

Nation's High Schools

DROPOUTS AND POORLY PREPARED STUDENTS NEGATIVELY AFFECT THE ECONOMY

- Nearly 1.3 million students did not graduate from high school in 2010; the lost lifetime earnings for this class of dropouts alone total over **\$337 billion**.¹
- The nation could save as much as **\$17 billion** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.²
- If all students in the United States graduated high school ready for college, the nation could save as much as **\$3.7 billion** a year in community college remediation costs and lost earnings.³
- The nation's economy could see a combination of crime-related savings and additional revenue of about **\$8 billion** each year if the male high school graduation rate increased by just 5 percent.⁴

HIGH SCHOOL AND COLLEGE COMPLETION RATES NEED IMPROVEMENT

High School Graduation Rates (Class of 2007)

	U.S. Department of Education-Reported ⁵	Independently Reported ⁶
	74%	69%

High School Graduation Rates by Race (Class of 2007)⁶

	Nation
All Students	69%
White	77%
Black	54%
Hispanic	56%
Asian	81%
American Indian	51%

Percentage of ACT-Tested Graduates Ready for College-Level Course Work in 2009⁷

	Nation
English	66%
Math	43%
Reading	52%
Science	29%
All Four Subjects	24%

College Graduation Rates⁸

	Four-Year Institution*	Two-Year Institution*
All Students	56%	31%
White	59%	32%
Black	39%	26%
Hispanic	46%	29%
Asian	66%	33%
American Indian	38%	27%

*Graduation within six years of entrance (Cohort from 2002–2008)

**Graduation within three years of entrance (Cohort from 2005–2008)

BUILDING AND USING COMPREHENSIVE STATE DATA SYSTEMS ARE CRITICAL TO DRIVING IMPROVEMENT

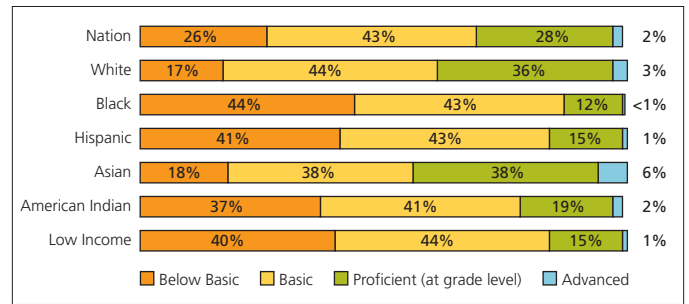
- The national Data Quality Campaign (DQC) recommends ten elements as the start of a robust P–12 longitudinal data system. To date, **only 12 states have all ten elements in place**.⁹
- The DQC also recommends **fundamental steps** states should take in order to change the culture around how data is used to inform decisions on improving system and student performance. To date, **no states have taken all of the fundamental steps**.⁹

Visit <http://dataqualitycampaign.org/survey/states> for more information about which elements and actions each state has in place.



LITERACY IS AN UNDERLYING PROBLEM FOR MANY

National Assessment of Educational Progress (NAEP) Reading Scores for Eighth Graders in School Year (SY) 2008–09¹⁰



MOST STATE TESTS OVERESTIMATE STUDENT PROFICIENCY

Nationwide, the average difference between state- and NAEP-reported eighth-grade reading proficiency rates for SY 2008–09 is **41 percentage points**. In math, the average difference nationwide is **32 percentage points**.¹¹

OVER THREE QUARTERS OF STATES HAVE ADOPTED COMMON CORE STATE STANDARDS

Beginning in June 2009, forty-nine states and territories participated in the initiative to develop common core state standards in English language arts and math. **As of October 2010, over three quarters of states have adopted the standards.**

NEARLY HALF OF THE NATION'S DROPOUTS ARE CONCENTRATED IN LESS THAN 2,000 HIGH SCHOOLS

These high schools have an extremely low promoting power of 60 percent or less, meaning that only 60 percent or fewer of freshman progress to senior year on math. Promoting power is a good estimate of the school's graduation rate. Generally, these schools have high proportions of minority and/or low-income students.

	Number of Federally Reported High Schools ¹² (SY 2007–08)	Number of High Schools with Low Promoting Power ¹³ (three-year average from 2006 to 2008)
Nation	15,675	1,883

An additional **1,911 high schools** have a promoting power between 60 and 70 percent.¹⁴

Over **one third** of the nation's low-promoting-power high schools were identified as making Adequate Yearly Progress during SY 2006–07.¹⁵

1. Previously unpublished update to Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts"; 2. Alliance, "Healthier and Wealthier," 2006; 3. Alliance, "Paying Double," 2006; 4. Alliance, "Saving Futures, Saving Dollars," 2006; 5. National Center for Education Statistics (NCES), "Public School Graduates and Dropouts From the Common Core of Data: School Year 2006–07 First Look", 2009; 6. Editorial Projects in Education Research Center, Diplomas Count: 2010; 7. ACT, "College Readiness by State 2010"; 8. NCES, "Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 and 2005 Cohorts; and Financial Statements and Statistics, Fiscal Year 2008," 2010; 9. Data Quality Campaign, 2009–10 Survey Results; 10. NCES, Nation's Report Card: Reading 2009, 2010; 11. NCES, Nation's Report Card: Reading 2009; NCES, Nation's Report Card: Math 2009, 2009; U.S. Department of Education, "EDFacts State Profiles," 2010; 12. NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2007–08," 2009; 13. Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2010; 14. Analysis of data from Everyone Graduates Center and the NCES Common Core of Data; 15. Analysis of data from Everyone Graduates Center and the Council of Chief State School Officers' School Data Direct