

REPORT BRIEF

RDA STAFF

JUNE 2005

Albuquerque Public Schools Annual Dropout Report

2003-2004 SCHOOL YEAR

Annually, Albuquerque Public Schools (APS) calculates a dropout rate that presents the district figures of the previous year. The official dropout rate is calculated by the Public Education Department (PED) and released later (usually in August). The 2003-04 dropout rate for comprehensive high schools in APS is 3.7%. This figure includes dropouts from all comprehensive high schools as well as students who successfully completed eighth grade but failed to re-enroll for ninth grade in APS (identified as transition students). A total of 985 students were classified as dropouts at the high school level in 2003-2004.

Transition students account for 16.2% of the dropouts. Excluding transition students from the 9th grade, the district dropout rate shows that 11th graders have the highest dropout rate among the 9-12th grade group. If 9th grade transition students were included, the data show that 9th graders have the highest dropout rate.

There is a 1 to 2 percent decrease in the dropout rates for Eldorado High School and Highland High School. Albuquerque High School, Cibola High School, Manzano High School, Rio Grande High School, and Valley High School maintain dropout rates within ½ percent of the previous year. Both Del Norte and La Cueva High Schools experience a 0.8% increase in dropout rates, while Sandia High School and West Mesa High School dropout rates show an increase between 1 and 2 percent. In general, the dropout rates for these schools remain relatively stable compared to data from previous years.

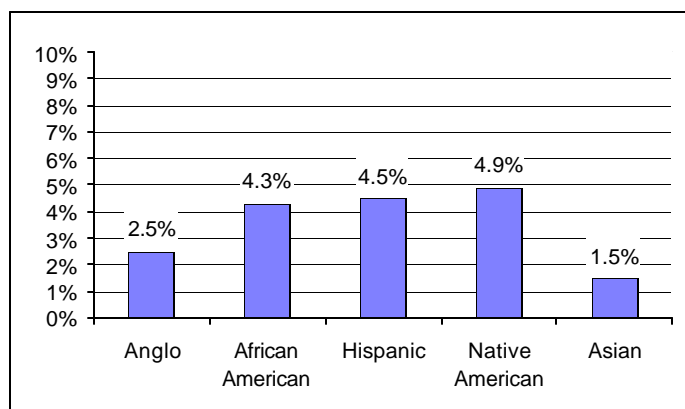
Table 1. APS Dropout Rates by High School for 1999-2000 through 2003-2004 School Years

School	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Change from 02-03 to 03-04
Albuquerque	10.0	10.7	4.9	3.8	4.0	0.2
Cibola	1.9	3.5	2.1	1.8	1.9	0.1
Del Norte	6.8	5.8	4.9	3.4	4.2	0.8
Eldorado	3.0	3.1	2.4	2.8	1.2	-1.6
Highland	9.9	11.4	4.8	2.5	1.5	-1
La Cueva	1.1	1.1	0.7	0.7	1.5	0.8
Manzano	2.6	6.3	3.3	1.7	1.7	0.0
Rio Grande	12.2	17.1	6.8	2.2	2.7	0.5
Sandia	4.5	5.2	4.6	2.6	3.9	1.3
Valley	6.3	7.3	4.5	4.2	3.8	-0.4
West Mesa	9.9	5.3	5.0	5.2	6.9	1.7
High Schools**	7.0	8.2	4.5	3.3	3.7	0.4

**Individual school rates exclude transition students while high school rates include transition students.

Hispanic students make up a larger proportion of the dropout group than the proportion of enrollment that these students comprise. Proportions of enrollment and dropout are more comparable for Native Americans and African-Americans.

Figure 1. 2003-2004 Dropout Rates by Ethnicity



The dropout rates by ethnicity show that Asians and Anglos have the lowest dropout rates, while Native Americans and Hispanics have the highest dropout rates. Relatively small enrollments of some student groups result in larger fluctuations in dropout trends across several years. For example, the category

“Other” has a rate of 3.3% but only represents 5 dropouts out of 152 students; therefore, this group is not depicted on this graph.

Middle school students in grades seven and eight have an overall dropout rate of 1.2%. Native Americans have the highest middle school dropout rate at 1.7%. Anglos and Hispanics have a dropout rate of 1.3% and 1.0% respectively, and African Americans have a dropout rate

of 1.4%. Asians have the lowest dropout rate at 0%. Two middle schools, Polk and John Adams Middle Schools, show a decrease in dropout rates between 2% and 4%, four middle schools show a decrease in dropout rates between 1% and 2%, four schools show a decrease between .5% and 1%, fifteen maintained dropout rates within ½ percent of the previous year, and one school had an increase of approximately 5%.

Table 2. APS Dropout Rates by Middle School for 2002-2003 and 2003-2004 School Years

School	2002-2003 (%)	2003-2004 (%)	Yearly Change
Cleveland	0.0	0.4	0.4
Desert Ridge	0.3	0.4	0.1
Eisenhower	0.0	0.0	0.0
Ernie Pyle	1.1	0.5	-0.6
Garfield	0.9	0.3	-0.6
Grant	1.4	1.1	-0.3
Harrison	2.4	1.0	-1.4
Hayes	0.0	0.0	0.0
Hoover	0.5	0.3	-0.2
Jackson	0.8	0.1	-0.7
James Monroe	2.1	0.6	-1.5
Jefferson	2.3	0.5	-1.8
Jimmy Carter	2.3	2.7	0.4
John Adams	3.4	0.7	-2.7
Kennedy	0.3	0.7	0.4
L. B. Johnson	0.4	0.5	0.1
Madison	0.1	0.4	0.3
McKinley	0.3	0.4	0.1
Polk	4.7	0.8	-3.9
Roosevelt	0.7	6.0	5.3
Taft	0.0	0.0	0.0
Taylor	0.8	0.9	0.1
Truman	1.5	0.7	-0.8
Van Buren	1.2	0.1	-1.1
Washington	0.6	0.8	0.2
Wilson	0.5	1.0	0.5
<i>Middle Schools</i>	<i>1.1</i>	<i>1.2</i>	<i>0.1</i>

Note: Roosevelt Middle School is one of the smallest middle schools in the district with a cumulative enrollment of 631 students. Thirty-eight students were dropouts for the 2003-2004 school year resulting in a dropout rate of 6.0%

Comparing dropout trends in APS with dropout research shows that our community trends are consistent with other communities. All large communities have difficulties verifying students' dropout status. Previously, home-schooled students registered with their local school district. In New Mexico, this is no longer the case. These students must register directly with the state; therefore, they may inadvertently be identified as dropouts. Students pursuing a GED

register only with the institution administering the GED. In New Mexico, public schools cannot administer the GED. Home-schooled and GED students must be verified with state agencies to be removed from dropout rolls. Districts publish annual dropout rates before this verification can take place.

Family, community, school, and personal characteristics are factors associated with dropout. National and local research shows that students in high poverty environments with a family/community history of dropout and students not proficient in the language of instruction who enroll in high school are most at risk for dropping out. In general, these factors operate similarly on all ethnic groups, while the most visible and powerful of these factors is socioeconomic status (SES). School factors have not demonstrated a direct connection to dropout status but it is still incumbent upon schools to compensate for these risk factors.

Achievement has been demonstrated to mitigate the impact of these non-school factors on dropout rate, and teacher quality has a direct impact on student achievement. Therefore, teacher quality and other successful school interventions are critical considerations in dropout prevention. Another promising intervention for students at risk is their building close personal relationships with adults in the schools. Small Learning Communities provides the opportunities to build these relationships and helps to prevent dropout.

Research shows that no single effort is significant in lowering dropout rates in urban districts just as no single action on the schools' part will negatively impact dropout rate. The greatest positive impact on dropouts is gained through a constellation of programs and interventions, including the proper identification of students who have dropped out or who are considering dropping out. The interventions implemented to reduce risk factors for these students *are* in place in APS schools and will require continued implementation before full benefits for all students are realized.

Programs designed to modify the learning environment, such as smaller learning communities, are in place in several high schools. Interventions to provide specific support to students most at risk (such as mentorships and credit recouping) are helping students re-engage in APS schools. APS's re-design essentials, coupled with the dropout re-integration effort instituted in 2001-02, will have a positive effect on keeping students engaged in school.

APS Dropout Report for 2003-2004 Executive Summary

Decreasing the dropout rate is a priority for the district. In addition, the dropout rate is one of several indicators districts publish annually due to state requirements. Thus, the Albuquerque Public Schools (APS) publishes a dropout report each year that includes data for the previous school year. The New Mexico State Public Education Department (PED) releases the official dropout rate for the district later in the year or the next school year.

For the 2003-2004 school year, the dropout rate for the comprehensive high schools in APS is 3.7%, which represents an increase of 0.4% from the previous year. Taking into account the confidence interval around the dropout rate, this increase does not represent a significant change from last year. This figure includes dropouts from all eleven comprehensive high schools, as well as students who successfully completed eighth grade but failed to re-enroll for ninth grade in APS (identified as transition students). Males continue to make up a larger proportion of the dropout group compared to females. Dropout rates for each high school are included in the full report.

In past years, dropout has been its' highest in the 9th grade. However, more recently the 9th grade dropout rate has declined. During the 2003-2004 school year, the 9th grade dropout rate (2.5%) is the lowest it has ever been, comparable to the senior rate (2.1%). Small learning communities, especially in the form of ninth grade academies, appear to have had a positive impact on the 9th grade dropout rate.

Comparing high school dropouts by ethnic groups provides valuable information for program planning. Native American and Hispanics have the highest dropout rates at 4.9% and 4.5%, respectively. African Americans have a dropout rate of 4.3%. Anglos have a dropout rate of 2.5%, while Asians have the lowest dropout rate at 1.5%. Research shows that family, community, school, and personal characteristics

are factors associated with dropout. In general, these factors operate similarly on all ethnic groups, while the most visible and powerful of these factors is socioeconomic status (SES). School factors have not demonstrated a direct connection to dropout status, but the quality of teacher has a direct impact on student achievement. Achievement has been demonstrated to mitigate the impact of these non-school factors on dropout. Therefore, teacher quality and other successful school interventions are critical considerations in dropout prevention.

For the 2003-2004 school year, the dropout rate for the 26 APS middle schools is 1.2%, which represents a .1% increase from the previous year. This change does not represent a statistically significant difference. Again, a comparison of dropouts by ethnicity is examined at the middle school level. Native Americans have the highest middle school dropout rate (1.7%). Hispanics, Anglos and African Americans have a dropout rate of approximately 1.0%. Asians have the lowest dropout rate at 0 %. Dropout rates for each middle school are presented in the full report.

Gathering pertinent information about student follow-up, coding the data appropriately, capturing the data electronically, and summarizing it in a timely, useful fashion is of the utmost importance in dropout reporting. We are committed to making this process as efficient as possible so that the information is useful and available to schools to re-engage students in the learning process.

The steady decline in dropout demonstrates the impact of initiatives at the school and district levels. Small learning communities, academies, alternative scheduling, and courses as well as an array of alternative schools have been instrumental on APS' success in decreasing the dropout rate. For a large urban school district, APS has made significant strides in curbing the dropout rate. To accomplish another notable decrease in dropout rates, schools are challenged with developing break through initiatives.

Introduction

Annual dropout rates are one measure used to evaluate the effectiveness of educational programs. Research shows that a variety of factors impact dropout. The National Center for Educational Statistics (NCES) identified several risk factors for dropping out of school. Growing up in a poverty environment, being home alone for more than three hours a day, having a family member who has dropped out, and coming from a home in which a language other than English is spoken are four of these NCES factors that apply to many students attending the Albuquerque Public Schools.

Research from the Tri-Ethnic Center at Colorado State University (CSU) and conducted collaboratively at APS supports these findings and provides more information specific to the southwest region. This research shows female dropouts report a greater frequency of family and personal emotional crisis than males. Male dropouts more frequently complained of difficulties with class work and restrictive socialization while in school. One positive finding from the CSU research is that the likelihood of dropouts returning to school, or at least obtaining a GED, *increases* if the dropout maintains friendships and contacts with students who continue their secondary education, go on to obtain a GED, enter a technical vocational program, or enroll in an institute of higher learning. Research of this nature helps schools, districts, and communities develop prevention and re-entry programs to best meet youngsters' needs.

Identifying Dropouts/Calculating Rates

Over the years there have been various definitions used to identify dropouts. Ligon (1994) listed numerous ways dropouts can be identified. NCES uses a set of identifiers that have changed over time and are used in varying degrees by different states. Even so, these varying definitions are still used as the basis for reporting a national statistic.

States are not obligated to follow a particular formula when calculating dropout rates. New Mexico has used several formulas in the past few years. Typically, differences in formulas are not significant, but some formulas more accurately reflect the complexities of the dropout population. One clear picture emerges from dropout research: no universal definition of a

dropout and no common dropout calculation are used across all states and public school districts.

Difficulties in Identifying/Verifying Dropout Status

Locating dropouts for interviews or to merely verify status is a time-consuming, costly, but important endeavor. Often the community expectation is that school staff has prior knowledge about a student's intent to drop out and is, therefore, able to counsel the student toward alternatives and to conduct interviews with the student's parents. The reality is that contact at or immediately after the point of dropout is unlikely.

Many factors contribute to the accurate classification of students who dropout:

- **GED Verification**
Students who withdraw to take the GED often do take and pass this high school equivalency exam; however, students are not obligated to notify their former school districts. Moreover, no state process is currently in place to notify former school districts that students have passed the GED.
A process that allows districts to document students who pass the GED or who are Home Schooled does not currently exist in our state.
- **Home Schooling**
Students who are home schooled register with the New Mexico Public Education Department. Again, no state process is currently in place to inform districts of the status of these former students.
- **Transfers**
The most frequently misidentified dropouts are the transfer students who leave APS and enroll in a non-public school, a charter school, or another school district after the close of the year. Often students in grades 7 through 9 are not required to present a transcript and are allowed to enroll with only an official report card. The district is unaware of the subsequent enrollment; consequently, these students are classified as dropouts since the district is unable to contact the family to verify the students' status. Mid-year transfers are just as difficult. When a student leaves the district and enrolls a non-public school, a charter school, or another school district without notifying the district, the student often ends up being counted as a dropout.
Transfer students are the most frequently misidentified dropouts.
- **Multiple enrollments by a single student**
Students enroll in APS at different schools with different identification numbers. At some point at least one of the student's records will present as a dropout and will be classified as such.

New Mexico PED has instituted a statewide student identification system that began in 2004-05.

This system requires all students enrolled in New Mexico K-12 district to be assigned a unique

state identification number. This system could help identify students with multiple enrollments, charter school or home school enrollments, and transfers to other districts in New Mexico and alleviate some of the difficulties discussed previously regarding the misclassification of students as dropouts.

A final issue that affects the district's dropout rate is that of when to release the dropout report. While the state collects the data at the end of November each year, their report is not published until August of the following year. The time between the collection of data from the districts and the issuing of their report provides time to remove students who have received their GED, registered to be home-schooled, or transferred from one NM school district to another. APS, however, tends to publish their dropout report prior to receiving the names of the students the state was able to locate and remove from the district's list of dropouts, thus releasing dropout rates that could be higher than those we might have calculated with this information.

Not any one of these examples accounts for a significant number of dropouts within the district. However, in combinations, they do impact the amount of time required of school and district staffs to identify and verify the status of students on the dropout rolls. Despite these challenges, school and district staffs engage in a variety of strategies to locate students who drop out, verify the students' status, and encourage and support their return to school.

APS Dropout Identification Efforts

For years, school personnel were responsible for coding students who withdrew from APS as transfers or dropouts by using a complex set of codes entered on the student information system. Sometimes school staff spent valuable time researching a student's status only to change the student from one type of dropout to a different type of dropout. Further, the data entry process was cumbersome and often not possible if a certain amount of time passed between the withdrawal and the edit.

To assist the schools, RDA began providing a database for each school to use to record code changes and supporting data. The accountability coordinator provided support and technical assistance to schools so that they could complete the edits and verification process. The accountability coordinator ensures that the information added to the individual school database is incorporated into the main student information system.

During the 2003-2004 school year, district and school staffs used the following withdrawal code nomenclature: "W" in front of the code is a withdrawal; "D" in front of the code is a dropout; and "S" in front of the code signifies a suspension or expulsion. School personnel are now better able to understand which students will be considered dropouts by the withdrawal code itself. The accountability coordinator was able to provide student-referenced information to help school staff better address the unique situation of documentation that they face. At the end of this process, the updated information used to generate this report will be sent to computer services for a batch update. This will ensure that the information on the student information system matches the information used to generate this report and reflects the work done by school staff to locate students on their dropout lists.

Albuquerque Public Schools Dropout Statistics

Definition of a Dropout

In general, a student is considered a dropout if that student leaves school before graduation, has not transferred to another educational setting, or is not actively attending school because of a recognized absence (extended illness, suspension, etc.) Specifically, New Mexico public school districts use the following definition when identifying who is a dropout:

A dropout is an individual who: (1) was enrolled in school at some time during the previous school year and not enrolled on October 1 of the current school year; or (2) was not enrolled on October 1 of the previous school year although expected to be in the membership; and (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any other of the following exclusionary conditions: (A) transfer to another public school district, private school, or state- or district-approved education program; (B) temporary school-recognized absence due to suspension or illness, or; (C) death.

High School Dropout Rate

For the 2003-2004 school year, there were 985 students who were classified as dropouts at the high school level (grades 9 through 12), yielding a dropout rate of 3.7%. This rate includes the 160 students who were transition year dropouts (students who completed 8th grade and would have been 9th graders if they had enrolled in school). This rate compares to a dropout rate of 3.3% for the previous year, or an increase of 0.4%. When comparing the 2002-2003 school year to the 2003-2004 school year, there was a slight decrease in the percent of students dropping out of school in 9th grade and 12th grade, while the dropout rates in 10th and 11th grades increased. Table 1 compares the dropout rates by grade level for the 2002-2003 and 2003-2004 school years.

Table 1. High School Dropout Rates by Grade for 2002-2003 and 2003-2004 School Years

Grade	2002-2003	2003-2004	Yearly Change
9*	2.7%	2.5%	-0.2%
10	2.7%	3.5%	0.8%
11	3.5%	4.2%	0.7%
12	2.4%	2.1%	-0.3%
9-12^	3.3%	3.7%	0.4%

*Excludes transition students.

^ Includes 160 transition students.

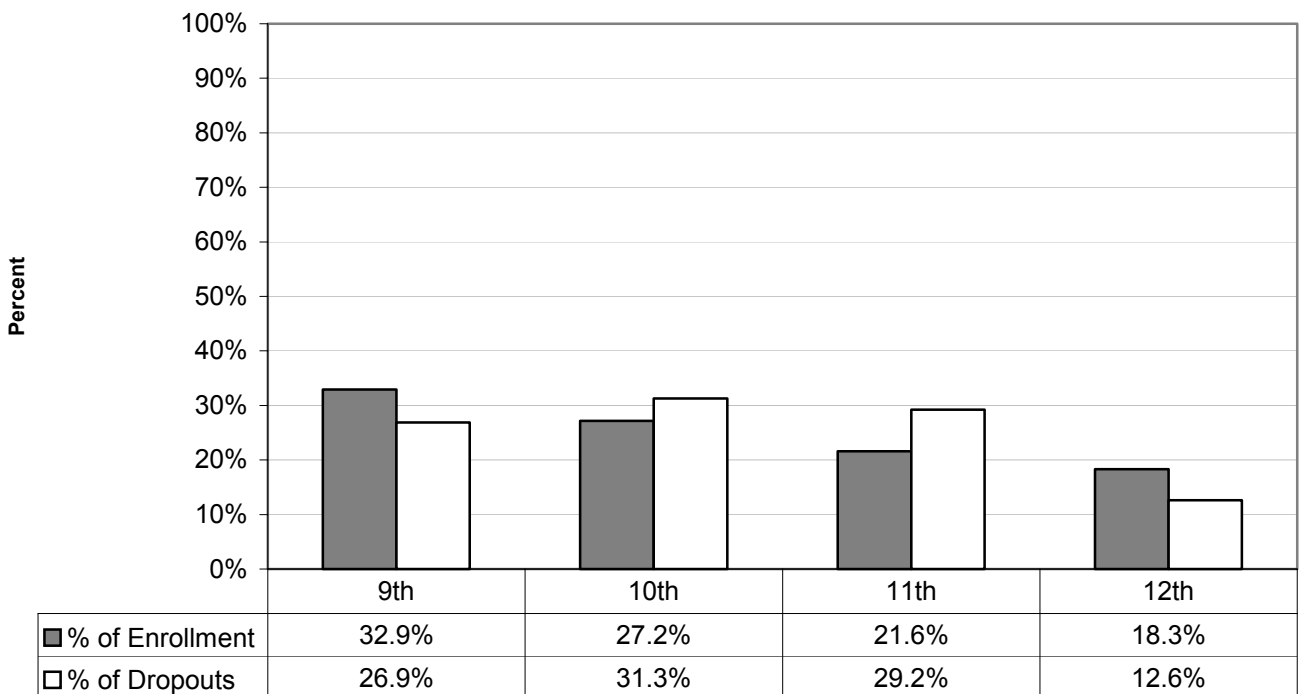
Note: At the high school level, transition students are excluded when computing school rates and the rate for 9th grade and included when computing district level high school statistics (grades 9 through 12).

High School Dropout by Grade

In past years, dropout has been its' highest in the 9th grade. However, more recently the 9th grade dropout rate has declined. During the 2003-2004 school year, the 9th grade dropout rate (2.5%) is the lowest it has ever been, comparable to the senior rate (2.1%). Tenth grade dropout rates showed the greatest increase from 2003 to 2004, but the dropout rate in the 11th grade is the highest among the four high school grades.

Analysis of dropouts by grade shows that 10th and 11th graders make up the largest proportion of dropouts. While 10th and 11th graders combined account for 49% of the total high school enrollment, these grades account for 61% of the total dropouts. Figure 1 graphically shows this comparison.

Figure 1. Comparison of Percent High School Enrollments to Percent Dropouts by Grade

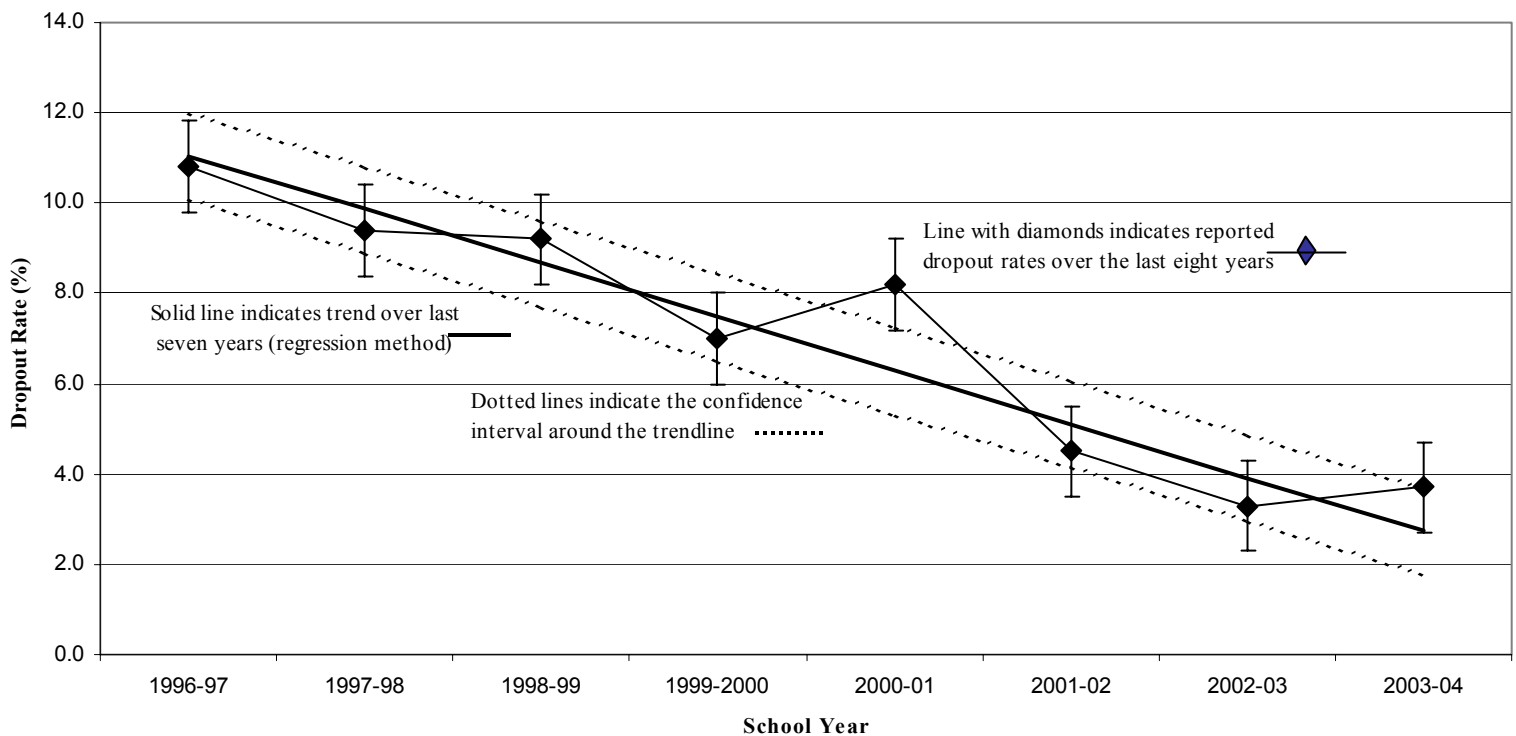


High School Dropout Trend

- The diamonds (♦) represent the actual dropout rate calculated for each year.
- The solid line shows the dropout trend over the last 7 years.
- The dotted lines above and below the trend line represent the confidence interval.

The confidence interval shows the amount of variation that might ordinarily occur in dropout rates. The confidence interval helps put the variations in dropout rates into perspective. While sustaining an annual decrease in dropout is the goal of the district, changes in the dropout rate that do not extend beyond the confidence band should be considered within normal fluctuations.

Figure 2. APS Annual High School Dropout Rates for 1997-2004



High School Dropout by Sex

Analysis by sex shows that males make up a larger proportion of the high school dropout group. Male students account for approximately 52% of the high school enrollment (grades 9-12) and 59% of those who drop out. As a group, at the high school level, males have a dropout rate of 4.2%. Females account for approximately 49% of the high school enrollment and 41% of those who dropout. As a group, at the high school level, females have a dropout rate of 3.1%. Table 2 shows enrollment counts, dropout counts, and the percent of enrollment and dropouts by sex for the 2002-2003 and 2003-2004 school years, while Table 3 shows a comparison of the dropout rate by sex for the 2002-2003 and 2003-2004 school years.

Table 2. High School Enrollment and Dropouts by Sex for 2002-2003 and 2003-2004 School Years

School Year	Sex	Enrollment	Dropouts	% of Enrollment	% of Total Dropouts
2003-2004	Male	13,819	584	51.5%	59.3%
	Female	12,998	401	48.5%	40.7%
	<i>Both</i>	26,817	985	--	--
2002-2003	Male	13,684	472	51.6%	54.4%
	Female	12,830	395	48.4%	45.6%
	<i>Both</i>	26,514	867	--	--

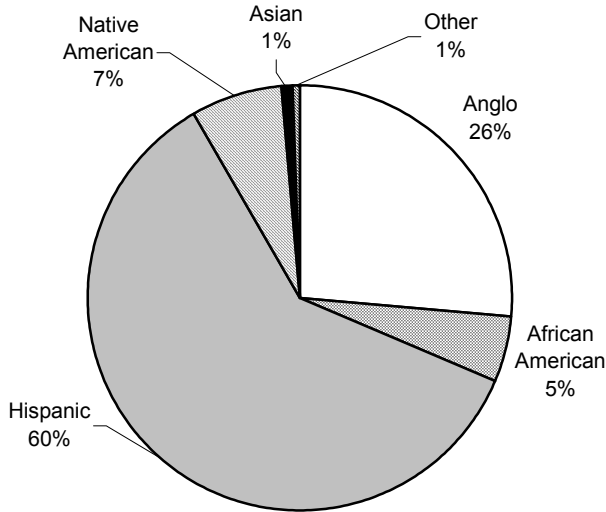
Table 3. Yearly Change in High School Dropout Rate by Sex for 2002-2003 and 2003-2004 School Years

Sex	2002-2003	2003-2004	Yearly Change
Male	3.5%	4.2%	0.7%
Female	3.1%	3.1%	0.0%

High School Dropout by Ethnicity

A third breakdown of dropouts is by ethnicity: more than half of the dropouts were Hispanic, while the next largest group was Anglo at 27% (See Figure 3). These percentages only provide

Figure 3. Distribution of Dropouts by Ethnicity

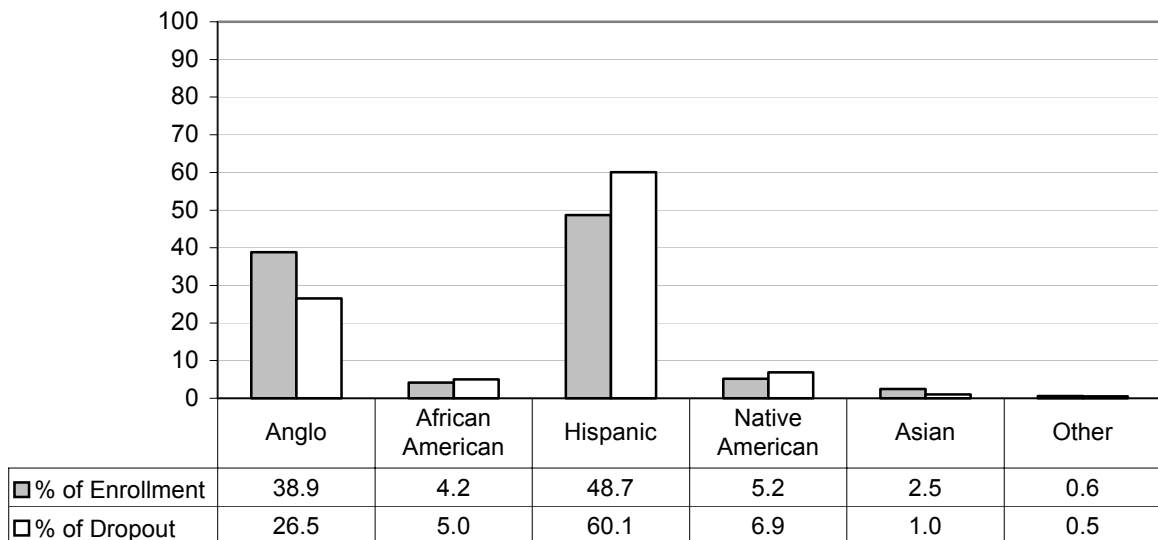


part of the dropout picture; to better understand the dropout rates by ethnicity, the percent of students enrolled must be compared to the percent of the dropouts for each ethnic group.

Figure 4 provides information concerning enrollment and dropouts by ethnicity. The first bar in the chart represents the percent of the total enrollment comprised of 9th through 12th graders of that ethnic group in APS, while the second bar represents the percent of total dropouts that 9th through 12th graders comprise.

For example, Hispanics comprise 48.7% of the 9th through 12th grade student enrollment, but they represent 60.1% of all 9th through 12th grade dropouts. If the percent of dropouts (second bar) is greater than the percent enrolled (first bar), then that group is *over-represented* in the dropout population. Within APS, at the high school level, Hispanics are largely *over-represented* while Native Americans and African Americans are slightly *over-represented* in the dropout population.

Figure 4. Comparison of Percent of High School Enrollment and Percent of Dropouts by Ethnicity



Comparing high school dropouts within ethnic groups provides valuable information for program planning. Native Americans, Hispanics, and African Americans have the highest percent of dropouts within their ethnic group at 4.9%, 4.5% and 4.3%, respectively. Asians, as an ethnic group, have the lowest dropout rate at 1.5% (See Table 4). Table A1 in the Appendix gives detailed high school enrollment and dropout counts for each high school by ethnicity.

Table 4. High School Enrollment and Dropouts by Ethnicity for 2002-2003 and 2003-2004 School Years

School Year	Ethnicity	Enrollment	Dropouts	Dropout Rate
2003-2004	Anglo	10,421	261	2.5%
	African American	1,127	49	4.3%
	Hispanic	13,062	592	4.5%
	Native American	1,388	68	4.9%
	Asian	667	10	1.5%
	Other	152	5	3.3%
2002-2003	Anglo	10,494	249	2.4%
	African American	1105	38	3.4%
	Hispanic	12772	501	3.9%
	Native American	1303	54	4.1%
	Asian	641	9	1.4%
	Other	199	16	8.0%

High School Dropout by Special Education and Limited English Proficiency

In addition to the above three characteristics, two other special populations are of importance when examining the dropout rate - students identified as receiving special education services and students identified as Limited English Proficient. Of the 985 high school students identified as dropouts, 183 were also identified as special education students (not including gifted students), or 18.6% of the high school dropouts. Students who receive any form of remedial special education services make up 15.4% of the high school enrollment. These figures show about a 3% discrepancy between enrollment and dropout rate for these students.

When comparing the percent of dropouts who are classified as Limited English Proficient (LEP), of the 985 high school dropouts, 194 (*including transition students*) are also classified as LEP, or 19.7% of the dropouts. At the high school level, LEP students make up 13.2% of the enrollment. Therefore, LEP students are *over-represented* in the high school dropout population by 6.5%.

Table 5. High School Limited English Proficient Student Enrollment and Dropout Counts by School, 2003-2004

School	Limited English Proficient Students	
	Enrollment	Dropouts
Albuquerque High School	528	19
Cibola High School	151	*
Del Norte High School	204	11
Eldorado High School	59	*
Highland High School	667	13
La Cueva High School	35	*
Manzano High School	164	*
Rio Grande High School	695	25
Sandia High School	111	*
Valley High School	339	31
West Mesa High School	574	76

*indicates number of student less than 10, minimum number for reporting

Reasons High School Students Drop Out

In examining the reasons why high school students are classified as dropouts, the following top four reasons emerged accounting for 70% of the dropouts: (See Table 6)

- Dropped Out to Get GED
- No Show
- Absenteeism Exceeding the Legal Limit
- Whereabouts Unknown

It is safe to assume that many of the dropouts who planned to get their GED did in fact pass the exam. These students are listed as dropouts because the district is not provided the verification for this. This is due to both PED timeliness in reporting this information back to the district and the lack of necessary information provided to the PED by APS for proper verification (i.e., GED verification is done through social security numbers while APS in most cases can only provide student identification numbers). In addition, “no shows” are students who were enrolled in school and completed the previous school year but failed to show up by October 1 of the next school year. Many of these students may be at other schools, but never informed APS of their decision not to return. The PED has instituted a state student identification number for the 2004-2005 school year in an attempt to track students from one district to another within New Mexico. If APS had been able to obtain the GED verification, previous data suggest that the number of dropouts would be reduced by approximately 250 students. Using these data, a prediction can be made that the dropout rate would be about 2.7%, a 1 percent reduction from the one calculated without GED verification information. In past years, transfer students without verification has been one of the largest groups of dropouts. This group did not make the top four list largely due to more effective school efforts to track dropouts.

Table 6. Reasons Students Drop Out of High School: Top Four Reasons and Frequency Given (%)

Withdrawal Code (Reason)	Percent
Dropped Out to Get GED	27.6%
No Show	24.1%
Absenteeism Exceeding Legal Limit	11.9%
Whereabouts Unknown	8.4%
Total	72.0%

High School Dropout Rates By School

At the high school level, dropout rates vary across the district from a low of 1.2% for Eldorado High School to a high of 6.9% for West Mesa High School. Five high schools have a dropout rate of less than 2%, 4 high schools have a dropout rate between 2% and 4%, and 2 schools have a dropout rate greater than 4%. When comparing the 2002-2003 dropout rates to the 2003-2004 dropout rates, two high schools had decreases of one percent or more in their dropout rates, with five high schools showing no significant change in rate. Table 7 provides a complete listing of all high schools and their 1998-1999 through 2003-2004 dropout rates.

Table 7. APS Dropout Rates by High School for 1998-1999 through 2003-2004 School Years

School	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Change from 02-03 to 03-04
Albuquerque	10.0	10.7	4.9	3.8	4.0	0.2
Cibola	1.9	3.5	2.1	1.8	1.9	0.1
Del Norte	6.8	5.8	4.9	3.4	4.2	0.8
Eldorado	3.0	3.1	2.4	2.8	1.2	-1.6
Highland	9.9	11.4	4.8	2.5	1.5	-1.0
La Cueva	1.1	1.1	0.7	0.7	1.5	0.8
Manzano	2.6	6.3	3.3	1.7	1.7	0.0
Rio Grande	12.2	17.1	6.8	2.2	2.7	0.5
Sandia	4.5	5.2	4.6	2.6	3.9	1.3
Valley	6.3	7.3	4.5	4.2	3.8	-0.4
West Mesa	9.9	5.3	5.0	5.2	6.9	1.7
<i>High Schools**</i>	<i>7.0</i>	<i>8.2</i>	<i>4.5</i>	<i>3.3</i>	<i>3.7</i>	<i>0.4</i>

***Individual school rates exclude transition students while the district rate includes transition students.*

Middle School Dropout Rate

During the 2003-2004 school year, there were 178 students who were classified as dropouts at the middle school level (grades 7 & 8), resulting in a middle school dropout rate of 1.2%. This compares with a dropout rate of 1.2% for the 2002-2003 school year or a slight *increase* of approximately 0.1%, which is not a significant difference from the previous year.

A grade level analysis of these data show that 7th grade students represent approximately 50% of the middle school enrollment and comprise 40% of the middle school dropouts while 8th grade students account for approximately 50% of the enrollment and 60% of the dropouts (See Table 8). For the previous school year (2002-2003), there were 168 middle school dropouts, of which 62 were 7th graders and 106 were 8th graders. In the 2003-2004 school year, there were 178 middle school dropouts, of which 72 were 7th graders and 106 were 8th graders. Interpreting these data shows a *slight increase* in the dropout rate from 2002-2003 to 2003-2004 at the 7th grade level and *no change* at the 8th grade level, with an overall *slight but not significant increase* in dropout rate at the middle school level (See Table 9).

Table 8. Comparison of Percent of Middle School Enrollments to Percent Dropouts by Grade for 2002-2003 and 2003-2004 School Years

School year	Grade	Enrollment	Dropouts	% of Enrollment	% of Dropouts
2002-2003	7th	7,697	72	50.3%	40.4%
	8th	7,592	106	49.7%	59.6%
	7th & 8th	15,289	178	--	--
2003-2004	7th	7,763	62	49.8%	36.9%
	8th	7,825	106	50.2%	63.1%
	7th & 8th	15,584	168	--	--

Table 9. Yearly Change in Middle School Dropout Rate by Grade for 2002-2003 and 2003-2004 School Years

Grade	2002-2003	2003-2004	Yearly Change
7	0.8	0.9	0.1
8	1.4	1.4	0.0
7-8	1.1	1.2	0.1

Analysis by sex shows that males make up a larger proportion of the middle school dropout group. Male students account for approximately 52% of the middle school enrollment (grades 7 and 8) and 51% of those who drop out. As a group, middle school males have a dropout rate of 1.2%. Female students account for approximately 48% of the middle school enrollment and 49% of those who drop out. As a group, middle school females have a dropout rate of 1.2%. At this point, the dropout rate for males and females are comparable. Table 10 lists the enrollment and dropout rates by sex for the 2002-2003 and 2003-2004 school years, while Table 11 shows a comparison of the dropout rate by sex for the 2002-2003 and 2003-2004 school years.

Table 10. Middle School Enrollment and Dropout Rates by Sex for 2002-2003 and 2003-2004 School Years

School Year	Sex	Enrollment	Dropouts	% of Enrollment	% of Dropouts
2003-2004	Male	7,897	91	51.7	51.1
	Female	7,392	87	48.3	48.9
	<i>Both</i>	15,289	178	--	--
2002-2003	Male	8,016	90	51.4	53.6
	Female	7,572	78	48.6	46.4
	<i>Both</i>	15,584	168	--	--

Table 11. Middle School Dropout Rate by Sex for 2001-2002 and 2002-2003 School Years

Sex	2002-2003	2003-2004	Yearly Change
Male	1.1	1.2	0.1
Female	1.0	1.2	0.2

Middle School Dropout by Ethnicity

A third breakdown of the dropouts is by ethnicity. At the middle school level, looking only at the 178 dropouts, approximately 40% were Anglo, 5% were African American, 46% were Hispanic, 8% were Native American, and 1% were Other. No Asian students dropped out of middle school for the 2003-2004 school year. However, these percentages only provide part of

the dropout picture; to better understand the dropout rates by ethnicity, they must be compared to the percent of the student population that each ethnic group comprises. Figure 5 provides information concerning enrollment and dropouts by ethnicity. In reading the chart, the first bar represents the percent of 7th and 8th grade students of that ethnic group enrolled in APS, while the second bar represents the percent of dropouts that ethnic group comprises. For example, Hispanics comprise 52.4% of the 7th and 8th grade student enrollment, and they represent 46.1% of all 7th and 8th grade dropouts. If the percent of dropouts (second bar) is greater than the percent enrolled (first bar) then that group is *over-represented* in the dropout population. Within APS, at the middle school level, Native Americans and Anglos are *over-represented* in the dropout population. Native Americans have the highest dropout rate within their ethnic group at 1.7%. Anglos, Hispanics and African Americans all have a dropout rate of approximately 1% each. No Asian students dropped out, thus the dropout rate for this group is 0% (See Table 12).

Figure 5. Comparison of Percent of Middle School Enrollment and Percent of Dropouts by Ethnicity

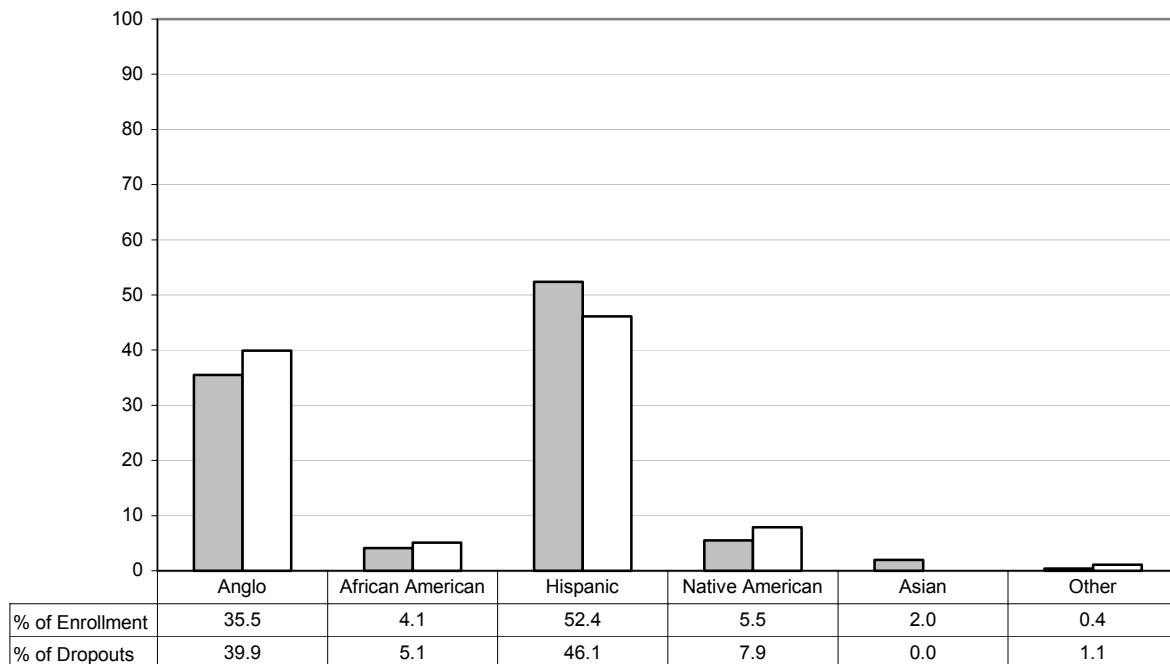


Table 12. Middle School Enrollment and Dropout Counts by Ethnicity For 2002-2003 and 2003-2004

School Year	Ethnicity	Enrollment	Dropouts	Dropout Rate
2003-2004	Anglo	5428	71	1.3%
	African American	631	9	1.4%
	Hispanic	8014	82	1.0%
	Native American	848	14	1.7%
	Asian	306	0	0.0%
	Other	62	2	3.2%*
	<i>All students</i>	<i>15,289</i>	<i>178</i>	<i>1.2%</i>
2002-2003	Anglo	5738	57	1.0%
	African American	620	5	.8%
	Hispanic	8015	84	1.0%
	Native American	831	20	2.4%
	Asian	299	1	.3%
	Other	85	1	1.2%
	<i>All students</i>	<i>15,588</i>	<i>168</i>	<i>1.1%</i>

*Because the number of students in the “Other” category is so small, the percent of students who dropout in this category is a very volatile figure.

Middle School Dropout by Special Education and Limited English Proficiency

In addition to the above three characteristics, two other special populations are of importance when examining the dropout rate: students identified as needing special education services and students identified as Limited English Proficient. Of the 178 middle school students identified as dropouts, 32 were also identified as special education students, or 18.0% of the middle school dropouts. As a group, students who receive any form of special education services make up 17.5% of the middle school enrollment; therefore, this population of students is *not over-represented* in the dropout population.

When comparing the percent of dropouts who are classified as Limited English Proficient (LEP), of the 178 middle school dropouts, 27 were also classified as LEP, or 15.2% of the dropouts. At the middle school level, LEP students make up 15.7% of the enrollment. Therefore, LEP

students are *not over-represented* in the middle school dropout population.

Reasons Middle School Students Drop Out

In examining the reasons why middle school students are classified as dropouts, the following top three reasons emerge: (See Table 13)

- Transfer – Not Verified
- Unconfirmed Homeschooler
- Whereabouts Unknown

Approximately 75% of the middle school students leave schools for these reasons. In attempting to understand this data, the first reason is not difficult to explain. It is safe to assume that many of the students identified as “Transfer – Not Verified” are in fact enrolled at other schools or other districts, but since middle schools are not required to request transcripts, the receiving school may never contact APS for the student records. Because the subsequent enrollment is not able to be verified, these students are counted as dropouts. The second reason listed, “Unconfirmed Homeschooler,” again reflects the fact that students may be homeschooled, but the PED is the only entity capable of taking students off the dropout list. For this to occur, a parent must enroll the student with the PED as a homeschooler. Prompt follow-up of students when they are absent for a number of consecutive days may help school personnel to ascertain the whereabouts of students who are withdrawn with the code “Whereabouts Unknown.” Many of these students may have actually moved or transferred to other schools; since school staff is unable to locate these students, they are considered dropouts. The percent of “No Shows” has decreased due to the diligence of the middle school staff finding out where these students are going to school after not showing up the following school year. They are to be commended for their efforts.

Table 13. Reasons Students Drop Out of Middle School: Top Three Reasons and Frequency Given (%)

Withdrawal Code (Reason)	Percent
Transfer – Not Verified	42.7%
No Show	16.3%
Absenteeism Exceeds Legal Limit	15.7%
Total	74.7%

Middle school dropout rates vary widely across the district. Of the 26 middle schools, three schools report having no dropouts, eighteen schools have a dropout rate of less than 1%, three schools have a dropout rate between 1% and 2%, one school has a dropout rate between 2% and 4%, and one school has a dropout rate of 6%. When comparing the 2002-2003 dropout rates to the 2003-2004 dropout rates, ten schools had a *decrease* in their dropout rates, fourteen schools had no change or insignificant change (change between -0.5% and 0.5%), one school had an *increase* between 0.5% and 1% , and one school had an increase of approximately 5% . A complete listing of all middle schools and their 2002-2003 and 2003-2004 dropout rates is provided in Table 14.

Table 14. APS Dropout Rates by Middle School for 2002-2003 and 2003-2004 School Years

School	2002-2003 (%)	2003-2004 (%)	Yearly Change
Cleveland	0.0	0.4	0.4
Desert Ridge	0.3	0.4	0.1
Eisenhower	0.0	0.0	0.0
Ernie Pyle	1.1	0.5	-0.6
Garfield	0.9	0.3	-0.6
Grant	1.4	1.1	-0.3
Harrison	2.4	1.0	-1.4
Hayes	0.0	0.0	0.0
Hoover	0.5	0.3	-0.2
Jackson	0.8	0.1	-0.7
James Monroe	2.1	0.6	-1.5
Jefferson	2.3	0.5	-1.8
Jimmy Carter	2.3	2.7	0.4
John Adams	3.4	0.7	-2.7
Kennedy	0.3	0.7	0.4
L. B. Johnson	0.4	0.5	0.1

Table 14. APS Dropout Rates by Middle School for 2002-2003 and 2003-2004 School Years
(continued from previous page)

School	2002-2003 (%)	2003-2004 (%)	Yearly Change
Madison	0.1	0.4	0.3
McKinley	0.3	0.4	0.1
Polk	4.7	0.8	-3.9
Roosevelt	0.7	6.0	5.3
Taft	0.0	0.0	0.0
Taylor	0.8	0.9	0.1
Truman	1.5	0.7	-0.8
Van Buren	1.2	0.1	-1.1
Washington	0.6	0.8	0.2
Wilson	0.5	1.0	0.5
<i>Middle Schools</i>	<i>1.1</i>	<i>1.2</i>	<i>0.1</i>

Note: Roosevelt Middle School is one of the smallest middle schools in the district with a cumulative enrollment of 631 students. Thirty-eight students were dropouts for the 2003-2004 school year resulting in a dropout rate of 6.0%

Alternative Sites

Alternative sites are those APS locations that provide education in a non-traditional format and which serve students from throughout the district as a matter of choice for the student/parent.

For 2003-2004, the district had the following alternative sites:

- Albuquerque Evening School
- Freedom High School
- New Futures
- Vision Quest Alternative Middle
- School on Wheels
- Sierra Alternative
- Stronghurst Alternative

While in the past these schools/sites have not been part of the APS dropout report, these students are reported in the PED annual dropout report. Last year, the PED accountability matrix began to hold alternative schools to the same dropout standard as traditional comprehensive high schools.

For the 2003-2004 school year, cumulatively 2,146 students enrolled in seven alternative sites. During this period, 344 students from these sites were classified as dropouts. The dropout rate for these students was 16.0%. This represents the lowest dropout rate in the last four years. Dropout rates by site are presented in Table 15.

Recommendations have been made to the PED to reconsider how the dropout rate for alternative schools is calculated. Now that NCLB no longer requires dropout as an accountability measure, the PED would be able to make modifications to the dropout calculation for special circumstances, as is the case with alternative sites. For many schools, the students being served have already dropped out of a traditional setting and have had a significant amount of time between the dropout and re-enrolling in an alternative setting. In other instances, students enroll in an alternative school, obtain a schedule, and never attend. These students must be counted as dropouts. These situations are more typical to alternative settings than traditional settings and certainly have a significant impact on the dropout rates.

Table 15. APS Dropout Rates for Alternative Sites: 2000-2001 School Year to 2003-2004 School Year

School	2000-2001	2001-2002	2002-2003	2003-2004
Albuquerque Evening School	37.3%	26.4%	14.3%	9.3%
Freedom High School	35.4%	27.8%	21.5%	25.2%
New Futures	23.9%	30.5%	27.0%	18.1%
School on Wheels	31.5%	14.5%	7.0%	11.0%
Sierra Alternative	23.3%	22.9%	16.2%	21.1%
Stronghurst Alternative	NA	13.9%	13.2%	18.9%
Vision Quest Alternative Middle School	NA	NA	6.1%	5.9%
Alternative Cluster	34.3%	23.6%*	17.1%*	16.0%**

*Includes 10 transition students not included in individual school counts

**Includes 11 transition students not included in individual school counts

Conclusion and Recommendations

Annual dropout rates are important indicators for evaluating the impact of educational programs. Prevention of dropout and interventions for dropout students is a priority for APS. The complexities of preventing dropout are compounded by the challenges of verifying and accurately reporting the rates. Accurately reporting

APS is using Continuous Improvement strategies to lessen the burden of dropout reporting on schools.

dropouts is an important parameter for all schools. At times, accomplishing this mission can be an overwhelming task, especially when school personnel are asked to undertake a multitude of responsibilities. At this time, we are using total quality management strategies to streamline this process. Feedback from school personnel directly involved in following students will enable us to gain valuable information on which strategies are working best and which ones need to be changed. Gathering pertinent information about student follow-up, coding the data appropriately, capturing the data

electronically, and summarizing it in a timely, useful fashion is of the utmost importance. We are committed to making this process as efficient as possible so that the information obtained can be used to re-engage students in the learning process.

Another strategy that has been found to be effective in minimizing the verification process is the use of a centralized dropout locators. Many large districts have recognized that the process of locating and verifying dropouts require very different skills from those necessary to re-engage a student into the educational process. Over the last 5 to 7 years, many large districts have found that centralized dropout tracking is the most effective and efficient strategy for accurately classifying dropout students. This centralization of the work takes the burden off the school staff and allows them to focus on educational interventions.

Many large districts have centralized both the dropout locator efforts and transcript processing – a strategy that APS may investigate further.

An associated strategy that has a positive impact on dropout verification is centralized transcript processing; thus many districts have instituted a centralized transcript processing office. All requests for transcripts are directed to this office, and the staff is responsible for noting the transfer status in the formal student information system. Currently both of these tasks fall on the school staffs in APS. Study of the effectiveness of centralizing both of these processes may help in the district-wide dropout prevention/intervention efforts.

In its focus on dropouts, APS has developed and sustained district-wide and school based initiatives. The steady decline in dropout demonstrates the impact of these interventions at the school and district level. One intervention that shows a strong

National and local research shows small learning communities has promise for reducing dropout.

and persistent positive impact is small learning communities (SLC). Small learning communities is an initiative in several APS high schools that combine instructional and structural interventions that are designed to personalize the high school experience. Students and teachers work and learn in small teams that allow them to develop lasting relationships and increase student engagement in the entire educational process.

Independent studies by University of Nevada of APS' small learning communities, the district's own studies of this initiative, and this dropout study confirm that SLC, especially in the form of ninth grade academies, have a positive impact on the 9th grade dropout rate. While SLC have been a thrust in the district at the 9th grade, these trends warrant investigating the replication of SLC programs to other grades as a dropout prevention.

Charter schools also appear to offer students an option when they cannot be served in the continuum of APS schools. Increasingly, schools are providing more options for students' schedules and academic course taking. These efforts increase the likelihood that comprehensive high schools are able to meet the needs of most

students. A strong array of alternative schools continues to serve students with more

Breakthrough initiatives, radically changing the look of schools, are needed to further reduce dropout.

diverse needs. For a large urban school district, APS has made significant strides in curbing dropout. Research shows that to affect another notable decrease in dropout rates, schools will need to incorporate breakthrough initiatives that are dramatic in nature. Initiatives of this type change the way schools look to their communities. Therefore, these types of initiative must be phased in so that our concept of schooling will not be so challenged that we reject these important initiatives.

Appendix

Comparison of the Public Education Department (PED) Dropout Rate Formula to the APS Formula

As mentioned in the introduction, there are various formulas that can be used when deriving dropout rates. The PED uses the National Center of Education Statistics (NCES) dropout definitions and the formula the NCES applies. This strategy for identifying dropouts begins counting dropouts from the last day of the previous school year, goes through the dropout year and into the next school year, approximately the 40th day. This year the student had to have been re-enrolled by October 1 to be taken off the dropout list. A cumulative count of dropouts is then developed according to the standard definitions. The PED formula uses a one-time (40th day) count of enrollment (static enrollment) as the denominator.

Figure A1. PED Dropout Rate Formula

$$\frac{\text{Number of 2003-2004 Dropouts}}{\text{2003-2004 40th-day Enrollment}} = \text{2003-2004 Dropout Rate}$$

In 1997-98 the PED formed a task force to examine this formula that uses cumulative dropout by static enrollment to calculate dropout rates. The concern at the time was that the formula typically presents an accurate view of dropout in districts and usually at the school level, but the formula cannot be used to calculate dropout for specific populations within small districts or within schools.

An example best demonstrates the difficulty with the formula:

On the 40th day at a high school 10 students of a particular ethnicity were enrolled. Throughout the year, 12 more students of that ethnicity enrolled (cumulative enrollment of 22). At the end of the year, 11 students of that ethnicity were on the dropout rolls. The NCES formula then divides 11 dropouts by 10 students enrolled on the 40th day. The resulting dropout rate in excess of 100% is not an accurate reflection of the enrollment and dropout at that school. Alternatively, the cumulative dropout (11) can be divided by the cumulative enrollment (22) to show a 50% dropout rate, a more accurate reflection of the dropout rate for this school.

The discrepancy in this formula is that the dropout figure (numerator) is a cumulative number; dropouts are counted from the first day of school to the last day of school. On the other hand, the enrollment (denominator) is a static number; the total number of students enrolled on the 40th day of school.

The strategy that APS uses to calculate the district figures follows the PED definitions of a dropout and the time frame for counting students who drop out. ***The difference is in the denominator.*** APS uses as the denominator all the students who enroll in the school during the time that the dropouts are being identified; the cumulative, non-duplicate enrollment.

Figure A2. APS Dropout Rate Formula

$$\frac{\text{Number of 2003-2004 Dropouts}}{\text{2003-2004 Cumulative Non-duplicate Enrollment}} = \text{2003-2004 Dropout Rate}$$

The benefits to using this formula are that both the numerator and denominator are cumulative numbers, taking into account all students enrolled in school during the dropout period, and it is a formula that applies to districts, schools and specific populations. While this formula is the one the PED would prefer to use and directed districts to use beginning in 1998, gathering the necessary data from all school districts has proven to be a challenge. Currently, a number of districts either cannot or do not provide this data, forcing the PED to revert to the previous formula for official calculations of rates.

Table A1. High School Enrollment and Dropout Counts by School by Ethnicity for 2003-2004*

School	Anglo		African American		Hispanic		Native American		Asian		Other		Total	
	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Total Enrollment	Total Dropouts
Albuquerque	424	12	110	**	1460	63	126	**	33	**	5	0	2158	87
Cibola	1637	30	121	**	1199	24	117	**	59	0	40	**	3173	59
Del Norte	661	17	127	10	809	43	225	**	46	**	34	0	1902	80
Eldorado	1739	14	63	**	488	**	67	**	59	0	10	0	2426	29
Highland	598	**	198	**	1250	19	252	**	130	**	**	0	2433	37
La Cueva	1734	24	50	**	349	**	37	**	134	**	10	**	2314	35
Manzano	1135	17	146	**	780	17	110	**	72	0	12	0	2255	39
Rio Grande	163	**	51	**	2097	57	80	**	5	0	**	0	2398	65
Sandia	1457	49	76	**	678	35	75	**	88	**	27	**	2401	94
Valley	527	19	40	**	1614	66	88	**	13	0	**	0	2285	87
West Mesa	346	23	145	**	2338	158	211	22	28	**	4	0	3072	213

*The total of number of dropouts is 825 excluding the 160 transition students.

**indicates number of student less than 10, minimum number for reporting

Table A2. Comparison of Percent High School Enrollments to Percent Dropouts by Grade for 2002-2003 and 2003-2004 School Years excluding 9th Grade Transition Students

School Year	Grade	Enrollment	Dropouts	% Of Enrollment	% Of Total Dropouts
2003-2004	9th*	8,816	222	32.9%	26.9%
	10th	7,306	258	27.2%	31.3%
	11th	5,788	241	21.6%	29.2%
	12th	4,907	104	18.3%	12.6%
	9th-12th**	26,817	985	--	--
2002-2003	9th*	8,571	232	32.3%	31.0%
	10th	7,373	200	27.8%	26.7%
	11th	5,681	201	21.4%	26.8%
	12th	4,889	116	18.4%	15.5%
	9th-12th***	26,514	867	--	--

*Excludes transition students. ** Includes 160 transitions students. ***Includes 118 transition students.

Table A3. Comparison of Percent High School Enrollments to Percent Dropouts by Grade for 2002-2003 and 2003-2004 School Year including 9th Grade Transition Students

School Year	Grade	Enrollment	Dropouts	% Of Enrollment	% Of Total Dropouts
2003-2004	9 th **	8,816	382	32.9%	38.8%
	10th	7,306	258	27.2%	26.2%
	11th	5,788	241	21.6%	24.5%
	12th	4,907	104	18.3%	10.6%
	9th-12th**	26,817	985	--	--
2002-2003	9 th ***	8,571	350	32.3%	40.4%
	10th	7,373	200	27.8%	23.1%
	11th	5,681	201	21.4%	23.2%
	12th	4,889	116	18.4%	13.4%
	9th-12th***	26,514	867	--	--

** Includes 160 transitions students. ***Includes 118 transition students.

TableA4. Albuquerque Public School Withdrawal Codes

Old Codes	New Codes	Description
W01	W01	Transfer to other APS School
W02	D42	Transfer to local non public School, Transfer out of district within New Mexico, Transfer out of New Mexico, or Transfer to District approved and/or state approved institutions or programs. All without transcript request or verification of transfer.
W03		
W04		
W05		
W02	W42	Transfer to local non public School, Transfer out of district within New Mexico, Transfer out of New Mexico, or Transfer to District approved and/or state approved institutions or programs. The place of transfer is entered in city and state fields. The date that the transcript was sent or the date that verification took place is entered in the date transcript request field.
W03		
W04		
W05		
W06	W06	Death
W07	W07	Graduation
W08	W08	Evening School Adult Education
W09	D09	Satisfied Attendance Law
W10	W10	GED Confirmed
	D10	GED Unconfirmed
W11	D11	Transfer to non-approved institution program
W12	D12	Absenteeism Exceeds the Legal Limit
W13	D13	Exemption from school for gainful employment
W14	D14	Whereabouts Unknown
W15	D15	No Show
W16	D16	Parent Request
W17	D17	Did not return after suspension
W18	D18	Other
W19	S19	Long Term Suspension for non-attendance
W20	S20	Long Tern Suspension for disciplinary reasons
W21	S21	Expulsion
W22	W22	Transferred, transcript sent
W23	W23	Returned to country of origin
No previous code	W24	Confirmed Homeschooler
	D24	Unconfirmed Homeschooler
No previous code	W41	Transfer within district from a school in need of improvement