

MINNESOTA
DEPARTMENT OF



Office of Information Technologies
Systems and Data Unit

Completion Study for the Class of 2001

Computation of the Four-year Graduation and Dropout Rates for School Districts in Minnesota

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Estimated Cost of Preparing this Report

This report summarized information that the Department of Children, Families & Learning (CFL) already collects as a part of its normal business functions. Therefore, the cost information reported here does not include the cost of gathering the data but rather is limited to the estimated cost of analyzing the data and preparing the document. The cost of preparing this report is estimated at \$3000.

Purpose of this Report

This report shows the method of computation and results of a longitudinal study tracking Minnesota ninth grade students over a specific time period. The results of the study provide the four-year Graduation and Dropout Rates of Minnesota schools.

Limitations of the Data

The data summarized in this report are based on the Minnesota Automated Reporting Student System (MARSS). Inconsistencies in reporting by different districts throughout the school year and the ability to track individual students over time need to be taken into account when reviewing results of the study.

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Completion Study for the Class of 2001

Introduction

The Minnesota Department of Children, Families & Learning collects detailed data on students served by Minnesota school districts through the Minnesota Automated Reporting Student System (MARSS). The Department has collected student attendance, demographic, and migration data using the MARSS reporting system since 1992. This study reviewed MARSS data over multiple years tracking the records of ninth grade students from a particular school year in order to determine their last reported ending status four years later. Minnesota's four-year Graduation and Dropout rates are then computed using this detailed student information.

MARSS Data Elements

The MARSS system currently collects 37 different pieces of information on each student including gender, birth date, name, and social security number as well as a unique state reporting number. These pieces of information can be used to follow students from year to year. It also collects each student's start and end dates while served by a school, where the student came from, and why the student left. This information can be used to track the progress of a student while enrolled in Minnesota public schools.

When a student stops attending school, district staff determine the reason and record a specific 'status end' code on the student's MARSS record. These 'status end' codes have been defined by the Department and detail 32 reasons why a student record ended (why the student stopped attending school). The reasons are grouped into five categories:

- The student *graduated*,
- The student *dropped out* of school,
- The student is *expected to continue* education in high school the following year,
- The student *transferred* to another educational program outside Minnesota public schools, or
- The student *stopped education* for reasons of illness, death, or other unusual circumstances.

Students in the Class of 2001

To determine the ending status of students in the Class of 2001, all students who were served by Minnesota schools in grade nine during the 1997/1998 school year were first selected. They were then tracked through the 2000/2001 school year to determine each student's final ending status as reported by the last Minnesota school district serving the student. The final ending status was allocated to a category and is used in the summary reports for the state and district totals.

The preliminary statewide results of this study are shown in [Table A](#). The detailed analysis of how these students were tracked through the four-year period is described in [Appendix A](#).

Total number of students served	Graduated	Dropped Out	Continued within the MN public school system	Transferred out of the MN public school system	Stopped education	Ending status unknown*
71,569	51,053	6,426	7,905	1,695	182	4,308

Number of ninth grade students served by Minnesota schools during the 1997/1998 school year and their last reported status after the 2000/2001 school year.

*In some instances, the ending status indicated the student would return to school but no further MARSS records for these particular students could be found in later years. These students were assigned to an 'unknown' category.

Calculation of Percentages

To provide a clearer picture of student achievement within Minnesota, the three main categories of Graduated, Dropped Out, and Continued Enrollment are used. In determining percentages of students served by category, those students who have left the Minnesota public school system and students with ending status unknown are removed from the calculation.

By removing these categories, the total number of students in the sample is reduced and the corresponding percentage for Graduates, Drop Outs, and Continued Enrollments is computed. The adjusted results are illustrated in Table B.

Total Number of Students	Graduated from MN Public Schools		Dropped Out from MN Public Schools		Expected to Continue Enrollment	
	Number	Percentage	Number	Percentage	Number	Percentage
65,384	51,053	78.1%	6,426	9.8 %	7,905	12.1%

Margin of Error ± 1%

Number of ninth grade students served by Minnesota schools during the 1997/1998 school year and their last reported status after the 2000/2001 school year.

Statewide Demographic Totals by Category

The study also selected several of the student’s demographic characteristics as reported through MARSS at any time through the four year period. Statewide totals by category and the corresponding percentage within each demographic group are shown in Table C.

Group	Number Of Students	Graduated	Dropped Out	Expected to Continue High School
Ethnicity				
American Indian	1297	555 42.8%	439 33.9%	303 23.4%
Asian/Pacific Islander	2893	1975 68.3%	389 13.5%	529 18.3%
Hispanic	1264	590 46.7%	381 30.1%	293 23.2%
Black	3398	1309 38.5%	1065 31.3%	1024 30.1%
White	56532	46624 82.5%	4152 7.3%	5756 10.2%
Gender				
Male	33579	25227 75.1%	3767 11.2%	4585 13.7%
Female	31805	25826 81.2%	2659 8.4%	3320 10.4%
Special Education				
Eligible for Service	8636	4700 54.4%	1671 19.4%	2265 26.2%
Not Eligible for Service	56748	46353 81.7%	4755 8.4%	5640 9.9%
Limited English Proficient				
Eligible for Service	2381	1225 51.5%	532 22.3%	624 26.2%
Not Eligible for Service	63003	49828 79.1%	5894 9.4%	7281 11.6%
Economic Status				
Eligible for Meal Programs	18662	10785 57.8%	3824 20.5%	4053 21.7%
Not Eligible for Meal Programs	46722	40268 86.2%	2602 5.6%	3852 8.2%

Margin of Error ± 1%

Number of ninth grade students served by Minnesota schools during the 1997/1998 school year and their last reported status after the 2000/2001 school year.

District Totals by Category

Individual district totals by category are detailed in [Appendix B](#). District totals by category differ from the state totals by category. The district totals for the number of students served is limited only to those students whose last record reported through the four-year period is from the same district which last served the student in the first year of the study.

The difference between the state and district totals can be illustrated in the following example:

A ninth grade student was served by Rochester in first year, moved to Winona in the second year, and then graduated from Winona in the fourth year. This student would be included in the graduate counts for the state totals in [Tables A, B, and C](#), but the student would not be included in the graduate counts for either Rochester or Winona in [Appendix B](#) (as the student's last reported district was not the same as the student's original district).

Because the district totals are limited to a more stable group of students than the state totals, caution should be used when comparing the district percentages to the state percentages.

ALC Effect

Additionally, district to district comparisons should also be used with caution as certain districts provide instruction in Area Learning Centers (ALCs). ALCs provide an alternative form of instruction for students who may dropout or are significantly behind in their coursework. Students cannot enroll in an ALC unless they fall under a specific definition of a learner 'at risk' of not graduating. Districts that do not host an ALC, but whose students have access to a neighboring ALC, may show a reduced number of dropouts and correspondingly, a reduced number of students served. In some cases, this has the effect of inflating the graduation rate for these districts that neighbor an ALC.

This 'ALC Effect' between neighboring districts can be illustrated in the following two examples:

A ninth grade student is served by Rochester in the first year, later qualifies as an 'at risk' student, enrolls in Rochester's ALC in the second year, and then drops out in the fourth year. This student is included in the state dropout totals and in the dropout totals for Rochester (as the last district is the same as the original district).

A similar ninth grade student is served by Byron (a neighboring district) in the first year. This student later qualifies as an 'at risk' student, transfers to Rochester's ALC in the second year, and eventually drops out in the fourth year. The student is included in the state totals for dropouts but is not included in the dropout counts for either Rochester or Byron (as the last district is not the same as the first district). This example has the effect of removing one student from the dropout total and the total of students served for Byron as shown in [Appendix B](#).

Because of the reduction of numbers in certain categories, districts which neighbor an ALC may have their dropout percentage slightly deflated and their graduation and continuing percentages slightly inflated due to this 'ALC Effect'.

Margin of Error

This study is based on the ability to track students from one year to the next using the MARSS reporting system. Inconsistencies in recording the state reporting number, student name, birth date, social security number or status end code may reduce the accuracy of the matching process over the four-year period and impact the corresponding result totals by category. Additionally, the methods used to match student records from one year to the next may also have inadvertently increased or decreased the number of students included in the results.

To determine an overall margin of error to account for inconsistencies in reporting (and erroneous assumptions used in the tracking procedures), separate reviews were conducted to search for different types of errors in the final calculations. These reviews discovered some minor errors in the MARSS reporting process and slight anomalies in the matching logic used over multiple years. The resulting margin of error for the state results appears to be less than one percent. Details of the reviews and errors found are described in Appendix A.

Summary

This study focused on all ninth grade students served in Minnesota during the 1997/1998 school year. Of those students who could be reliably tracked in the Minnesota public school system over a four-year period, Table B illustrates 78.1% percent graduated from a Minnesota high school. During this same four-year period, 9.8% percent dropped out and apparently, did not return to the Minnesota public school system within four years.

In comparison to the previous Completion Studies, the graduation rate appears to be steady with as slight increase in the continuing rate. A comparison of the statewide results over time is shown in Tables D and E and F.

TABLE D
Adjusted statewide results and percentages by category over time

Year	Number of Students	Graduated	Dropped Out	Continued
Class of 1996	56,217	78.5%	11.3%	10.2%
Class of 1997	59,699	78.2%	11.3%	10.5%
Class of 1998	62,822	78.0%	11.0%	11.0%
Class of 1999	64,254	78.9%	10.7%	10.4%
Class of 2000	65,492	78.5%	10.7%	10.8%
Class of 2001	65,384	78.1%	9.8%	12.1%

Margin of Error ± 1%

Number of ninth grade students served by Minnesota schools
and their last reported status within a four year period.

Comparing several years of student activity by using MARSS data exclusively is intended to provide another view of student migration and achievement in addition to the information already reported annually by school districts. The results of this study over multiple years may provide information to measure the success of school districts implementing recent initiatives intended to improve education within the Minnesota public school system.

However, the results as detailed by school district in Appendix B should not be confused with existing graduation and dropout information annually reported by Minnesota schools, nor are they intended to indicate quality of education by school district. Student mobility, cohort characteristics, and individual reporting discrepancies between school districts may also have an impact the detailed district results.

TABLE E
Adjusted statewide results and percentages by category over time by ethnicity

Year	Number of Students	Graduated	Dropped Out	Continued
American Indian				
Class of 1996	945	37.0 %	39.9 %	23.1 %
Class of 1997	1089	41.1 %	37.9 %	21.0 %
Class of 1998	1197	43.4 %	35.4 %	21.2 %
Class of 1999	1252	42.5 %	34.7 %	22.8 %
Class of 2000	1243	42.6 %	34.4 %	23.0 %
Class of 2001	1297	42.8 %	33.9 %	23.4 %
Asian / Pacific Islander				
Class of 1996	1686	69.0 %	16.7 %	14.3 %
Class of 1997	1784	68.1 %	17.8 %	14.1 %
Class of 1998	2085	67.5 %	16.8 %	15.7 %
Class of 1999	2291	68.8 %	15.3 %	15.9 %
Class of 2000	2579	68.0 %	15.7 %	16.3 %
Class of 2001	2893	68.3 %	13.5 %	18.3 %
Hispanic				
Class of 1996	790	44.8 %	38.7 %	16.5 %
Class of 1997	993	43.7 %	37.6 %	18.7 %
Class of 1998	1037	49.2 %	32.8 %	18.0 %
Class of 1999	1098	48.2 %	31.2 %	20.6 %
Class of 2000	1204	47.2 %	33.0 %	19.8 %
Class of 2001	1264	46.7 %	30.1 %	23.2 %
Black				
Class of 1996	2244	33.1 %	44.0 %	22.9 %
Class of 1997	2506	35.6 %	39.8 %	24.6 %
Class of 1998	2961	35.9 %	38.4 %	25.7 %
Class of 1999	3003	38.6 %	36.4 %	25.0 %
Class of 2000	3284	37.0 %	37.4 %	25.6 %
Class of 2001	3398	38.5 %	31.3 %	30.1 %
White				
Class of 1996	50,552	82.1 %	8.7 %	9.1 %
Class of 1997	53,327	81.9 %	8.7 %	9.4 %
Class of 1998	55,542	81.9 %	8.4 %	9.7 %
Class of 1999	56,610	82.9 %	8.2 %	9.0 %
Class of 2000	57,182	82.8 %	8.0 %	9.2 %
Class of 2001	56,532	82.5 %	7.4 %	10.2 %

Margin of Error ± 1%

Number of ninth grade students served by Minnesota schools
 and their last reported status within a four year period.

TABLE F
Adjusted statewide results and percentages by category over time by demographic group

Year	Number of Students	Graduated	Dropped Out	Continued
Students of Color				
Class of 1996	5665	46.1 %	34.4 %	19.5 %
Class of 1997	6372	46.9 %	33.0 %	20.1 %
Class of 1998	7280	48.1 %	30.9 %	21.0 %
Class of 1999	7644	49.7 %	29.1 %	21.2%
Class of 2000	8310	48.9 %	29.6 %	21.5%
Class of 2001	8852	50.0 %	25.7 %	24.3 %
Special Education Students				
Class of 1996	*	*	*	*
Class of 1997	*	*	*	*
Class of 1998	7925	52.5 %	23.1 %	24.4 %
Class of 1999	8229	54.1 %	22.1 %	23.8 %
Class of 2000	8554	55.4 %	21.2 %	23.4 %
Class of 2001	8636	54.4 %	19.4 %	26.2 %
Limited English Proficient Students				
Class of 1996	*	*	*	*
Class of 1997	*	*	*	*
Class of 1998	1334	54.1 %	24.9 %	21.0 %
Class of 1999	1718	54.8 %	24.2 %	21.0 %
Class of 2000	1988	48.5 %	29.3 %	22.2 %
Class of 2001	2381	51.5 %	22.3 %	26.2 %

Margin of Error \pm 1%

Number of ninth grade students served by Minnesota schools
and their last reported status within a four year period.

* Special Education and LEP status were not computed in the first years of the study.

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APPENDIX A

Detailed Methodology

Completion Study for the Class of 2001

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Detailed Methodology

Initial Group of Students

The study looked at the 1997/1998 MARSS End of Year database and selected students served in grade nine on or after September 1, 1997, with the following conditions:

- The record was excluded from the study if the STATE AID CATEGORY* was 25, (Adult), 16, 17, 18 (Shared-Time), 14 (Residents of other states), 26 & 28 (nonpublic or private alternative programs), or 98 (Summer withdrawals from the previous year).
- The record was excluded from the study if the MARSS STATUS was 1 (a local error was detected in the MARSS record).
- If the student had more than one record that qualified, the last record (as determined by the STATUS END DATE) was selected. If two records had the same STATUS END DATE for a single student (as occurs with dual enrolled students attending alternative schools) the record with the lower school classification was used. The district serving the student on this last record is referred to as the '1997/1998 Serving District' in [Appendix B](#).

Due to reporting discrepancies, some students in this initial group were assigned two different STATE REPORTING NUMBERS. To correct for this, the STUDENT NAME, DATE OF BIRTH, GENDER, and SOCIAL SECURITY NUMBER (where available) were used to locate duplicate records with different STATE REPORTING NUMBERS. After final corrections, the resulting database contained individual records representing 71,569 unique students that were served as ninth graders during the 1997/1998 school year.

Because of this and other reporting discrepancies over multiple years, a separate 'master identification number' was then assigned to each record in the initial group of ninth grade students, independent of the STATE REPORTING NUMBER assigned by each district. Both identifying numbers (as well as several other student demographic elements) were then used to track the records of students through subsequent years.

Subsequent Year Search

The following year's MARSS database was reviewed using a multi-step procedure to accurately identify subsequent records from the initial group of ninth grade students. The first step was to locate all student records from the 1998/1999 MARSS database with matching STATE REPORTING NUMBERS. For the remaining students that could not be found, a special matching routine was developed based on STUDENT NAME, SOCIAL SECURITY NUMBER, BIRTH DATE, GENDER and several other demographic characteristics for the students. This procedure found additional records for students whose STATE REPORTING NUMBER had been changed the following year.

A similar process was then used to identify students from the 1999/2000 and 2000/2001 school years: The STATE REPORTING NUMBERS were matched and then the special matching procedure was used to find additional records for individual students in the initial group of ninth grade students.

Since there were now several incidences of students with multiple identifiers, the master identification number assigned to the original student from 1997/1998 was used to keep records for individual students grouped together.

Results of the matching processes over the four-year period were compiled into a single master database sorted by the newly assigned master identification number and date education service stopped (the STATUS END DATE). In this manner, records were aligned in order of sequence from the earliest to the most recent for each student. After final corrections, the master database contained 341,803 records: a complete history of each student from the initial sample as reported

* All MARSS data elements are represented in a SMALL CAPS font style

by school districts in Minnesota. The study then selected the last record for each student and copied the corresponding STATUS END CODE and serving district for those records to the final database which contains one record for each of the 71,569 students served in the original sample.

Major Categories

Each record in the final database was then evaluated to determine the grouping of the STATUS END CODES. The following codes were assigned to the seven major categories:

Status End Code	Category	Condition
08, 09	Graduated	
06, 14, 15, 16, 17, 18, 19, 31, 32, 33, 34, 35, 37	Dropped Out	
01, 02, 04, 20, 22, 36, 40, 41, 42, 99	Continued Enrollment	The last record is from the fourth year of the study and implies the student will continue education into a fifth school year.
03	Transferred to Nonpublic	
05	Left State	
11, 12, 13	Stopped Education	
01, 02, 04, 20, 22, 40, 41, 42, 99	Ending Status Unknown	The last record is from the first, second or third year of the study and the status end implied the student would continue the following year. However, no later student record was matched in any of the following years' databases.

Margin of Error

This analysis is dependent on several factors including the consistent use of the STATE REPORTING NUMBER, valid matching logic used in comparing records from one year to the next, and consistent MARSS reporting practices used by school districts in Minnesota.

Previous studies of MARSS data have indicated about one percent of the students inadvertently receive a new STATE REPORTING NUMBER within a particular year and two percent of the students have their STATE REPORTING NUMBER inadvertently changed between school years. These discrepancies have gradually been reduced over time with revised MARSS procedures and intensive edit checking by district staff, but the potential still remains for an individual student to be assigned two or more STATE REPORTING NUMBERS over the four-year period.

The logic used for this study attempts to resolve this problem by using other matching criteria besides the STATE REPORTING NUMBER to accurately locate student records from subsequent years. The logic was also designed to provide a means to match records with the 1996/97 MARSS database where almost all students received new STATE REPORTING NUMBERS due to the planned expanded use of the MARSS reporting system.

This logic nearly eliminates the STATE REPORTING NUMBER discrepancies as combinations of two or more demographic elements for a single student would now have to change simultaneously for the student record to be missed in subsequent years. However, the revised logic may have introduced other discrepancies (such as student records matched in error).

To determine a percentage of students matched in error or missed in following years, separate reviews were conducted to either correct the error or to assign a 'margin of error' to the results of the study.

Recycled Identification Numbers / Shared Social Security Numbers

The first review compared all BIRTH DATES for students with the same master ID number in the master database. It found 900 records where the BIRTH DATE did not match on all the records. Of these, it was determined 300 records (affecting 97 students) were matched in error and these records were removed from the master database. In many cases, this occurred when a student left a school district and his or her STATE REPORTING NUMBER was assigned to a new student the following year. In other instances, siblings apparently had been assigned each other's SOCIAL SECURITY NUMBER in later years. Errors due to recycling of STATE REPORTING NUMBERS or shared SOCIAL SECURITY NUMBERS have been corrected in the final database.

Students Matched Incorrectly

The second review attempted to determine how many of the remaining students were matched incorrectly. To determine suspected errors, the student's AVERAGE DAILY MEMBERSHIP (ADM) was totaled in each of the four years. Normally, a student would generate about 1.0 ADM if they attended a Minnesota school for the entire year. Student's who had excessive ADM amounts for individual years were selected. There were 946 students whose ADM was excessive for any particular year. The records were then linked to the master database and the student's complete history was then reviewed to determine if all records were matched correctly. Of those, 211 records affecting 63 students appeared to have been incorrectly matched. Errors due to incorrect matching processes have been corrected in the final database.

Service Provided After Graduation

The third review looked at all records in the master database and searched for incidences of a graduation STATUS END CODE followed by a later record. It found 188 incidences where a graduation record preceded another record in the master database. All students appeared to be matched correctly. The records were reviewed and it was determined 79 of the students in the original sample should have the graduation record assigned as the last record for the student. In many cases, this occurred when students were 'dual enrolled' and service did not stop at the same time in both schools. Errors due to service provided after graduation have been corrected in the final database.

Students Missed in Following Years

About 13 percent of the students in the study (9277) could not be found in the 2000/2001 MARSS database. The fourth review attempted to find a percentage of these students and then determine margin of error for the entire study by extrapolating the findings. It used a random sample of 928 students from this group (10 percent of the total not found in the 2000/2001 MARSS database). The review matched the records using less restrictive combinations of student characteristics and then confirmed the match manually. These matching methods included using birth date with only the first two letters of the last name, full name only, and social security numbers without the name or birth date check. This review found four students who should have been included in the final database but were not matched because of changes in student demographic elements between school years. Extrapolating the results to the entire study, 40 students have probably been missed in the 2000/2001 school year with various ending status results ($40 / 71,569 = 0.06\%$). This type of error could not be corrected in the final database, so a 'margin of error' was assigned to the entire study to account for this type of matching error (rounded up to $\pm 1\%$).

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APPENDIX B

School District Detail

Completion Study for the Class of 2001

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Class of 2001 Ending Status of Students

Limited to students whose last serving district is the same as their originating district of 1997/1998.

The counts represent the adjusted number of ninth grade students served by Minnesota schools during the 1997/1998 school year and their last reported status through the 2000/2001 school year.

1997/1998 Serving District	Adjusted number of ninth grade students served	Number later reported as graduating	Number later reported as dropping out	Number later reported as continuing education the following school year
0001:01 * AITKIN	97	86 88.7%	6 6.2%	5 5.2%
0001:03 * MINNEAPOLIS	3055	1400 45.8%	1007 33.0%	648 21.2%
0002:01 HILL CITY	33	31 93.9%	1 3.0%	1 3.0%
0004:01 * MCGREGOR	42	40 95.2%	1 2.4%	1 2.4%
0006:03 * SOUTH ST. PAUL	276	200 72.5%	42 15.2%	34 12.3%
0011:01 * ANOKA-HENNEPIN	2625	2137 81.4%	199 7.6%	289 11.0%
0012:01 * CENTENNIAL	400	346 86.5%	16 4.0%	38 9.5%
0013:01 * COLUMBIA HEIGHTS	158	125 79.1%	18 11.4%	15 9.5%
0014:01 * FRIDLEY	181	146 80.7%	13 7.2%	22 12.2%
0015:01 ST. FRANCIS	286	233 81.5%	19 6.6%	34 11.9%
0016:01 * SPRING LAKE PARK	277	235 84.8%	30 10.8%	12 4.3%
0022:01 * DETROIT LAKES	203	168 82.8%	11 5.4%	24 11.8%
0023:01 FRAZEE	89	84 94.4%	4 4.5%	1 1.1%
0031:01 * BEMIDJI	374	312 83.4%	11 2.9%	51 13.6%
0032:01 BLACKDUCK	65	63 96.9%	1 1.5%	1 1.5%
0036:01 KELLIHER	11	11 100.0%	0 0.0%	0 0.0%
0038:01 * RED LAKE	74	16 21.6%	40 54.1%	18 24.3%
0047:01 SAUK RAPIDS	222	211 95.1%	2 0.9%	9 4.1%
0051:01 FOLEY	152	140 92.1%	8 5.3%	4 2.6%
0062:01 ORTONVILLE	70	67 95.7%	2 2.9%	1 1.4%
0075:01 ST. CLAIR	43	38 88.4%	3 7.0%	2 4.7%
0077:01 * MANKATO	547	459 83.9%	49 9.0%	39 7.1%
0081:01 COMFREY	17	17 100.0%	0 0.0%	0 0.0%
0084:01 SLEEPY EYE	50	46 92.0%	3 6.0%	1 2.0%
0085:01 SPRINGFIELD	71	69 97.2%	2 2.8%	0 0.0%
0088:01 NEW ULM	208	198 95.2%	3 1.4%	7 3.4%
0091:01 BARNUM	47	43 91.5%	4 8.5%	0 0.0%
0093:01 CARLTON	47	36 76.6%	6 12.8%	5 10.6%
0094:01 * CLOQUET	193	161 83.4%	26 13.5%	6 3.1%
0095:01 CROMWELL	26	25 96.2%	0 0.0%	1 3.9%
0097:01 MOOSE LAKE	59	54 91.5%	4 6.8%	1 1.7%
0099:01 ESKO	66	64 97.0%	2 3.0%	0 0.0%
0100:01 WRENSHALL	28	24 85.7%	3 10.7%	1 3.6%
0108:01 * NORWOOD	105	89 84.8%	6 5.7%	10 9.5%
0110:01 WACONIA	128	127 99.2%	0 0.0%	1 0.8%
0111:01 WATERTOWN-MAYER	91	89 97.8%	1 1.1%	1 1.1%
0112:01 CHASKA	368	348 94.6%	8 2.2%	12 3.3%
0113:01 * WALKER-HACKENSACK-AKELEY	63	51 81.0%	7 11.1%	5 7.9%
0115:01 * CASS LAKE	71	30 42.3%	28 39.4%	13 18.3%
0116:01 PILLAGER	29	26 89.7%	0 0.0%	3 10.3%
0118:01 NORTHLAND COMMUNITY SCHOOLS	38	35 92.1%	2 5.3%	1 2.6%

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0129:01 MONTEVIDEO	129	126 97.7%	1 0.8%	2 1.6%
0138:01 * NORTH BRANCH	228	203 89.0%	9 4.0%	16 7.0%
0139:01 RUSH CITY	57	49 86.0%	2 3.5%	6 10.5%
0146:01 BARNESVILLE	54	47 87.0%	5 9.3%	2 3.7%
0150:01 HAWLEY	60	59 98.3%	1 1.7%	0 0.0%
0152:01 * MOORHEAD	371	338 91.1%	20 5.4%	13 3.5%
0160:70 MINNESOTA STATE ACADEMIES (C)	9	6 66.7%	0 0.0%	3 33.3%
0162:01 BAGLEY	59	50 84.8%	7 11.9%	2 3.4%
0166:01 * COOK COUNTY	62	49 79.0%	9 14.5%	4 6.5%
0173:01 MOUNTAIN LAKE	39	38 97.4%	0 0.0%	1 2.6%
0175:01 WESTBROOK	30	28 93.3%	1 3.3%	1 3.3%
0177:01 WINDOM	78	74 94.9%	3 3.9%	1 1.3%
0181:01 * BRAINERD	551	412 74.8%	60 10.9%	79 14.3%
0182:01 * CROSBY-IRONTON	110	89 80.9%	16 14.6%	5 4.6%
0186:01 PEQUOT LAKES	84	82 97.6%	0 0.0%	2 2.4%
0191:01 * BURNSVILLE	704	562 79.8%	42 6.0%	100 14.2%
0192:01 * FARMINGTON	229	213 93.0%	2 0.9%	14 6.1%
0194:01 * LAKEVILLE	476	414 87.0%	7 1.5%	55 11.6%
0195:01 RANDOLPH	27	27 100.0%	0 0.0%	0 0.0%
0196:01 * ROSEMOUNT-APPLE	1720	1514 88.0%	69 4.0%	137 8.0%
0197:01 * WEST ST. PAUL-MENDOTA	269	228 84.8%	11 4.1%	30 11.2%
0199:01 * INVER GROVE	278	232 83.5%	9 3.2%	37 13.3%
0200:01 * HASTINGS	402	360 89.6%	16 4.0%	26 6.5%
0203:01 HAYFIELD	81	79 97.5%	0 0.0%	2 2.5%
0204:01 * KASSON-MANTORVILLE	123	117 95.1%	4 3.3%	2 1.6%
0206:01 ALEXANDRIA	304	287 94.4%	4 1.3%	13 4.3%
0207:01 BRANDON	32	31 96.9%	1 3.1%	0 0.0%
0208:01 EVANSVILLE	24	24 100.0%	0 0.0%	0 0.0%
0213:01 OSAKIS	51	49 96.1%	0 0.0%	2 3.9%
0227:01 CHATFIELD	63	61 96.8%	2 3.2%	0 0.0%
0229:01 LANESBORO	31	29 93.6%	1 3.2%	1 3.2%
0238:01 MABEL-CANTON	27	26 96.3%	1 3.7%	0 0.0%
0239:01 RUSHFORD-PETERSON	59	58 98.3%	1 1.7%	0 0.0%
0241:01 * ALBERT LEA	310	264 85.2%	37 11.9%	9 2.9%
0242:01 ALDEN	31	31 100.0%	0 0.0%	0 0.0%
0252:01 CANNON FALLS	105	87 82.9%	0 0.0%	18 17.1%
0253:01 GOODHUE	47	43 91.5%	3 6.4%	1 2.1%
0255:01 * PINE ISLAND	80	75 93.8%	3 3.8%	2 2.5%
0256:01 * RED WING	283	242 85.5%	19 6.7%	22 7.8%
0261:01 ASHBY	21	20 95.2%	1 4.8%	0 0.0%
0264:01 HERMAN-NORCROSS	16	16 100.0%	0 0.0%	0 0.0%

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0270:01 HOPKINS	541	489 90.4%	11 2.0%	41 7.6%
0271:01 BLOOMINGTON	708	636 89.8%	13 1.8%	59 8.3%
0272:01 EDEN PRAIRIE	598	549 91.8%	9 1.5%	40 6.7%
0273:01 * EDINA	434	429 98.9%	0 0.0%	5 1.2%
0276:01 MINNETONKA	439	398 90.7%	6 1.4%	35 8.0%
0277:01 WESTONKA	147	135 91.8%	3 2.0%	9 6.1%
0278:01 ORONO	184	179 97.3%	3 1.6%	2 1.1%
0279:01 * OSSEO	1300	1149 88.4%	58 4.5%	93 7.2%
0280:01 RICHFIELD	239	200 83.7%	8 3.4%	31 13.0%
0281:01 ROBBINSDALE	726	597 82.2%	29 4.0%	100 13.8%
0282:01 ST. ANTHONY-NEW BRIGHTON	88	84 95.5%	1 1.1%	3 3.4%
0283:01 * ST. LOUIS PARK	273	250 91.6%	18 6.6%	5 1.8%
0284:01 WAYZATA	551	544 98.7%	5 0.9%	2 0.4%
0286:01 BROOKLYN CENTER	104	85 81.7%	9 8.7%	10 9.6%
0287:06 * INTERMEDIATE SCHOOL DISTRICT 2	100	11 11.0%	42 42.0%	47 47.0%
0294:01 * HOUSTON	29	29 100.0%	0 0.0%	0 0.0%
0297:01 SPRING GROVE	30	30 100.0%	0 0.0%	0 0.0%
0299:01 CALEDONIA	106	100 94.3%	3 2.8%	3 2.8%
0300:01 * LACRESCENT-HOKAH	136	121 89.0%	6 4.4%	9 6.6%
0306:01 LAPORTE	26	22 84.6%	1 3.9%	3 11.5%
0308:01 NEVIS	33	30 90.9%	1 3.0%	2 6.1%
0309:01 * PARK RAPIDS	144	101 70.1%	31 21.5%	12 8.3%
0314:01 * BRAHAM	72	61 84.7%	0 0.0%	11 15.3%
0316:01 GREENWAY	103	97 94.2%	1 1.0%	5 4.9%
0317:01 DEER RIVER	84	76 90.5%	7 8.3%	1 1.2%
0318:01 * GRAND RAPIDS	365	290 79.5%	39 10.7%	36 9.9%
0319:01 NASHWAUK-KEEWATIN	43	40 93.0%	1 2.3%	2 4.7%
0323:02 FRANCONIA	1	1 100.0%	0 0.0%	0 0.0%
0330:01 HERON LAKE-OKABENA	40	36 90.0%	0 0.0%	4 10.0%
0332:01 * MORA	156	121 77.6%	16 10.3%	19 12.2%
0333:01 OGILVIE	41	35 85.4%	2 4.9%	4 9.8%
0345:01 * NEW LONDON-SPICER	154	140 90.9%	5 3.3%	9 5.8%
0347:01 * WILLMAR	348	258 74.1%	48 13.8%	42 12.1%
0356:01 LANCASTER	22	22 100.0%	0 0.0%	0 0.0%
0361:01 * INTERNATIONAL FALLS	153	125 81.7%	23 15.0%	5 3.3%
0362:01 LITTLEFORK-BIG FALLS	28	27 96.4%	1 3.6%	0 0.0%
0363:01 SOUTH KOOCHICHING	29	27 93.1%	1 3.5%	1 3.5%
0378:01 DAWSON-BOYD	53	50 94.3%	1 1.9%	2 3.8%
0381:01 * LAKE SUPERIOR	145	132 91.0%	8 5.5%	5 3.5%
0390:01 LAKE OF THE WOODS	44	41 93.2%	3 6.8%	0 0.0%
0391:01 CLEVELAND	36	31 86.1%	2 5.6%	3 8.3%

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0392:01 LECENTER	57	55 96.5%	2 3.5%	0 0.0%
0394:01 MONTGOMERY-LONSDALE	96	91 94.8%	4 4.2%	1 1.0%
0403:01 IVANHOE	37	37 100.0%	0 0.0%	0 0.0%
0404:01 LAKE BENTON	22	20 90.9%	2 9.1%	0 0.0%
0409:01 TYLER	61	59 96.7%	0 0.0%	2 3.3%
0413:01 * MARSHALL	204	183 89.7%	12 5.9%	9 4.4%
0414:01 MINNEOTA	55	54 98.2%	1 1.8%	0 0.0%
0417:01 TRACY	79	75 94.9%	3 3.8%	1 1.3%
0423:01 * HUTCHINSON	228	191 83.8%	15 6.6%	22 9.7%
0424:01 LESTER PRAIRIE	28	24 85.7%	1 3.6%	3 10.7%
0432:01 * MAHNOMEN	61	43 70.5%	13 21.3%	5 8.2%
0435:01 * WAUBUN	40	33 82.5%	0 0.0%	7 17.5%
0441:01 MARSHALL COUNTY CENTRAL	33	33 100.0%	0 0.0%	0 0.0%
0447:01 GRYGLA	13	13 100.0%	0 0.0%	0 0.0%
0458:01 TRUMAN	34	33 97.1%	1 2.9%	0 0.0%
0463:01 EDEN VALLEY-WATKINS	78	69 88.5%	5 6.4%	4 5.1%
0465:01 LITCHFIELD	148	134 90.5%	8 5.4%	6 4.1%
0466:01 * DASSEL-COKATO	155	145 93.6%	4 2.6%	6 3.9%
0473:01 * ISLE	29	27 93.1%	1 3.5%	1 3.5%
0477:01 PRINCETON	193	186 96.4%	3 1.6%	4 2.1%
0480:01 * ONAMIA	55	50 90.9%	3 5.5%	2 3.6%
0482:01 * LITTLE FALLS	289	253 87.5%	22 7.6%	14 4.8%
0484:01 * PIERZ	84	79 94.1%	4 4.8%	1 1.2%
0485:01 * ROYALTON	59	56 94.9%	2 3.4%	1 1.7%
0486:01 * SWANVILLE	34	32 94.1%	0 0.0%	2 5.9%
0487:01 UPSALA	30	30 100.0%	0 0.0%	0 0.0%
0492:01 * AUSTIN	346	229 66.2%	81 23.4%	36 10.4%
0495:01 GRAND MEADOW	24	23 95.8%	1 4.2%	0 0.0%
0497:01 LYLE	18	17 94.4%	1 5.6%	0 0.0%
0499:01 LEROY	32	32 100.0%	0 0.0%	0 0.0%
0500:01 SOUTHLAND	47	45 95.7%	0 0.0%	2 4.3%
0505:01 FULDA	45	45 100.0%	0 0.0%	0 0.0%
0507:01 NICOLLET	43	43 100.0%	0 0.0%	0 0.0%
0508:01 ST. PETER	131	122 93.1%	7 5.3%	2 1.5%
0511:01 ADRIAN	49	48 98.0%	1 2.0%	0 0.0%
0514:01 ELLSWORTH	20	20 100.0%	0 0.0%	0 0.0%
0516:01 ROUND LAKE	32	30 93.8%	2 6.3%	0 0.0%
0518:01 * WORTHINGTON	188	153 81.4%	11 5.9%	24 12.8%
0531:01 BYRON	81	80 98.8%	0 0.0%	1 1.2%
0533:01 DOVER-EYOTA	53	51 96.2%	2 3.8%	0 0.0%
0534:01 STEWARTVILLE	117	111 94.9%	6 5.1%	0 0.0%

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0535:01 * ROCHESTER	1130	920	81.4%	133	11.8%	77	6.8%
0542:01 BATTLE LAKE	28	27	96.4%	1	3.6%	0	0.0%
0544:01 * FERGUS FALLS	257	210	81.7%	26	10.1%	21	8.2%
0545:01 HENNING	37	37	100.0%	0	0.0%	0	0.0%
0547:01 PARKERS PRAIRIE	49	48	98.0%	0	0.0%	1	2.0%
0548:01 PELICAN RAPIDS	86	79	91.9%	6	7.0%	1	1.2%
0549:01 * PERHAM	141	122	86.5%	11	7.8%	8	5.7%
0550:01 UNDERWOOD	29	28	96.6%	1	3.5%	0	0.0%
0553:01 NEW YORK MILLS	55	52	94.6%	0	0.0%	3	5.5%
0561:01 GOODRIDGE	18	17	94.4%	1	5.6%	0	0.0%
0564:01 * THIEF RIVER FALLS	148	127	85.8%	1	0.7%	20	13.5%
0577:01 * WILLOW RIVER	34	29	85.3%	4	11.8%	1	2.9%
0578:01 * PINE CITY	129	106	82.2%	11	8.5%	12	9.3%
0581:01 EDGERTON	17	17	100.0%	0	0.0%	0	0.0%
0592:01 CLIMAX	10	10	100.0%	0	0.0%	0	0.0%
0593:01 * CROOKSTON	176	140	79.6%	16	9.1%	20	11.4%
0595:01 * EAST GRAND FORKS	169	146	86.4%	17	10.1%	6	3.6%
0599:01 FERTILE-BELTRAMI	56	51	91.1%	3	5.4%	2	3.6%
0600:01 FISHER	22	21	95.5%	0	0.0%	1	4.6%
0601:01 FOSSTON	62	58	93.6%	1	1.6%	3	4.8%
0621:01 * MOUNDS VIEW	858	739	86.1%	52	6.1%	67	7.8%
0622:01 * NORTH ST PAUL-MAPLEWOOD	721	649	90.0%	34	4.7%	38	5.3%
0623:01 * ROSEVILLE	379	362	95.5%	4	1.1%	13	3.4%
0624:01 * WHITE BEAR LAKE	670	632	94.3%	13	1.9%	25	3.7%
0625:01 * ST. PAUL	2695	1699	63.0%	388	14.4%	608	22.6%
0627:01 OKLEE	22	18	81.8%	1	4.6%	3	13.6%
0628:01 PLUMMER	17	16	94.1%	1	5.9%	0	0.0%
0630:01 RED LAKE FALLS	47	47	100.0%	0	0.0%	0	0.0%
0640:01 WABASSO	52	52	100.0%	0	0.0%	0	0.0%
0656:01 * FARIBAULT	352	292	83.0%	41	11.7%	19	5.4%
0659:01 * NORTHFIELD	271	225	83.0%	20	7.4%	26	9.6%
0671:01 HILLS-BEAVER CREEK	20	18	90.0%	0	0.0%	2	10.0%
0676:01 BADGER	12	11	91.7%	1	8.3%	0	0.0%
0682:01 ROSEAU	104	103	99.0%	1	1.0%	0	0.0%
0690:01 * WARROAD	106	88	83.0%	11	10.4%	7	6.6%
0695:01 CHISHOLM	86	77	89.5%	2	2.3%	7	8.1%
0696:01 ELY	70	68	97.1%	1	1.4%	1	1.4%
0698:01 * FLOODWOOD	19	17	89.5%	2	10.5%	0	0.0%
0700:01 HERMANTOWN	140	136	97.1%	0	0.0%	4	2.9%
0701:01 * HIBBING	301	224	74.4%	32	10.6%	45	15.0%
0704:01 PROCTOR	160	152	95.0%	3	1.9%	5	3.1%

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0706:01 * VIRGINIA	144	135 93.8%	4 2.8%	5 3.5%
0709:01 * DULUTH	998	774 77.6%	157 15.7%	67 6.7%
0712:01 MOUNTAIN IRON-BUHL	43	42 97.7%	1 2.3%	0 0.0%
0716:01 BELLE PLAINE	88	87 98.9%	0 0.0%	1 1.1%
0717:01 JORDAN	78	77 98.7%	1 1.3%	0 0.0%
0719:01 PRIOR LAKE	268	247 92.2%	4 1.5%	17 6.3%
0720:01 SHAKOPEE	188	172 91.5%	6 3.2%	10 5.3%
0721:01 NEW PRAGUE	181	176 97.2%	2 1.1%	3 1.7%
0726:01 BECKER	104	100 96.2%	1 1.0%	3 2.9%
0727:01 BIG LAKE	99	88 88.9%	8 8.1%	3 3.0%
0728:01 * ELK RIVER	580	465 80.2%	45 7.8%	70 12.1%
0738:01 HOLDINGFORD	82	2 2.4%	2 2.4%	78 95.1%
0739:01 KIMBALL	75	68 90.7%	5 6.7%	2 2.7%
0740:01 MELROSE	156	151 96.8%	3 1.9%	2 1.3%
0741:01 PAYNESVILLE	93	91 97.9%	1 1.1%	1 1.1%
0742:01 * ST. CLOUD	827	650 78.6%	47 5.7%	130 15.7%
0743:01 SAUK CENTRE	118	114 96.6%	0 0.0%	4 3.4%
0745:01 ALBANY	142	133 93.7%	2 1.4%	7 4.9%
0748:01 SARTELL	191	188 98.4%	1 0.5%	2 1.1%
0750:01 ROCORI	195	193 99.0%	2 1.0%	0 0.0%
0756:01 BLOOMING PRAIRIE	87	79 90.8%	5 5.8%	3 3.5%
0761:01 * OWATONNA	377	332 88.1%	28 7.4%	17 4.5%
0763:01 MEDFORD	33	31 93.9%	1 3.0%	1 3.0%
0768:01 HANCOCK	18	18 100.0%	0 0.0%	0 0.0%
0769:01 * MORRIS	100	98 98.0%	1 1.0%	1 1.0%
0771:01 CHOKIO-ALBERTA	21	21 100.0%	0 0.0%	0 0.0%
0775:01 KERKHOVEN-MURDOCK-SUNBURG	43	39 90.7%	2 4.7%	2 4.7%
0777:01 * BENSON	84	77 91.7%	6 7.1%	1 1.2%
0786:01 BERTHA-HEWITT	40	37 92.5%	2 5.0%	1 2.5%
0787:01 BROWERVILLE	52	50 96.2%	2 3.9%	0 0.0%
0801:01 BROWNS VALLEY	3	3 100.0%	0 0.0%	0 0.0%
0803:01 WHEATON AREA SCHOOL	47	47 100.0%	0 0.0%	0 0.0%
0806:01 ELGIN-MILLVILLE	47	44 93.6%	2 4.3%	1 2.1%
0810:01 PLAINVIEW	81	81 100.0%	0 0.0%	0 0.0%
0811:01 WABASHA-KELLOGG	63	57 90.5%	1 1.6%	5 7.9%
0813:01 LAKE CITY	109	100 91.7%	5 4.6%	4 3.7%
0818:01 VERNDALE	26	22 84.6%	0 0.0%	4 15.4%
0820:01 SEBEKA	32	32 100.0%	0 0.0%	0 0.0%
0821:01 MENAHTA	48	47 97.9%	0 0.0%	1 2.1%
0829:01 * WASECA	176	154 87.5%	19 10.8%	3 1.7%
0831:01 * FOREST LAKE	549	470 85.6%	49 8.9%	30 5.5%

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0832:01 * MAHTOMEDI	197	185 93.9%	1 0.5%	11 5.6%
0833:01 * SOUTH WASHINGTON COUNTY	995	916 92.1%	65 6.5%	14 1.4%
0834:01 * STILLWATER	682	623 91.4%	11 1.6%	48 7.0%
0836:01 BUTTERFIELD	19	19 100.0%	0 0.0%	0 0.0%
0837:01 MADELIA	46	40 87.0%	5 10.9%	1 2.2%
0840:01 ST. JAMES	92	84 91.3%	5 5.4%	3 3.3%
0846:01 BRECKENRIDGE	80	72 90.0%	6 7.5%	2 2.5%
0850:01 ROTHSAY	13	13 100.0%	0 0.0%	0 0.0%
0852:01 CAMPBELL-TINTAH	14	14 100.0%	0 0.0%	0 0.0%
0857:01 LEWISTON	62	61 98.4%	0 0.0%	1 1.6%
0858:01 ST. CHARLES	70	69 98.6%	1 1.4%	0 0.0%
0861:01 * WINONA	393	297 75.6%	45 11.5%	51 13.0%
0876:01 ANNANDALE	129	120 93.0%	6 4.7%	3 2.3%
0877:01 * BUFFALO	359	334 93.0%	10 2.8%	15 4.2%
0879:01 DELANO	142	140 98.6%	2 1.4%	0 0.0%
0881:01 MAPLE LAKE	61	55 90.2%	5 8.2%	1 1.6%
0882:01 * MONTICELLO	232	220 94.8%	9 3.9%	3 1.3%
0883:01 * ROCKFORD	115	107 93.0%	6 5.2%	2 1.7%
0885:01 ST. MICHAEL-ALBERTVILLE	170	166 97.7%	2 1.2%	2 1.2%
0891:01 CANBY	77	75 97.4%	0 0.0%	2 2.6%
0911:01 CAMBRIDGE-ISANTI	303	292 96.4%	9 3.0%	2 0.7%
0912:01 * MILACA	133	117 88.0%	3 2.3%	13 9.8%
0914:01 ULEN-HITTERDAL	29	26 89.7%	1 3.5%	2 6.9%
0915:52 * SOUTHERN PLAINS ED. COOP.	11	2 18.2%	7 63.6%	2 18.2%
0916:06 * N.E. METRO INTERMEDIATE DIST.	46	4 8.7%	7 15.2%	35 76.1%
0917:06 * INTERMEDIATE SCHOOL DISTRICT 9	20	6 30.0%	10 50.0%	4 20.0%
0926:83 * REGION 4-LAKES COUNTRY	15	3 20.0%	11 73.3%	1 6.7%
0930:53 * CARVER-SCOTT EDUCATIONAL	9	1 11.1%	4 44.4%	4 44.4%
0957:51 * OAK LAND VOC CNTR	26	4 15.4%	10 38.5%	12 46.2%
0966:51 * WRIGHT TECH CNTR	11	2 18.2%	9 81.8%	0 0.0%
0993:52 MINNESOTA RIVER VALLEY SP ED C	15	4 26.7%	0 0.0%	11 73.3%
1094:34 FOND DU LAC OJIBWAY	7	2 28.6%	4 57.1%	1 14.3%
1115:34 BUG-O-NAY-GE-SHIG	10	6 60.0%	3 30.0%	1 10.0%
1435:34 CIRCLE OF LIFE	14	3 21.4%	8 57.1%	3 21.4%
2071:01 LAKE CRYSTAL-WELLCOME	89	80 89.9%	8 9.0%	1 1.1%
2125:01 TRITON	88	80 90.9%	3 3.4%	5 5.7%
2134:01 UNITED SOUTH CENTRAL	83	74 89.2%	7 8.4%	2 2.4%
2135:01 MAPLE RIVER	103	98 95.2%	1 1.0%	4 3.9%
2137:01 * KINGSLAND	72	66 91.7%	3 4.2%	3 4.2%
2142:01 ST. LOUIS COUNTY	228	216 94.7%	6 2.6%	6 2.6%
2143:01 WATERVILLE-ELYSIAN-MORRISTOW	69	65 94.2%	3 4.4%	1 1.5%

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2144:01 * CHISAGO LAKES	246	219 89.0%	10 4.1%	17 6.9%
2149:01 MINNEWASKA	145	142 97.9%	1 0.7%	2 1.4%
2154:01 EVELETH-GILBERT	107	99 92.5%	3 2.8%	5 4.7%
2155:01 WADENA-DEER CREEK	92	86 93.5%	2 2.2%	4 4.4%
2159:01 BUFFALO LAKE-HECTOR	54	53 98.2%	1 1.9%	0 0.0%
2164:01 DILWORTH-GLYNDON-FELTON	75	72 96.0%	1 1.3%	2 2.7%
2165:01 HINCKLEY-FINLAYSON	61	56 91.8%	1 1.6%	4 6.6%
2167:01 LAKEVIEW	52	51 98.1%	0 0.0%	1 1.9%
2168:01 N.R.H.E.G.	65	61 93.9%	4 6.2%	0 0.0%
2169:01 * MURRAY COUNTY CENTRAL	69	62 89.9%	2 2.9%	5 7.3%
2170:01 STAPLES-MOTLEY	118	117 99.2%	1 0.9%	0 0.0%
2171:01 KITTSOON CENTRAL	33	33 100.0%	0 0.0%	0 0.0%
2172:01 * KENYON-WANAMINGO	65	63 96.9%	2 3.1%	0 0.0%
2174:01 * PINE RIVER-BACKUS	93	76 81.7%	3 3.2%	14 15.1%
2176:01 WARREN-ALVARADO-OSLO	44	44 100.0%	0 0.0%	0 0.0%
2180:01 * M.A.C.C.R.A.Y.	79	74 93.7%	1 1.3%	4 5.1%
2184:01 * LUVERNE	89	79 88.8%	5 5.6%	5 5.6%
2190:01 YELLOW MEDICINE EAST	105	92 87.6%	4 3.8%	9 8.6%
2198:01 FILLMORE CENTRAL	72	71 98.6%	0 0.0%	1 1.4%
2215:01 NORMAN COUNTY EAST	33	31 93.9%	2 6.1%	0 0.0%
2310:01 SIBLEY EAST	100	96 96.0%	4 4.0%	0 0.0%
2311:01 CLEARBROOK-GONVICK	44	40 90.9%	4 9.1%	0 0.0%
2342:01 WEST CENTRAL AREA	67	65 97.0%	1 1.5%	1 1.5%
2358:01 TRI-COUNTY	32	32 100.0%	0 0.0%	0 0.0%
2364:01 BELGRADE-BROOTEN-ELROSA	72	72 100.0%	0 0.0%	0 0.0%
2365:01 G.F.W.	89	81 91.0%	2 2.3%	6 6.7%
2396:01 A.C.G.C.	93	87 93.6%	3 3.2%	3 3.2%
2397:01 * LESUEUR-HENDERSON	96	80 83.3%	10 10.4%	6 6.3%
2448:01 MARTIN COUNTY WEST	78	69 88.5%	4 5.1%	5 6.4%
2527:01 * NORMAN COUNTY WEST	29	29 100.0%	0 0.0%	0 0.0%
2534:01 BIRD ISLAND-OLIVIA-LAKE LILLIA	70	67 95.7%	1 1.4%	2 2.9%
2536:01 GRANADA HUNTLEY-EAST CHAIN	24	20 83.3%	2 8.3%	2 8.3%
2580:01 * EAST CENTRAL	73	46 63.0%	20 27.4%	7 9.6%
2609:01 WIN-E-MAC	39	35 89.7%	3 7.7%	1 2.6%
2683:01 GREENBUSH-MIDDLE RIVER	45	45 100.0%	0 0.0%	0 0.0%
2687:01 HOWARD LAKE-WAVERLY-WINSTED	53	52 98.1%	1 1.9%	0 0.0%
2689:01 * PIPESTONE-JASPER	109	87 79.8%	11 10.1%	11 10.1%
2711:01 MESABI EAST	93	87 93.6%	5 5.4%	1 1.1%
2752:01 FAIRMONT AREA SCHOOLS	174	159 91.4%	8 4.6%	7 4.0%
2753:01 LONG PRAIRIE-GREY EAGLE	103	100 97.1%	1 1.0%	2 1.9%
2754:01 CEDAR MOUNTAIN	31	30 96.8%	0 0.0%	1 3.2%

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2758:01 * REDWOOD FALLS	109	101	92.7%	5 4.6%
2759:01 EAGLE VALLEY	47	42	89.4%	2 4.3%
2805:01 ZUMBROTA-MAZEPPA	74	64	86.5%	3 4.1%
2835:01 JANESVILLE-WALDORF-PEMBERTO	66	61	92.4%	4 6.1%
2853:01 LAC QUI PARLE VALLEY	93	89	95.7%	1 1.1%
2854:01 * ADA-BORUP	34	33	97.1%	0 0.0%
2856:01 STEPHEN-ARGYLE CENTRAL	34	33	97.1%	1 2.9%
2859:01 * GLENCOE-SILVER LAKE	148	134	90.5%	11 7.4%
2860:01 BLUE EARTH AREA PUBLIC SCHOOL	111	107	96.4%	4 3.6%
2884:01 RED ROCK CENTRAL	62	61	98.4%	0 0.0%
2886:01 GLENVILLE-EMMONS (C)	49	47	95.9%	0 0.0%
2887:01 MCLEOD WEST SCHOOLS (C)	30	29	96.7%	1 3.3%
2888:01 CLINTON-GRACEVILLE-BEARDSLEY	60	53	88.3%	6 10.0%
2889:01 LAKE PARK AUDUBON DISTRICT (C)	49	48	98.0%	0 0.0%
2890:01 RENVILLE COUNTY WEST (C)	81	72	88.9%	3 3.7%
2895:01 * JACKSON COUNTY CENTRAL (C)	97	85	87.6%	8 8.3%
4000:07 CITY ACADEMY	3	0	0.0%	1 33.3%
4003:07 NEW HEIGHTS CHARTER SCHOOL	7	6	85.7%	0 0.0%
4006:07 SKILLS FOR TOMORROW CHARTER	6	2	33.3%	4 66.7%
4007:07 MINNESOTA NEW COUNTRY	12	6	50.0%	0 0.0%
4008:07 PACT CHARTER SCHOOL	12	11	91.7%	1 8.3%
4017:07 MINNESOTA TRANSITIONS	11	3	27.3%	5 45.5%
4019:07 ST. PAUL FAMILY LEARNING CENTE	1	0	0.0%	1 100.0%
4028:07 ECI' NOMPA WOONSPE	1	0	0.0%	1 100.0%
6004:61 * FRESHWATER ED. DIST.	13	2	15.4%	7 53.9%
6012:61 * ZUMBRO ED. DIST.	7	0	0.0%	6 85.7%
6013:61 * HIAWATHA VALLEY ED. DIST.	7	0	0.0%	5 71.4%
6014:61 * RUNESTONE AREA ED. DIST.	3	0	0.0%	2 66.7%
6018:61 * MINNESOTA RIVER VALLEY ED. DIS	13	2	15.4%	8 61.5%
6049:61 * RIVER BEND ED. DIST.	19	4	21.1%	15 79.0%
6074:50 * CENTRAL MINNESOTA JOINT	18	3	16.7%	7 38.9%
9999:99 Statewide Totals	65384	51053	78.1%	6426 9.8%
				7905 12.1%

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