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**Ethnic and Racial Differences in
Graduation, Dropout Rates and Course
Completions for Students Attending
Texas Public High Schools**

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Introduction

This brief report was prepared for the Texas Commission on a Representative Student Body at the request of Dr. Hardy Murphy, Associate Superintendent of the Fort Worth ISD. Dr. Murphy is a member of the commission. The Commission was created by the Texas Higher Education Coalition after the 5th U.S. Circuit Court of Appeals ruled in 1996 that the affirmative action programs of the University of Texas Law School were unconstitutional. The ruling was subsequently extended to cover admissions to all universities in the jurisdiction of the 5th Circuit Court of Appeals.

Dr. Murphy's request followed a presentation of a paper by John Kain at the 12th Annual Texas Assessment Conference held at the Renaissance Austin Hotel during February 15-18, 1998 (Kain, 1998). Dr. Murphy was in the audience. Dr. Kain's paper described the UTD Texas Schools Project, the Texas Schools Microdata Panel (TSMP) and ongoing studies based on TSMP. This panel database includes up to eight years of panel data for more than two million students and more than 350,000 teachers, as well as extensive data for more than 6,000 campuses and 1,000 districts for the same seven-year period. TSMP currently includes data for five cohorts of students beginning in 1990 (we follow the convention of identifying the 1989-90 school year as 1990) through 1996. The youngest of these cohorts began with pre-K and the oldest with the third grade in 1990. TSMP starts with 1990 because the Texas Education Agency's (TEA) implemented its PEIMS (Public Education Information Management System) system in that year.¹ TSMP

¹ PEIMS is a yearly relational data base and TEA makes no effort to link these data across years. To construct TSMP, we had to combine annual PEIMS teacher and student data with student test data (TAAS, and NAPT), and various teacher certification tests that are not part of PEIMS, and link these data across years. To create TSMP we had to combine data from more than 140 individual student files and more than

also contains 26 years/grades of standardized test data for three different standardized tests that were administered by TEA during this period.

While the analyses described in this report were inspired by Kain's paper on TSMP and its uses, they are not based on TSMP data. The reason is that the oldest students in TSMP were in the tenth grade in 1997.² To complete the analyses for this report we obtained enrollment, course completion and TAAS data from TEA for about 1.6 million students enrolled in grades 9 through 12 during the period 1993 – 1997. We obtained ninth grade data for two years because large numbers of students are retained in grade during their freshman year of high school. Preparation of the data used for these analyses required extensive data processing by TEA. As a result, we did not obtain them from TEA until roughly one month ago, leaving less than a month to create the panel data base and for the analyses described in the report. Because of the limited time available, the analyses are fairly primitive. We could complete further analyses of these data in July if the Commission determined that further analyses of them would be of value to its deliberations.

The numbers of students included in the base sample by race/ethnicity and sex are shown in Table 1. Most of the analyses described in this report are based on two sub-samples drawn from the larger population of 1.6 million students. The first consists of 293,163 students who were enrolled the ninth grade of Texas public schools in 1993. The second consists of 267,095 students who were enrolled in the ninth grade of Texas public schools in 1994, but were not enrolled in the ninth grade in 1993. In the discussion that follows we refer to the first sub-sample as Cohort93 and the second as Cohort94. The data we obtained from TEA are annual data. To create the panel data base required for the analyses described in this report, we linked the yearly records for

110 individual teacher files, as well as campus level data from TEA's AEIS files, block group data from the 1990 Census and district level data from the School District Data Book CD ROMs. The number of individual records included in TSMP currently exceeds 80 million.

² We did use ninth and tenth grade course completion data for 1996 and 1997 for one of the TSMP cohorts for a crude feasibility analysis, which we presented to Dr. Murphy in March, 1998. Based on these preliminary and incomplete analyses, Dr. Murphy asked us to complete similar analyses of course completion and enrollment data for a cohort of students that had completed high school.

individual students across years using procedures similar to those we used in creating TSMP.

Tables 2 and 3 provide summary statistics on student outcomes for Cohort93 and Cohort94. As Table 2 reveals, just over half (151,124) of the students in Cohort93 graduated from a Texas public high school in either 1996 or 1997. Of the remaining students, 30,760 were classified as dropouts, 103,124 were out-of-sample and 7,451 were enrolled in a Texas public high school in 1997, but did not graduate. Out-of-sample students are presumed to have moved out of the state or to have transferred to a private school. Dropouts are defined as individuals who left school and remained in the state, but did not enroll in another public or private school within Texas. TEA does not require districts to determine the schools attended by out-of-state movers or within-state private school transfers. As a result, we suspect some, perhaps large numbers, of those classified as out-of-sample students are in fact dropouts. One important issue is the treatment of young people who are incarcerated. Those held in state juvenile detention facilities would be included in our data base as they would be enrolled in school at these facilities. The treatment of those held in state adult or federal prisons is less clear. In particular, it is far from clear as to whether they would be coded as out-of-sample or dropouts? Dropout data for 1997 were not available at the time the research for this study was being done. When it becomes available, it will no doubt show that some of the 7,451 students who were enrolled in 1997, but did not graduate, dropped out.

Table 2 illustrates another feature of these data. Of the 237,132 Cohort93 students who were still enrolled in Texas public high schools in 1994, more than 40,000 were still classified as ninth graders in that year. In this regard, it should be understood that an unknown, but significant, number of Cohort93 students that were enrolled in the ninth grade in 1993 were also enrolled in ninth grade in 1992. This feature is an important difference between the two samples used for the analyses presented below. The Cohort94 sample excludes all students who were enrolled in the ninth grade in 1993. We lack the information needed to make the same adjustment for the Cohort93. The net effect of this difference is that the Cohort94 sample probably has proportionately fewer low performing students than the Cohort93 sample. Comparing Tables 2 and 3 provides some support for this proposition. The 35,905 Cohort94 students who repeated the ninth

grade in 1995 are a smaller fraction of 1993 enrollment than the same comparison for the Cohort93 sample.

Tables 2 and 3 also give the numbers of each of the two sub-samples that graduated in 1996 or 1997. As these data indicate, nearly 143,676 of Cohort93 students graduated from high school in 1996 and an additional 7,448 graduated in 1997. Not surprisingly, the relative sizes of these two groups of graduating students were just the opposite in the second sample. Of the more than 267,000 Cohort94 students 4,380 graduated a year early and more than 150,000 graduated on time. More than 32,000 Cohort93 students were enrolled in grades 9-12 in 1997, but did not graduate. When 1998 graduation data become available they will no doubt indicate that some of these students graduated in that year. Others will have dropped out, moved out of state or transferred to private schools.

TEA also collects data on the college plans of high school graduates. These data indicated that two-thirds of Cohort93 graduates indicated they planned to attend college as compared to 71 percent of Cohort94 graduates. This result provides further evidence that the Cohort93 includes a larger fraction of low performing students than Cohort94.

Outcomes by Race/Ethnicity and Sex

Tables 4 and 5 describe four kinds of outcomes by race/ethnicity and sex for Cohort93 and Cohort94 students who remained in Texas for the entire 1993-97 period. That is, we excluded out-of-sample students in calculating the rates in Tables 4 and 5. Out-of-sample students, it will be recalled, are presumed to have left the state or transferred to private schools. The numbers used in calculating the rates in Tables 4 and 5 are available in Appendix Tables A-1 and A-2.

As the data in Table 4 reveal, female graduation rates exceed male graduation rates for all four race/ethnic groups. The highest graduation rate for both cohorts is 94.5 percent of Cohort94 Anglo females; Asian-American females have the second highest rate among Cohort94 members. The lowest rates are for African-American and Hispanic males belonging to Cohort94, 62.3 percent and 61.6 percent respectively.

The differences in graduation rates are explained by differences in dropout rates and in the fraction of students who were enrolled in 1997, but did not graduate. As noted previously, the latter figure is something of a grab bag which includes students who will remain in school and graduate in subsequent years, students who will drop out and students who will move out of state or transfer to private schools to complete their education. Starting with dropout rates, it should first be noted that dropout rates for members of Cohort93 are substantially larger than for Cohort94 members. This result, which holds for all eight race/ethnic and gender categories, provides further support for the view that Cohort93 includes proportionately more low achieving students. This is because, as discussed previously, Cohort93 included a substantial number of students who were enrolled in the ninth grade in both 1992 and 1993. These students failed to pass enough courses to be promoted to the 10th grade. As noted previously, we had insufficient information about these students to identify them or to remove them from the analysis. Finally, Cohort93 students simply had more years to drop out than Cohort94 students.

Starting with Cohort93, Hispanic males had the highest dropout rates (26.8 percent) closely followed by African-American males (26.1 percent). In the case of Cohort94, Hispanic males and females had the highest drop out rates (13.0 percent and 11.6 percent). The dropout rate for African-American males belonging to this cohort was 10.8 percent, a level that is very substantially below their Cohort93 rate of 26.1 percent.

The fraction of students enrolled in 1997 who had not graduated in 1997, which is the third of the rates in Tables 4 & 5, exhibits just the opposite pattern between cohorts as the dropout rate. This rate for Cohort93 members ranges from a low of 1.2 percent for Anglo females to a high of 7.8 percent for Hispanic males. This rate for Cohort94, in contrast, varies from a low of 4.7 percent for Anglo females to a high of 27 percent for African-American males. These differences between the two cohorts and previous observations about the uncertainty associated with the out-of-sample category of students should be taken as notes of caution in interpreting these estimates. Even so, there is no question but that both dropout and retention rates are higher for males than females and that these rates are much higher for African-Americans and Hispanics than for Anglos and Asian-Americans.

The last row in Tables 4 & 5 contain estimates of the college plans of graduating seniors. These data indicate that more than half of every cohort/race-ethnicity/gender group indicated that they planned to attend college. The usefulness of these data would be greatly enhanced if they made a distinction between community colleges, four-year colleges and technical schools. With one exception, Asian-American females, a higher proportion of Cohort94 graduates than of Cohort93 graduates indicated that they planned to attend college. In both cohorts, a higher percentage of Asian-American graduates than any other group indicated an intention to attend college. In Cohort94, for example, 83.8 percent of female Asian-Americans and 82.4 percent of male Asian-American graduates indicated that they planned to attend college. For the same cohort, African-American and Hispanic males had the lowest rates, 63.5 and 61.7 percent respectively.

The numbers displayed in the top panel of Tables 4 and 5 may be the most relevant to the concerns of the Hopwood Commission. These figures are conditional probabilities that give the fraction of originating students (members of Cohort93 and Cohort94) who completed particular academic programs by the end of the 1997 school year. Six kinds of diplomas are listed in Tables 4 and 5.

For all but Asian-Americans, "Regular Graduation," the first type of diploma displayed, is by far the most common type of diploma. In the case of Cohort94, 44.9 percent of Anglo males and 42.8 percent of Anglo females received regular diplomas. The fractions of Cohort94 African-Americans that received regular diplomas in 1996 or 1997 was very similar to the fractions for Anglos. As noted previously, however, their overall graduation rates are much lower.

Regular diplomas are given to students who complete at a minimum the state mandated graduation requirements. Students earning regular diplomas will have completed 4 units/years of English, 3 units/years of Math, 2 units/years of Science, 1 unit/year of U.S. History, 1 unit/year of World History, ½ unit/years of Government, ½ unit/years of Economics, 1½ units/years of Physical Education, ½ unit/years of Health, and 7 units of electives. Satisfactory completion of this program requires only that a passing grade be earned in these courses. It should be understood that these minimum graduation requirements will not suffice for admission to many colleges.

The second type of diploma listed in Tables 4 and 5 is the 1984 Advanced High School Program. This diploma is given to between 9.8 percent (African American males) and 21.3 percent (Anglo females) of Cohort94 students. The rates for Cohort93 students receiving this degree are slightly lower than for Cohort94.

Students in the Advanced Program take the same classes as in the Regular Program, except that they must also satisfactorily complete 2 units/years of a foreign language, one 1 unit/year of fine arts or speech and 3 units/years of Computer Science/Mathematics. This program adds the courses that a student would generally need in order to meet the admission requirements of most colleges. Another important difference is that recipients of this degree must have satisfactorily completed Algebra 1, Geometry, and Algebra 2 or a more advanced combination of courses such as Geometry, Algebra 2, and Calculus. Students wishing to attend a highly technical college will generally need to take one more unit of science than the number required for this degree.

The third type of diploma listed in Tables 4 and 5 is the Advanced High School Honors Program. In the case of Cohort94, 34.3 percent of Asian American males and 40.4 percent of Asian American females were awarded this diploma in either 1996 or 1997. The rates were even higher for Cohort93 students. Students participating in the Advanced High School Honors Program take the same courses as those enrolled in the Advanced Program, but five of the 22 required units must be honors courses. In all fields except math honors courses cover the same subject matter as non-honors courses, but in more depth. In math, students enrolled in this program take courses that cover the same subject matter as regular courses, but they take them a year earlier than in the normal sequence. For example, a student would normally take Algebra 1 in ninth grade, Geometry in tenth grade, and Algebra 2 in eleventh grade. However, an honors student would normally take Algebra 1 in eighth grade, Geometry in ninth grade, Algebra 2 in tenth grade, then trigonometry and/or pre-calculus in eleventh grade and calculus in twelfth grade.

Hardly any 1996 or 1997 graduates in Cohort93 or Cohort94 were awarded the 1995 Advanced HS Program diploma and only slightly more were awarded the Recommended HS Program diploma. The reason so few completed the 1995 Advanced

HS Program diploma is presumably that only students who accelerated their program would have been able to complete the 1995 program in time to graduate in 1996 or 1997.

The final type of diploma awarded to Cohort93 and Cohort94 members who graduated in 1996 or 1997 is a certificate given to special education students who successfully completed their Individual Education Plan (IEP). The fractions of Cohort94 members who received this diploma varied from a high of 4.3 percent for African American males to 0.3 percent for Asian American females. The percentages for Cohort93 members were even higher, ranging from a high of 4.7 percent for African American males to a low of 0.1 percent for Asian American females.

Outcomes by Race/Ethnicity, Gender and Household Income

The analyses in this section extend the analyses presented above by further stratifying the data for cohort93 and cohort94 students by two categories of household income, high and low-income. These categories are based on student eligibility for the federal school lunch program. For this analysis, the high-income category includes all students who were not eligible for either a free or reduced price lunch in 1993. Low-income includes all students who were eligible for a free or reduced price lunch in the same year.

The results for cohort93 male students by race/ethnicity are shown in Table 6 while those for cohort94 male students are shown in Table 7. As the data for cohort93 males in Table 6 clearly show, graduation rates are higher for high-income students than for low-income students within all four categories. Similarly dropout rates are higher for low-income than for high-income students, holding race/ethnicity and gender (male) constant. The same qualitative results are obtained for cohort94 male students. The percentage figures for “Total excluding out of sample” (the next to last line) for high and low-income Anglos, which were included in Table 7 as a check, indicate that there is a problem with the calculations for these categories. As a result the estimates for these two groups should be ignored until we have an opportunity to check the calculations. The numbers used for the estimates in Tables 6 through 9 are contained in Appendix Tables A-3 through A-6.

Tables 8 and 9 present the same estimates as above for female members of cohort93 and cohort94. The results are qualitatively the same. Graduation rates for female low-income students are lower than those for female high-income students belonging to the same race/ethnicity group. Similarly, and not surprisingly, among graduating students, a higher percent of female high-income than female low-income graduates indicated they planned to attend college for each of the four race/ethnic groups.

Course Enrollments and Completions of Texas Public High School Students

TEA annually obtains information on the individual courses taken and completed by students attending Texas high schools. For the analyses described below we obtained these completion data for the approximately 1.6 million high school students included in this analysis. To bring order to the bewildering array of courses offered by Texas high schools, TEA has developed a uniform coding system that identifies these courses and their outcomes. Analyses of these data are complicated by the fact that the same course, for example Algebra 1, can be taken as Algebra 1, Algebra 1-3 or Algebra 1-4. All three are supposed to cover the same subject matter. Algebra 1, however, is a two-unit course that is taught over the course of a school year. Algebra 1-3, by contrast, is a three-unit course taking a year and a half and Algebra 1-4 is a four-unit course with the same content as Algebra 1, but it entails two years (four semesters) of instruction. Algebra 1-3 and Algebra 1-4 require a special waiver from TEA, but about one-third of the school districts in the state currently receive waivers allowing them to teach these courses.

Further complications are introduced by the fact that a student can fail a course and have to take it over to obtain credit, or can pass it and not receive credit because of excessive absences or other reasons. To make these course completion data more manageable and understandable, we reduced the varied multiple records for each course to a single course record that provides a summary of these data. Thus, each combined course completion record indicates the number of semesters required to complete the course, the number of semesters a particular student was enrolled in the course, the number of semesters he/she obtained credit and the outcome, i.e. credit/no credit, in the final semester.

Analysis of the course completion records for the more than 1.6 million students included in this analysis, reveals that these students were enrolled in 1,625 distinct courses, identified by a unique TEA service/course code. As the cumulative frequency data in Table 10 for the 181 courses with the largest number of enrolled students indicate, a relatively small fraction of the 1,625 distinct courses reported to TEA account for most student enrollments. Two courses, English 1 and Biology 1, account for nearly 10 percent of total course enrollments and 16 courses, ending with two semester Algebra 1, account for more than half. Close inspection of Table 10 will reveal that there are actually two Algebra 1 courses listed among the top 16 courses in terms of enrollment and a third is listed on the third page of the table near the top. These courses again are supposed to include the same material, but the first Algebra 1 course is a one-semester course, the second appears to be a two-semester course and the third is listed as a one-and-one-half-unit course. Column 2 gives the number of units/years for each unique course.

Further examination of Table 10 reveals that English 1 is taken by about 1.3 million of the 1.6 million students included in the overall analysis. Since it is likely that English 1 is required of all students, the difference may be due to enrollments in substitute English 1 courses that have separate codes and/or English 1 courses taken by retained-in-grade students who completed them in 1992 while they were enrolled in the ninth grade.

In addition to the number of enrollments for each course (column 3), the percent of total enrollment by course (column 4) and the cumulative frequency of course enrollments (column 5), Table 10 includes three other statistics for each course. The number of segments (column 6) is the total number of semesters of enrollment in each course. This statistic includes both counts of the number of semesters for courses that require more than a single semester to complete, for example, two units for a two-semester Algebra 1 course, and extra semesters required to complete the course. Thus, if a student taking a two-semester Algebra 1 course fails the first semester and has to retake it he/she would be recorded as having taken three segments of Algebra 1.

The seventh column in Table 10 gives the number of segments passed for each course and the eighth expresses this same number as a percentage, the pass rate. While it

is not shown in Table 10, the overall pass rate for all 1,825 courses was 85 percent. The pass rate for Algebra 1 was significantly lower. The rate for the one-year version was 72.9 percent while the rate for the two-year version was 66.8 percent. The pass rate for the more selective Algebra 2, in contrast, was 86.9 percent and the pass rate for pre-calculus was 93.3 percent. Only Physics I, Choral and three of the Physical Education courses had higher pass rates among the courses listed on the first page of Table 10.

Course Selection for Cohort93 Students by Race/Ethnicity and Sex

Tables 11 and 12 contain a subset of the course completion data shown in Table 10 for Cohort93 and Cohort94 students by race/ethnicity and sex. In contrast to Table 10, the courses in Tables 11 and 12 are sorted/listed by the number of courses that were completed with credit. This and the fact that the tables are for the Cohort93 and Cohort94 sub-samples change the course rankings somewhat. English 1 remains the most common course in all three tables, but U.S. History replaces Biology 1 as the second most frequent course in the listing for Cohort93. In addition, as the tables indicate, Physical Education courses have been omitted from the Cohort93 and Cohort94 listings.

The core issue, that the data in Tables 11 and 12 are meant to address, is to what extent are minority students underrepresented in high school courses that prepare them for admission and success in college and, in particular, at selective four year colleges? As these data clearly reveal, the answer depends on which groups are considered minorities. The most striking feature of these data is the tendency they show for Asian American high school students to complete more demanding courses, and particularly courses in science and mathematics.

The first indication of this tendency may be seen in the Cohort93 data for Geometry, which accounts for 4.0 percent of all courses completed with credit by Asian American females and 3.9 percent by Asian American males. This compares to only 3.5 percent by Anglo females and 3.3 percent by Anglo males. Hispanic and black males had the lowest rates, 2.6 percent of all courses completed with credit in both cases. The differences would no doubt be even larger if the rates were calculated for those

completing high school rather than all members of Cohort93. Pretty much the same pattern exists for Algebra 2 for both Cohort93 and Cohort94. The result that Algebra 1 is a smaller proportion of courses completed for credit by Asians and Anglos than by blacks and Hispanics is probably explained by a tendency of significant numbers of students in these groups to complete Algebra 1 before entering the ninth grade.

The tendency for Anglo and Asian, and particularly Asian, students to weight their high school programs more heavily toward more difficult and demanding courses in science and mathematics is even more evident in the data for Chemistry 1, Pre-Calculus, Physics 1 and Calculus. For example, Pre-Algebra accounts for only 0.6 percent of the credits received by Asian Males and 1.3 percent of those received by Anglo males as contrasted to 2.0 percent and 2.2 percent of the credits received by black and Hispanic males.

Even larger differences by race/ethnicity and sex are obtained from data on the advanced placement share of all courses. As the data in Table 13 reveal, Advanced Placement courses as a whole comprise 6.0 percent of the credits received by Cohort93 Asian females and 5.6 percent of the credits received by Cohort93 Asian males. The same figures for Anglo females and males are 1.7 percent and 1.4 percent respectively. The figures for Hispanic females and males are 0.7 percent and 0.5 percent and for black females and males are 0.8 and 0.5 percent. Table 14 presents these same analyses for cohort94 students.

Conclusion

As the data presented in this proposal clearly demonstrate, there are large differences in the types of courses selected and completed by Texas high school students across race/ethnic groups. African-American and Hispanic students are less likely to take courses which qualify them for entrance into a four-year college. While this analysis identifies these differences, further work is required to assess the extent to which course selection and completion influence college entrance and graduation.

References

Kain , John F. 1998. "Using TEA Annual Data to Develop a Multi-Year Panel Data Base: Lessons Learned and Suggested Additions and Improvements to TEA's Data Collection," Prepared for the 12th Annual Texas Assessment Conference, February 15-18, 1998. Renaissance Austin Hotel, Austin, TX.

Table 1. Number of Students Used for the Hopwood Analysis by Race/Ethnicity and Sex

<u>Race/Ethnicity</u>	<u>Male</u>	<u>Female</u>	<u>All</u>
Native Americans	2,455	2,478	4,933
Asian Americans	20,906	22,338	43,244
African Americans	119,421	126,338	245,759
Hispanics	288,975	315,139	604,114
<u>Anglos</u>	<u>374,821</u>	<u>403,518</u>	<u>778,339</u>
	806,578	806,578	1,613,156

Grade	1993	1994	1995	1996	1997	Gradeall	Rate
9	293,163	40,390	7,353	1,433	305		
10		196,742	28,424	5,450			

Table 4. Outcomes for Cohort93 Students
Percent by Race/Ethnicity and Gender

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	Male	Female	Male	Female	Male	Female	Male	Female
Regular Graduation	46.4	46.9	43.2	42.9	47.9	41.0	32.2	27.5
1984 Advanced HS Program	10.1	14.1	12.3	16.4	17.8	20.8	19.0	19.0
Advanced HS Honors Program	5.1	10.9	7.1	11.6	18.4	27.0	36.4	45.0
Completion of IEP	4.7	2.6	2.5	1.6	3.2	1.5	0.7	0.1
1995 Advanced HS Program	0.0	0.1	0.0	0.1	0.1	0.1	0.3	0.3
Reccomended HS Program	0.1	0.1	0.4	0.3	0.4	0.3	0.0	0.0
Percent Graduates	66.4	74.7	65.4	72.9	87.8	90.8	88.6	91.9
Percent Dropouts	26.1	20.6	26.8	22.0	10.1	8.1	8.6	6.6
Percent Enrolled 1997 minus grads	7.6	4.7	7.8	5.1	2.2	1.2	2.9	1.5
Total excluding out of sample	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percent Planning to Attend College	58.6	65.4	56.2	63.9	66.3	74.2	80.4	85.0

Table 6. Outcomes for Cohort93 Male Students
Percent by Race Ethnicity and Income

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	High	Low	High	Low	High	Low	High	Low
Regular Graduation	47.5	48.7	42.9	45.7	48.2	48.6	30.9	36.4
1984 Advanced HS Program	12.1	7.8	13.3	12.3	18.9	10.2	19.8	17.8
Advanced HS Honors Program	6.4	3.5	9.2	5.5	20.1	6.1	40.4	22.7
Completion of LEP	3.9	6.7	2.2	2.9	2.8	7.3	0.6	0.9
1995 Advanced HS Program	0.0	0.0	0.1	0.0	0.1	0.1	0.3	0.2
Recommended HS Program	0.1	0.1	0.3	0.4	0.4	0.6	0.1	0.0
Already Graduated but Enrolled	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Percent Graduates	70.0	66.8	68.1	66.8	90.4	72.9	92.0	78.0
Percent Dropouts	20.6	25.3	22.0	24.6	6.9	21.8	4.7	17.6
Percent Enrolled 1997 minus grads	9.4	7.9	9.9	8.6	2.7	5.3	3.3	4.3
Total excluding out of sample	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percent Planning to Attend College	63.4	50.1	59.0	54.2	68.2	45.9	82.2	72.7

Table 8. Outcomes for Cohort93 Female Students
Percent by Race/Ethnicity and Income

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	High	Low	High	Low	High	Low	High	Low
Regular Graduation	47.4	48.1	41.7	44.9	40.5	46.8	24.2	38.4
1984 Advanced HS Program	16.5	11.3	17.5	16.8	21.9	13.8	19.3	19.0
Advanced HS Honors Program	13.9	7.2	15.4	9.0	29.1	10.3	50.4	28.1
Completion of IEP	1.6	4.5	1.4	1.9	1.4	3.2	0.1	0.2
1995 Advanced HS Program	0.0	0.1	0.1	0.0	0.1	0.1	0.2	0.7
Reccomended HS Program	0.1	0.1	0.3	0.4	0.3	0.5	0.0	0.0
Already Graduated but Enrolled	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Percent Graduates	79.5	71.3	76.4	73.0	93.3	74.7	94.4	86.5
Percent Dropouts	14.7	23.3	17.2	20.4	5.3	21.3	3.8	11.7
Percent Enrolled 1997 minus grads	5.8	5.3	6.4	6.6	1.4	4.1	1.9	1.8
Total excluding out of sample	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percent Planning to Attend College	69.8	58.0	66.7	62.5	75.7	58.1	87.7	75.1

Table 9. Outcomes for Cohort94 Female Students
Percent by Race/Ethnicity and Income

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	High	Low	High	Low	High	Low	High	Low
Regular Graduation	43.7	44.9	37.3	38.4	39.0	44.4	25.9	34.7
1984 Advanced HS Program	15.7	10.5	17.3	16.6	20.5	13.1	17.6	18.4
Advanced HS Honors Program	13.3	6.8	15.8	9.9	27.0	9.8	43.9	26.9
Completion of IEP	1.5	3.8	1.2	1.5	1.2	3.3	0.4	0.2
1995 Advanced HS Program	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0
Reccomended HS Program	0.8	0.8	0.9	0.6	1.3	1.6	1.6	1.2
Already Graduated but Enrolled	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Percent Graduates	75.0	66.8	72.4	67.0	89.0	72.3	89.6	81.4
Percent Dropouts	5.4	9.4	8.5	11.2	2.7	11.0	1.7	3.6
Percent Enrolled 1997 minus grads	19.6	23.7	6.2	5.5	8.3	16.7	8.7	15.0
Total excluding out of sample	100.0	100.0	87.1	83.8	100.0	100.0	100.0	100.0
Percent Planning to Attend College	74.8	63.0	71.5	65.6	78.8	58.9	85.4	77.4

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
English 1	1	1,298,660	5.3%	5.3%	2,651,979	2,115,311	79.8%
Biology 1	1	1,125,338	4.6%	9.9%	2,259,535	1,839,404	81.4%
Health	0.5	970,759	4.0%	13.9%	1,038,672	891,516	85.8%
US Hist	1	964,100	4.0%	17.9%	1,932,997	1,592,408	82.4%
English 2	1	957,131	3.9%	21.8%	1,902,035	1,579,656	83.1%
Physical Sci	1	894,652	3.7%	25.5%	1,792,217	1,411,953	78.8%
Algebra 1	1	790,480	3.2%	28.7%	1,622,557	1,183,534	72.9%
World Hist	1	733,187	3.0%	31.7%	1,427,187	1,219,613	85.5%
Geography	1	706,096	2.9%	34.6%	1,360,760	1,135,300	83.4%
Geometry	1	662,003	2.7%	37.3%	1,316,620	1,122,855	85.3%
Spanish 1	1	610,904	2.5%	39.8%	1,174,263	995,602	84.8%
English 3	1	605,647	2.5%	42.3%	1,181,687	1,002,011	84.8%
Phys Ed		588,361	2.4%	44.7%	1,079,340	927,240	85.9%
Word Processing	.5 or 1	483,907	2.0%	46.7%	702,511	613,334	87.3%
Algebra 2	1	462,114	1.9%	48.6%	911,413	791,542	86.8%
Algebra 1	2	433,047	1.8%	50.4%	1,220,141	814,653	66.8%
Phys Ed	0.5	425,917	1.7%	52.1%	852,612	822,755	96.5%
Spanish 2	1	421,738	1.7%	53.9%	810,701	738,975	91.2%
Art 1	1	420,951	1.7%	55.6%	746,089	643,269	86.2%
Chem 1	1	404,088	1.7%	57.3%	782,013	700,085	89.5%
US govt	0.5	384,110	1.6%	58.8%	401,690	360,767	89.8%
Economics	0.5	378,197	1.6%	60.4%	389,996	357,920	91.8%
Home Econ	.5 or 1	324,688	1.3%	61.7%	518,323	434,192	83.8%
English 4	1	303,245	1.2%	63.0%	576,041	525,441	91.2%
Microcomputer	.5 or 1	281,513	1.2%	64.1%	515,342	466,341	90.5%
Phys Ed	1	242,984	1.0%	65.1%	357,648	316,361	88.5%
Improvement 1	.5 or 1	235,725	1.0%	66.1%	418,703	319,067	76.2%
Phys Ed	0.5	205,321	0.8%	66.9%	315,532	304,907	96.6%
Theatre	1	182,518	0.7%	67.7%	321,870	292,502	90.9%
Prealgebra	1	178,472	0.7%	68.4%	342,739	225,199	65.7%
Phys Ed I a	0.5	164,814	0.7%	69.1%	213,944	185,183	86.6%
Pregeometry	1	162,948	0.7%	69.8%	303,762	238,437	78.5%
Band/Orch	1	151,327	0.6%	70.4%	336,244	328,199	97.6%
Precalculus	.5 or 1	123,361	0.5%	70.9%	229,345	214,047	93.3%
Intro Agri	0.5	119,759	0.5%	71.4%	124,222	113,233	91.2%

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
Phys Ed	0.5	114,826	0.5%	71.8%	170,251	164,222	96.5%
Applied Agri	0.5	114,474	0.5%	72.3%	116,469	105,921	90.9%
Parenting	0.5	112,432	0.5%	72.8%	115,149	99,945	86.8%
Money	.5 or 1	109,357	0.4%	73.2%	187,313	154,390	82.4%
Food Sci	0.5	107,959	0.4%	73.7%	110,316	97,673	88.5%
French 1	1	104,255	0.4%	74.1%	195,196	161,034	82.5%
Physics 1	1	103,256	0.4%	74.5%	196,694	187,724	95.4%
Choral	1	101,528	0.4%	74.9%	203,413	190,407	93.6%
Intro Bus	.5 or 1	98,525	0.4%	75.3%	116,152	95,471	82.2%
Phys Ed lb	0.5	95,493	0.4%	75.7%	109,692	93,044	84.8%
Spanish 3	1	93,996	0.4%	76.1%	176,622	167,511	94.8%
Rotc	.5 or 1	91,148	0.4%	76.5%	163,820	135,281	82.6%
Psychology	0.5	90,954	0.4%	76.9%	92,623	82,424	89.0%
Phys Ed	0.5	87,126	0.4%	77.2%	130,482	125,714	96.3%
Speech Com	.5 or 1	86,445	0.4%	77.6%	119,757	104,192	87.0%
Band/Orch	1	82,466	0.3%	77.9%	162,632	159,496	98.1%
Bus Computer	1 to 3	80,476	0.3%	78.2%	145,567	137,108	94.2%
Phys Ed	1	80,200	0.3%	78.6%	139,102	134,704	96.8%
Art 2	1	77,279	0.3%	78.9%	135,470	122,046	90.1%
Family Life	0.5	74,533	0.3%	79.2%	75,936	66,066	87.0%
Phys Ed 2	.5 or 1	73,141	0.3%	79.5%	97,004	85,031	87.7%
Sociology	0.5	72,799	0.3%	79.8%	73,789	65,650	89.0%
Tech Sys	.5 or 1	71,621	0.3%	80.1%	117,366	98,365	83.8%
Driver Ed	0.5	70,036	0.3%	80.4%	71,407	65,487	91.7%
Buseduc	1	63,922	0.3%	80.6%	96,171	80,713	83.9%
French 2	1	59,745	0.2%	80.9%	115,322	105,032	91.1%
Journalism	.5 or 1	59,318	0.2%	81.1%	100,867	89,250	88.5%
Esl 1	.5 or 1	59,166	0.2%	81.4%	121,297	95,423	78.7%

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
Anatphys	.5 or 1	58,159	0.2%	81.6%	106,865	99,212	92.8%
Record Keeping	.5 or 1	57,831	0.2%	81.8%	79,930	64,355	80.5%
Environsci	.5 or 1	54,480	0.2%	82.1%	87,359	74,804	85.6%
Phys Ed	1	54,245	0.2%	82.3%	72,903	66,213	90.8%
Comp Sci	1	53,237	0.2%	82.5%	99,689	93,686	94.0%
Practwr	.5 or 1	52,709	0.2%	82.7%	58,192	44,531	76.5%
Adv Child Dev	0.5	51,341	0.2%	82.9%	52,000	46,281	89.0%
Accounting	.5 or 1	50,730	0.2%	83.1%	91,065	81,448	89.4%
Band/Orch	1	49,414	0.2%	83.3%	98,755	96,983	98.2%
Biology 2	1	48,500	0.2%	83.5%	92,195	86,140	93.4%
Wildlife Mgt	0.5	48,229	0.2%	83.7%	49,097	45,787	93.3%
Intro Agri Mech	0.5	47,876	0.2%	83.9%	49,431	46,850	94.8%
Speech 2a	.5 or 1	46,921	0.2%	84.1%	68,486	61,220	89.4%
English 4a	1	46,717	0.2%	84.3%	86,200	81,455	94.5%
Dance1	.5 or 1	46,568	0.2%	84.5%	80,683	74,576	92.4%
Marine	.5 or 1	45,826	0.2%	84.7%	70,830	60,635	85.6%
Improvement 2	.5 or 1	45,034	0.2%	84.9%	75,550	61,009	80.8%
Esl 2	.5 or 1	43,920	0.2%	85.1%	85,732	66,807	77.9%
Trig	0.5	42,311	0.2%	85.2%	43,474	40,580	93.3%
Dance 1	1	41,144	0.2%	85.4%	70,867	65,763	92.8%
Science 3	1	40,204	0.2%	85.6%	76,654	57,822	75.4%
Healthcare	1	39,391	0.2%	85.7%	73,107	66,792	91.4%
Compmath 1	1	38,917	0.2%	85.9%	70,616	63,330	89.7%
Adv Health Ed	0.5	37,984	0.2%	86.0%	39,362	34,739	88.3%
Choral	1	37,498	0.2%	86.2%	75,476	72,202	95.7%
Production Sys	.5 or 1	36,580	0.2%	86.4%	62,795	53,121	84.6%
Mfg Graphics	.5 or 1	36,348	0.1%	86.5%	62,139	52,710	84.8%
Indstudy	.5 or 1	35,883	0.1%	86.6%	49,632	44,049	88.8%

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
Creatwr	.5 or 1	35,553	0.1%	86.8%	37,918	30,440	80.3%
Agri Metal Fab	0.5	35,553	0.1%	86.9%	36,805	34,904	94.8%
Interior Design	0.5	34,593	0.1%	87.1%	34,915	30,278	86.7%
Journalism 2a	.5 or 1	33,413	0.1%	87.2%	48,297	42,353	87.7%
Algebra I	or 1.5	32,904	0.1%	87.4%	65,557	44,408	67.7%
Math	1	32,808	0.1%	87.5%	65,076	55,640	85.5%
Marketing	1	32,701	0.1%	87.6%	57,249	49,101	85.8%
English	1	32,239	0.1%	87.8%	62,754	61,262	97.6%
Animal Science	0.5	32,083	0.1%	87.9%	33,227	30,958	93.2%
Journalism 2a	.5 or 1	32,072	0.1%	88.0%	61,531	59,162	96.1%
German 1	1	32,072	0.1%	88.1%	60,128	52,483	87.3%
Latin 1	1	31,996	0.1%	88.3%	61,071	54,867	89.8%
Rotcii	.5 or 1	31,696	0.1%	88.4%	57,444	51,341	89.4%
Theatre 2	1	31,681	0.1%	88.5%	56,406	53,368	94.6%
BusLaw	.5 or 1	31,357	0.1%	88.7%	33,561	29,804	88.8%
Band/Orch	1	30,082	0.1%	88.8%	59,205	56,219	95.0%
Band/Orch	1	29,521	0.1%	88.9%	66,606	64,687	97.1%
Bus Info Process	1 to 3	29,164	0.1%	89.0%	54,994	51,579	93.8%
English	1	28,721	0.1%	89.2%	55,149	54,435	98.7%
Apparel	0.5	28,627	0.1%	89.3%	28,989	25,861	89.2%
Office Support	.5 or 1	28,501	0.1%	89.4%	43,401	38,744	89.3%
Tech Theatre1	1	28,071	0.1%	89.5%	48,134	43,561	90.5%
Reading 2	0.5	27,726	0.1%	89.6%	31,153	26,936	86.5%
Speech 2a	.5 or 1	27,079	0.1%	89.7%	46,200	43,115	93.3%
Const Graphics	.5 or 1	27,039	0.1%	89.8%	46,134	40,311	87.4%
Animal & Plant Prd	0.5	26,495	0.2%	89.9%	27,188	25,536	93.9%
Intro	1	26,436	0.1%	90.1%	38,277	32,764	85.6%
Esl 3	.5 or 1	26,205	0.1%	90.2%	48,632	38,507	79.2%

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
Intro Trans Serv	.5 or 1	26,019	0.1%	90.3%	39,471	33,039	83.7%
Phys Ed	1	25,632	0.1%	90.4%	43,288	40,458	93.5%
Computer Apps	.5 or 1	25,495	0.1%	90.5%	44,545	39,277	88.2%
Mfg Systems	.5 or 1	24,890	0.1%	90.6%	41,901	35,685	85.2%
Geology	.5 or 1	24,561	0.1%	90.7%	36,471	30,644	84.0%
Adv Food Sci	0.5	24,366	0.1%	90.8%	24,685	22,738	92.1%
Home Mnt & Impr	0.5	23,380	0.1%	90.9%	23,972	22,407	93.5%
Histgov	1	23,028	0.1%	91.0%	43,348	42,287	97.6%
Auto Tech	2 to 3	22,488	0.1%	91.1%	49,906	44,599	89.4%
Career Investigation	0.5	22,138	0.1%	91.2%	23,077	18,588	80.5%
Adv Word Process	.5 or 1	21,949	0.1%	91.2%	35,441	32,307	91.2%
Driver Education	0.5	21,942	0.1%	91.3%	22,381	19,610	87.6%
Const Systems	.5 or 1	21,863	0.1%	91.4%	35,972	30,102	83.7%
Office Admin Sys	1 to 3	21,854	0.1%	91.5%	41,889	38,860	92.8%
Sociology	0.5	21,726	0.1%	91.6%	23,365	21,405	91.6%
Equine Science	0.5	21,437	0.1%	91.7%	21,810	20,313	93.1%
Peer Ass & Lead	.5 or 1	21,106	0.1%	91.8%	38,809	37,349	96.2%
Choral	1	20,091	0.1%	91.9%	41,724	40,341	96.7%
Analysis	0.5	19,773	0.1%	91.9%	20,115	18,759	93.3%
Bus Comp Prog 1	1 to 3	19,565	0.1%	92.0%	31,040	28,938	93.2%
Theatre Prod 1	.5 or 1	19,155	0.1%	92.1%	32,406	30,758	94.9%
Intro Const Careers	.5 or 1	19,137	0.1%	92.2%	29,926	25,398	84.9%
Speced	1	19,118	0.1%	92.3%	50,208	40,396	80.5%
Histgov	0.5	18,912	0.1%	92.3%	19,270	18,949	98.3%
Art 3	1	18,755	0.1%	92.4%	32,995	30,645	92.9%
German 2	1	18,741	0.1%	92.5%	35,808	33,478	93.5%
Calculus	.5 or 1	18,633	0.1%	92.6%	33,428	31,873	95.3%
Math	1	18,609	0.1%	92.6%	34,307	29,966	87.3%

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
Latin 2	1	18,184	0.1%	92.7%	35,314	33,840	95.8%
Hse Design/Furn	0.5	17,779	0.1%	92.8%	17,996	15,925	88.5%
Communications	1	17,675	0.1%	92.9%	36,233	31,593	87.2%
Comm Graphics	.5 or 1	17,565	0.1%	92.9%	28,036	23,196	82.7%
Spanish 4	.5 or 1	17,544	0.1%	93.0%	32,702	30,363	92.8%
Choral	1	16,951	0.1%	93.1%	33,709	31,310	92.9%
Worldhist	.5 or 1	16,655	0.1%	93.1%	25,411	21,838	85.9%
Personal Finance	.5 or 1	16,369	0.1%	93.2%	18,416	15,704	85.3%
Other Exp Course	1	16,246	0.1%	93.3%	26,227	21,749	82.9%
Health Sci Tech Ed	2 or 3	16,237	0.1%	93.3%	32,846	31,221	95.1%
Agri Structures Tec	0.5	15,612	0.1%	93.4%	16,202	15,495	95.6%
Journalism 2a	.5 or 1	15,594	0.1%	93.5%	28,814	27,602	95.8%
Band/Orch	1	15,475	0.1%	93.5%	32,679	31,907	97.6%
Voced	1	15,106	0.1%	93.6%	31,313	27,753	88.6%
Science	1	14,983	0.1%	93.7%	28,665	27,248	95.1%
Amerculture	0.5	14,705	0.1%	93.7%	15,753	13,029	82.7%
French 3	1	14,624	0.1%	93.8%	27,748	26,659	96.1%
Law Enforcement	1 to 3	14,537	0.1%	93.8%	27,131	24,246	89.4%
Management	0.5	14,258	0.1%	93.9%	14,483	12,863	88.8%
Techwr	.5 or 1	13,622	0.1%	94.0%	14,267	11,380	79.8%
Dance 2	.5 or 1	13,608	0.1%	94.0%	21,926	20,911	95.4%
Parent Inf School A	1	13,597	0.1%	94.1%	21,216	16,148	76.1%
Consumer & Famil	0.5	13,362	0.1%	94.1%	13,654	11,892	87.1%
Prin Of Marketing	.5 or 1	13,219	0.1%	94.2%	13,504	11,799	87.4%
Comm Systems	.5 or 1	12,868	0.1%	94.2%	21,306	18,549	87.1%
Improvement 3	.5 or 1	12,788	0.1%	94.3%	20,781	17,110	82.3%
Dance 2	1	12,765	0.1%	94.3%	20,973	20,093	95.8%
Landscape Design.	0.5	12,700	0.1%	94.4%	12,925	11,841	91.6%

Table 10. Course Enrollments of Texas High School Seniors During 1993-1997

Course Subject	Units	Percent			Number of Segments	Number of Segments	
		Course Enrollments	Total Enroll	Cum Freq		Passed	Pass Rate
Voced	1	12,281	0.1%	94.4%	25,106	22,448	89.4%
Marketing	1	12,221	0.1%	94.5%	12,477	10,817	86.7%
Chem 2	1	12,143	0.0%	94.5%	22,445	21,543	96.0%
Rotc 3	.5 or 1	12,123	0.0%	94.6%	22,330	20,595	92.2%
Choral	1	11,723	0.0%	94.6%	26,392	25,643	97.2%

Table 11. Cohort 93 Course Enrollments
Percent of Students by Race/Ethnicity and Gender
(Exclusive of Physical Education Courses)

Mfg Graphics	.5 or 1	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3
Esl 2	.5 or 1	0.7	0.0	0.4	0.0	0.7	0.0	0.5	0.0
Latin 1	1	0.5	0.1	0.1	0.2	0.5	0.1	0.1	0.2
Intro Agri Mech	0.50	0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.4
Improvement 2	.5 or 1	0.2	0.2	0.3	0.0	0.2	0.3	0.3	0.1
Production Sys	.5 or 1	0.0	0.0	0.0	0.0	0.2	0.5	0.3	0.3
Peer Ass & Lead	.5 or 1	0.1	0.2	0.2	0.2	0.1	0.1	0.1	0.1
German 1	1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.3
Speech Com	.5 or 1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	0.1
Adv Word Process	.5 or 1	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Choral	1	0.2	0.2	0.1	0.2	0.1	0.1	0.0	0.1
Rotcii	.5 or 1	0.0	0.3	0.2	0.0	0.1	0.2	0.2	0.1
Tech Theatre 1	1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.2
Speech 2a	.5 or 1	0.2	0.2	0.1	0.2	0.3	0.1	0.1	0.2
Journalism 2a	.5 or 1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1
Const Graphics	.5 or 1	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2
Indstudy	.5 or 1	0.3	0.1	0.1	0.1	0.2	0.1	0.1	0.1
Speced	1	0.0	0.1	0.1	0.1	0.0	0.3	0.2	0.2
Agri Metal Fab	0.5	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.3
Bus Comp Prog 1	1 to 3	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Histgov	1	0.6	0.1	0.0	0.2	0.5	0.0	0.0	0.1
Practwr	.5 or 1	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.1
Art 3	1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.2
Health Sci Tech Ed	2 or 3	0.3	0.2	0.2	0.1	0.2	0.1	0.1	0.0
Office Support	.5 or 1	0.1	0.3	0.2	0.1	0.0	0.1	0.1	0.1
ComputerApps	.5 or 1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Latin 2	1	0.4	0.1	0.0	0.2	0.4	0.0	0.0	0.1
Geology	.5 or 1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Mfg Systems	.5 or 1	0.0	0.0	0.0	0.0	0.1	0.3	0.2	0.2
German 2	1	0.1	0.0	0.0	0.2	0.1	0.0	0.0	0.2
Science	1	0.0	0.1	0.2	0.0	0.1	0.1	0.2	0.1
Voced	1	0.0	0.1	0.1	0.1	0.0	0.2	0.2	0.2
Animal Science	0.5	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.2
Buseduc	1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Bus Law	.5 or 1	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1
Cosmetology	2 to 3	0.1	0.4	0.2	0.1	0.0	0.0	0.0	0.0
Interior Design	0.5	0.1	0.2	0.1	0.2	0.0	0.1	0.0	0.1
Science	1	0.6	0.1	0.1	0.2	0.6	0.0	0.0	0.1
Chem 2	1	0.2	0.1	0.1	0.1	0.3	0.0	0.1	0.1

Table 12. Cohort 94 Course Enrollments
Percent of Students by Race/Ethnicity and Gender
(Exclusive of Physical Education Courses)

Course	Units	Female Students				Male Students			
		Asian	Black	Hisp	Anglo	Asian	Black	Hisp	Anglo
English 1	1	4.3	4.8	4.8	4.8	4.4	5.2	5.0	4.9
Biology 1	1	4.4	4.6	4.6	4.6	4.5	4.8	4.7	4.7
US Hist	1	3.7	4.7	4.6	4.3	3.9	5.1	4.9	4.5
English 2	1	4.2	4.6	4.3	4.5	4.3	4.6	4.4	4.5
English 3	1	3.3	4.0	3.7	3.7	3.5	3.9	3.7	3.7
Physical Sci	1	2.2	3.8	3.6	3.3	2.5	4.2	3.8	3.6
World I-list	1	3.3	3.5	3.4	3.5	3.4	3.4	3.5	3.6
Geometry	1	3.9	2.9	2.9	3.5	3.9	2.6	2.7	3.3
Algebra 1	1	2.4	2.6	2.9	2.8	2.5	2.6	2.9	2.7
English 4	1	1.8	3.0	2.9	2.6	2.1	3.0	2.8	2.8
Algebra 2	1	3.8	2.4	2.4	3.1	3.7	2.0	2.2	2.8
Spanish 1	1	1.8	2.5	2.8	2.6	2.0	2.1	2.7	2.3
Health	0.5	1.9	2.4	2.4	2.3	2.1	2.6	2.5	2.4
Chem 1	1	3.7	2.1	2.0	2.7	3.5	1.7	1.8	2.5
Spanish 2	1	2.4	2.0	2.4	2.4	2.3	1.4	2.1	2.0
Geography	1	1.6	2.0	2.1	1.9	1.8	2.3	2.3	2.1
Algebra 1	2	0.7	2.6	2.3	1.5	0.9	3.0	2.6	1.8
Economics	0.5	1.5	1.8	1.8	1.8	1.6	1.8	1.8	1.8
US Govt	0.5	1.3	1.9	1.8	1.8	1.5	1.9	1.8	1.8
Art 1	1	2.0	1.2	1.8	1.4	2.4	2.1	2.5	1.9
Word Process	.5 or 1	1.3	2.1	2.1	1.8	1.2	1.6	1.6	1.5
Microcomputer	.5 or 1	1.5	1.7	1.7	1.7	1.3	1.5	1.4	1.5
Home Econ	.5 or 1	0.6	1.9	1.7	1.3	0.3	1.3	0.9	0.6
Pre-Calculus	.5 or 1	2.5	0.7	0.6	1.2	2.5	0.5	0.6	1.1
Band/Orch	1	0.5	0.7	0.9	1.1	0.5	0.5	0.7	0.8
Physics 1	1	2.1	0.5	0.5	0.9	2.4	0.5	0.6	1.1
Theatre	1	0.5	0.9	0.6	1.1	0.4	0.8	0.5	0.8
Pre-Geometry	1	0.2	0.9	1.0	0.6	0.3	1.1	1.1	0.7
Improvement 1	.5 or 1	0.6	1.0	1.3	0.3	0.6	1.5	1.5	0.4
Prealgebra	1	0.2	0.7	1.0	0.4	0.3	1.0	1.2	0.6
Money	.5 or 1	0.2	0.8	0.8	0.5	0.2	0.8	0.8	0.6
Bus Computer	1 to 3	0.6	0.5	0.7	0.7	0.4	0.4	0.5	0.5
Choral	1	0.4	0.9	0.5	0.8	0.2	0.4	0.2	0.3
Spanish 3	1	1.1	0.3	0.7	0.5	0.8	0.1	0.5	0.4
Band/Orch	1	0.3	0.3	0.4	0.6	0.3	0.3	0.3	0.5
Anatphys	.5 or 1	0.9	0.5	0.5	0.6	0.6	0.2	0.3	0.3
English 4a	1	0.8	0.5	0.3	0.5	0.7	0.3	0.3	0.5
French 1	1	0.7	0.5	0.5	0.5	0.7	0.4	0.3	0.3
Art 2	1	0.4	0.2	0.3	0.3	0.5	0.5	0.6	0.5
Comp Sci	1	1.0	0.2	0.2	0.3	1.2	0.2	0.3	0.5

Table 12. Cohort 94 Course Enrollments
Percent of Students by Race/Ethnicity and Gender
(Exclusive of Physical Education Courses)

Band/Orch	1	0.3	0.3	0.3	0.5	0.2	0.2	0.3	0.4
Biology 2	1	0.4	0.2	10.3	0.5	0.4	0.1	0.3	0.4
Food Sci	0.5	0.2	0.5	0.4	0.4	0.2	0.5	0.3	0.3
Parenting	0.5	0.1	0.6	0.5	0.4	0.1	0.3	0.2	0.2
Accounting	.5 or 1	0.4	0.4	0.4	0.4	0.4	0.3	0.2	0.3
Psychology	0.50	0.4	0.4	0.3	0.4	0.3	0.3	0.2	0.3
French 2	1	0.8	0.3	0.4	0.4	0.6	0.2	0.2	0.2
English	1	0.9	0.3	0.2	0.5	0.7	0.1	0.1	0.3
Band/Orch	1	0.2	0.3	0.3	0.4	0.2	0.3	0.3	0.3
Environ Sci	.5 or 1	0.1	0.2	0.3	0.3	0.2	0.3	0.3	0.3
ROTC	.5 or 1	0.1	0.6	0.4	0.1	0.2	0.5	0.5	0.2
Intro Agri	0.5	0.0	0.0	0.1	0.3	0.0	0.2	0.2	0.6
Sociology	0.5	0.3	0.3	0.2	0.3	0.2	0.3	0.2	0.2
Intro Bus	.5 or 1	0.2	0.4	0.3	0.2	0.2	0.4	0.2	0.3
Journalism	.5 or 1	0.2	0.3	0.3	0.4	0.1	0.2	0.1	0.2
Applied Agri	0.5	0.0	0.0	0.1	0.2	0.0	0.2	0.2	0.5
Tech Sys	.5 or 1	0.0	0.1	0.1	0.0	0.3	0.6	0.5	0.4
Compmath 1	1	0.3	0.3	0.2	0.2	0.4	0.3	0.3	0.3
Marine	.5 or 1	0.2	0.2	0.3	0.2	0.2	0.2	0.3	0.2
Family Life	0.5	0.1	0.4	0.3	0.3	0.1	0.2	0.1	0.2
English	1	0.7	0.1	0.1	0.4	0.6	0.1	0.1	0.3
Journalism 2a	.5 or 1	0.2	0.2	0.2	0.4	0.1	0.1	0.1	0.1
Speech Com	.5 or 1	0.1	0.3	0.2	0.2	0.2	0.3	0.2	0.2
Bus Info Process	1 to 3	0.3	0.3	0.3	0.3	0.2	0.2	0.1	0.2
Choral	1	0.2	0.3	0.2	0.4	0.1	0.1	0.1	0.1
Healthcare	1	0.5	0.4	0.3	0.2	0.3	0.1	0.2	0.1
Marketing	1	0.1	0.3	0.2	0.2	0.1	0.2	0.2	0.2
ESL 1	.5 or 1	0.6	0.0	0.5	0.0	0.6	0.0	0.6	0.0
Record Keeping	.5 or 1	0.1	0.3	0.3	0.2	0.1	0.3	0.2	0.1
Dance1	.5 or 1	0.3	0.2	0.4	0.4	0.0	0.0	0.0	0.0
Speech 2a	.5 or 1	0.2	0.3	0.2	0.2	0.2	0.2	0.1	0.2
Office Admin Sys	1 to 3	0.2	0.3	0.4	0.2	0.1	0.1	0.1	0.1
Auto Tech	2 to 3	0.0	0.0	0.0	0.0	0.1	0.3	0.5	0.3
Driver Ed	0.5	0.1	0.2	0.1	0.2	0.1	0.2	0.1	0.2
Theatre 2	1	0.1	0.2	0.1	0.3	0.1	0.1	0.1	0.2
Trigonometry	0.5	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.2
Calculus	.5 or 1	0.3	0.1	0.1	0.2	0.4	0.0	0.1	0.2
Spec Ed	1	0.8	0.1	0.1	0.2	0.8	0.1	0.1	0.2
Adv Child Dev	0.5	0.1	0.3	0.2	0.2	0.0	0.1	0.1	0.1
Improvement 2	.5 or 1	0.2	0.2	0.3	0.0	0.2	0.3	0.4	0.1

Table 12. Cohort 94 Course Enrollments
 Percent of Students by Race/Ethnicity and Gender
 (Exclusive of Physical Education Courses)

Journalism 2a	.5 or 1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1
Spanish 4	.5 or 1	0.2	0.0	0.2	0.1	0.1	0.0	0.1	0.1
German 2	1	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.2
Voced	1	0.0	0.1	0.1	0.0	0.0	0.2	0.2	0.2
Mfg Systems	.5 or 1	0.0	0.0	0.0	0.0	0.1	0.2	0.2	0.2
Adv Health Ed	0.5	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1
Law Enforcement	1 to 3	0.0	0.1	0.2	0.0	0.0	0.1	0.3	0.1
Theatre Prod 1	.5 or 1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1
ESL 3	.5 or 1	0.3	0.0	0.3	0.0	0.3	0.0	0.3	0.0
Agri Mechanics	1 to 3	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.3
Science 3	1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Chem 2	1	0.2	0.0	0.1	0.1	0.2	0.0	0.1	0.1
Choral	1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1
Apparel	0.5	0.1	0.2	0.1	0.1	0.0	0.1	0.0	0.0

Table 13. Frequency of Cohort93 Advanced Placement Course Enrollments by Race/Ethnicity and Gender as a Percent of All Courses with Credit
(Exclusive of Physical Education Courses)

Course	Units	Female Students				Male Students			
		Asian	Black	Hisp	Anglo	Asian	Black	Hisp	Anglo
General Biology	1	0.6	0.1	0.1	0.2	0.6	0.0	0.0	0.1
General Chem	1	0.4	0.0	0.0	0.1	0.5	0.0	0.0	0.1
Physics B	1	0.1	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Physics C	1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Math	1	1.1	0.1	0.1	0.2	1.2	0.1	0.1	0.2
Special Educ	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Calculus B	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Statistics	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music Theory	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Literature	1	0.6	0.1	0.1	0.3	0.5	0.1	0.0	0.2
English Language	1	0.9	0.3	0.2	0.4	0.6	0.1	0.1	0.3
Economics	0.5	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Economics	0.5	0.2	0.0	0.0	0.1	0.2	0.0	0.0	0.1
US Govt & Pol	0.5	0.4	0.0	0.1	0.1	0.4	0.0	0.0	0.1
Compar Govt & Pol	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
US History	1	0.6	0.1	0.0	0.2	0.5	0.0	0.0	0.1
European Hist	.5 or 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Intro Psychology	0.5	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
French Language	1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
French Literature	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German Language	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Latin/Vergil	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Latin/Cat-Horace	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish Language	1	0.2	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Spanish Literature	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art History	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art/General Port	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art/Drawing	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Computer Science I	1	0.2	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Computer Science II	1	0.1	0.0	0.0	0.0	0.2	0.0	0.0	0.0
All Advanced Placement		6.0	0.8	0.7	1.7	5.6	0.5	0.5	0.0

Course	Units	Asian	Black	Hisp	Anglo	Asian	Black	Hisp	Anglo
General Biology	1	0.8	0.1	0.1	0.2	0.6	0.0	0.1	0.1
General Chem	1	0.5	0.0	0.0	0.1	0.5	0.0	0.0	0.1
Physics B	1	0.1	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Physics C	1	0.1	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Math	1	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Special Educ	1	0.8	0.1	0.1	0.2	0.8	0.1	0.1	0.2
Calculus B	1	0.3	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Ap Statistics	1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Music Theory	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Literature	1	0.7	0.1	0.1	0.4	0.6	0.1	0.1	0.3
English Language	1	0.9	0.3	0.2	0.5	0.7	0.1	0.1	0.3
Economics	0.5	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Economics	0.5	0.2	0.0	0.0	0.1	0.3	0.0	0.0	0.1
US Govt & Pol	0.5	0.4	0.1	0.1	0.1	0.4	0.0	0.1	0.1
Compar Govt & Pol	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
US History	1	0.6	0.1	0.1	0.2	0.7	0.1	0.1	0.2
European Hist	.5 or 1	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Intro Psychology	0.5	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
French Language	1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
French Literature	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German Language	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Latin/Vergil	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Latin/Cat-Horace	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish Language	1	0.3	0.0	0.1	0.1	0.1	0.0	0.1	0.0
Spanish Literature	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art History	1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art/General Port	1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art/Drawing	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Computer Science II	1	0.2	0.0	0.0	0.0	0.3	0.0	0.0	0.1
Computer Sci II	1	0.1	0.0	0.0	0.0	0.2	0.0	0.0	0.0
		6.7	1.1	1.0					

Appendix Table A-1. Outcomes for Cohort93 Students by Race/Ethnicity and Gender

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	Male	Female	Male	Female	Male	Female	Male	Female
9th Grade in 94 & not enrolled 94	22,722	21,335	56,954	50,405	70,663	64,798	3,251	3,035
Drops	3,323	2,749	8,929	6,831	4,867	3,720	198	143
Graduation	8,461	9,961	21,760	22,614	42,354	41,940	2,042	1,992
Out of Sample	9,973	7,994	23,667	19,386	22,400	18,596	945	867
Enrolled 1997 minus graduates	965	631	2,598	1,574	1,042	542	66	33
In Sample, includes drops	12,749	13,341	33,287	31,019	48,263	46,202	2,306	2,168
Regular Graduation	5,916	6,252	14,384	13,296	23,115	18,921	742	596
1984 Advanced HS Program	1,284	1,876	4,078	5,093	8,578	9,617	438	411
Advanced HS Honors Program	650	1,459	2,350	3,598	8,896	12,470	839	975
Completion of IEP	597	352	821	500	1,534	716	16	3
1995 Advanced HS Program	5	7	10	32	38	60	6	7
Reccomended HS Program	9	15	117	95	193	156	1	0
Total Graduates	8,461	9,961	21,760	22,614	42,354	41,940	2,042	1,992
Plan to Attend College	4,955	6,510	12,229	14,444	28,065	31,121	1,642	1,694

Appendix Table A-2. Outcomes for Cohort94 Students by Race/Ethnicity and Gender

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	Male	Female	Male	Female	Male	Female	Male	Female
9th Grade in 94 & not enrolled 94	19,343	19,146	48,047	44,711	66,451	63,163	3,201	3,033
Drops	1,475	1,222	4,445	3,860	2,420	2,084	93	62
Graduation	8,516	10,528	21,086	23,075	42,905	43,988	2,152	2,167
Out of Sample	5,663	4,424	13,830	11,344	15,588	16,561	657	572
Enrolled 1997 minus graduates	3,693	2,973	8,696	6,440	6,196	2,206	299	232
In Sample, includes drops	13,680	14,722	34,217	33,367	50,863	46,602	2,544	2,461
Regular Graduation	5,811	6,492	12,786	12,663	22,836	19,928	757	686
1984 Advanced HS Program	1,346	1,999	4,442	5,577	8,665	9,935	469	439
Advanced HS Honors Program	680	1,570	2,781	4,131	9,148	12,744	873	994
Completion of IEP	583	349	857	447	1,553	691	14	8
1995 Advanced HS Program	1	3	1	8	38	31	0	2
Reccomended HS Program	95	115	219	249	665	722	39	38
Total Graduates	8,516	10,528	21,086	23,075	42,905	44,051	2,152	2,167
Plan to Attend College	5,409	7,409	13,004	15,726	30,254	34,007	1,773	1,815

Appendix Table A-3. Outcomes for Cohort93 Male Students by Race/Ethnicity and Income

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	High	Low	High	Low	High	Low	High	Low
9th Grade in 93	12,536	10,186	24,197	32,757	60,993	9,670	2,241	1,010
Drops	1,605	1,068	3,459	3,868	2,973	840	85	77
Graduation	5,458	2,817	10,685	10,519	38,899	2,803	1,661	341
Out of Sample	4,738	5,970	8,500	17,008	17,974	5,824	436	573
Enrolled 1997 minus graduates	735	331	1,553	1,362	1,147	203	59	19
In Sample, includes drops	7,798	4,216	15,697	15,749	43,019	3,846	1,805	437
Regular Graduation	3,703	2,052	6,737	7,194	20,736	1,868	557	159
1984 Advanced HS Program	942	328	2,095	1,935	8,128	392	358	78
Advanced HS Honors Program	501	149	1,451	868	8,626	236	730	99
Completion of LEP	303	283	350	453	1,213	280	10	4
1995 Advanced HS Program	1	1	8	2	33	4	5	1
Recommended HS Program	8	4	44	67	163	23	1	0
Already Graduated but Enrolled	0	0	0	0	0	0	0	0
Total Graduates	5,458	2,817	10,685	10,519	38,899	2,803	1,661	341
Plan to Attend College	3,461	1,412	6,304	5,703	26,512	1,286	1,366	248

Appendix Table A-4. Outcomes for Cohort94 Male Students by Race/Ethnicity and Income

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	High	Low	High	Low	High	Low	High	Low
9th Grade in 94 & not enrolled 93	10,346	8,997	18,940	29,107	57,000	9,451	2,271	930
Drops	637	572	1,525	2,215	1,430	2,227	41	37
Graduation	5,420	3,012	10,120	10,732	39,588	3,001	1,730	398
Out of Sample	1,954	3,974	3,287	11,249	10,394	3,308	261	412
Enrolled 1997 minus graduates	2,335	1,439	4,008	4,911	5,588	915	239	83
In Sample, includes drops	8,392	5,023	15,653	17,858	46,606	6,143	2,010	518
Regular Graduation	3,643	2,104	5,865	6,741	20,653	1,954	575	166
1984 Advanced HS Program	961	376	2,218	2,200	8,210	423	372	92
Advanced HS Honors Program	510	163	1,598	1,165	8,832	288	737	133
Completion of LEP	244	335	345	503	1,260	271	12	2
1995 Advanced HS Program	1	0	1	0	36	2	0	0
Recommended HS Program	61	34	93	123	597	63	34	5
Already Graduated but Enrolled	0	0	0	0	0	0	0	0
Total Graduates	5,420	3,012	10,120	10,732	39,588	3,001	1,730	398
Plan to Attend College	3,690	1,674	6,565	6,319	28,595	1,513	1,447	315

High	Low	High	Low	High	Low	High	Low
11715	9620	21649	28756	56538	8260	2135	900
1165	1139	2430	3093	2184	748	63	51
6279	3484	10802	11099	38699	2628	1572	378
3815	4737	7515	13558	15070	4740	469	463
456	260	902	1006	585	144	31	8
7900	4883	14134	15198	41468	3520	1666	437
3742	2348	5896	6819	16781	1649	404	168
1304	553	2478	2552	9074	485	322	83
1095	354	2175	1374	12058	361	840	123
126	219	193	291	590	114	2	1
2	3	13	5	58	2	4	3
10	7	47	58	138	17	0	0
0	0	0	0	0	0	0	0
6279	3484	10802	11099	38699	2628	1572	378
4385							

Appendix Table A-6. Outcomes for Cohort94 Female Students by Race/Ethnicity and Income

Type of Graduation	African American		Hispanic		Anglo		Asian-American	
	High	Low	High	Low	High	Low	High	Low
9th Grade in 94 & not enrolled 93	10,297	8,849	18,098	26,613	55,161	8,002	2,210	823
Drops	478	532	1,248	2,039	1,243	466	34	18
Graduation	6,638	3,774	10,599	12,162	40,476	3,053	1,741	411
Out of Sample	1,441	3,202	3,467	8,463	9,681	3,778	266	318
Enrolled 1997 minus graduates	1,740	1,341	2,784	3,949	3,761	705	169	76
In Sample, includes drops	8,856	5,647	14,631	18,150	45,480	4,224	1,944	505
Regular Graduation	3,867	2,536	5,456	6,974	17,715	1,877	504	175
1984 Advanced HS Program	1,392	594	2,528	3,008	9,332	552	343	93
Advanced HS Honors Program	1,180	382	2,308	1,800	12,276	414	853	136
Completion of IEP	130	214	171	266	539	139	7	1
1995 Advanced HS Program	1	2	7	1	27	4	2	0
Reccomended HS Program	68	46	129	113	587	67	32	6
Already Graduated but Enrolled	0	0	0	0	0	0	0	0
Total Graduates	6,638	3,774	10,599	12,162	40,476	3,053	1,741	411
Plan to Attend College	4,968	2,379	7,580	7,979	31,900	1,797	1,486	318