## Cohort 2012 Four-Year Graduation Rates – State Results

The Massachusetts Department of Elementary and Secondary Education (ESE) calculates and reports graduation rates as part of overall efforts to improve educational outcomes for all students.

The 2012 four-year cohort graduation rate is calculated as follows:

# of students in cohort (denominator) who graduate in 4 years or less  
[# of 1st time entering 9th graders in 2008-09] - transfers out/deaths + transfers in

The 2012 four-year cohort graduation rate for Massachusetts public high schools increased by 1.3 percentage points to 84.7 percent from 83.4 percent for the 2011 cohort. This represented the sixth consecutive year of an increase in the four-year rate and is, along with the 1.3% increase in 2011, the largest increase since the ESE began calculating a graduation rate in 2006. Many student subgroups also had increased four-year rates as compared to the 2011 cohort, including both Limited English Proficiency and Hispanic students, who had increases of 4.9 and 3.6 percentage points respectively. There are significant gaps in the graduation rates among subgroups. Specifically, among the race and ethnicity subgroups, there is a 24.2 percentage point difference between the highest and lowest groups, White and Hispanic students. However, this gap was reduced by 3.0 percentage points as compared to the 2011 cohort.

Additional critical findings of the report include:

* The dropout rate for the 2012 cohort was 6.9%, the lowest since the ESE began calculating cohort dropout rates in 2006.
* 5.8 percent of the 2012 cohort is still enrolled in high school.
* Hispanic males graduated at a rate that was 4.2 percentage points higher than the 2011 cohort and represented the largest increase among the ten largest race and gender combinations.
* Students receiving special education services graduated at a rate that was 3.0 percentage points higher than the 2011 cohort
* 59 percent of the students in the cohort who are still enrolled in a Massachusetts public school have met the requirements for their Competency Determination (CD)[[1]](#footnote-1).
* 71 percent of school districts and 61 percent of high schools had a higher graduation rate than the state average of 84.7 percent.[[2]](#footnote-2)

The following tables and graphs further summarize the results for the 2012 cohort. The results are based on data submitted by school districts through the Department's Student Information Management System.

###### Table 1. Graduation Results for All Students and Student Subgroups[[3]](#footnote-3)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates[[4]](#footnote-4) | | | | |
|  | 2012  Cohort #[[5]](#footnote-5) | 4-Year Rate | Difference from 2011 | Still in School | Non-Grad Completer[[6]](#footnote-6) | GED | Dropped Out | Expelled |
| All Students | 73,479 | 84.7% | +1.3 | 5.8% | 0.9% | 1.6% | 6.9% | 0.1% |
| Female | 35,911 | 87.7% | +1.2 | 4.2% | 0.9% | 1.5% | 5.7% | 0.0% |
| Male | 37,568 | 81.8% | +1.3 | 7.3% | 0.9% | 1.8% | 8.0% | 0.1% |
| LEP[[7]](#footnote-7) | 4,774 | 61.1% | +4.9 | 13.8% | 5.4% | 0.6% | 18.9% | 0.2% |
| Low Income | 30,461 | 72.4% | +2.6 | 9.8% | 1.7% | 2.6% | 13.2% | 0.1% |
| Special Education | 14,812 | 68.6% | +3.0 | 14.7% | 2.2% | 1.6% | 12.8% | 0.1% |
| High Needs[[8]](#footnote-8) | 38,113 | 74.1% | +4.4 | 10.1% | 1.7% | 2.3% | 11.7% | 0.1% |
| African American | 6,666 | 73.4% | +2.7 | 12.2% | 1.7% | 1.3% | 11.3% | 0.1% |
| Asian | 3,743 | 89.5% | +1.8 | 5.0% | 1.0% | 0.6% | 3.9% | 0.0% |
| Hispanic | 10,203 | 65.5% | +3.6 | 10.8% | 2.7% | 2.6% | 18.1% | 0.2% |
| Multi-race, Non-Hisp. | 1,235 | 82.8% | +1.6 | 6.4% | 1.1% | 1.6% | 8.1% | 0.1% |
| Native American | 192 | 70.3% | -5.9 | 9.9% | 3.1% | 4.7% | 12.0% | 0.0% |
| Pacific Islander | 76 | 71.1% | -9.4 | 7.9% | 1.3% | 5.3% | 14.5% | 0.0% |
| White | 51,364 | 89.7% | +0.6 | 3.9% | 0.5% | 1.5% | 4.3% | 0.1% |
| Urban | 25,247 | 71.4% | +2.5 | 10.2% | 1.9% | 2.5% | 13.9% | 0.1% |

###### Table 2. Graduation Results for Race/Ethnicity Groups by Gender

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
|  | 2012  Cohort # | 4-Year Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped Out | Expelled |
| African American Female | 3,254 | 79.0% | +2.1 | 9.0% | 1.8% | 1.1% | 9.1% | 0.0% |
| African American Male | 3,412 | 68.2% | +3.4 | 15.2% | 1.6% | 1.6% | 13.3% | 0.2% |
| Asian  Female | 1,876 | 90.9% | +1.6 | 4.6% | 1.0% | 0.4% | 3.1% | 0.0% |
| Asian  Male | 1,867 | 88.1% | +1.9 | 5.5% | 1.0% | 0.7% | 4.7% | 0.1% |
| Hispanic  Female | 5,032 | 69.9% | +3.0 | 9.1% | 3.0% | 2.5% | 15.3% | 0.1% |
| Hispanic  Male | 5,171 | 61.3% | +4.2 | 12.5% | 2.4% | 2.8% | 20.8% | 0.3% |
| Multi-race  Female | 636 | 85.7% | +0.9 | 4.7% | 1.6% | 1.6% | 6.3% | 0.2% |
| Multi-race  Male | 599 | 79.6% | +2.2 | 8.2% | 0.5% | 1.7% | 10.0% | 0.0% |
| Native American Female | 94 | 76.6% | -5.4 | 4.3% | 3.2% | 6.4% | 9.6% | 0.0% |
| Native American Male | 98 | 64.3% | -4.0 | 15.3% | 3.1% | 3.1% | 14.3% | 0.0% |
| Pacific Islander Female | 38 | 76.3% | -8.7 | 2.6% | 0.0% | 7.9% | 13.2% | 0.0% |
| Pacific Islander  Male | 38 | 65.8% | -10.4 | 13.2% | 2.6% | 2.6% | 15.8% | 0.0% |
| White  Female | 24,981 | 92.3% | +0.8 | 2.5% | 0.4% | 1.3% | 3.5% | 0.0% |
| White  Male | 26,383 | 87.3% | +0.4 | 5.3% | 0.5% | 1.7% | 5.0% | 0.1% |

**Table 3. Graduation Results for** **Students Receiving Special Education Services by Gender**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
|  | 2012  Cohort # | 4-Year  Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped  Out | Expelled |
| Special Ed. Female | 5,532 | 71.9% | +3.3 | 12.7% | 2.6% | 1.5% | 11.3% | 0.0% |
| Special Ed. Male | 9,280 | 66.7% | +3.0 | 15.9% | 2.0% | 1.6% | 13.7% | 0.1% |

**Table 4. Graduation Results for** **Low-Income Students by Gender**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
|  | 2012  Cohort # | 4-Year  Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped  Out | Expelled |
| Low-Income Female | 14,915 | 77.0% | +2.6 | 7.6% | 1.9% | 2.5% | 11.0% | 0.1% |
| Low-Income Male | 15,546 | 68.1% | +2.8 | 11.9% | 1.6% | 2.8% | 15.3% | 0.2% |

**Table 5. Graduation Results for High Needs Students by Gender**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
|  | 2012  Cohort # | 4-Year  Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped  Out | Expelled |
| High Needs Female | 17,737 | 78.1% | +4.6 | 7.8% | 1.8% | 2.2% | 10.0% | 0.1% |
| High Needs Male | 20,376 | 70.6% | +4.2 | 12.2% | 1.6% | 2.4% | 13.1% | 0.2% |

**Table 6. Graduation Results for Limited English Proficient Students by Gender**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
|  | 2012  Cohort # | 4-Year Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped  Out | Expelled |
| LEP  Female | 2,309 | 63.5% | +3.1 | 12.8% | 5.7% | 0.5% | 17.4% | 0.1% |
| LEP  Male | 2,465 | 58.8% | +6.3 | 14.7% | 5.2% | 0.6% | 20.3% | 0.3% |
| LEP in  Original Cohort | 3,000 | 64.9% | +5.5 | 11.6% | 3.7% | 0.7% | 19.0% | 0.2% |
| LEP Entered  Cohort after 10/1/08 | 1,774 | 54.5% | +2.5 | 17.5% | 8.5% | 0.5% | 18.9% | 0.2% |

**Table 7. Graduation Results for Race/Ethnicity by Limited English Proficient Status**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
|  | 2012  Cohort # | 4-Year Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped Out | Expelled |
| African American LEP | 1,004 | 66.4% | +4.1 | 15.9% | 5.7% | 0.2% | 11.7% | 0.1% |
| African American Non-LEP | 5,662 | 74.7% | +2.6 | 11.5% | 1.0% | 1.5% | 11.2% | 0.1% |
| Asian  LEP | 771 | 77.3% | +4.3 | 10.6% | 3.2% | 0.3% | 8.4% | 0.1% |
| Asian  Non-LEP | 2,972 | 92.7% | +1.1 | 3.6% | 0.4% | 0.7% | 2.7% | 0.0% |
| Hispanic  LEP | 2,452 | 52.0% | +6.5 | 14.8% | 6.3% | 0.9% | 25.7% | 0.3% |
| Hispanic  Non-LEP | 7,751 | 69.8% | +3.5 | 9.6% | 1.6% | 3.2% | 15.7% | 0.2% |
| Multi-race  LEP | 32 | 40.6% | -15.0 | 18.8% | 15.6% | 0.0% | 25.0% | 0.0% |
| Multi-race  Non-LEP | 1,203 | 83.9% | +1.9 | 6.1% | 0.7% | 1.7% | 7.6% | 0.1% |
| Native American LEP | 10 | 70.0% | +12.9 | 10.0% | 0.0% | 0.0% | 20.0% | 0.0% |
| Native American Non-LEP | 182 | 70.3% | -6.6 | 9.9% | 3.3% | 4.9% | 11.5% | 0.0% |
| Pacific-Islander LEP | 6 | 66.7 | +6.7 | 16.7 | 0.0% | 0.0% | 16.7% | 0.0% |
| Pacific Islander Non-LEP | 70 | 71.4% | -10.4 | 7.1% | 1.4% | 5.7% | 14.3% | 0.0% |
| White  LEP | 499 | 70.7% | +3.7 | 9.2% | 3.6% | 0.4% | 16.0% | 0.0% |
| White  Non-LEP | 50,865 | 89.9% | +0.6 | 3.9% | 0.4% | 1.6% | 4.2% | 0.1% |

**Table 8. Graduation Results for Non-Mobile and Mobile Students[[9]](#footnote-9)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Graduates** | | Non-Graduates | | | | |
| High Schools Attended | 2012  Cohort # | 4-Year Rate | Difference from 2011 | Still in School | Non-Grad Completer | GED | Dropped Out | Expelled |
| One  School | 61,681 | 87.7% | +0.5 | 4.7% | 0.9% | 1.2% | 5.4% | 0.1% |
| Two  Schools | 10,225 | 72.0% | +4.2 | 10.2% | 1.2% | 3.4% | 13.0% | 0.1% |
| Three  Schools | 1,273 | 49.6% | +8.0 | 18.8% | 1.3% | 5.2% | 24.9% | 0.2% |
| Four or More Schools | 300 | 32.2% | +5.1 | 21.7% | 1.0% | 7.3% | 32.0% | 0.7% |

##### Table 9. Competency Determination (CD) Status for Select Non-Graduate Groups

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Still in School** | | | **Dropped Out[[10]](#footnote-10)** | | |
|  | Number | CD | No CD | Number | CD | No CD |
| All Students | 4,233 | 59.2% | 40.8% | 6,261 | 27.7% | 72.3% |
| Female | 1,495 | 55.1% | 44.9% | 2,578 | 28.3% | 71.7% |
| Male | 2,738 | 61.4% | 38.6% | 3,683 | 27.2% | 72.8% |
| LEP | 658 | 48.3% | 51.7% | 932 | 10.4% | 89.6% |
| Low Income | 2,986 | 61.0% | 39.0% | 4,821 | 24.2% | 75.8% |
| Special Education | 2,179 | 41.3% | 58.7% | 2,124 | 22.2% | 77.8% |
| High Needs | 3,861 | 56.0% | 44.0% | 5,322 | 25.0% | 75.0% |
| African American | 813 | 57.6% | 42.4% | 838 | 17.2% | 82.8% |
| Asian | 189 | 61.4% | 38.6% | 167 | 22.2% | 77.8% |
| Hispanic | 1,106 | 56.1% | 43.9% | 2,114 | 17.4% | 82.6% |
| Multi-race, Non-Hisp. | 79 | 65.8% | 34.2% | 120 | 28.3% | 71.7% |
| Native American | 19 | 73.7% | 26.3% | 32 | 34.4% | 65.6% |
| Pacific Islander | 6 | 33.3% | 66.6% | 15 | 46.7% | 53.3% |
| White | 2,021 | 61.0% | 39.0% | 2,975 | 38.1% | 61.9% |

##### Table 10. Distribution of Graduation Rates in the Aggregate for Districts[[11]](#footnote-11)

|  |  |  |
| --- | --- | --- |
| **2012 Four-Year**  **Graduation Rate** | **Number of Districts** | **Percentage of Districts** |
| < 50% | 5 | 1.7 |
| 50 - <60% | 6 | 2.1 |
| 60 - <70% | 8 | 2.8 |
| 70 - <80% | 33 | 11.4 |
| 80 - <85% | 32 | 11.0 |
| 85 - <90% | 53 | 18.3 |
| 90 - <95% | 78 | 26.9 |
| 95 – 100% | 75 | 25.9 |
| Total | 290 | 100 |

##### Table 11. Distribution of Graduation Rates in the Aggregate for Schools[[12]](#footnote-12)

|  |  |  |
| --- | --- | --- |
| **2012 Four-Year**  **Graduation Rate** | **Number of Schools** | **Percentage of Schools** |
| < 50% | 38 | 10.2 |
| 50 - <60% | 11 | 3.0 |
| 60 - <70% | 19 | 5.1 |
| 70 - <80% | 41 | 11.1 |
| 80 - <85% | 37 | 10.0 |
| 85 - <90% | 57 | 15.4 |
| 90 - <95% | 83 | 22.4 |
| 95 – 100% | 85 | 22.9 |
| Total | 371 | 100 |

1. Students starting with the graduating class of 2010 are required to meet new standards to receive their Competency Determination (CD). A full explanation of the CD standards can be found at http://www.doe.mass.edu/lawsregs/603cmr30.html?section=03. [↑](#footnote-ref-1)
2. Graduation rates for all districts and schools can be found at: http://profiles.doe.mass.edu/state\_report/gradrates.aspx [↑](#footnote-ref-2)
3. Due to rounding, row percentages may not equal 100 percent. [↑](#footnote-ref-3)
4. In the reporting of aggregate results, students are included in the first column (from left to right) for which they qualify. For example, students who dropped out or were expelled, but earned a GED, are included in the GED category. Students are only reported in one category. [↑](#footnote-ref-4)
5. The cohort count is as of the end of 2011-12 school year. The status (e.g. graduate, enrolled) is updated as of October 1, 2012. [↑](#footnote-ref-5)
6. Non-Grad Completer includes 1) students who earned a certificate of attainment, 2) students who met local graduation requirements but the district does not offer certificates of attainment, and 3) students with special needs who reached the maximum age (22) but did not graduate. [↑](#footnote-ref-6)
7. The limited English proficient, special education, and low income subgroups include all students that were reported in those categories at least once in high school. Students can be counted in more than one group. [↑](#footnote-ref-7)
8. High Needs subgroup includes students categorized as any of the following as of October 1, 2011:1) Low Income, 2) Limited English Proficient, 3) Students with Disabilities, as well as students categorized as Limited English Proficient during the prior two school years (2010-11 and/or 2009-10). [↑](#footnote-ref-8)
9. Mobility refers to the number of different high schools that the student attended within the Commonwealth. Students who never moved or moved in from another state or a private school and attended one public high school in Massachusetts are represented in the “One School” row. [↑](#footnote-ref-9)
10. Includes students that dropped out prior to the administration of the 10th grade MCAS. [↑](#footnote-ref-10)
11. Includes districts with at least six students in the cohort. District analyses include charter schools, regional school districts and vocational/technical high schools. [↑](#footnote-ref-11)
12. Includes schools with at least six students in the cohort [↑](#footnote-ref-12)