Percent	0%	0.1%			0.1%
<b>Grand Total</b>	<b>3235</b>				
	<b>100%</b>				

*Native American Students*  
*All Comprehensive High Schools - 2008 Cohort*

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	84				83
Percent	26%				25.9%
<b>Still Enrolled in APS</b>					
Count	87	6	8	39	33
Percent	27%	1.9%	2.5%	12.2%	10.3%
<b>Dropout</b>					
Count	81	35	25	17	4
Percent	25%	10.9%	7.8%	5.3%	1.3%
<b>Transferred Out of District</b>					
Count	66	22	25	15	4
Percent	21%	6.9%	7.8%	4.7%	1.3%
<b>GED</b>					
Count	2	1	1		
Percent	1%	0.3%	0.3%		
<b>Grand Total</b>	<b>320</b> <b>100%</b>				

*Native American Students*  
*All Comprehensive High Schools - 2008 Cohort*

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	84				83
Percent	26%				25.9%
<b>Still Enrolled in APS</b>					
Count	87	6	8	39	33
Percent	27%	1.9%	2.5%	12.2%	10.3%
<b>Dropout</b>					
Count	81	35	25	17	4
Percent	25%	10.9%	7.8%	5.3%	1.3%
<b>Transferred Out of District</b>					
Count	66	22	25	15	4
Percent	21%	6.9%	7.8%	4.7%	1.3%
<b>GED</b>					
Count	2	1	1		
Percent	1%	0.3%	0.3%		
<b>Grand Total</b>	<b>320</b>				
	<b>100%</b>				

## *Asian Students*

### *All Comprehensive High Schools - 2008 Cohort*

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	96				96
Percent	60%				60.0%
<b>Still Enrolled in APS</b>					
Count	37	4	6	8	19
Percent	23%	2.5%	3.8%	5.0%	11.9%
<b>Dropout</b>					
Count	11	1	8	1	1
Percent	7%	0.6%	5.0%	0.6%	0.6%
<b>Transferred Out of District</b>					
Count	15	4	7	4	
Percent	9%	2.5%	4.4%	2.5%	
<b>Death</b>					
Count	1	1			
Percent	1%	0.6%			
<b>Grand Total</b>	<b>160</b> <b>100%</b>				

# ALBUQUERQUE HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	189				189
Percent	33%				33.2%
<b>Still Enrolled in APS</b>					
Count	163	8	28	52	75
Percent	29%	1.4%	4.9%	9.1%	13.2%
<b>Dropout</b>					
Count	110	37	36	32	5
Percent	19%	6.5%	6.3%	5.6%	0.9%
<b>Transferred Out of District</b>					
Count	107	45	42	19	1
Percent	19%	7.9%	7.4%	3.3%	0.2%
<b>GED</b>					
Count	1			1	
Percent	0%			0.2%	
<b>Grand Total</b>	<b>570</b>				
	<b>100%</b>				

# CIBOLA HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	407			1	405
Percent	51%			0.1%	50.6%
<b>Still Enrolled in APS</b>					
Count	136	4	18	58	56
Percent	17%	0.5%	2.2%	7.2%	7.0%
<b>Dropout</b>					
Count	118	31	48	27	12
Percent	15%	3.9%	6.0%	3.4%	1.5%
<b>Transferred Out of District</b>					
Count	137	54	51	25	7
Percent	17%	6.7%	6.4%	3.1%	0.9%
<b>GED</b>					
Count	3	1		2	
Percent	0%	0.1%		0.2%	
<b>Grand Total</b>	<b>801</b>				
	<b>100%</b>				

# DEL NORTE HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	174				174
Percent	36%				36.3%
<b>Still Enrolled in APS</b>					
Count	99	6	20	44	28
Percent	21%	1.3%	4.2%	9.2%	5.8%
<b>Dropout</b>					
Count	118	41	46	28	3
Percent	25%	8.5%	9.6%	5.8%	0.6%
<b>Transferred Out of District</b>					
Count	87	39	35	8	5
Percent	18%	8.1%	7.3%	1.7%	1.0%
<b>GED</b>					
Count	1			1	
Percent	0%			0.2%	
<b>Death</b>					
Count	1	1			
Percent	0%	0.2%			
<b>Grand Total</b>	<b>480</b>				
	<b>100%</b>				

# ELDORADO HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	341				341
Percent	58%				58.3%
<b>Still Enrolled in APS</b>					
Count	77	3	12	26	36
Percent	13%	0.5%	2.1%	4.4%	6.2%
<b>Dropout</b>					
Count	94	14	36	35	9
Percent	16%	2.4%	6.2%	6.0%	1.5%
<b>Transferred Out of District</b>					
Count	67	16	21	21	9
Percent	11%	2.7%	3.6%	3.6%	1.5%
<b>GED</b>					
Count	6	2	3	1	
Percent	1%	0.3%	0.5%	0.2%	
<b>Grand Total</b>	<b>585</b>				
	<b>100%</b>				

# HIGHLAND HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	191				191
Percent	37%				36.8%
<b>Still Enrolled in APS</b>					
Count	107	6	9	51	41
Percent	21%	1.2%	1.7%	9.8%	7.9%
<b>Dropout</b>					
Count	121	25	42	44	10
Percent	23%	4.8%	8.1%	8.5%	1.9%
<b>Transferred Out of District</b>					
Count	95	42	33	12	8
Percent	18%	8.1%	6.4%	2.3%	1.5%
<b>GED</b>					
Count	3		1	1	1
Percent	1%		0.2%	0.2%	0.2%
<b>Death</b>					
Count	2				2
Percent	0%				0.4%
<b>Grand Total</b>	<b>519</b>				
	<b>100%</b>				

# LA CUEVA HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	346				346
Percent	64%				63.7%
<b>Still Enrolled in APS</b>					
Count	87		8	13	66
Percent	16%		1.5%	2.4%	12.2%
<b>Dropout</b>					
Count	40	8	14	11	7
Percent	7%	1.5%	2.6%	2.0%	1.3%
<b>Transferred Out of District</b>					
Count	69	13	32	22	2
Percent	13%	2.4%	5.9%	4.1%	0.4%
<b>GED</b>					
Count	1		1		
Percent	0%		0.2%		
<b>Grand Total</b>	<b>543</b> <b>100%</b>				

# MANZANO HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	239				239
Percent	45%				45.2%
<b>Still Enrolled in APS</b>					
Count	113	3	13	33	63
Percent	21%	0.6%	2.5%	6.2%	11.9%
<b>Dropout</b>					
Count	113	27	40	38	8
Percent	21%	5.1%	7.6%	7.2%	1.5%
<b>Transferred Out of District</b>					
Count	64	28	22	11	3
Percent	12%	5.3%	4.2%	2.1%	0.6%
<b>Grand Total</b>	<b>529</b>				
	<b>100%</b>				

# RIO GRANDE HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	163			1	162
Percent	35%			0.2%	34.3%
<b>Still Enrolled in APS</b>					
Count	93	4	18	45	26
Percent	20%	0.8%	3.8%	9.5%	5.5%
<b>Dropout</b>					
Count	54	21	13	15	5
Percent	11%	4.4%	2.8%	3.2%	1.1%
<b>Transferred Out of District</b>					
Count	147	43	66	32	6
Percent	31%	9.1%	14.0%	6.8%	1.3%
<b>GED</b>					
Count	13	2	5	6	
Percent	3%	0.4%	1.1%	1.3%	
<b>Expelled</b>					
Count	2		2		
Percent	0%		0.4%		
<b>Grand Total</b>	<b>472</b>				
	<b>100%</b>				

# SANDIA HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	283				282
Percent	50%				49.9%
<b>Still Enrolled in APS</b>					
Count	149	1	17	50	81
Percent	26%	0.2%	3.0%	8.8%	14.3%
<b>Dropout</b>					
Count	82	16	38	19	8
Percent	15%	2.8%	6.7%	3.4%	1.4%
<b>Transferred Out of District</b>					
Count	49	10	22	12	5
Percent	9%	1.8%	3.9%	2.1%	0.9%
<b>GED</b>					
Count	2	1	1		
Percent	0%	0.2%	0.2%		
<b>Grand Total</b>	<b>565</b>				
	<b>100%</b>				

# VALLEY HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	210				209
Percent	40%				40.3%
<b>Still Enrolled in APS</b>					
Count	135	10	16	56	53
Percent	26%	1.9%	3.1%	10.8%	10.2%
<b>Dropout</b>					
Count	97	31	43	18	5
Percent	19%	6.0%	8.3%	3.5%	1.0%
<b>Transferred Out of District</b>					
Count	73	32	23	9	8
Percent	14%	6.2%	4.4%	1.7%	1.5%
<b>GED</b>					
Count	2	1	1		
Percent	0%	0.2%	0.2%		
<b>Death</b>					
Count	2	1			1
Percent	0%	0.2%			0.2%
<b>Grand Total</b>	<b>519</b>				
	<b>100%</b>				

# WEST MESA HS

## Class of 2008 Cohort

Status	All Grades	9	10	11	12
<b>Graduated</b>					
Count	256				256
Percent	33%				32.9%
<b>Still Enrolled in APS</b>					
Count	236	10	36	76	114
Percent	30%	1.3%	4.6%	9.8%	14.6%
<b>Dropout</b>					
Count	189	79	53	44	13
Percent	24%	10.1%	6.8%	5.6%	1.7%
<b>Transferred Out of District</b>					
Count	93	41	27	19	6
Percent	12%	5.3%	3.5%	2.4%	0.8%
<b>GED</b>					
Count	4	1	2	1	
Percent	1%	0.1%	0.3%	0.1%	
<b>Death</b>					
Count	1	1			
Percent	0%	0.1%			
<b>Grand Total</b>	<b>779</b>				
	<b>100%</b>				