Delaware Graduation Targets

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Credits

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This technical assistance report is not evaluated by the Institute of Education Sciences (IES) to verify its meeting with IES scientific standards. The National Regional Lab contracts expired on March 23, 2011. For that reason, this report was not fully vetted and approved as meeting IES Standards.

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Appendices

Summary

This study used the National Governors Association (NGA) definitions of cohort enrollment and gradation rate to identify the number of additional on-time graduates required, each year, in the state of Delaware, as well as within each district and high school in order to meet its graduation targets. Using actual student enrollment counts of the next four graduating classes (i.e., 2010/11, 2011/12, 2012/13, and 2013/14), along with estimates of transfers in and transfers out rates, the research team calculated the specific number of additional students in comparison to the 2009/10 graduating class that the state, individual districts, and individual high schools need to graduate on time in order to meet subsequent years targets.

Compared to the 7,915 students who graduated with a diploma in 2009/10, in order to meet annual on-time graduation targets for the 2010/11, 2011/12, 2012/13, and 2013/14 graduating classes, the state of Delaware would need to graduate an additional 331, 467, 608, and 728 students, respectively.

Technical Assistance Brief

Why This Brief?

In 2010, the Delaware P-20 Council's Delaware's Promise Dropout Prevention Subcommittee requested the Regional Educational Laboratory (REL) Mid-Atlantic's assistance in establishing benchmarks as the state strives to meet Race to the Top targets (see Box 1). Specifically, they requested that REL Mid-Atlantic replicate the Massachusetts Goal and Benchmarks study conducted by the National Governors Association ([NGA] Reyna, 2010). The focus of this study was to transform annual on-time graduation targets[1] into the number of students required to meet said targets, based on student enrollment estimates. Moreover, the NGA also included current graduation rates into their analysis to provide Massachusetts with an estimate of how many additional students needed to graduate each year to reach the states goal. This provided stakeholders with tangible data, stemming from their own targets and student counts, that would improve the extent to which data was accessible and assist in the decision making process.

Using Delaware's current cohort enrollment data REL Mid-Atlantic conducted several descriptive analyses to answer the following research question:

- What is the number of additional on-time graduates required in the state of Delaware, as well as within each district and high school, in order to meet its2010/11 through 2013/14 on-time graduation targets?

Graduation cohorts are calculated as first time 9th graders in year *X* minus 4, plus the number of transfers in, minus the number of transfers out. For example, the 2010 graduation cohort is calculated as the number of first time freshmen in 2006 (the 2006/07 school year) plus/minus the number of transfers in/transfers out each subsequent year. In this way graduation cohorts identify the number of students who graduate within 4 years of becoming a first time 9th grader.

BOX 1

Delaware's Annual Graduation Targets

School Year	Graduation target
2010/11	85.5%
2011/12	87%
2012/13	88.5%
2013/14	90%

These analyses will assist in making on-time graduation targets meaningful to schools, various stakeholder audiences, and assist in individual district and school goal setting. Based upon the 2009/10 cohort graduation rate, 81.6 percent of Delaware students graduated on time from high school, as measured by NCLB accountability standards. To meet the state target of 90 percent by 2014, state, district, and school policy makers and practitioners need to know the additional number of students who must graduate each year to meet that target.

This brief first presents a short description of the study methods and analyses, followed by a presentation of the findings addressing the research question, and finally a discussion of limitations and other factors that should be considered when establishing graduation benchmarks.

[1] On-time graduation targets refer to the number of students who graduate within 4 years of becoming a first time 9th grader.

Study Methodology

The data for this study were compiled and provided by the Delaware Department of Education (DDOE). Information was provided on 9th grade student enrollment for five separate graduation cohorts (students who would be graduating during the 2009/10, 2010/11, 2011/12, 2012/13, and 2013/14 academic years, respectively), along with school identifiers, student demographic information (i.e., sex, race/ethnicity, special education, etc), and transfer in status. Additionally, student exit status (i.e., the number of students who graduated with diploma, graduated with a certificate, dropped out in high school, were still in school, and unknown) was provided for the 2009/10 graduation cohort.

To address the research question a three step approach was used:

1. Calculated current state, district, and school on-time graduation rates[2] using the 2009/10 graduation cohort data.
2. Estimated in-progress cohort enrollment projections (i.e., 2010/11, 2011/12, 2012/13, and 2013/14 graduating cohorts) based upon 9th grade enrollment data and estimates of student transfer-in and transfer-out rates.[3]
3. Calculated the projected number of additional graduates needed to meet each subsequent year's graduation target. These analyses were based on the 2009/10 graduation rates and estimated in-progress cohort enrollment counts calculated above.

Analyses were conducted separately for state, district, and school levels. Appendix A provides a detailed description of the study methodology including all calculations and equations used.

Findings

State and district findings from these analyses are presented here. Information on school level analyses can be found in Appendix B.

State Targets

Delaware's 2009/10 cohort's statewide on-time graduation rate was 81.6 percent. The remaining 18.4 percent dropped out, were still enrolled in school, or graduated with a certificate (12.3%, 5%, and 1.1%, respectively). Figure 1 illustrates Delaware's overall, on-time graduation rate, as well as a breakdown by gender, race, ethnicity, and other special populations.

Compared to the number of students who graduated with a diploma in 2009/10 (i.e., 7,915), in order to meet annual on-time graduation targets across the next 4 years, the state of Delaware would need to graduate an additional;

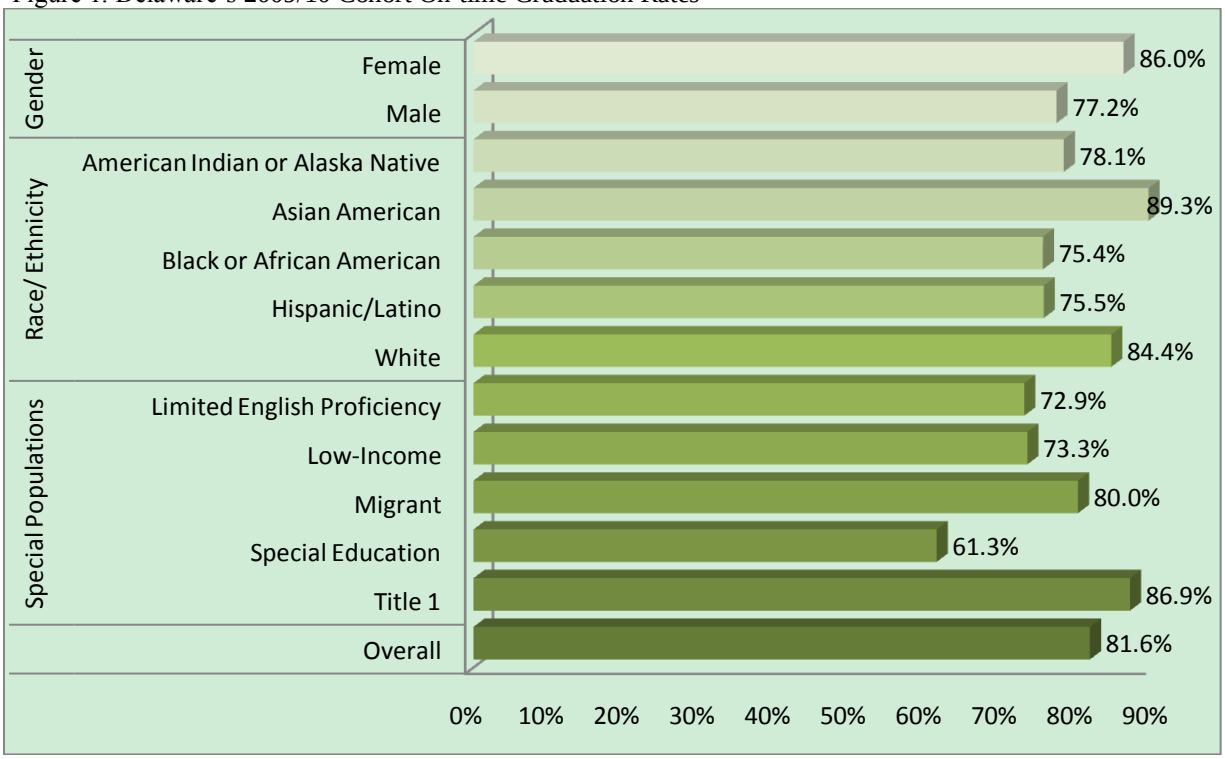
- 331 students in the 2010/11 graduating cohort,
- 467 students in 2011/12 graduating cohort,
- 608 students in 2012/13 graduating cohort, and
- 728 students in 2013/14 graduating cohort.

These counts are all in comparison to the 2009/10 graduating class, but based on each cohort's estimated enrollment. Table 1 presents the number of 2009/10 graduates and the number of additional students needed to graduate each subsequent year by gender, race/ethnicity, other special populations, and overall.

[2] Calculated using the NGA's cohort on-time graduation rate definition.

[3] Transfer-in and transfer-out estimates were derived from data from Delaware's previous five graduating cohorts (i.e., 2005/06, 2006/07, 2007/08, 2008/09, and 2009/10).

Figure 1. Delaware's 2009/10 Cohort On-time Graduation Rates



Source: Author analysis of Delaware Department of Education data

TABLE 1
State On-time Graduation Targets by Whole Sample, Gender, Race/Ethnicity, and Special Populations

		2009/10 Graduates	2010/11 (85.5%)	2011/12 (87.0%)	2012/13 (88.5%)	2013/14 (90.0%)
Gender	Female	4,164		+41	+106	+170
	Male	3,751	+366	+435	+513	+561
Race/ Ethnicity	American Indian or Alaska Native	25	+3	+4	+3	+5
	Asian American	302				+2
	Black or African American	2,401	+284	+332	+387	+406
	Hispanic/Latino	566	+78	+89	+118	+136
	White	5,187	+59	+140	+225	+307
Special Populations	Limited English Proficiency	226	+33	+33	+45	+43
	Low-Income	2,819	+433	+486	+502	N/A
	Special Education	868	+297	+331	+357	+339
	Title 1	1,543		+3	+32	N/A
	Overall	**7,915**	**+331**	**+467**	**+608**	**+728**

Notes: Graduation targets are all in comparison to the 2009/10 cohort. Breakouts for which the state was already meeting targets have been left blank; 2013/14 low-income and Title 1 data were not available at the time of this study. Breakouts less than 30 have been omitted due to confidentiality concerns. Projected counts for the 2010/11 through 2013/14 cohorts have been rounded up to the nearest whole number (i.e., 4.2 is rounded up to 5).
Source: Author analysis of Delaware Department of Education data.

District Targets

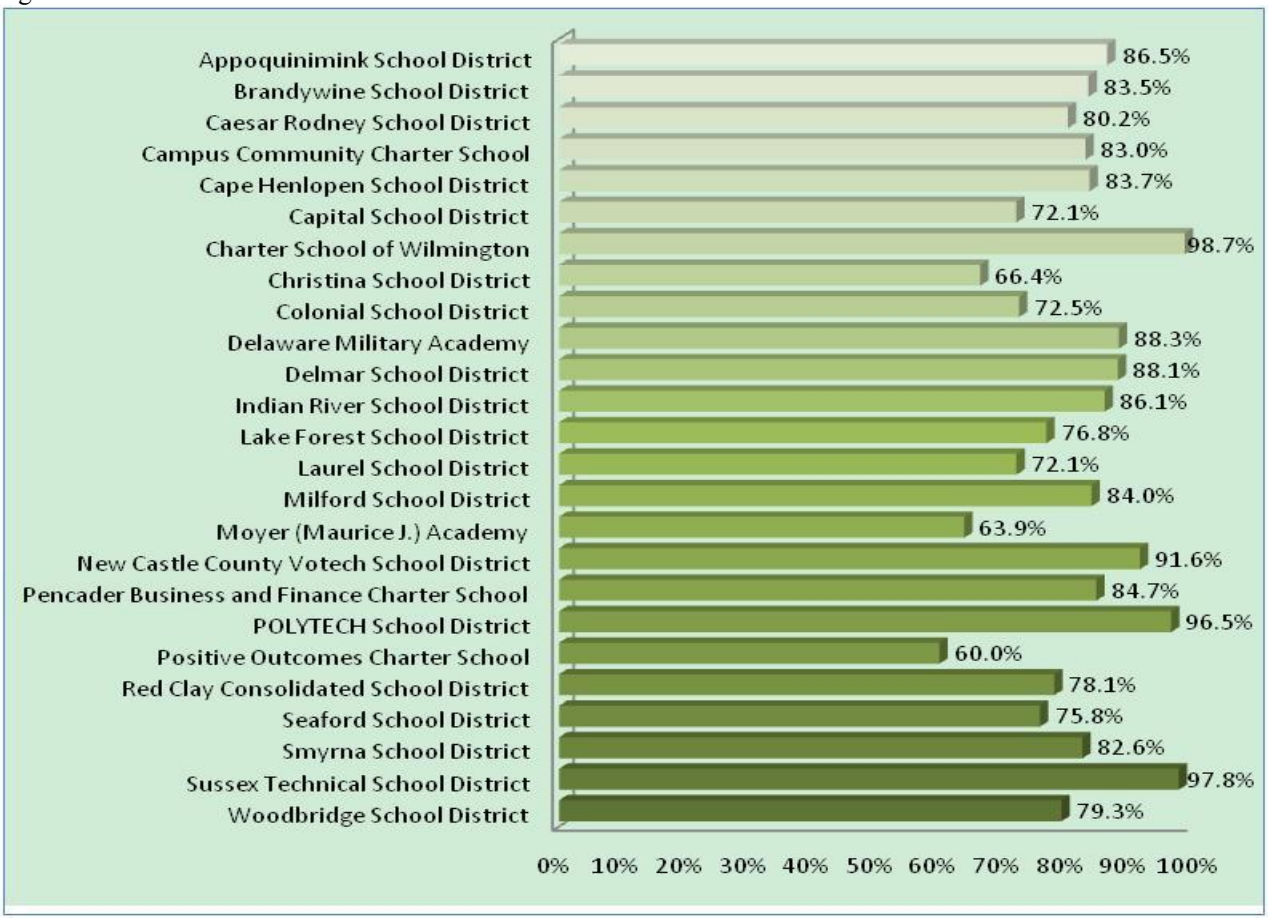
Overall district on-time graduation rates ranged from 60 percent to 98.7 percent. Figure 2 illustrates Delaware's overall on-time graduation rates by district and charter school.

On average and in comparison to the 2009/10 graduating class, across Delaware's 25 districts and charter schools, an additional;

- 14 students per district would be needed to graduate on time to meet the 2010/11 graduation targets,
- 19 students per district in 2011/12,
- 25 students per district in 2012/13, and
- 30 students per district in 2013/14.[4]

While these are just averages across all Delaware districts and charter schools, individual district and charter school targets are provided in Table 2. Table 2 presents the number of 2009/10 graduates and the estimated number of additional students needed to graduated each subsequent year, overall by district.

Figure 2. Delaware's 2009/10 Cohort District On-time Graduation Rates



Source: Author analysis of Delaware Department of Education data

[4] Averages per district have been rounded up to the nearest whole number.

TABLE 2
District On-Time Graduation Targets

	2009/10 Graduates	2010/11 (85.5%)	2011/12 (87.0%)	2012/13 (88.5%)	2013/14 (90.0%)
Appoquinimink School District	447		+3	+13	+21
Brandywine School District	724	+14	+26	+36	+43
Caesar Rodney School District	414	+24	+33	+40	+50
Campus Community Charter School	44	+2	+3	+3	+4
Cape Henlopen School District	246	+5	+11	+15	+20
Capital School District	279	+48	+58	+57	+63
Charter School of Wilmington	227				
Christina School District	742	+183	+181	+204	+199
Colonial School District	407	+66	+72	+72	+80
Delaware Military Academy	113			+1	+3
Delmar School District	141			+1	+3
Indian River School District	488		+5	+13	+20
Lake Forest School District	199	+19	+23	+26	+28
Laurel School District	101	+18	+17	+21	+21
Milford School District	252	+5	+8	+13	+16
Moyer (Maurice J.) Academy	39	+8	+11	+14	+5
New Castle County Votech School District	1,007				
Pencader Business and Finance Charter High School	277	+2	+4	+5	+8
POLYTECH School District	172				
Red Clay Consolidated School District	745	+62	+68	+92	+110
Seaford School District	160	+18	+21	+26	+25
Smyrna School District	265	+9	+14	+19	+24
Sussex Technical School District	307				
Woodbridge School District	107	+7	+12	+12	+16

Notes: Graduation targets are all in comparison to the 2009/10 cohort. Years for which the district was already meeting targets have been left blank. Districts/charter schools with less than 30 students have been omitted. Estimated counts for the 2010/11 through 2013/14 cohorts have been rounded up to the nearest whole number (i.e., 4.2 is rounded up to 5).
Source: Author analysis.

Limitations

This study only presents projected counts of students needed to graduate on-time in order to meet Delaware's annual graduation targets, thereby providing districts and schools with tangible numbers to assist them as they strive to meet said targets. It does not identify students-at-risk or offer any solutions or guidance on how to assist such students, nor does it account for students who may graduate within 5 or more years. Furthermore, as it is not possible to obtain actual final enrollment counts until the completion of a respective cohort, the projected enrollment estimates of in-progress cohorts will need to be revisited annually, as they may be an over or under representation of actual final counts.

References

Reyna, R. (2010, February). *Massachusetts Goals and Benchmarks*. Presented at the National Governors Association Center Dropout Prevention and Recovery Team meeting. Washington, D.C.

Appendix A
Detailed Description of Methodology

This study proposed to identify the number of additional on-time graduates required in the state of Delaware, as well as within each district and high school in order to meet its graduation targets. Using actual cohort enrollment data from 2009/10 to 2013/14, the research team calculated the specific number of students that the state, individual districts, and individual high schools need to graduate on time in order to meet state targets (see Box 1).

This section provides a detailed description of the methods and analyses used in this study.

The Delaware Department of Education Data File

The data for this study were compiled and provided by the DDOE and were delivered to REL Mid-Atlantic in November of 2010. Information was provided on the 2009/10, 2010/11, 2011/12, 2012/13, and 2013/14 graduation cohorts. Graduation cohorts identify the number of students who graduate within 4 years of becoming a first time 9th grader. [5] Data consisted of student-level enrollment information (i.e., district identifier, school identifier, and student entry date), gender, race/ethnicity, special education, limited English proficiency, Title 1, low income, and migrant status. Additionally, student exit status was also provided for the 2009/10 graduating cohort. Table A-1 provides a list of the data elements provided along with a brief definition.

This data set suffered from two limitations. First as several of the cohorts are currently in progress not all data was available at the time of the study. For instance, low-income and Title 1 status were not available for the 2013/14 cohort. Transfers in and out data were also incomplete, given that students can still transfer into a given in-progress cohort (i.e., 2010/11, 2011/12, 2012/13, and 2013/14). Therefore, it was necessary to estimate in-progress cohorts' transfers in and transfers out rates. Secondly, Delaware is in the midst revising racial and ethnic codes to meet 2010/11 United States Department of Education standards (72 Federal Register 59266, Oct. 19, 2007). This revision required that the 2009/10 race codes be mapped onto the 2010/11 race codes.

[5] Graduation cohorts are calculated as first time 9th graders in year *X* minus 4, plus the number of transfers in, minus the number of transfer out.

TABLE A-1
Data Elements and Definitions

Data Element Name	Definition/Comments
IDX	Scrambled student ID
ClassOf	Year of graduation. This is a calculated field based on the student first entry in the cohort. For the Cohort – 2010 includes students enrolled in 9th grade in 2007 transfer in 10th grade in 2008 transfer in 11th grade in 2009 transfer in 12th grade in 2010
DistrictCode	Student enrolled school district
SchoolCode	Student enrolled school
ExitStatus	Student status when he/she exit the high school G – Graduate with Diploma C - Graduate with Certificate D – Drop out in high school S – Still in school U - Unknown
EntryDate	Date when the student entered the cohort
TransInGrade	Grade when the student transferred in cohort. The NULL value indicate that the student was part of the 9th grade cohort
TransInYear	School year when the student transferred in cohort. The NULL value indicate that the student was part of the 9th grade cohort
DistrictExit	District in which the student was last enrolled before he/she left the high school
SchoolExit	School in which the student was last enrolled before he/she left the high school
Sex	Student Gender, values M/F
Race	Student Race 1 – American Indian 2 – African American 3 – Asian American 4 – Hispanic 5 – White Starting from 2011 the department has a 2 part race/ethnicity codes as follows: 0 – Hispanic 1 – American Indian or Alaskan Native 2 – Black or African American 5 – White 6 – Asian 7 – Native Hawaiian or Other Pacific Islander All other codes indicate Multi-Racial
SPED	Special Education Codes. All codes except 0,1200,1500,1600 are regarded as special education codes.
LEP	English Language Learner, values Y/N
Title1	Title1, values Y/N
LIN	Low Income, values Y/N
Migrant	Migrant, values Y/N

Source: Data file provided to REL Mid-Atlantic by the Delaware Department of Education

Analytic Approach

To address the research question a three step approach was used:

1. Calculated current state, district, and school on-time graduation rates[6] using the 2009/10 graduation cohort data.
2. Estimated in-progress cohort enrollment projections (i.e., 2010/11, 2011/12, 2012/13, and 2013/14 graduating cohorts) based upon 9th grade enrollment data and estimates of student transfer-in and transfer-out rates. Transfer-in and transfer-out estimates were based off of Delaware's previous five graduating cohorts (i.e., 2005/06, 2006/07, 2007/08, 2008/09, and 2009/10).
3. Calculated the number of additional on-time graduates needed to meet each subsequent year's graduation target. This analysis was based on the 2009/10 graduation rates and estimated in-progress cohort enrollment counts calculated above.

Analyses were conducted separately for state, district, and school. Additional populations of interest were also analyzed.

Calculating Current Graduation rates

On-time graduation rates for the 2009/10 cohort were calculated using the NGA graduation rate calculation:

$$\frac{\text{On-time graduates by year X}}{[(\text{first time 9}^{\text{th}}\text{ graders in year X-4}) + (\text{transfers in}) - (\text{transfers out})]}$$

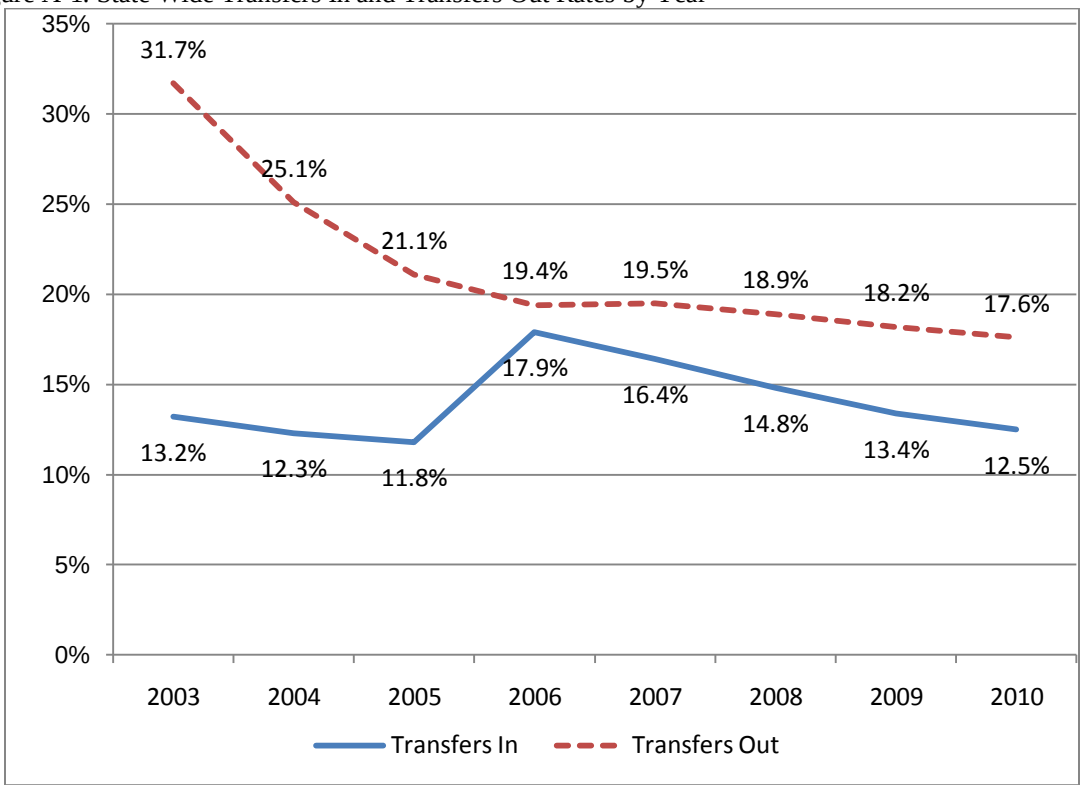
On-time graduates for the 2009/10 equaled the count of students with an *ExitStatus* code of "*G*" (i.e., graduated with a diploma) and a *ClassOf* entry of 2010. While transfers in were clearly marked by both *TransInGrade* and *TransInYear*, no clear data element of transfers out was available. However it is the assumption of DDOE that students with an *ExitStatus* of "*U*" (i.e., unknown), are considered to be transfers out as they are students who did not graduate, enroll in school for the next year, or drop out. Therefore the denominator was calculated as the count of students with a *ClassOf* entry of 2010 (this includes all students in class regardless of transfers in status) minus the count of students with a *ClassOf* entry of 2010 and an *ExitStatus* of "*U*".

Estimating In-Progress Enrollment Counts

Given that the definition of a cohort includes the number of transfers in and transfers out, it is not possible to obtain final enrollment counts for in-progress cohorts. However, to provide counts of the number of additional graduates required each year to meet targets, an estimated enrollment count was required. To assist in this process DDOE provided statewide transfers in and transfers out rates for the past 8 years (see Figure A-1).

[6] Calculated using the NGA's cohort graduation rate definition.

Figure A-1. State Wide Transfers In and Transfers Out Rates by Year



Source: Delaware Department of Education

Upon visual analysis of the data, the REL research team decided to use a 5 year average of transfers in and transfers out rates (i.e., 14.99% and 18.71%, respectively) as an estimate for in-progress cohorts. Overall, the 5 year average indicated a 3.72 percent decrease in first time 9th grade counts.

Using the above transfers in and transfers out rates, in-progress cohort enrollment counts were then estimated as the 9th grade enrollment of a given *ClassOf* year multiplied by .9628 (i.e., 1 minus 3.72%). Final counts were rounded up to the nearest whole number.

Calculating the Number of Additional Graduates

The number of additional graduates (i.e., above the number graduated in the 2009/10 year) needed to meet each subsequent year's graduation target was calculated as follows:

Cohort Enrollment in year *x* *(Graduation Target in year *x* – 2009/10 Graduation Rate)

Using the above equation, 2009/10 graduation rate was subtracted from a given years' graduation target and then multiple by the same years estimated enrollment count. For example, using Delaware's current graduation rate (i.e., 81.6%), the 2010/11 graduation target (i.e., 85.5%), and a mock 2010/11 estimated state cohort enrolment of 10,000 students, the number of additional graduates needed to meet the 2010/11 graduation target would be calculated as follows:

10,000 *(0.855 - 0.816) = 390

In this example, to meet its 2010/11 graduation target Delaware would need to graduate 390 additional students compared to 2009/10 counts. District and high school are calculated similarly. Similar to estimated in-progress enrollment counts, the number of additional graduates required to meet targets were rounded up to the nearest whole number.

Analysis Data Sets

The data file provided by DDOE was then imported into SAS, and district and school names were merged into the file. Based on the raw data file the REL team created 3 data tables (i.e., state, district, and school-level) that provided the following counts overall, by gender, race/ethnicity, and other special populations for each graduation cohort:

- 9th grade enrollment counts,
- graduates with diploma counts,
- graduates with certificates counts,
- drop out in high school counts,
- still enrolled in school counts,
- unknown student status counts (i.e., estimates of transfers out), and
- transfers in counts.

Variable Construction

Due to the data structure student race/ethnicity and special education status needed to be constructed.

Student Race/Ethnicity: Starting with school year 2010/11 DDOE started collecting and reporting student data using new standards for racial and ethnic codes. The new standards required the use of the following two-part question focusing on ethnicity and race:

1. What is the student's ethnicity: Hispanic or Latino; or Not Hispanic or Latino?
2. What is the student's race? One or more races must be selected to indicate the race of the student:
   - American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America and who maintains a tribal affiliation or community attachment).
   - Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent).
   - Black or African American (A person having origins in any of the Black racial groups of Africa).
   - Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).
   - White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa).

Given this change it was therefore necessary to map 2009/10 race/ethnicity codes onto the new 2010/11 standards (see Table A-2).

Following DDOE guidance, 2009/10 race/ethnicity codes were mapped onto 2010/11 race as illustrated in Table A-3.

TABLE A-2

Delaware's Race/ Ethnicity Reporting Codes

2009/10	2010/11	
Race/Ethnicity Codes	Race Codes	Hispanic/Latino Ethnicity Codes
1 - American Indian or Alaska Native	1 – American Indian or Alaska native	N - No
2 - Black	2 – Black or African American	U – Unanswered
3 - Asian/Pacific Islander	3 – Inactive	Y – Yes
4 - Hispanic	4 -Inactive	
5 - White	5 – White	
	6 – Asian	
	7 – Native Hawaiian or Other Pacific Islander	

Note: 2010/11 race/ethnicity codes allow for the selection of more than one race code, allowing for multi-race categories.
Source: Delaware Department of Education

TABLE A-3

Revised 2009/10 Race/Ethnicity Reporting Codes

2009/10	Revised 2009/10	
Race/Ethnicity Codes	Race Codes	Hispanic/Latino Ethnicity Codes
1 - American Indian or Alaska Native	1 – American Indian or Alaska native	N - No
2 - Black	2 – Black or African American	N - No
3 - Asian/Pacific Islander	6 – Asian	N - No
4 - Hispanic	5 – White	Y – Yes
5 - White	5 – White	N - No

Source: Delaware Department of Education

Special Education: A simple yes/no special education indicator was created for this study based on DDOE multiple special education codes. All codes except missing, 1200 (speech and/or language impairment), 1500 (Speech for 4 years old), and 1600 (pre-school speech delay) were regarded as special education codes. Table A-4 presents DDOE special education codes along with the constructed special education indicator.

TABLE A-4

DDOE Special Education Codes

SPED Code	Descriptions	Indicator
100	Educable Mental Disability	Yes
200	Emotional Disturbance	Yes
300	Learning Disability	Yes
400	Trainable Mental Disability	Yes
500	Severe Mental Disability	Yes
600	Physically Impaired (not used)	Yes
601	Physical Impairment - Other Health	Yes
602	Physical Impairment - Orthopedic	Yes
700	Hearing Impairment	Yes
800	Blind	Yes
900	Partially Sighted	Yes
1000	Autism	Yes
1100	Deaf-Blind	Yes
1200	Speech and/or Language Impairment	No
1300	Traumatic Brain Injury	Yes
1400	Developmental Delay	Yes
1500	Speech for 4 year olds (not used)	No
1600	Pre-school Speech delay (3 & 4 yrs old)	No

Source: Delaware Department of Education

Appendix B
School-Level Findings

TABLE B-3

School-Level Graduation Targets

	2009/10 Cohort #	2009/10 Grad #	2009/10 Grad %	2010/11 Graduation Target 85.5%	2011/12 Graduation Target 87.0%	2012/13 Graduation Target 88.5%	2013/14 Graduation Target 90.0%
Alexis I. duPont High School	389	333	85.6%		+4	+9	+13
Brandywine High School	343	292	85.1%	+1	+5	+8	+10
Cab Calloway School of the Arts	107	101	94.4%				
Caesar Rodney High School	498	414	83.1%	+11	+18	+25	+34
Campus Community School	53	44	83.0%	+2	+3	+3	+4
Cape Henlopen High School	286	243	85.0%	+2	+6	+10	+15
Charter School of Wilmington	230	227	98.7%				
Christiana High School	369	260	70.5%	+40	+39	+39	+44
Concord High School	281	238	84.7%	+3	+7	+12	+16
Delaware Military Academy	128	113	88.3%			+1	+3
Delcastle Technical High School	373	348	93.3%				
Delmar Senior High School	160	141	88.1%			+1	+3
Dover High School	380	276	72.6%	+43	+53	+50	+58
Glasgow High School	312	196	62.8%	+63	+53	+70	+68
Howard High School of Technology	218	176	80.7%	+11	+15	+17	+19
Indian River High School	238	207	87.0%		+1	+3	+7
John Dickinson High School	207	145	70.0%	+24	+24	+28	+31
Lake Forest High School	254	197	77.6%	+17	+21	+24	+26

(CONTINUED)

TABLE B-3 (CONTINUED)

School-Level Graduation Targets

	2009/10 Cohort #	2009/10 Grad #	2009/10 Grad %	2010/11 Graduation Target 85.5%	2011/12 Graduation Target 87.0%	2012/13 Graduation Target 88.5%	2013/14 Graduation Target 90.0%
Laurel Senior High School	138	100	72.5%	+17	+17	+19	+19
Maurice J. Moyer Academy	61	39	63.9%	+8	+11	+14	+5
Middletown High School	517	447	86.5%		+2	+6	+9
Milford Senior High School	300	252	84.0%	+4	+8	+12	+1
Mount Pleasant High School	243	194	79.8%	+12	+14	+16	+17
Newark High School	381	275	72.2%	+50	+52	+56	+57
Paul M. Hodgson Vocational Technical High School	256	243	94.9%				
Pencader Business and Finance Charter High School	203	172	84.7%	+2	+4	+5	+8
POLYTECH High School	287	277	96.5%				
Seaford Senior High School	211	160	75.8%	+18	+20	+24	+24
Smyrna High School	321	265	82.6%	+9	+14	+19	+24
St. Georges Technical High School	252	240	95.2%				
Sussex Central Senior High School	311	279	89.7%				+1
Sussex Technical High School	314	307	97.8%				
Thomas McKean High School	214	156	72.9%	+24	+29	+29	+38
William Penn High School	549	407	74.1%	+56	+63	+63	+71
Woodbridge High School	135	107	79.3%	+7	+12	+12	+16

Notes: Graduation targets are all in comparison to the 2009/10. Years for which the district was already meeting targets have been left blank. High schools/charter schools with less than 30 students have been omitted. Estimated counts for the 2010/11 through 2013/14 cohorts have been rounded UP to the nearest whole number (i.e., 4.2 is rounded up to 5).

Source: Author analysis of findings.