

the condition of education 2008



INDICATOR 22

Students With Disabilities Exiting School With a Regular High School Diploma

The indicator and corresponding tables are taken directly from *The Condition of Education 2008*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2008*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008031>) or contact ED PUBs at 1-877-4ED-PUBS.

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Elementary/Secondary Persistence and Progress

Students With Disabilities Exiting School With a Regular High School Diploma

Between 1996–97 and 2005–06, the percentage of students with disabilities exiting school with a regular high school diploma increased from 43 to 57 percent.

¹ Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

² “Dropped out” is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

NOTE: Students who exited school by reaching the maximum age and those who died are not shown, but are included in the total. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The Office of Special Education Programs (OSEP) calculates the graduation rate by dividing the number of students age 14 or older who graduated with a regular high school diploma by the number of students in the same age group who are known to have left school (i.e., graduated with a regular high school diploma, received a certificate of completion, reached a maximum age for services, died, and are not known to be continuing in an education program or dropped out). See *supplemental note 8* for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from https://www.ideadata.org/arc_toc8.asp#partbEX.



FOR MORE INFORMATION:

Supplemental Note 8

Supplemental Tables 22-1,
22-2, 22-3

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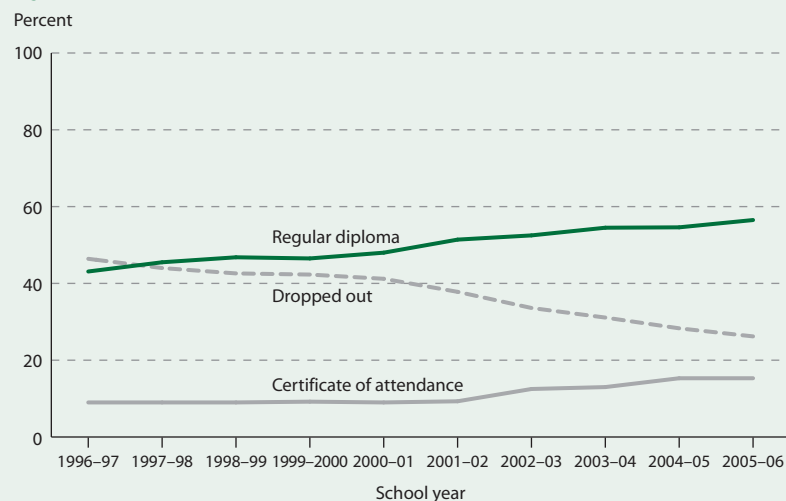
The Individuals with Disabilities Education Act (IDEA) mandates that youth with disabilities are provided a free and appropriate public school education. In 2005–06, the percentage of students with disabilities exiting school with a regular high school diploma was 57 percent, an increase from 43 percent in 1996–97 (see supplemental table 22-1). About 94 percent of these students were between the ages of 17 and 19 years old (see supplemental table 22-2). In addition to the increase in the percentage of regular high school diplomas received over this period, the percentage of students with disabilities exiting with a certificate of attendance¹ increased from 9 to 15 percent, while the percentage who dropped out² without a credential decreased from 46 to 26 percent (see supplemental table 22-1).

Among students with disabilities, those with visual impairments and those with hearing impairments were the two groups with the highest percentages exiting with a regular high school diploma. For example, in 2005–06, some 72 percent of students with a visual impairment exited with a regular high school diploma. In contrast, students with mental retardation had the lowest

percentage (37 percent), followed by students with an emotional disturbance (43 percent) and students with multiple disabilities (44 percent) (see supplemental table 22-2). About 62 percent of students with a specific learning disability exited with a regular high school diploma. In 2005–06, students with specific learning disabilities accounted for 60 percent of all exiting students with disabilities.

In 2005–06, students with disabilities in 29 states and the District of Columbia exited school with a regular high school diploma at a rate higher than the national rate of 57 percent for students with disabilities (see supplemental table 22-3). The percentage who exited high school with a regular diploma ranged from a high of 91 percent in the District of Columbia to a low of 21 percent in Nevada. In many states, a large percentage of students with disabilities exited with a certificate of attendance. In 14 states, the percentage of students with disabilities exiting with such a certificate was greater than the national average of 15 percent. For example, 54 percent of students with disabilities exiting school in Mississippi received a certificate of attendance.

STUDENTS WITH DISABILITIES EXITING SCHOOL WITH DIPLOMAS: Percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status: School years 1996–97 through 2005–06



Students With Disabilities Exiting School With a Regular High School Diploma

Table 22-1. Number and percentage distribution of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status: School years 1996–97 through 2005–06

Exit status	1996–97	1997–98	1998–99	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06
Total, number	308,538	323,093	318,386	348,385	362,065	370,106	373,916	392,663	393,579	396,857
Total, percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduated with diploma	43.1	45.5	46.8	46.5	48.0	51.4	52.5	54.5	54.6	56.5
Received a certificate of attendance ¹	9.0	9.0	9.0	9.2	9.0	9.3	12.5	13.0	15.3	15.3
Reached maximum age ²	0.9	0.9	1.0	1.5	1.4	1.0	1.0	1.0	1.3	1.4
Died	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Dropped out ³	46.4	44.0	42.6	42.3	41.2	37.8	33.6	31.1	28.3	26.2

¹ Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

² Students may exit special education services by reaching the maximum age beginning at age 18, depending on state law or practice or order of any court.

³ Defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

NOTE: Data are from a cumulative 12-month reporting period. Detail may not sum to totals because of rounding. Estimates include students from the United States and other jurisdictions including American Samoa, Guam, Northern Marianas, Puerto Rico, Virgin Islands, and Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from https://www.ideadata.org/arc_toc8.asp#partbEX.

Students With Disabilities Exiting School With a Regular High School Diploma

Table 22-2. Number and percentage distribution of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status, age, and type of disability: School year 2005–06

Age and type of disability	Total exiting special education	Graduated with diploma	Received a certificate of attendance ¹	Reached maximum age ²	Died	Dropped out ³
Total	396,857	56.5	15.3	1.4	0.5	26.2
Age						
14	5,935	1.6	0.4	0.0	5.5	92.5
15	11,067	0.7	0.5	0.0	3.4	95.5
16	27,713	17.4	2.2	0.0	1.4	79.0
17	142,510	66.3	12.3	0.0	0.3	21.1
18	141,364	64.9	17.7	0.5	0.2	16.6
19	42,605	55.6	23.1	0.9	0.4	20.0
20	15,397	42.8	27.7	9.6	0.6	19.3
21	10,266	27.0	34.5	27.6	0.6	10.3
Disability						
Specific learning disability	236,135	61.6	12.5	0.5	0.3	25.1
Mental retardation	46,588	36.7	35.5	4.6	0.8	22.3
Emotional disturbance	47,519	43.4	9.9	1.2	0.5	44.9
Speech or language impairment	8,923	67.3	9.2	0.5	0.2	22.7
Multiple disabilities	8,251	43.8	25.6	8.3	3.6	18.7
Other health impairment	32,274	63.4	11.7	0.6	0.9	23.4
Hearing impairment ⁴	4,674	68.7	16.5	1.2	0.3	13.4
Orthopedic impairment	3,455	61.7	19.2	3.8	3.6	11.7
Visual impairment	1,766	72.1	13.9	1.6	1.1	11.4
Autism	4,876	57.1	26.6	6.7	0.5	9.1
Deaf-blindness	150	65.3	14.0	8.7	3.3	8.7
Traumatic brain injury	2,246	65.0	16.5	2.9	0.8	14.8

¹ Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

² Students may exit special education services by reaching the maximum age beginning at age 18, depending on state law or practice or order of any court.

³ Defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

⁴ Includes deaf and hard-of-hearing.

NOTE: Data are from a cumulative 12-month reporting period. Detail may not sum to totals because of rounding. Estimates include students from the United States and other jurisdictions including American Samoa, Guam, Northern Marianas, Puerto Rico, Virgin Islands, and Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from https://www.ideadata.org/arc_toc8.asp#partBEX.

Students With Disabilities Exiting School With a Regular High School Diploma

Table 22-3. Number and percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status and state or jurisdiction: School year 2005–06

State or jurisdiction	Exiting total ¹	Graduated with diploma	Received a certificate of attendance ²	Dropped out ³
Total	396,857	56.5	15.3	26.2
Alabama	5,974	24.1	37.7	36.3
Alaska	957	44.2	15.0	39.6
Arizona	4,490	50.4	0.0	46.4
Arkansas	3,950	78.8	1.3	19.3
California	33,352	59.6	5.4	32.5
Colorado	3,659	66.9	3.5	20.6
Connecticut	4,772	78.2	0.4	18.2
Delaware	826	66.6	6.3	25.8
District of Columbia	248	90.7	0.0	0.0
Florida	22,964	41.5	29.0	29.0
Georgia	11,192	30.9	36.6	32.1
Hawaii	1,401	82.7	4.6	3.4
Idaho	1,767	54.8	10.4	31.6
Illinois	34,559	72.5	1.5	24.5
Indiana	9,950	47.2	12.2	38.7
Iowa	5,340	69.4	2.7	26.3
Kansas	4,183	71.6	—	27.0
Kentucky	4,909	64.0	7.2	27.9
Louisiana	4,581	27.2	26.5	45.4
Maine	2,361	65.4	3.3	29.6
Maryland	6,541	58.3	9.2	29.7
Massachusetts	10,033	68.0	4.5	25.1
Michigan	7,647	72.9	1.2	25.3
Minnesota	7,153	74.4	—	25.0
Mississippi	3,119	24.6	53.7	20.8
Missouri	9,007	69.7	0.3	27.6
Montana	1,273	68.7	0.5	30.3
Nebraska	2,373	74.3	1.3	19.3
Nevada	2,845	20.9	42.4	36.1
New Hampshire	3,223	51.9	1.1	46.5
New Jersey	17,670	74.5	0.0	23.7
New Mexico	2,511	55.7	26.2	18.0
New York	28,270	47.4	19.2	31.2
North Carolina	11,052	49.7	10.4	38.3
North Dakota	740	75.9	—	21.9
Ohio	15,965	36.8	44.6	11.5
Oklahoma	6,483	69.3	—	29.9
Oregon	4,478	44.6	16.3	32.9
Pennsylvania	17,296	89.3	0.6	9.5
Rhode Island	1,870	71.6	0.6	25.2
South Carolina	5,666	29.1	23.9	44.5

See notes at end of table.

Students With Disabilities Exiting School With a Regular High School Diploma

Table 22-3. Number and percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B), who exited school, by exit status and state or jurisdiction: School year 2005–06—Continued

State or jurisdiction	Exiting total ¹	Graduated with diploma	Received a certificate of attendance ²	Dropped out ³
South Dakota	737	67.6	0.9	27.3
Tennessee	6,827	46.6	31.9	20.1
Texas	32,515	41.7	41.2	16.6
Utah	3,642	63.2	13.0	22.9
Vermont	900	65.9	1.4	30.1
Virginia	10,488	39.5	42.4	17.0
Washington	—	—	—	—
West Virginia	3,246	65.7	4.3	29.4
Wisconsin	7,791	74.8	2.4	20.4
Wyoming	734	61.7	2.3	33.8
BIE schools ⁴	645	42.9	6.5	38.6
American Samoa	40	67.5	—	25.0
Guam	217	58.1	—	39.6
Northern Marianas	58	60.3	—	34.5
Puerto Rico	2,287	55.1	11.1	29.2
Virgin Islands	159	29.6	18.2	51.6

— Not available.

¹ Due to state-level data suppression, the national exiting total does not match the sum of the state exiting totals. Data for students who exited by reaching the maximum age or who died are not shown separately, but are included in the total.

² Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

³ Defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

⁴ Bureau of Indian Education schools.

NOTE: Data are from a cumulative 12-month reporting period. Estimates include students from the United States and other jurisdictions including American Samoa, Guam, Northern Marianas, Puerto Rico, Virgin Islands, and Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from https://www.ideadata.org/arc_toc8.asp#partBEX.