## Cohort 2018 Five-Year Graduation Rates – State Results

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

The 2018 five-year cohort graduation rate is calculated as follows:

# of students in cohort (denominator) who graduate in 5 years or less
[# of 1st time entering 9th graders in 2014-15] - transfers out/deaths + transfers in

The 2018 five-year cohort graduation rate for Massachusetts public high schools was 89.7 percent which represented an increase of 1.9 percentage points from the four-year rate for the 2018 cohort. The 2017 five-year rate decreased by 0.4 percentage points when compared to the 2017 cohort five-year rate of 90.1 percent.

Additional critical findings of the report include:

* African American males had a 2018 five-year graduation rate of 81.9% and that was 1.2 percentage points higher than their 2017 five-year graduation rate.
* Asian students had a five-year rate of 95.5 percent and this represented the highest among the major racial/ethnic categories.
* English learners had a 2018 five-year graduation rate that was 5.6 percentage points higher than their four-year rate and 0.7 percentage points higher than their 2015 five-year rate.

**Table 1. Cohort Graduation Rates 2008-2018**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2008****Cohort** | **2009 Cohort** | **2010 Cohort** | **2011 Cohort** | **2012 Cohort** | **2013****Cohort** | **2014****Cohort** | **2015****Cohort** | **2016****Cohort** | **2017****Cohort** | **2018****Cohort** |
| **4-Yr Rate** | 81.2% | 81.5% | 82.1% | 83.4% | 84.7% | 85.0% | 86.1% | 87.3% | 87.5% | 88.3% | 87.8% |
| **5-Yr Rate** | 84.2% | 84.0% | 84.7% | 86.3% | 87.5% | 87.7% | 88.5% | 89.4% | 89.8% | 90.1% | 89.7% |

The following tables further summarize the five-year results for the 2018 cohort. The results are based on data submitted by school districts through the Department's Student Information Management System.

###### Table 2. Graduation Results for All Students and Student Subgroups[[1]](#footnote-1)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates[[2]](#footnote-2) |
|  | 2018Cohort #[[3]](#footnote-3) | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer[[4]](#footnote-4) | HSEquiv. | Dropped Out | Expelled |
| All Students | 74,641 | 89.7% | +1.9 | 2.1% | 1.7% | 1.0% | 5.5% | 0.0% |
| Female | 36,567 | 91.8% | +1.5 | 1.5% | 1.6% | 0.9% | 4.3% | 0.0% |
| Male | 38,050 | 87.8% | +2.5 | 2.6% | 1.8% | 1.1% | 6.7% | 0.0% |
| ELL[[5]](#footnote-5) | 6,612 | 69.7% | +5.6 | 3.3% | 8.3% | 0.5% | 18.2% | 0.0% |
| Econ.Dis. | 28,083 | 81.0% | +2.6 | 3.7% | 3.2% | 1.8% | 10.4% | 0.0% |
| Students w/ Disabilities | 14,571 | 76.4% | +4.0 | 8.4% | 4.5% | 1.6% | 9.4% | 0.0% |
| High Needs[[6]](#footnote-6) | 37,019 | 81.4% | +3.4 | 4.1% | 3.3% | 1.6% | 9.8% | 0.0% |
| African American | 7,019 | 84.5% | +4.4 | 3.7% | 3.6% | 0.9% | 7.5% | 0.0% |
| Asian | 4,600 | 95.5% | +1.2 | 1.2% | 0.8% | 0.5% | 2.0% | 0.0% |
| Hispanic | 13,365 | 77.6% | +3.8 | 3.1% | 4.3% | 1.4% | 13.8% | 0.0% |
| Multi-race, Non-Hisp. | 1,910 | 88.7% | +2.2 | 2.6% | 1.6% | 1.5% | 5.7% | 0.0% |
| Native American | 151 | 83.6% | +0.2 | 1.3% | 3.9% | 2.0% | 9.2% | 0.0% |
| Pacific Islander | 82 | 93.9% | +3.7 | 2.4% | 1.2% | 0.0% | 2.4% | 0.0% |
| White | 47,514 | 93.4% | +1.2 | 1.6% | 0.8% | 1.0% | 3.2% | 0.0% |
| Urban | 25,108 | 81.2% | +3.5 | 3.3% | 3.6% | 1.6% | 10.5% | 0.0% |

###### Table 3. Graduation Results for Race/Ethnicity Groups by Gender

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
|  | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| African American Female | 3,418 | 87.2% | +3.4 | 2.9% | 3.6% | 0.7% | 5.9% | 0.0% |
| African American Male | 3,599 | 81.9% | +5.4 | 4.4% | 3.7% | 1.2% | 9.1% | 0.1% |
| Asian Female | 2,289 | 96.7% | +1.3 | 0.8% | 0.7% | 0.5% | 1.4% | 0.0% |
| Asian Male | 2,309 | 94.4% | +1.2 | 1.6% | 0.9% | 0.6% | 2.6% | 0.0% |
| Hispanic Female | 6,466 | 81.9% | +2.9 | 2.4% | 4.1% | 1.3% | 10.5% | 0.0% |
| Hispanic Male | 6,898 | 73.5% | +4.5 | 3.7% | 4.5% | 1.5% | 16.9% | 0.0% |
| Multi-race Female | 946 | 89.7% | +1.8 | 1.9% | 1.4% | 1.4% | 5.6% | 0.0% |
| Multi-race Male | 964 | 87.6% | +2.4 | 3.3% | 1.8% | 1.6% | 5.8% | 0.1% |
| Native American Female | 68 | 88.2% | +0.0 | 1.5% | 5.9% | 0.0% | 4.4% | 0.0% |
| Native American Male | 83 | 79.8% | +1.3 | 1.2% | 2.4% | 3.6% | 13.1% | 0.0% |
| Pacific Islander Female | 47 | 97.9% | +4.3 | 0.0% | 0.0% | 0.0% | 2.1% | 0.0% |
| Pacific IslanderMale | 35 | 88.6% | +2.9 | 5.7% | 2.9% | 0.0% | 2.9% | 0.0% |
| White Female | 23,332 | 94.8% | +0.9 | 1.1% | 0.7% | 0.9% | 2.6% | 0.0% |
| White Male | 24,162 | 92.1% | +1.5 | 2.1% | 0.9% | 1.0% | 3.9% | 0.0% |

**Table 4. Graduation Results for** **Students Receiving Special Education Services by Gender**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
|  | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| Students w/ Disabilities Female | 5,469 | 77.5% | +3.7 | 7.4% | 5.0% | 1.9% | 8.4% | 0.0% |
| Students w/ Disabilities Male | 9,095 | 75.8% | +4.3 | 8.9% | 4.1% | 1.4% | 10.1% | 0.0% |

**Table 5. Graduation Results for** **Economically Disadvantaged Students by Gender**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
|  | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| Econ. Dis. Female | 13,566 | 84.0% | +1.8 | 2.9% | 3.1% | 1.8% | 8.3% | 0.0% |
| Econ. Dis. Male | 14,509 | 78.2% | +3.3 | 4.5% | 3.3% | 1.9% | 12.3% | 0.0% |

**Table 6. Graduation Results for High Needs Students**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
|  | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| High Needs Female | 16,979 | 84.1% | +2.9 | 3.1% | 3.3% | 1.6% | 8.0% | 0.0% |
| High Needs Male | 20,027 | 79.1% | +3.9 | 4.9% | 3.3% | 1.6% | 11.2% | 0.0% |

**Table 7. Graduation Results for English Language Learner Students**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
|  | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| ELLFemale | 3,036 | 74.2% | +4.7 | 2.8% | 8.9% | 0.6% | 13.7% | 0.0% |
| ELLMale | 3,575 | 65.9% | +6.3 | 3.8% | 7.9% | 0.5% | 22.0% | 0.1% |
| ELL in Original Cohort | 3,799 | 72.3% | +3.1 | 4.8% | 6.9% | 0.6% | 15.3% | 0.1% |
| ELL Entered Cohort after 10/1/14 | 2,813 | 66.2% | +8.9 | 3.5% | 11.3% | 0.4% | 18.6% | 0.0% |

**Table 8. Graduation Results for Race/Ethnicity by English Language Learner Status**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
|  | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| African American ELL | 1,330 | 76.9% | +6.7 | 3.0% | 9.8% | 0.2% | 10.1% | 0.1% |
| African American Non-ELL | 5,689 | 86.3% | +3.9 | 3.8% | 2.2% | 1.1% | 6.9% | 0.0% |
| Asian ELL | 692 | 90.3% | +4.5 | 1.9% | 2.7% | 0.7% | 4.3% | 0.0% |
| Asian Non-ELL | 3,908 | 96.5% | +0.7 | 1.1% | 0.5% | 0.5% | 1.6% | 0.0% |
| Hispanic ELL | 3,950 | 62.1% | +5.6 | 3.9% | 9.1% | 0.7% | 24.4% | 0.0% |
| Hispanic Non-ELL | 9,415 | 84.1% | +3.0 | 2.7% | 2.3% | 1.7% | 9.3% | 0.0% |
| Multi-race ELL | 32 | 81.3% | +3.2 | 6.3% | 6.3% | 0.0% | 6.3% | 0.0% |
| Multi-race Non-ELL | 1,878 | 88.8% | +2.1 | 2.6% | 1.5% | 1.5% | 5.7% | 0.0% |
| Native American ELL | 12 | 50.0% | +0.0 | 0.0% | 25.0% | 0.0% | 25.0% | 0.0% |
| Native American Non-ELL | 139 | 86.3% | +0.0 | 1.4% | 2.1% | 2.1% | 7.9% | 0.0% |
| Pacific-Islander ELL | 6 | 100% | +0.0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Pacific Islander Non-ELL | 76 | 93.4% | +3.9 | 2.6% | 1.3% | 0.0% | 2.6% | 0.0% |
| White ELL | 590 | 80.2% | +4.6 | 1.7% | 6.3% | 0.2% | 11.7% | 0.0% |
| White Non-ELL | 46,924 | 93.6% | +1.2 | 1.6% | 0.7% | 1.0% | 3.1% | 0.0% |

**Table 9. Graduation Results for Non-Mobile and Mobile Students**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Graduates** | Non-Graduates |
| High Schools Attended | 2018Cohort # | 5-Year Rate | 2018 4-Yr Difference | Still in School | Non-Grad Completer | HSEquiv. | Dropped Out | Expelled |
| One School | 54,837 | 92.7% | +1.3 | 1.5% | 1.4% | 0.6% | 3.9% | 0.0% |
| Two Schools | 16,428 | 85.3% | +3.2 | 2.7% | 2.0% | 1.8% | 8.1% | 0.0% |
| ThreeSchools | 2,674 | 66.1% | +7.4 | 7.2% | 4.9% | 3.6% | 18.1% | 0.1% |
| Four or More Schools | 702 | 51.6% | +9.3 | 10.3% | 7.7% | 6.1% | 24.4% | 0.0% |

##### Table 10. Competency Determination (CD) Status for Select Non-Graduate Groups

|  |  |  |
| --- | --- | --- |
|  | **Still in School**  | **Dropped Out** |
|  | Number | CD | No CD | Number | CD | No CD |
| All Students | 1,512 | 33.9% | 66.1% | 2,339 | 65.5% | 34.5% |
| Female | 536 | 32.6% | 67.4% | 939 | 66.6% | 33.4% |
| Male | 976 | 31.1% | 68.9% | 1,396 | 64.8% | 35.2% |
| English Language Learner | 215 | 23.3% | 76.7% | 397 | 30.2% | 69.8% |
| Econ. Dis. | 1,020 | 30.6% | 69.4% | 1,697 | 62.5% | 37.5% |
| Students w/Disabilities | 1,193 | 23.3% | 76.7% | 809 | 57.8% | 42.2% |
| High Needs | 1,469 | 30.1% | 69.9% | 1,985 | 61.7% | 38.3% |
| African American | 249 | 33.7% | 66.3% | 245 | 60.4% | 39.6% |
| Asian | 54 | 22.2% | 77.8% | 67 | 73.1% | 26.9% |
| Hispanic | 398 | 33.4% | 66.6% | 800 | 48.3% | 51.7% |
| Multi-race, Non-Hisp. | 49 | 34.7% | 65.3% | 73 | 68.5% | 31.5% |
| Native American | 2 |  |  | 7 | 57.1% | 42.9% |
| Pacific Islander | 2 |  |  | 0 |  |  |
| White | 758 | 30.7% | 69.3% | 1,044 | 75.1% | 24.9% |

##### Table 11. Distribution of Graduation Rates in the Aggregate for Districts[[7]](#footnote-7)

|  |  |  |
| --- | --- | --- |
| **2018 Five-Year****Graduation Rate** | **Number of Districts** | **Percentage of Districts** |
| < 50% | 7 | 2.3% |
| 50 - <60% | 1 | 0.3% |
| 60 - <70% | 3 | 1.0% |
| 70 - <80% | 16 | 5.3% |
| 80 - <85% | 31 | 10.3% |
| 85 - <90% | 25 | 8.3% |
| 90 - <95% | 88 | 29.1% |
| 95 – 100% | 131 | 43.4% |
| Total | 302 | 100.0% |

##### Table 12. Distribution of Graduation Rates in the Aggregate for Schools[[8]](#footnote-8)

|  |  |  |
| --- | --- | --- |
| **2018 Five-Year****Graduation Rate** | **Number of Schools** | **Percentage of Schools** |
| < 50% | 31 | 7.9% |
| 50 - <60% | 11 | 2.8% |
| 60 - <70% | 6 | 1.5% |
| 70 - <80% | 26 | 6.6% |
| 80 - <85% | 25 | 6.4% |
| 85 - <90% | 42 | 10.7% |
| 90 - <95% | 82 | 21.0% |
| 95 – 100% | 168 | 43.0% |
| Total | 391 | 100.0% |

1. Due to rounding, row percentages may not equal 100 percent. [↑](#footnote-ref-1)
2. In the reporting of aggregate results, students are included in the first column (from left to right) for which they qualify. For example, students who dropped out or were expelled, but earned a high school equivalency, are included in the HS equivalency category. Students are only reported in one category. [↑](#footnote-ref-2)
3. The cohort count is as of the end of 2017-18 school year. The status (e.g. graduate, enrolled) is updated as of October 1, 2019. [↑](#footnote-ref-3)
4. Non-Grad Completer includes 1) students who earned a certificate of attainment, 2) students who met local graduation requirements but the district does not offer certificates of attainment, and 3) students with special needs who reached the maximum age (22) but did not graduate. [↑](#footnote-ref-4)
5. The limited English proficient, special education, and low income subgroups include all students that were reported in those categories at least once in high school. Students can be counted in more than one group. [↑](#footnote-ref-5)
6. High Needs subgroup includes students categorized as any of the following as of October 1, 2019: 1) Economically Disadvantaged, 2) English language learner, 3) Students with Disabilities, as well as students categorized as an English learner during the prior two school years. [↑](#footnote-ref-6)
7. Includes districts with at least six students in the cohort. District analyses include charter schools, regional school districts and vocational/technical high schools. [↑](#footnote-ref-7)
8. Includes schools with at least six students in the cohort [↑](#footnote-ref-8)