

**The following High Schools are being removed from the list of schools with a 3-Year Average of Promoting Power of 60% or below for the Classes of 2004, 2005, and 2006. As a result they should not be characterized as “fitting the profile” of a Dropout Factory.**

**We are continuing to evaluate all data questions that come in and will update this list as needed. If you believe your school, fits into one of the following categories or you have other data questions, let us know at [twest@csos.jhu.edu](mailto:twest@csos.jhu.edu)**

### **Two Schools Given the Same Unique School Identifier**

#### **Parkway Northwest, Philadelphia City School District (PA)**

Prior to the 2004-05 school year, the National Center for Education Statistics (NCES) Unique School Identifier currently assigned to Parkway Northwest High School (421899006548) was assigned to the Parkway Program High School. In the fall of the 2004-05 school year, two new schools, Parkway Northwest and Parkway West, opened in place of the Parkway Program. Instead of being assigned two new NCES Unique School Identifiers, Parkway Northwest retained the Parkway Program identifier (421899006548) and Parkway West was assigned a new identifier (421899000821). Because Parkway Northwest retained the Parkway Program’s identifier, it could not be distinguished from the Parkway Program in the federal enrollment data base. As a result, the larger 9<sup>th</sup> grade class of the closed Parkway Program was compared to the smaller 12<sup>th</sup> grade class of the new smaller Parkway Northwest, which led to an erroneous promoting power calculation. Because Parkway Northwest has not been in existence long enough to calculate its promoting power, it would not have been included in our study if it had been given its own unique identifier. Thus Parkway Northwest is removed from the list.

### **Incorrect Enrollment Data Reported to or Recorded by the Common Core of Data**

#### **Southeast Webster High School, Southeast Webster Community School District (IA)**

Due to an error in the number of 12<sup>th</sup> graders reported to the U.S. Department of Education, through the Common Core of Data (CCD), or a recording error of the data by the U.S. Department of Education in 2004 and 2005, an incorrect promoting power ratio was calculated for Southeast Webster High School in Iowa. According to the U.S. Department of Education’s CCD, Southeast Webster High School had 55 12<sup>th</sup> graders in 2001-02, 45 12<sup>th</sup> graders in 2002-03, 58 12<sup>th</sup> graders in 2003-04, 5 12<sup>th</sup> graders in 2004-05, and 12 12<sup>th</sup> graders in 2005-06. As is shown here, the discrepancy in the total number of 12<sup>th</sup> graders reported occurred in the 2004-05 and 2005-06 school years, thus impacting the Promoting Power Ratios for the Classes of 2005 and 2006. Prior Promoting Power Ratios are as follows: Class of 2004 – 87%, Class of 2003 – 87%, Class of 2002 – 95%. Moreover, because Southeast Webster was the only high school in the district we were able to establish that in 2004-05 when 5 students were reported enrolled in 12<sup>th</sup>

grade, 52 diplomas were awarded, giving Southeast Webster an estimated graduation rate of 94%. Consequently, Southeast Webster is removed from the list.

#### **Pinckney High School, Pinckney Community Schools District (MI)**

Due to an error in the number of 12<sup>th</sup> graders reported to or recorded by the U.S. Department of Education, through the Common Core of Data (CCD), an incorrect promoting power ratio was calculated for Pinckney High School in Michigan. School officials have provided enrollment data that verify this discrepancy. According to the U.S. Department of Education's CCD, Pinckney High School had 434 12<sup>th</sup> graders in 2001-02, 452 12<sup>th</sup> graders in 2002-03, 16 12<sup>th</sup> graders in 2003-04, 372 12<sup>th</sup> graders in 2004-05, and 326 12<sup>th</sup> graders in 2005-06. As is shown here, the discrepancy occurred in the reporting of the total number of 12th graders for the 2003-04 school year, thus impacting the Promoting Power Ratio for the Class of 2004. Promoting Power Ratios for Pinckney High School are as follows: Class of 2006 – 72%, Class of 2005 – 86%, Class of 2003 – 74%, Class of 2002 – 82% Class of 2001 – 74%, and Class of 2000 – 79%. Consequently, Pinckney High School is removed from the list.

#### **A New School Opens and Students are Re-Zoned, Impacting Promoting Power**

##### **Meridian High School, Meridian Joint School District 2 (ID)**

Beginning with the 2003-04 school year, many of Meridian High School students were rezoned to attend a new school, Mountain View High School. Prior to the 2003-04 school year, Meridian High School had an enrollment of 2,336 for the 2002-03 school year, 2,265 students for the 2001-02 school year, and 2,096 students for the 2000-01 school year. With the opening of Mount View High School, Meridian High School's enrollment dropped to 1,522 students for the 2003-04 school year. The creation of the new school affected the Promoting Power Ratios for the Class of 2004, 2005 and 2006. Prior Promoting Power Ratios for Meridian High School were as follows: Class of 2003 – 84%, Class of 2002 – 74%, and Class of 2001 – 74%. Because of this new school creation, Meridian High School has been removed from the list of schools with a low average Promoting Power Ratio.

##### **James Wood High School, Frederick County School District (VA)**

Due to the opening of a new high school in the fall of 2003, many students who would have attended James Wood High School were rezoned to attend Millbrook High School. Before the 2003-04 school year, James Wood High School had 1,660 total students in 2002-03 and 1,587 total students in 2001-02. After the opening of Millbrook High School, James Wood High School had a total enrollment of 1,133 students in 2003-04, 1,250 students in 2004-05, and 1,312 students in 2005-06. The decrease in the total enrollment affects the Promoting Power Ratios for the Class of 2004, 2005 and 2006. Prior Promoting Power Ratios were as follows: Class of 2003 – 77%, Class of 2002 – 72%, and Class of 2001 – 78%. Because of this new school creation, James Wood High

School has been removed from the list of schools with a low average Promoting Power Ratio.

**Weslaco East High School, Weslaco Independent School District (TX)**

To account for the creation of new schools in a district that had originally one school, Weslaco East High School has been removed from the list of schools with a low average Promoting Power Ratio. In the fall of 2000, Weslaco East High School opened as the Weslaco School District's 9<sup>th</sup>-grade and 10<sup>th</sup>-grade campus, while Weslaco High School housed all 11<sup>th</sup>-grade and 12<sup>th</sup>-grade students. After two years, Weslaco East began a transition into a four-year high school, opening classes for 11<sup>th</sup> and 12<sup>th</sup> graders, while Weslaco High School took back 9<sup>th</sup>-grade and 10<sup>th</sup>-grade students. Because of the timing of this transition, it appeared that Weslaco East High School was losing a substantial proportion of its freshmen before the 12<sup>th</sup> grade, when in fact they transferred to Weslaco High School. Because of these changes, it is not yet possible to calculate a Promoting Power Ratio over multiple years for Weslaco East High School as it is now constituted. Average Freshmen Graduation Rates (which take both schools into account) held around 70% for the classes of 2003, 2004 and 2005 for the district as a whole.

**Emil E. Holt High School, Wentzville School District (MO)**

The Wentzville School District opened Timberland High School, the district's second public, traditional high school during the 2002-03 school year. This created a situation where a little less than half of the student population at Emil E. Holt High School was reassigned to Timberland High School at once, making the 12<sup>th</sup>-grade enrollment figures (and consequently, Promoting Power Ratio) seem extremely low for Emil E. Holt High School. The class of 2005 had 587 freshmen in the 2001-02 school year, 229 of which were rezoned to Timberland High School the following year. The class of 2004 had 470 sophomores in the 2001-02 school year, 209 of which were rezoned to Timberland High School the following year. Historical Promoting Power Ratios also demonstrate that over the 10 years before the opening of Timberland High School, Emil E. Holt High School ratios ranged from the upper 70s to low 90s. Because of the rezoning, it is too early to create a Promoting Power Ratio for either Emil E. Holt High School or Timberland High School as they are now constituted.

**George Washington High School, Danville Public Schools (VA)**

In the case of George Washington High School, two occurrences prior to the 2002-03 school year affected their Promoting Power Ratio. The Opportunity School, an alternative school in the same school district, had previously been recognized by the CCD as a middle school, with its Grade 9-12 enrollment counted toward George Washington High School's rolls. This changed starting in the 2002-03 school year, as the Opportunity School's high school enrollment was now counted in its own rolls. The Galileo Magnet High School also opened in this district the same school year, admitting 9<sup>th</sup>- through 11<sup>th</sup>- grade students, and expanding to a Grade 9-12 school for the 2003-04 school year. George Washington High School's enrollment fell by 293 students between the 2001-02

and 2002-03 school years for these reasons. In the six years before the 2002-03 school year, George Washington High School's Promoting Power Ratios ranged from .63 to .75.

**One or More Regular High Schools Shares Students with a Technical or Magnet School, All Schools combined have Promoting Power and/or Graduation Rates above the 60% Threshold**

**Monroe Central High School, Switzerland of Ohio School District (OH)**

In the case of Monroe Central High School, most students in this district arrive at this school and take classes there during the 9<sup>th</sup> and 10<sup>th</sup> grades. At that point, students have the option to take elective courses at Swiss Hills Technical Center, a vocational school on the same campus, but classified as a separate school by the NCES (NCES ID: 390486503338). The majority of students at Monroe Central High School (NCES ID: 390486503340), a small, rural school, take this opportunity, creating much smaller 11<sup>th</sup>- and 12<sup>th</sup>-grade enrollment numbers for Monroe Central High School (a more than 50% drop for the classes of 2003-2005), while drastically swelling enrollment numbers for Swiss Hills (the class of 2006 at Swiss Hills Tech Center, for example, jumped from 10 sophomores to 115 juniors). Students in Swiss Hills Tech Center that complete 11<sup>th</sup>- and 12<sup>th</sup>-grade courses are transferred back to Monroe Central High School to receive their diplomas. The Average Freshmen Graduation Rate for the Switzerland of Ohio School District (which Swiss Hills and Monroe Central are the only public high schools) was 95% for the classes of 2003, 2004 and 2005.

**Elderton High School, West Shamokin High School and Kittanning High School, Armstrong School District (PA)**

In the case of these three high schools, a substantial number of students transferred before their 11<sup>th</sup>-grade year to Lenape Tech, a vocational school in nearby Ford City, Pa., that is not a part of the Armstrong School District and has feeder schools in four different districts, including Armstrong. For the class of 2009 cohort (who are entering their 11<sup>th</sup>-grade year this year), Elderton High School (NCES ID: 420259000582) lost 30 of its 82 students, Kittanning High School (NCES ID: 420259000596) lost 68 of its 205 students, and West Shamokin High School (NCES ID: 420259000517) lost 36 of its 120 students. The Armstrong School District estimated that roughly 200 students from the district's four high schools transfer to Lenape Tech in a given year. Even using an extremely conservative estimate that half of the students who transfer into Lenape Tech from these three schools in a given year go on to 12<sup>th</sup> grade on time, the hypothetical increases in student enrollment for students in the classes of 2001, 2002 and 2003 for these three schools (had these students stayed) would place them well above the 60% threshold for Promoting Power.

### **Hancock Senior High School, Washington County School District (MD)**

Hancock Senior High School represents an additional case of a small, rural high school in which a significant percentage of students transfer to a local vocational school (Washington County Technical High School) between the 10<sup>th</sup> and 11<sup>th</sup> grades. There are several high schools within Hancock's district, making the exact numbers of transfers between Hancock Senior and Washington County Technical High School impossible to determine, using CCD data. However, detailed data provided by Hancock Senior High Schools, along with district level CCD data verified a decrease in school enrollment between 10<sup>th</sup> and 11<sup>th</sup> grades for the classes of 2001-2003 (roughly 1/3 of the 40-50 students in each cohort left the school). Washington County Technical High School only serves 11<sup>th</sup>- and 12<sup>th</sup>-grade students, and pulled nearly 200 students county-wide for each cohort during this same time. This suggests that a substantial amount of transfer is occurring. In addition, the Average Freshman Graduation Rate for Washington County as a whole is consistently above 80%, indicating that a substantial percentage of transfers from Hancock do graduate. More recent numbers from the class of 2006 provided by Hancock indicate that of the 26 transfers in this cohort, 23 graduated from a Washington County School.

### **Leominster Center for Technical Education, Leominster Public Schools (MA)**

The case of Leominster Center for Technical Education is similar to the preceding three cases. However, it is the comprehensive high school in this district, Leominster High School, to which a significant number of students transfer after the 9<sup>th</sup> grade after originally enrolling in the Leominster CTE. Especially for the classes of 2005 and 2006, a substantial drop of Leominster CTE students between 9<sup>th</sup> and 10<sup>th</sup> grades (251 to 150 for the class of 2006, 239 to 149 for the class of 2005) corresponds with an increase of students at Leominster High School (290 to 337 for the class of 2006, 245 to 301 for the class of 2005). This led to Promoting Power Ratios ranging from .45 to .69 for the Leominster CTE over the last five years, while Promoting Power Ratios during the same period were near or above 1.0 for Leominster High School. We found that the Average Freshman Graduation Rate for the Leominster School District (in which these two schools were the only public high schools) jumped from 73% for the class of 2004 to nearly 85% for the classes of 2005 and 2006.

### **West Union High School, North Adams High School and Peebles High School, Adams County/Ohio Valley Local School District (OH)**

In the cases of West Union High School (NCES ID: 390619004114), North Adams High School (NCES ID: 390619004105), and Peebles High School (NCES ID: 390619004108), 11<sup>th</sup> and 12<sup>th</sup>-grade students at this school have the option to attend the Ohio Valley Career and Technical Center (NCES ID: 390619004234), a vocational school within the same school district. Students who attend this center receive a diploma from the school they transferred from within the district. However, this school has a separate NCES ID from its feeder schools, meaning that students who transferred from any of these three schools to the technical center would not be counted in their school's

Promoting Power Ratio. According to the school district, for the class of 2006, there were 26 seniors at the center from North Adams High School, 45 seniors from West Union High School, and 20 seniors from Peebles High School (these numbers are relatively steady for 2004 and 2005). If we were to add those numbers back into the CCD enrollment figures for the students' original schools, their Promoting Power Ratios for 2006 would be above the .60 threshold. In the cases of North Adams High School and Peebles High School, this would push their Promoting Power Ratios near .90. In addition, the Average Freshmen Graduation Rate for this district (of which the above three high schools, plus the technical school are the only public high schools) was nearly 79% for the classes of 2003 and 2004.

### **Johnston Senior High School, Johnston School District (RI)**

Johnston Senior High School is a feeder school for a Cranston West High School, a school in a neighboring district that has a three-year vocational program. As such, a large amount of students from Johnston Senior High School (as many as 100 per year according to Johnston's principal) transfer to Cranston West High School after their freshman year. Enrollment numbers for Johnston's classes of 2003, 2004 and 2005 dropped by 166, 97 and 56, respectively, while the enrollment of these same cohorts of Cranston West High School students increased each year. The Promoting Power Ratios of Cranston West High School have been consistently close to or above 1.00 over the past 10 years, further demonstrating that this school likely has a substantial influx of students between the 9<sup>th</sup> and 10<sup>th</sup> grades while Johnston Senior High School's student body has decreased between these grades. In addition, the Promoting Power Ratio for Johnson Senior High School between 10<sup>th</sup> and 12<sup>th</sup> grade was over .93 for the class of 2003, and above .71 for the classes of 2004 and 2005.

### **Non-Public School Was Coded Mistakenly as Public School**

#### **The George Junior Republic High School (PA)**

This school was mistakenly given an NCES ID number (NCES ID: 421122006125). However, this school is part of a residential treatment community for at-risk youth with histories of violence, truancy, severe emotional disturbance, abuse, neglect or other issues. As such, it is neither a regular nor vocational high school, and thus, does not belong in the universe of schools studied for this project.

### **Alternative Military Academy Does Not Fit the Profile of a Regular or Vocational High School and Should Not Have Been Included in Sample of Schools**

#### **Franklin Military Academy, Richmond City Public Schools (VA)**

Drawing students from all Richmond City Public School zones, Franklin Military Academy offers an alternative military education that does not fit the profile of a regular

or vocational high school. Students can only apply to the school during their freshman or sophomore years and are generally not allowed to transfer into the school during their sophomore, junior, or senior years. In the fall of the 2002-03 school year, Franklin Military Academy had 62 ninth-grade students. Over a four-year period, 21 of the 62 students elected to return to their zone schools or move out of the Richmond City Public School district; 41 remained with the school. Of the remaining 41 students, 39 graduated on-time in the spring of the 2005-06 school year, resulting in an on-time cohort graduation rate for the Class of 2006 of 95 percent.

### **General Population Decline and Extraordinarily Large Number of Transfers Out of the District**

#### **Ferndale High School, Ferndale Public Schools (MI)**

During the period studied, the Ferndale Public School district experienced an overall decline in total population and extraordinarily high rates out-transfers not balanced by in-transfers at the high school level. The difference between out and in-transfers averaged close to 8 to 1. For the Class of 2006, 126 of the 350 students who were ninth-grade students in the fall of 2002 transferred to other high schools before twelfth grade and counterbalanced by only 18 net in-transfers. Similarly for the Class of 2005, 153 of the 419 students who were ninth-grade students in the fall of 2001 transferred to other high schools before twelfth grade and counterbalanced by only 17 in-transfers. For the Class of 2004, 126 of the 411 students who were ninth-grade students in the fall of 2000 transferred to other high schools before twelfth grade and counterbalanced by only 18 in-transfers. Due to the large decline in overall student population caused by students transferring out of the district, Ferndale High School's Promoting Power Ratios are lower than the cohort rates the district was able to calculate by following individual students over a four-year time period; 64% for the Class of 2004, 77% for the Class of 2005, and 91% for the Class of 2006, yielding a three-year Promoting Power Average of 77%.