

**Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates,
by Program Participation and Student Characteristic, Texas Public Schools,
Class of 2012, Fall 2012 and Fall 2013**

Group	Status date	Class	-Graduated-		-Continued-		-Received GED-		-Dropped out-		-Graduated, continued, or received GED-	
			Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-risk	Fall 2012	131,524	105,940	80.5	11,362	8.6	1,707	1.3	12,515	9.5	119,009	90.5
	Fall 2013	129,987	111,338	85.7	2,678	2.1	1,996	1.5	13,975	10.8	116,012	89.2
Bilingual or ESL	Fall 2012	9,332	5,749	61.6	1,593	17.1	34	0.4	1,956	21.0	7,376	79.0
	Fall 2013	8,947	6,316	70.6	362	4.0	39	0.4	2,230	24.9	6,717	75.1
CTE	Fall 2012	141,722	134,687	95.0	2,481	1.8	673	0.5	3,881	2.7	137,841	97.3
	Fall 2013	141,580	136,258	96.2	390	0.3	767	0.5	4,165	2.9	137,415	97.1
ELL in Grades 9-12	Fall 2012	23,270	16,084	69.1	3,512	15.1	96	0.4	3,578	15.4	19,692	84.6
	Fall 2013	22,952	17,563	76.5	1,000	4.4	119	0.5	4,270	18.6	18,682	81.4
ELL in last year	Fall 2012	11,329	6,699	59.1	1,740	15.4	63	0.6	2,827	25.0	8,502	75.0
	Fall 2013	11,059	7,394	66.9	418	3.8	73	0.7	3,174	28.7	7,885	71.3
Gifted and talented	Fall 2012	29,608	29,323	99.0	81	0.3	66	0.2	138	0.5	29,470	99.5
	Fall 2013	29,606	29,383	99.2	11	<0.1	69	0.2	143	0.5	29,463	99.5
Immigrant	Fall 2012	<2,750	-	74.5	-	8.0	-	0.1	-	17.4	-	82.6
	Fall 2013	<2,700	-	79.0	-	1.8	-	0.1	-	19.1	-	80.9
Migrant	Fall 2012	2,595	2,096	80.8	200	7.7	35	1.3	264	10.2	2,331	89.8
	Fall 2013	2,573	2,193	85.2	43	1.7	39	1.5	298	11.6	2,275	88.4
Special education	Fall 2012	31,233	24,024	76.9	3,493	11.2	208	0.7	3,508	11.2	27,725	88.8
	Fall 2013	31,307	25,558	81.6	1,818	5.8	240	0.8	3,691	11.8	27,616	88.2
Title I	Fall 2012	142,091	121,642	85.6	6,886	4.8	1,621	1.1	11,942	8.4	130,149	91.6
	Fall 2013	142,054	125,466	88.3	1,678	1.2	1,880	1.3	13,030	9.2	129,024	90.8

Note. A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size may be presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity.