Post-school Status Report 2004 Special Education Graduates

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The Center for Change in Transition Services Seattle University

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Post-School Status Report of the 2004 Special Education Graduates: An Overview

What are Post-school Status Data?

States are required to collect and report the post-school outcomes for youth in special education in the Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). Washington State is a leader in this endeavor, having collected and reported post-school outcomes consistently since 1998. Due to the strong commitment from the Office of Superintendent of Public Instruction and the local educational agencies that participate in this important research, the percent of school districts that participate has increased from 31 districts in the 1998 study to 219 districts in the 2004 study.

Beyond the requirements of collecting and reporting these data is using this information for program improvement. The post-school outcome data are reported at the state, regional, county and district level. Goals are developed at the state and local level to improve programs and outcomes, practices and procedures, cross agency coordination, collaboration and policy. The Center for Change in Transition Services is working with districts to enhance the examination and use of the data for program improvement and goal setting to increase post-school outcomes.

The data collection procedures consist of a review of the transition portion of the students' final Individualized Education Program (IEP), and a telephone survey conducted either with the graduate or a family member of the graduate. The survey probes the current life status of the graduate as well as aspects of the graduate's transition plan. Information is collected from the Individualized Education Program (IEP) to identify post-school goals in employment, post-secondary attendance and agency linkages. Six months after graduation or exiting, a telephone survey is conducted with the youth and/or family member to provide information about the young person's attendance at 2-year and 4-year colleges and universities, at vocational and technical schools and training programs and their employment status. The data provide information about linkages with adult service agencies including Division of Vocational Rehabilitation, Division of Developmental Disabilities, WorkSource and other agencies. The young people in this study are youth that graduated or aged out of high school at age 21 and were contacted by school district personnel on average of 6 months after graduation. This study does not include youth that

dropped out of school but the numbers of special education graduates by district may provide information for discussion.

This study is a continuation of the studies initiated in 1998 by the Center for Change in Transition Services in collaboration with the Office of Superintendent of Public Instruction (OSPI). Continuing a data collection process established with the 1998 baseline report provides a rich database in which to inform statewide improvement efforts in secondary special education. The questions addressed in this study were determined in 1998 by the members of the project advisory board and enhanced and revised over the years.

The surveys are returned to the Center for Change in Transition Services (CCTS), Seattle University and entered into a statistical program for analysis. The data in this study are most often discussed as numbers and percentages. These numbers may overlook the individual stories of the youth from whom the data are gathered. In addition to the data, the surveys provide rich information about the lives of special education graduates. The combination of the data and the stories from the youth and their families can inform practices and provide information for improvement. Districts are encouraged to examine the report in conjunction with reviewing the surveys to better understand these outcomes.

How are the data collected?

The transition portion of the students' final Individualized Education Program (IEP) is reviewed and information is gathered regarding demographic information and transition planning and goals for post-school outcomes. This information is gathered in the spring prior to the student leaving the district. The special education teacher or IEP coordinator gathers this information and completes the first page of the survey. The survey is completed approximately six months after graduation in a telephone interview with the graduate or a family member of the graduate. Staff from the participating local districts conduct the telephone interviews. It is recommended that someone familiar with the special education process and transition services conduct the calls; because youth and families often ask for information from the school district regarding services or support.³ In addition to gathering the information for the survey, school district personnel report that they often

¹ See "Biennial Performance Report for Part B," Fiscal Years 1997-1999, <u>ww.k12.wa.us/SpecialEd/Publications/perfrpt.pdf</u>, p.12. ²Eric Andreassen, Puyallup School District, Sandra Owen, Pullman School District, Teresa Clifford, Puget Sound ESD, Eugene Edgar, University of Washington (project staff) and Jim Rich, OSPI.

³ Agency information by county is available at http://www.seattleu.edu/ccts/agency/agency.asp.

provide families and the young person with contact information if they need assistance in finding employment or training, seeking health care or finding a place to live.

Why are the data collected six months after graduation?

This study is designed to compare the post-school outcomes with the transition plan determined on the IEP. It provides information to compare the young person's goals for life after high school to their actual outcomes. The information can be used for training purposes in developing and writing the IEP, providing transition services and developing linkages with adult service agencies. For the 2004 graduates, transition planning was to begin at age 14, earlier when appropriate, and provided a coordinated set of activities to promote movement from school to post-school activities. The information from the post-school survey provides information regarding the connection between post-school goals as identified on the IEP and the post-school outcome for the youth six months after graduating or aging out.

How many youth are included in the 2004 study?

The 2004 post-school data study is the largest to date. There were 219 school districts that participated of the 248 districts in the state with high schools, compared to 179 school districts that participated in 2003. There were 17 high schools that reported they had no special education graduates. In total, 88% of the school districts in Washington participated in this study. It is likely that there are other districts that did not have special education graduates but did not report that information. These districts are counted as "did not report" whether they had graduates or not. The school districts that participated are listed in Appendix A.

For the 2004 study, graduation is defined as leaving high school with a diploma or aging out of special education services at age 21. Information was collected from 3,818 IEPs in the 219 participating school districts in Washington State. Attempts were made to survey all 3,818 youth through telephone contacts. After multiple attempts, 2,962 youth (78%) were contacted. Larger districts contacted fewer graduates than smaller districts. The average contact rate for large districts (50 or more special education graduates) was 70%. For those districts with 1 to 49 graduates the contact rate was 84%. The number of districts that participated in this study and the high rate of contact with the graduates are very positive and provide valuable information for youth that complete high school. Although it is

more difficult to contact graduates in larger districts, it is possible to increase the contact rate with planning and efforts toward identifying contact information in the spring prior to graduation/leaving.

Of the 3,818 youth that participated in the study, 94% graduated with a diploma. There were 201 youth or 5% that reached age 21 and aged out. Youth with multiple disabilities had the highest number of aged out. Of the 163 youth with multiple disabilities, 66 or 41% aged out without a diploma. For those youth with mental retardation, 70 of the 340 youth or 21% aged out rather than graduated with a diploma. For youth with learning disabilities, 11 of the 2,243 or 0.5% left high school at age 21 without a diploma. There were 26 surveys that did not report exit status. There were 19 surveys that indicated students left high school with something "other" than a diploma. Districts should determine if students are provided the opportunity to obtain a diploma either through credits or reaching the goals on the IEP.

Table 1 below represents the disability categories of the youth that were contacted in this study. Table 2 represents the ethnicity of these youth and Figure 1 represents the contact rate by gender and ethnicity. There are more males than females in special education overall and the 2004 cohort reflects that information. There were 1,963 males and 994 females contacted. The gender for 5 youth was not reported. Of the 2,962 youth contacted, 2,337 youth are white, 609 youth of color and 20 did not report ethnicity.

Table 1: Disability: 2,962 Youth Contacted

Disability	Frequency	Percent		
Emotionally/Behaviorally Disabled	95	3.2		
Orthopedic Impairments	26	0.9		
Health Impairments	567	19.2		
Specific Learning Disabilities	1695	57.4		
Mental Retardation	273	9.2		
Multiple Disabilities	136	4.6		
Deafness	27	0.9		
Hearing Impairments	46	1.6		
Visual Impairments	12	0.4		
Deaf-Blindness	4	0.1		
Communication Disorders	14	0.5		
Autism	46	1.6		
Traumatic Brain Injury	13	0.4		
Total	2,954	100.0		
Excludes 8 interviews for which data were missing. Source: OSPI, Special Education, April 2005				

Table 2: Ethnicity: 2,962 Youth Contacted

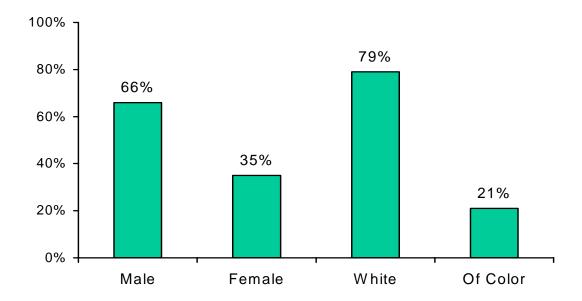
Race/Ethnicity	Number	Percent	
Asian	75	2.5	
Black/African American	141	4.8	
Hispanic	240	8.1	
Am. Indian/Alaska Native	88	3.0	
Hawaiian/Pacific Islander	12	0.4	
White	2,337	79.3	
Two or more races	53	1.8	
Total	2,946	100.0	
*Excludes 16 interviews for which data were missing.			

Source: OSPI, Special Education, April 2005.

State data presented in the Child Count and LRE State Summary Data indicate that 71% of students in special education, preschool through age 21 are white, and 29% are students of color. This information can be found at the following link:

http://www.k12.wa.us/SpecialEd/data.aspx. For those youth graduating in 2004, 79% are white and 21% are youth of color. This is represented in Figure 1 below.

Figure 1: Gender and Ethnicity: 2,962 Youth Contacted



Recommendations: Districts should develop goals to increase the contact rate with their special education graduates if it is less than 75%. The average contact rate for the state is 78%. Smaller districts (1 to 49 graduates/aged out) have a contact rate of 84% while districts with 50 or more graduates have a contact rate of 70%. Larger districts should identify the special education graduates in the spring prior to graduating, complete the **CCTS**

portion of the survey from the IEP before the IEP is archived and identify phone numbers and alternate numbers for the graduate. There is a form located in Appendix B entitled "Demographic Form" to collect this information; the same form is also available on the CCTS website: (http://www.seattleu.edu/ccts/postschool.asp).

What information is gathered from the final IEP?

Information gathered from the transition portion of the final IEP includes demographic information about the youth including age, gender, ethnicity, disability, and exit status. Information is gathered from the transition portion of the IEP to identify the goals for the student after high school or the "anticipated post-school outcome." This includes whether the youth wants to 1) attend post-secondary training such as a 4-year, 2-year, vocational/technical or other training program; 2) gain employment (independent or supported); 3) live independently; and/or 4) identifies an adult service agency as a necessary linkage. Information regarding health insurance was gathered for the 2004 graduates for the second time in this study.

The goals for life after high school (referred to as post-school outcomes) are represented in Figure 2 below. Information was obtained from the IEPs of 3,818 graduates. Information from the IEPs indicated that 2,478 (66%) wanted to go to post-secondary education, 2,525 (67%) wanted to go to work and 91 (2%) were left blank or marked "not applicable." The IEPs for these 91 youth did not have a post-school goal. All IEPs should have a goal identified for post-secondary education or training and/or employment.

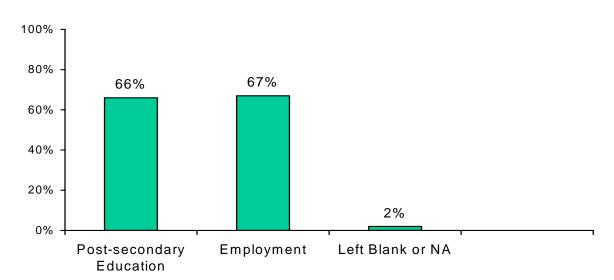


Figure 2: Anticipated Post-School Outcomes: 3,818 IEPs Reviewed

Recommendations: A post-school outcome should be identified on all IEPs. If there are IEPs that are marked "not applicable" or left blank the district should carefully analyze this and provide training and direction to staff in order to complete this portion of the IEP. The anticipated outcome is not necessarily a job title, although some students may identify a specific goal that includes a job title. For most students, the goal of college, training, employment or supported employment should provide information to the school so as to develop a plan or course of study through the high school years.

What information is gathered from the youth or his or her family?

The youth or family member is asked if the graduate is living independently, attending post-secondary education or training, and/or employed. Post-secondary education and training programs are identified as well as type of employment. Information is gathered regarding hours worked and wages. Those youth for whom agency linkages are identified on the IEP are asked if contact was made with the agency. The 2004 survey included a question to determine if youth have medical insurance and if so, with whom.

Recommendations: It is recommended that the telephone survey is conducted with the graduate but if the young person is not available the survey can be conducted with family members as appropriate. The family should be reassured that the information is confidential and there are no identifying factors in the surveys or the reports.

How many youth are living independently?

Information regarding independent living is gathered to determine if young people with disabilities are living independently 6 months after graduation. It is not to suggest that living independently should be a goal for all youth necessarily but rather provides information about their life after high school. Of the 2,962 youth that were contacted in November or December of 2004, 2,182 (74%) were living with their families. For the others, 749 reported as living outside the family home. Thirty-one youth did not provide any information about living arrangements. Military was included in "living independently." The majority of respondents that were attending college said they were living independently. "Living independently" is defined as not living at home or with parents or guardians, although there may be financial dependence.

By disability, youth with learning disabilities and youth with emotional behavioral disabilities are living independently most often. These young people are living with their family at the rate of 71%. Youth with mental retardation are living with their families at the rate of 83%.

Recommendations: School district personnel should examine the data and the surveys to understand whether increasing independent living for youth with mental retardation is an area to address. School district personnel may want to discuss this with families to better understand this outcome. Some families may view living in apartments or group living situation with financial support as "living independently" while other families may not view this as independent. "Living independently" may be a positive outcome for some youth if "independent" means that the young person is able to support him or herself. For some youth, "living independently" was noted on the survey as living in crisis situations or homeless. Faculty and staff should discuss the outcomes for their own district and compare the aggregate data with the surveys in order to better understand these outcomes.

How many youth had the goal of post-secondary education?

Of the 2,962 youth for whom surveys were completed, 1,941 youth or 66% identified post-secondary education on their IEPs as an anticipated outcome or goal after high school. For those youth that identified post-secondary education as a goal, 773 youth or 40% were attending. Youth with the goal of attending a 2-year community college (41%) achieved that goal at a higher rate than those students that identified a 4-year (10%) or vocational/technical program (35%).

More than 2,000 youth have participated in the post-school outcome study for graduation years 2002, 2003 and 2004. For the last three years approximately 65% of these youth have identified post-secondary education as their goal after high school. The last three years less than 45% of those youth are attending a 4-year, 2-year or vocational/technical college. The lack of positive increase in these outcomes is discouraging and suggests that a stronger articulation with higher education must be developed for youth in special education.

Recommendation: Consistently, only 10% of youth with the goal of attending a 4-year college or university are achieving that goal. For those with the goal of attending a 2-year community college or vocational technical college, fewer than half achieve this goal. In

order to increase the post-school attendance for youth with this goal districts should 1) determine whether the goal is realistic and supported with assessment data; 2) assure that students are successfully taking academic preparation courses for college entrance; and 3) support these students in the college application process to assure necessary accommodations and successful transition. Special education personnel should collaborate with guidance and counseling at the high school to develop a course of study for youth that want to attend a 2- or 4-year college or university beginning in the 9th grade. Information about vocational and technical programs may also be available in the guidance counseling office. Youth should have a plan for training or education after leaving high school. District personnel should assist youth in connecting with the training program or higher education as well as assuring that the student has successfully completed classes and pre-requisites necessary for the program.

Table 3: Post-secondary Goal and Attendance

Type of Post-secondary	Goal: Number of Youth	Attending: Number of Youth
4-year college or university	298	76 (26%)
2-year/community college	1186	425 (36%)
Vocational/technical college	1021	138 (14%)

Table 4: Post-secondary Goal and Attendance by Year

Year	Goal of Post-Secondary Attendance	Number attending from those who had attendance as a goal
2002	1,440 (65% of 2,224 contacted)	640 (44%)
2003	1,703 (65% of 2,610 contacted)	694 (41%)
2004	1,941 (66% of 2,962 contacted)	773 (40%)

How many youth are attending post-secondary education and/or training programs?

There are 1,081 special education graduates that are attending post-secondary education and/or training programs. This number includes youth for whom post-secondary education was not identified as a goal. This is 37% of the 2,962 youth that were contacted. Of these youth attending post-secondary education, 107 are going to a 4-year university (10%), 556 to a 2-year community college (52%), and 196 to a vocational/technical school (19%). The majority of the youth attended college or training programs in Washington State. There were 199 youth involved with the military, in apprentice positions, Job Corps and "other" programs. This information if presented in Table 5.

Table 5: Attending Post-High School Program by Type of Program

School Type	Number	Percent
University/4-year	107	10.1
Community/2-year	556	52.4
Voc/tech school	196	18.5
Military	64	6.0
Apprentice	13	1.2
Job Corps	26	2.4
Other	96	9.0
Don't know	4	0.4
Missing Information	19	
Total Attending	1,081	100.0
Not Attending	1,850	62.6
Don't know	22	0.7
Missing Information	9	
Total	2,962	100.0

What is the gender, ethnicity and disability by post-secondary education and/or training programs?

Post-secondary education and/or training programs include 4-year colleges, 2-year colleges and vocational/technical colleges, and also training programs such as the military, apprenticeships, Job Corps, and certificate courses. There are differences in gender and ethnicity when analyzing both post-secondary education and training programs and looking further at only post-secondary education.

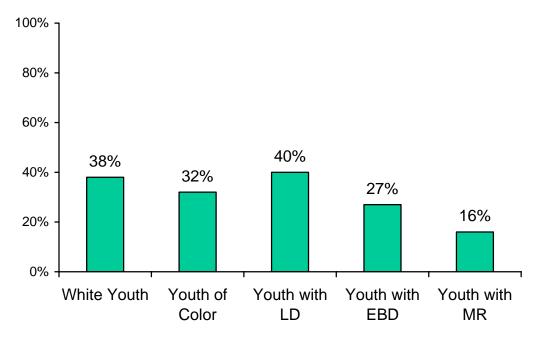
Females are attending post-secondary education and/or training programs at a rate slightly higher than males (38% females, 36% males). When examining only 4-year, 2-year and

vocational/technical colleges and not including training or certificate programs, females are attending at an even higher rate than males (33% females, 28% males).

White youth are attending post-secondary education and/or training programs at the rate of 38% and youth of color are attending post-secondary education and/or training programs at 32%. Attendance at post-secondary education (4-year, 2-year, vocational/technical colleges) is 30% for youth that are white and 28% for youth of color. The discrepancy between attendance of youth of color and white youth was of concern in the earlier years of this study (1998-2000). Although rates of attendance were nearly equal for the last two years, the outcome data for the 2004 graduates indicates that this is an area that school districts should continue to examine.

Attendance at post-secondary education institutions and training programs is higher for youth with learning disabilities than youth with emotional behavioral disorders or with mental retardation. Youth with learning disabilities attend post-secondary education at a rate of 33% and post-secondary training education and/or training programs at 40% while youth with emotional behavior disabilities attend post-secondary education at the rate of 19% and post-secondary education and/or training programs at 27%. Youth with mental retardation attend post-secondary education at 9% and post-secondary education and/or training programs at 16%.

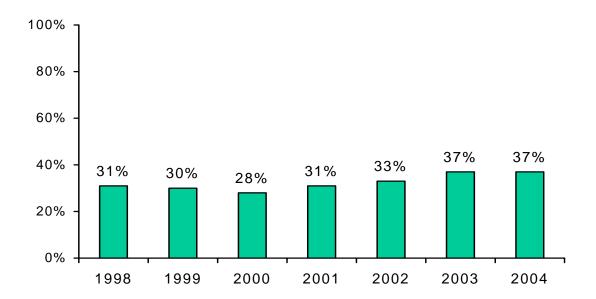
Figure 3: Comparison of the Percentage of Youth who are Attending Post-secondary Education Programs and/or Training Programs: 2,962 IEPs Reviewed



Attendance by Year:

The number of special education graduates attending post-secondary education and/or training programs has increased since 1998. School districts should compare the outcomes of their graduates to state data as well as examine by disability, ethnicity and gender.





Recommendations: It is suggested that all youth have a plan for further training or education after leaving high school to increase opportunities for higher wages and benefits. Post-secondary training programs can include apprenticeships, on-the-job training programs, certificate programs and Job Corps as well as post-secondary education including 4-year, 2-year and vocational/technical colleges. Youth with emotional and behavioral disabilities attend post-secondary education and/or training programs at a much lower rate than youth with learning disabilities (EBD, 27%; LD 40%). Districts should examine these outcomes within their own schools to further understand these differences. Youth with mental retardation have much lower attendance in any type of post-secondary training programs. This may be a goal that districts identify by disability. Youth enrolled in an on-the-job training program with community providers are included in the category of post-secondary training.

How many youth had the goal of employment?

Of the youth that were contacted, 1,973 or 68% indicated that they wanted employment after graduation. Of those, 1,145 or 58% were employed six months after leaving high school. The percentage of youth for whom employment is the anticipated post-school outcome has increased over the past three years from 45% in 2002, 57% in 2003, to 68% in 2004. For those youth in the 2004 study with employment as a goal, 58% were employed 6 months post-graduation.

Table 6: 3-Year Comparison of Graduates who had Employment as a Goal with those who Gained Employment

Year	Goal of Employment	Number employed from those who had employment as a goal
2002	1,004 (45% of 2224 contacted)	625 (62%)
2003	1,500 (57% of 2610 contacted)	864 (58%)
2004	1,973 (68% of 2962 contacted)	1,145 (58%)

Recommendations: Youth with disabilities are competing for many entry-level jobs with adults who have work experience, making it increasingly important to have good job seeking skills; including resumes, interviewing skills, and self-advocacy skills. It is important for these young people to have linkages to employment agencies, such as WorkSource and agencies that may assist young people with disabilities to find employment. School districts are not identifying WorkSource as an adult agency linkage on the IEP and should do so. WorkSource has many resources available to assist youth in identifying areas of interest, developing resumes and interviewing skills, and conducting job searches.

Special education should align their efforts with the career center and work-based learning in the school district to provide as many opportunities in the community as possible to explore interest areas and identify skills. For most youth with developmental disabilities, CCTS 16

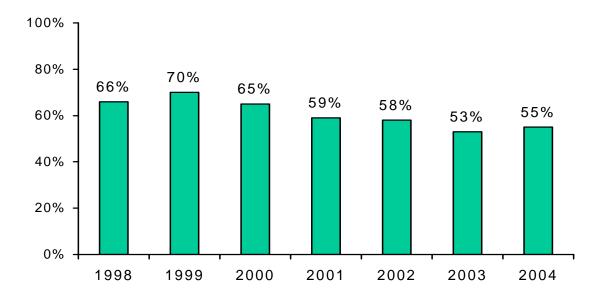
work based learning leading to employment before graduating at age 21 should be the goal.

How many youth are employed?

Of the 2,962 youth that were contacted 6 months after graduation, 1,619 (55%) were employed. The average number of hours worked per week was 31 and the average wage per hour was \$8.58. Youth with learning disabilities were working an average of 32 hours per week at \$8.69 per hour; youth with mental retardation were working an average of 22 hours per week at \$7.59 per hour. Males were working an average of 32 hours per week at \$8.88 per hour; females were working an average of 28 hours per week at \$7.86 per hour.

The number of youth working includes those youth for whom employment was the post-school goal and those for whom employment was not identified as a goal. This rate has decreased yearly since the 1999 study when 70% of youth were employed. The rate of employment has increased slightly from 2003. From the high of 70%, 65% were employed in 2000, 59% in 2001, 58% in 2002, 53% in 2003, and 55% for the special education graduates in 2004. This information is presented in the Figure 5 below. The rate of unemployment in Washington State has increased by 2.6% from 1999 to 2003, and this might affect the number of graduates who are able to find employment. (Washington State Employment Security Department, Labor Market and Economic Analysis Branch, 2004).





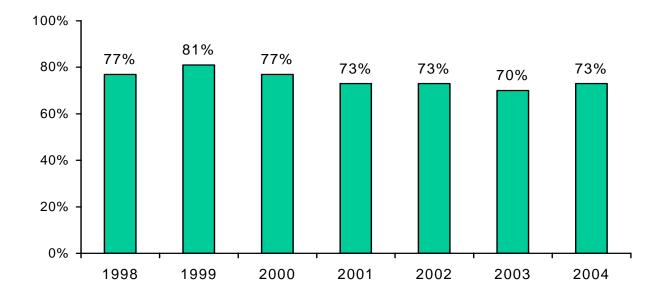
Gender, ethnicity and disability by employment:

Males are employed at a higher rate than females (58% compared to 50%); white youth are employed at a higher rate than youth of color (56% to 52%). White males with learning disabilities continue to be employed at the highest rate. Youth with learning disabilities are employed at the rate of 64% compared to youth with emotional behavioral disorders who are employed at 57%. Youth with mental retardation are employed at the rate of 36%. This discrepancy has increased since the 2003 study and continues to be a concern as youth with emotional behavior disorders and youth with mental retardation are also attending post-secondary training at a lower rate than youth with learning disabilities. These data provide a statewide representation of special education graduates. Districts should examine these data and the surveys to better identify those youth that are not experiencing positive outcomes in their own communities.

How Many of These Students Were Productively Engaged (Working and/or Attending Post-secondary Education)?

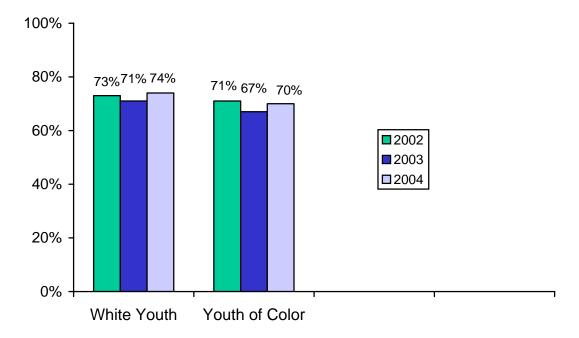
Of the 2,962 graduates interviewed, 2,165 (73%) were either working and/or attending post-secondary education programs. The rate of engagement by year is presented in Figure 6 below.

Figure 6: Employed and/or Attending Post-secondary by Year



Males are engaged at a higher level than females (75% to 70%) white youth at a higher level than youth of color (74% to 70%).





Differences in the rate of engagement are more significant by disability categories. Youth with learning disabilities are employed and/or attending post-secondary education and/or training programs at 82% while youth that are emotionally/behaviorally disabled are engaged at the rate of 73%. Youth with mental retardation are engaged in employment, going to school, training programs or supported employment programs at the rate of 46%. Of the 46 youth with autism, 26 are productively engaged or 57%. For the 136 youth with multiple disabilities only 46 or 34% of these young people are working or in post-secondary programs. This information is presented in Figure 8.

Figure 8: Rate of Engagement by Disability

(LD=learning disability; EBD=emotional/behavioral disability; MR=mental retardation; MD=multiple disability)

Autism

ΜD

MR

Recommendations: District staff should examine their data to further analyze these outcomes in order to identify graduates who are not productively engaged after graduation. Goals should be developed for the district that address engagement rate by disability, gender and ethnicity if analysis of district post-school outcome data indicate discrepancies within these variables. Careful examination of the data and the surveys provide district personnel with information to determine areas in which to develop goals specific to the district.

Agency Linkages

0%

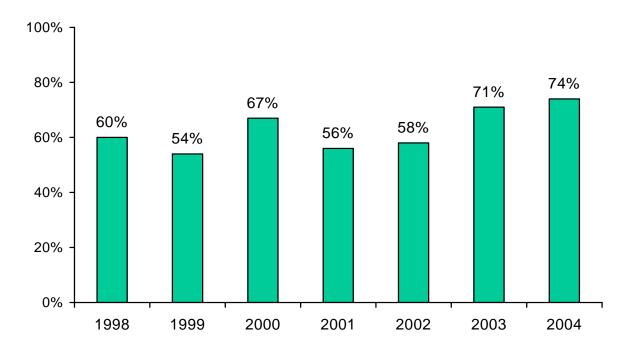
LD

EBD

Agency Linkages Identified on the IEP

Information is gathered from the final IEP to determine the number and type of adult agency linkages that were identified. There were 3,818 IEPs in the post-school data study. Of those IEPs, 2,674 or 73% identified an adult agency. Of the 3,818 IEPs in this study, 2,962 youth and families were contacted for the follow-up survey. Of those IEPs, 2,122 or 74% identified an agency on the IEP. There is a positive increase in the number of agencies identified on the IEP. In the 1998 study 60% of the IEPs identified agencies; 1999, 54%; 2000, 67%; 2001, 56%; 2002 study, 58%; and the 2003 study, 71%. This information is represented in Figure 9.

Figure 9: Agency Linkages Identified on the IEP



Looking more closely at IEPs of students contacted (2,962 students), Division of Vocational Rehabilitation (DVR) was the primary agency identified on the IEPs. DVR was recommended on 55%; Division of Developmental Disabilities (DDD) was recommended on 16%; the Disabled Student Services (DSS) coordinator/office at a college or university was recommended on 14%; WorkSource was recommended on 12%; and 19% recommended something "other" including community based providers. There were IEPs that had identified two or more agencies as linkages. Several of the IEPs identified inappropriate "agencies" that included the high school counseling office. Adult agencies are those that serve people in the community and are not school-based.

Students with learning disabilities and health impairments had agency recommendations on 72% of the IEPs while students with mental retardation, multiple disabilities and autism had recommendations on 88% of the IEPs. Youth with emotional behavioral disorders had an agency linkage on 82% of the IEPs.

Agency Linkages

Six months after graduation or aging out, youth and families were asked during the telephone survey if a linkage or connection had been made with the agency identified on the IEP. For the 2,122 youth that had an agency identified on the IEP, 969 of those youth (46%) made contact with the agency. This connection with the agency includes visiting the

office and participating in services or classes, initiating or completing the intake paperwork, as well as receiving services. Linkages made with DVR, DDD, DSS, and WorkSource are presented below. More than one agency was recommended on many IEPs; therefore the total of "Recommended on the IEP" is more than the 2,122 youth that had an agency linkage identified. For youth with learning disabilities, 34% had a contact with an agency, for youth with emotional behavioral disabilities 38% had a contact, and for youth with health impairment, 45% had a contact. For youth with mental retardation, multiple disabilities and autism, 75% had a contact with the agency 6 months after graduation.

Table 7: Agencies Recommended on the IEP, Linkages with Agency

A	Recommended	Linkage
Agency	on the IEP	with Agency
Division of Vocational Rehabilitation (DVR)	1,565 youth (55%)	571 youth (37%)
Division of Developmental Disabilities (DDD)	467 youth (16%)	255 youth (55%)
Disabled Student Services (DSS)	428 youth (15%)	143 youth (33%)
WorkSource	349 youth (12%)	92 youth (26%)

Of the 2,962 youth that were contacted in this study, 769 or 26% were not employed or attending any type of post-secondary education or training. For those 769 youth, 329 (43%) had not contacted an adult agency. The table below presents those youth that are not engaged by disability and if they contacted an adult agency.

Table 8: Youth Not Engaged by Disability, Linkages with Agency

	Agency Contacted			
Disability	Yes	No	Don't Know	Total
Emotional/behavioral	9	12	2	23
Orthopedic impairment	5	2	0	7
Health impairment	68	94	2	164
Learning disability	61	217	11	289
Mental retardation	89	46	6	141
Multiple disabilities	63	26	1	90
Deafness	7	4	0	11
Hearing impairments	6	1	0	7
Visual impairments	3	0	0	3
Deaf-blindness	1	1	0	2

	Agency Contacted, cont.			
Disability	Yes	No	Don't Know	Total
Communication disorders	1	5	0	6
Autism	12	7	0	19
Traumatic brain injury	3	1	0	4

Recommendations: All youth should have a linkage for adult agencies identified on the IEP. Agency linkages identified on the IEP increased from 71% in 2003 to 74% in 2004 and should increase further with teacher training and agency collaboration. The purpose of the linkage may be for information or for intake. In addition to agencies that serve people with disabilities, agencies that serve the general population should also be identified. WorkSource is an appropriate linkage for any young person with a goal of employment. For youth with more significant disabilities, WorkSource is also appropriate but has seldom been identified in previous studies. This agency provides information and assistance in finding employment as well as developing resumes and offering workshops on interviewing skills. It is helpful to provide students and families with information about WorkSource prior to leaving high school either through a school visit to the WorkSource office, by inviting a staff person from WorkSource to the school or providing families and students with materials and information. It is a positive outcome that WorkSource was identified as an agency linkage on 12% of the IEPs.

If Division of Developmental Disabilities or Division of Vocational Rehabilitation is identified on the IEP, the agency counselor should be invited to the school to meet with students and families either in groups or individually if appropriate. It is important to build relationships with the agency personnel in order to strengthen the connection for the family and youth. These agencies will likely not provide services prior to graduation but are excellent resources for information and suggestions regarding future employment.

When students are planning to attend post-secondary education the Disabled Student Services (DSS) office should be identified on the IEP as an adult agency linkage. Special education personnel should assist the student and family to connect with the DSS office in order to determine the necessary documentation needed for accommodations as well as establish a relationship with the counselors to facilitate better planning. Colleges vary in the type of documentation needed and accommodations provided.

School district personnel should insure that students have the documentation needed and useful for post-school agencies. Recommendations are included in the Trans%20Re-Eval%20Process.doc

The agencies mentioned in this section as well as others are identified by county on the Center for Change in Transition Services website under "Agency Connections," http://www.seattleu.edu/ccts/agency/agency.asp.

How many youth had health insurance?

Three-quarters (2,210 or 75%) of the youth contacted in this study reported having health insurance. Of those, most (1,641) had health insurance through their families and 569 had health insurance through something other than family (employment benefits, SSI, Medicaid, etc.). This is an area that is not addressed on the IEP but may be considered during transition planning. This is the second year that this information has been collected.

Conclusions

Transition services are provided to help students with disabilities acquire the skills that will support them to lead productive and independent adult lives. Post-school status data are used by state and local school systems and lead agencies to determine whether their programs are producing the desired results. Less than half of the states across the nation collect some type of post-school data for employment and post-secondary training. Many of the states use other sources rather than collecting these data within the educational system. With a history of over 20 years of research in the area of post-school data and consistent collection over the last six years, Washington State is a leader in post-school outcome research. Participating school districts' contributions are critical to this effort and they are commended for their work. Districts that gather these data through the examination of IEPs and telephone surveys with the youth and families report that this is powerful information in which to evaluate and improve programs.

Data were collected from 219 school districts, representing 3,818 special education graduates. Of those youth, 2,962 or 78% were contacted. These districts responded to the LEA Application for Federal Funds for Special Education requiring the applicant to include a plan addressing the post-school performance of special education graduates. The areas addressed include: employment, enrollment in post-secondary education, employment and /or enrollment in post-secondary (engagement), and connection to appropriate adult agencies based on the 1998 data. The data collected in these 4 areas for the 1998, 1999, 2000, 2001, 2002, 2003, and 2004 graduates follows:

Table 9: Comparison of Four Outcomes for Years 1998-2004

Cohort	Employed	Enrolled in Post-Sec Ed	Engaged	Adult Agency Connection
1998	66%	31%	77%	53%
1999	70%	30%	81%	50%
2000	65%	28%	77%	51%
2001	59%	31%	73%	56%
2002	58%	33%	73%	57%
2003	53%	30%	70%	53%
2004	55%	29%	73%	46%

Conclusions and recommendations are identified in the following areas: 1) outcomes; 2) participation in the study and collection of the data. Goals are identified for each area.

<u>Outcomes</u>: The number of school districts that participated is steadily increasing. This is a positive result of this study and provides information that can be used for policy, procedures and practices at the state, regional and local level. There are additional outcomes that are positive as well as areas that need improvement.

- 1. Students with developmental disabilities should be encouraged to stay in the school system until age 21. IEPs should be carefully developed to transition the young person to employment or a training program with employment as the goal. District policy should be reviewed so that students are aware of the linkages with Division of Developmental Disabilities and the possible gap in services if youth leave prior to age 21.
- 2. Agency linkages identified on the IEP continued to increase from 56% in 2001 to 74% in 2005. These percentages should represent the youth and families that have received information about adult service agencies. Additional work must be done to increase the number of youth that receive services from the identified agencies after leaving high school. Community councils may assist in strengthening the connections between the school system and the adult agencies. State level collaboration should continue to be a goal to support practice and policy to increase these linkages.
- 3. School districts should identify appropriate agencies for students based on the post-school goals. The district should assist the youth and family to connect with the agency and provide necessary documentation. Agencies in addition to Division of Vocational Rehabilitation, Division of Developmental Disabilities and the Disability Student Services should be identified on the IEP. Before identifying the agencies, the post-school goals and the needs of the student must be determined in order to select appropriate agencies. Agencies can be determined based on goals of employment or post-secondary education, but also recreation and leisure, health and emergency care, transportation and housing. In addition to the name of the agency, exemplary practices would include specific information regarding location and contact information. This information is found at the website:

http://www.seattleu.edu/ccts/agency/agency.asp.

- 4. Fewer IEPs are left blank or "undecided" than in previous years for the anticipated outcome. School personnel should examine their data to determine if this is true for the IEPs in their district.
- 5. Fewer youth are attending post-secondary education. This has decreased over the last 3 years from 33% in 2002 to 30% in 2003 and 29% in 2004. Many youth with the goal of post-secondary education are not attending the year following graduation. This may be due to a lack of preparation for post-secondary education including academic skills, knowledge of disabilities and needed accommodations as well as late planning and inadequate documentation. School districts can further investigate this outcome by examining the surveys and discussing the outcomes. Special education should collaborate with guidance and counseling in order to align the course of study to the college for the student for whom post-secondary education is a goal.
- 6. Youth that are white are attending post-secondary education and/or training programs at the rate of 38% and youth of color are attending post-secondary education and/or training programs at 32%. Attendance at post-secondary education (4-year, 2-year, vocational/technical colleges) is 30% for youth that are white and 28% for youth of color. The discrepancy between attendance of youth of color and white youth was of concern in the earlier years of this study (1998-2000). Although rates of attendance were nearly equal for the last two years, the outcome data for the 2004 graduates indicates that this is an area that school districts should continue to examine.
- 7. Employment rates for all youth decreased from a high of 70% in 1999 but have increased slightly from 2003. Districts should examine their data and surveys to determine which of the graduates have the goal of employment and which of those students are not working. The surveys will provide information to the district that will assist in improving work-based learning programs, career technical access and training, job finding skills and linkages to employment services to include WorkSource.
- 8. There are noteworthy differences in outcomes when analyzed by disability category. Youth with learning disabilities are experiencing better outcomes in post-secondary training and education and employment than youth with emotional/behavior disabilities, youth with mental retardation and youth with multiple disabilities. These outcomes should be discussed and analyzed at the district level.

Goals to consider:

- 1. Increase the number of IEPs that identify an appropriate adult agency.
- 2. Increase the agency linkages to include WorkSource and other agencies for employment and community support.
- Increase the number of youth that contact the adult agency within 6 months of graduation.
- Increase post-school outcome goals on the IEP to 100% by assuring that every student has identified a post-school goal of post-secondary education, training or employment.
- 5. Increase the number of youth with more significant disabilities that are employed (supported employment is considered "employment") and/or in training or educational programs.
- 6. Increase the number of youth with emotional behavioral disorders that are attending post-secondary education, training and/or employed.

Participation: There is additional work needed in order to enhance this statewide effort. The goal of this project is that every school district in the state with special education graduates participates in this study. Additional efforts need to be made to increase the contact rate with special education graduates. This report may present the most positive outcomes for youth in special education as these may be the young people that were the easiest to contact. These are likely young men and women with disabilities that have intact families, stable contact numbers and positive experiences with the school district. Surveys that were not completed have comments written including "won't talk with school," "disconnected number," and "family doesn't know where (name) is."

It is important that both small and large districts participate. Small school districts with one or two graduates are as important to the research as are large districts that require extra effort to gather these data. The following are recommendations for data collection:

- School district personnel identify students in special education that will graduate or turn 21 in the spring prior to their leaving. This should be completed by high schools for larger districts.
- 2. Gather information from these students while they are still in the high schools regarding contact information. The Student Demographic form is

- available for use in Appendix B. It is also available on the Center's website at: (http://www.seattleu.edu/ccts/postschool.asp).
- 3. Gather demographic information from the IEP and complete the first portion of the survey PRIOR to archiving the IEPs. This is considerably more efficient than gathering this information in November after the student has graduated. The survey is included in Appendix C and on the Center for Change website.
- 4. Attach the contact information to the surveys and file for use in late November of the following year.
- 5. Divide the surveys (completed with demographics and contact information) among special education personnel. It is recommended that people familiar with transition services, resources and special education make the phone calls. If the calls are made by an administrative assistance, information regarding agencies should be readily available.

Goals to consider:

- 1. Increase the contact rate with special education graduates.
- 2. Increase the number of surveys with complete information.
- 3. Encourage teachers or other professionals that are knowledgeable of community resources and adult agencies to make the calls. This is an opportunity to provide final case management and information to the youth and the family as well as gather information for program improvement.

The post-school data are available by county and are provided to the community councils in those counties. For the 2004 graduates, the data will be disaggregated by high school as well as district. This report can also be found on the Center for Change in Transition Services web page at: www.seattleu.edu/ccts, or the OSPI website: http://www.k12.wa.us.

APPENDIX A: DATA TABLES

		Cont	acted	DNR (X)	
District Name	Grads	Number	Percent	No Grads (NG)	
Aberdeen	25	23	92.0%		
Adna	3	3	100.0%		
Anacortes	17	10	58.8%		
Arlington	36	35	97.2%		
Asotin-Anatone	6	6	100.0%		
Auburn	43	21	48.8%		
Bainbridge Island	29	28	96.6%		
Battle Ground	39	27	69.2%		
Bellevue	75	67	89.3%		
Bellingham	48	44	91.7%		
Bethel	73	30	41.1%		
Bickleton				NG	
Blaine	8	4	50.0%		
Bremerton	31	13	41.9%		
Brewster	5	4	80.0%		
Bridgeport	2	2	100.0%		
Burlington - Edison	20	18	90.0%		
Camas	20	20	100.0%		
Cape Flattery	2	1	50.0%		
Cascade	11	11	100.0%		
Cashmere	2	2	100.0%		
Castle Rock	1	1	100.0%		
Central Kistap	67	57	85.1%		
Central Valley	56	43	76.8%		
Centralia	14	12	85.7%		
Chehalis	16	15	93.8%		
Cheney	16	15	93.8%		
Chewelah	5	3	60.0%		
Chief Leschi	8	8	100.0%		
Chimacum	6	5	83.3%		
Clarkston	21	15	71.4%		
Cle Elum-Roslyn				X	
Clover Park	27	27	100.0%		
Colfax				X	
Colton				Х	

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Federal Way 95 65 68.4% Ferndale 22 22 100.0% Fife 14 11 78.6% Finley 8 8 100.0% Franklin Pierce 29 19 65.5% Freeman 1 1 100.0% Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Everett	59	38	64.4%	
Ferndale 22 22 100.0% Fife 14 11 78.6% Finley 8 8 100.0% Franklin Pierce 29 19 65.5% Freeman 1 1 100.0% Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Evergreen	49	47	95.9%	
Fife 14 11 78.6% Finley 8 8 100.0% Franklin Pierce 29 19 65.5% Freeman 1 1 100.0% Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Federal Way	95	65	68.4%	
Finley 8 8 100.0% Franklin Pierce 29 19 65.5% Freeman 1 1 100.0% Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Ferndale	22	22	100.0%	
Franklin Pierce 29 19 65.5% Freeman 1 1 100.0% Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Fife	14	11	78.6%	
Freeman 1 1 100.0% Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Finley	8	8	100.0%	
Glenwood X Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Franklin Pierce	29	19	65.5%	
Goldendale 4 4 100.0% Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%	Freeman	1	1	100.0%	
Grand Coulee Dam 4 4 100.0% Grandview 11 7 63.6%					X
Grandview 11 7 63.6%	Goldendale	4	4	100.0%	
	Grand Coulee Dam	4	4	100.0%	
Granger 3 3 100.0%	Grandview	11	7	63.6%	
	Granger	3	3	100.0%	

Granite Falls	13	13	100.0%	
Harrington				X
Highland	5	5	100.0%	
Highline	61	48	78.7%	
Hockinson				NG
Hoquiam	7	7	100.0%	
Inchelium	1	1	100.0%	
Issaquah	65	62	95.4%	
Kahlotus				NG
Kalama				X
Kelso	11	8	72.7%	
Kennewick	89	59	66.3%	
Kent	49	49	100.0%	
Kettle Falls	4	4	100.0%	
Kiona-Benton City	8	8	100.0%	
Kittitas	2	2	100.0%	
Klickitat				X
La Conner	5	5	100.0%	
LaCenter	2	2	100.0%	
Lacrosse				X
Lake Chelan	11	9	81.8%	
Lake Stevens	22	14	63.6%	
Lake Quinault				X
Lake Washington	98	88	89.8%	
Lakewood	5	5	100.0%	
Liberty				X
Lind				X
Longview	22	18	81.8%	
Lopez Island	3	3	100.0%	
Lyle	6	3	50.0%	
Lynden	16	12	75.0%	
Mabton				X
Mansfield	2	2	100.0%	
Manson	5	5	100.0%	
Mary M. Knight				NG
Mary Walker	5	5	100.0%	
Marysville	27	18	66.7%	
Mead	28	25	89.3%	
L				

Mercer Island 8 8 100.0% Meridian 12 12 100.0% Methow Valley 7 7 100.0% Monroe 21 16 76.2% Montesano 4 3 75.0% Morton X X Mossyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Newport 5 5 100.0% Norih Eralls 10 7 70.0% Norksack Valley 8 8 100.0% North Franklin 10 10 100.0% North Kitsap 22 17 77.3%	Medical Lake	8	6	75.0%	
Methow Valley 7 7 100.0% Monroe 21 16 76.2% Montesano 4 3 75.0% Morton X X Mosse Lake X X Mossyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% Noskack Valley 8 8 100.0% North Beach NG NG North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78	Mercer Island	8	8	100.0%	
Monroe 21 16 76.2% Montesano 4 3 75.0% Morton X Moses Lake X Mossyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nonksack Valley 8 8 100.0% North Beach NG NG North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% <td>Meridian</td> <td>12</td> <td>12</td> <td>100.0%</td> <td></td>	Meridian	12	12	100.0%	
Morton X Morses Lake X Moses Lake X Mossyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Noksack Valley 8 8 100.0% North Beach NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North Thurston 78 32 41.0% Northport NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakoulle X Ocean Beach 6 6 100.0% Ocean Beach 6 6 100.0% Odessa 2 100.0% Olympia <td< td=""><td>Methow Valley</td><td>7</td><td>7</td><td>100.0%</td><td></td></td<>	Methow Valley	7	7	100.0%	
Morton X Moses Lake X Mossyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Newport 5 5 100.0% Newport 5 5 100.0% Newport 5 5 100.0% Noksack Valley 8 8 100.0% North Baech NG NG North Franklin 10 10 100.0% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0%	Monroe	21	16	76.2%	
Moses Lake X Mosyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% Noksack Valley 8 8 100.0% North Beach NG NG North Franklin 10 10 100.0% North Mason 4 4 100.0% North River X X North Private X X North Private X X North Private X X	Montesano	4	3	75.0%	
Mossyrock 3 3 100.0% Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% North Beach NG NG North Franklin 10 10 100.0% North Mason 4 4 100.0% North River X X North Druston 78 32 41.0% North Thurston 78 32 41.0% North Protect NG NG Oak Harbor 4 4 100.0% <	Morton				X
Mount Adams 4 4 100.0% Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukiteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% Noksack Valley 8 8 100.0% North Beach NG NG North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakoulle X X Ocean Beach <	Moses Lake				X
Mount Baker 11 10 90.9% Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% North Beach NG NG North Beach NG NG North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakanogan NG Oakanogan NG Ocean Beach 6 6 100.0% Ocean Beach 6 6 100.0% <td>Mossyrock</td> <td>3</td> <td>3</td> <td>100.0%</td> <td></td>	Mossyrock	3	3	100.0%	
Mount Vernon 22 20 90.9% Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% North Bile Falls 10 7 70.0% North Beach NG NG North Franklin 10 10 100.0% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Ocean Beach 6 6 100.0% Ocean Beach 6 6 100.0% Odessa 2 2	Mount Adams	4	4	100.0%	
Mukilteo 10 10 100.0% Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% North Mile Falls 10 7 70.0% North Beach NG NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northport NG NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oaksadale NG NG Oakanogan NG NG Ocean Beach 6 6 100.0% Odessa 2 <td< td=""><td>Mount Baker</td><td>11</td><td>10</td><td>90.9%</td><td></td></td<>	Mount Baker	11	10	90.9%	
Naches Valley 2 2 100.0% Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% Norksack Valley 8 8 100.0% North Beach NG NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Drurston 78 32 41.0% Northport NG NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakanogan NG NG Oakanogan NG NG Ocean Beach 6 6 100.0% Ocean Beach 6 6 <td< td=""><td>Mount Vernon</td><td>22</td><td>20</td><td>90.9%</td><td></td></td<>	Mount Vernon	22	20	90.9%	
Napavine 6 6 100.0% Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% North Bleach NG NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakoille X X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Omak 4 2 50.0% Onalaska 12 12 100.0%	Mukilteo	10	10	100.0%	
Naselle 2 2 100.0% Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% Nooksack Valley 8 8 100.0% North Beach NG NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakanogan NG NG Oakville X X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Omak 4 2 50.0% Onalaska 12 12	Naches Valley	2	2	100.0%	
Newport 5 5 100.0% Nine Mile Falls 10 7 70.0% Nooksack Valley 8 8 100.0% North Beach NG NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Omak 4 2 50.0% Omak 4 2 50.0% Onalaska 12 12 100.0%	Napavine	6	6	100.0%	
Nine Mile Falls 10 7 70.0% Nooksack Valley 8 8 100.0% North Beach NG NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakoville X X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Naselle	2	2	100.0%	
Nooksack Valley 8 8 100.0% North Beach NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Newport	5	5	100.0%	
North Beach NG North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X North Thurston 78 32 41.0% Northport NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Nine Mile Falls	10	7	70.0%	
North Franklin 10 10 100.0% North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X North Thurston 78 32 41.0% Northport NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Nooksack Valley	8	8	100.0%	
North Kitsap 22 17 77.3% North Mason 4 4 100.0% North River X X North Thurston 78 32 41.0% Northport NG NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakanogan NG NG Oakville X X Ocean Beach 6 6 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	North Beach				NG
North Mason 4 4 100.0% North River X North Thurston 78 32 41.0% Northport NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakanogan NG NG Oakville X X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	North Franklin	10	10	100.0%	
North River X North Thurston 78 32 41.0% Northport NG NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakanogan NG NG Oakville X X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	North Kitsap	22	17	77.3%	
North Thurston 78 32 41.0% Northport NG NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG NG Oakanogan NG NG Oakville X X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	North Mason	4	4	100.0%	
Northport NG Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	North River				X
Northshore 96 81 84.4% Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	North Thurston	78	32	41.0%	
Oak Harbor 4 4 100.0% Oakesdale NG Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Northport				NG
Oakesdale NG Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Northshore	96	81	84.4%	
Oakanogan NG Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Oak Harbor	4	4	100.0%	
Oakville X Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Oakesdale				NG
Ocean Beach 6 6 100.0% Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Oakanogan				NG
Ocosta 3 3 100.0% Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Oakville				X
Odessa 2 2 100.0% Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Ocean Beach	6	6	100.0%	
Olympia 41 29 70.7% Omak 4 2 50.0% Onalaska 12 12 100.0%	Ocosta	3	3	100.0%	
Omak 4 2 50.0% Onalaska 12 12 100.0%	Odessa	2	2	100.0%	
Onalaska 12 12 100.0%	Olympia	41	29	70.7%	
	Omak	4	2	50.0%	
Orcas Island 6 6 100.0%	Onalaska	12	12	100.0%	
	Orcas Island	6	6	100.0%	_

Orting 7 6 85.7% Othello 5 3 60.0% Palouse 1 0 Pasco 26 15 57.7% Pateros NG NG Pe Ell 2 2 100.0% Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 3 100.0% Port Townsend X X Prescott 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 6 100.0% Rearden-Edwall X X Renton 51 32 62.7% Republic 3 3 100.0%	Oroville	1	1	100.0%	
Othello 5 3 60.0% Palouse 1 0 Pasco 26 15 57.7% Pateros NG NG Pe Ell 2 2 100.0% Peninsula 60 46 76.7% Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 100.0% Port Townsend X X Prescott 3 100.0% Port Townsend X X Prescott 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quilcene 4 4 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X <	Orting	7	6	85.7%	
Pasco 26 15 57.7% Pateros NG Pe Ell 2 2 100.0% Peninsula 60 46 76.7% Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 3 100.0% Port Townsend X X Prescott 3 3 100.0% Pulman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 6 100.0% Rearden-Edwall X X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3%		5	3	60.0%	
Pateros NG Pe Ell 2 2 100.0% Peninsula 60 46 76.7% Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 3 100.0% Port Townsend X X Prescott 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 6 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ri	Palouse	1	0		
Pe Ell 2 2 100.0% Peninsula 60 46 76.7% Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 3 100.0% Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quilege 4 4 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Riverview 14 <	Pasco	26	15	57.7%	
Peninsula 60 46 76.7% Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 3 100.0% Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverview 14 13 92.9%	Pateros				NG
Pomeroy 3 3 100.0% Port Angeles 13 10 76.9% Port Townsend X X Prescott 3 3 100.0% Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverview 14 13 92.9% Rochester 9 5 55.6% </td <td>Pe Ell</td> <td>2</td> <td>2</td> <td>100.0%</td> <td></td>	Pe Ell	2	2	100.0%	
Port Angeles 13 10 76.9% Port Townsend X Prescott 3 3 100.0% Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quillayute Valley 6 6 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% <t< td=""><td>Peninsula</td><td>60</td><td>46</td><td>76.7%</td><td></td></t<>	Peninsula	60	46	76.7%	
Port Townsend X Prescott 3 3 100.0% Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Rochester 9 5 55.6% Rosalia 1 100.0% San Juan 9 100.0% School for the Deaf 16 16 100.0% School for the Deaf 16 16 100.0% Seattle	Pomeroy	3	3	100.0%	
Prescott 3 3 100.0% Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quillayute Valley 6 6 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Rochester 9 5 55.6% Rosalia 1 100.0% 100.0% San Juan 9 100.0% 100.0% School for the Deaf 16	Port Angeles	13	10	76.9%	
Prosser 3 3 100.0% Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% San Juan 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 <t< td=""><td>Port Townsend</td><td></td><td></td><td></td><td>X</td></t<>	Port Townsend				X
Pullman 12 10 83.3% Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quillayute Valley 6 6 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf	Prescott	3	3	100.0%	
Puyallup 95 48 50.5% Quilcene 4 4 100.0% Quillayute Valley 6 6 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% San Juan 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130	Prosser	3	3	100.0%	
Quilcene 4 4 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18	Pullman	12	10	83.3%	
Quillayute Valley 6 6 100.0% Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18	Puyallup	95	48	50.5%	
Quincy 12 12 100.0% Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Quilcene	4	4	100.0%	
Rainer 6 4 66.7% Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Selah 19 14 73.7%	Quillayute Valley	6	6	100.0%	
Raymond 7 7 100.0% Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Quincy	12	12	100.0%	
Rearden-Edwall X Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Rainer	6	4	66.7%	
Renton 51 32 62.7% Repubilc 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Raymond	7	7	100.0%	
Republic 3 3 100.0% Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Rearden-Edwall				X
Richland 49 44 89.8% Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Renton	51	32	62.7%	
Ridgefield 15 14 93.3% Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Repubilc	3	3	100.0%	
Ritzville NG Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Richland	49	44	89.8%	
Riverside 9 9 100.0% Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Ridgefield	15	14	93.3%	
Riverview 14 13 92.9% Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Ritzville				NG
Rochester 9 5 55.6% Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Riverside	9	9	100.0%	
Rosalia 1 1 100.0% Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Riverview	14	13	92.9%	
Royal 4 4 100.0% San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Rochester	9	5	55.6%	
San Juan 9 9 100.0% School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Rosalia	1	1	100.0%	
School for the Blind 4 3 75.0% School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	Royal	4	4	100.0%	
School for the Deaf 16 16 100.0% Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	San Juan	9	9	100.0%	
Seattle 130 78 60.0% Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	School for the Blind	4	3	75.0%	
Sedro Woolley 18 14 77.8% Selah 19 14 73.7%	School for the Deaf	16	16	100.0%	
Selah 19 14 73.7%	Seattle	130	78	60.0%	
	Sedro Woolley	18	14	77.8%	
Selkirk 1 1 100.0%	Selah	19	14	73.7%	
	Selkirk	1	1	100.0%	

Sequim	11	10	90.9%	
Shelton	26	20	76.9%	
Shoreline	57	41	71.9%	
Skykomish				NG
Snohomish	39	32	82.1%	
Snoqualimie Valley	19	17	89.5%	
Soap Lake				X
South Bend				NG
South Kitsap	40	34	85.0%	
South Whidbey	10	10	100.0%	
Spokane	124	82	66.1%	
St. John				X
Stanwood-Camano	38	35	92.1%	
Steilacoom	6	5	83.3%	
Stevenson-Carson	5	5	100.0%	
Sultan	13	9	69.2%	
Sumner	27	24	88.9%	
Sunnyside	27	20	74.1%	
Tacoma	73	38	52.1%	
Taholah				Х
Tahoma	26	25	96.2%	
Tekoa	1	1	100.0%	
Tenino	6	6	100.0%	
Thorp				NG
Toledo	3	3	100.0%	
Tonasket	6	6	100.0%	
Toppenish	9	6	66.7%	
Touchet	1	1	100.0%	
Toutle Lake	2	2	100.0%	
Trout Lake	3	3	100.0%	
Tukwila	7	0		
Tumwater	29	27	93.1%	
University Place	26	18	69.2%	
Vancouver	109	73	67.0%	
Vashon	8	4	50.0%	
Wahkiakum	5	5	100.0%	
Wahluke				Х
Waitsburg	4	4	100.0%	
		_		

Districts Participating in 2004 Post-School Survey

249	3818	2962	77.6%	17=NG / 30=DNR
Zillah	4	3	75.0%	
Yelm				Х
Yakima	45	41	91.1%	
Woodland	6	4	66.7%	
Wishram				NG
Wishkah Valley				NG
Winlock	3	3	100.0%	
Wilson Creek				Х
Willapa				Х
Wilbur	1	0		
White Salmon Valley	6	4	66.7%	
White River	28	11	39.3%	
White Pass	4	4	100.0%	
West Valley(Yakima)				Х
West Valley	10	10	100.0%	
Wenatchee	18	15	83.3%	
Wellpinit	1	1	100.0%	
Waterville				Х
Washtucna				NG
Washougal	4	3	75.0%	
Warden	9	7	77.8%	
Wapato	7	6	85.7%	
Walla Walla	29	27	93.1%	

CCTS 37

Total

Table A1
Special Education Graduates by Exit Status*

Exit Status	Number	Percent
Diploma	3,572	94.2%
Aged out	201	5.3%
Other	19	.5%
Total	3,792	100.0%
*Evaludos 26 aradu	ataa far uubam dat	a wara miaaina

*Excludes 26 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A2
Special Education Graduates by Disability and Exit Status*

		Exit Status			
Disability		Diploma	Aged out	Other	Total
Emotional/behavioral	Number	123	2		125
	Percent	98.4%	1.6%		100.0%
Orthopedic impairment	Number	27	5		32
	Percent	84.4%	15.6%		100.0%
Health impairment	Number	663	28	3	694
	Percent	95.5%	4.0%	0.4%	100.0%
Learning disability	Number	2,222	11	10	2,243
	Percent	99.1%	0.5%	0.4%	100.0%
Mental retardation	Number	266	70	4	340
	Percent	78.2%	20.6%	1.2%	100.0%
Multiple disabilities	Number	96	66	1	163
	Percent	58.9%	40.5%	0.6%	100.0%
Deafness	Number	32	2		34
	Percent	94.1%	5.9%		100.0%
Hearing impairments	Number	48	3		51
	Percent	94.1%	5.9%		100.0%
Visual impairments	Number	15			15
	Percent	100.0%			100.0%
Deaf-blindness	Number	5	1		6
	Percent	83.3%	16.7%		100.0%
Communication disorders	Number	15			15
	Percent	100.0%			100.0%
Autism	Number	43	8	1	52
	Percent	82.7%	15.4%	1.9%	100.0%
Traumatic brain injury	Number	10	4		14
	Percent	71.4%	28.6%		100.0%
Total	Number	3,565	200	19	3,784
	Percent	94.2%	5.3%	0.5%	100.0%
*Excludes 34 graduates for who		missing.			

*Excludes 34 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A3
Special Education Graduates by Gender and Exit Status*

		Exit Status				
Ger	Gender		Aged out	Other	Total	
Male	Number	2,354	132	13	2,499	
	Percent	94.2%	5.3%	0.5%	100.0%	
Female	Number	1,216	67	6	1,289	
	Percent	94.3%	5.2%	0.5%	100.0%	
Total	Number	3,570	199	19	3,788	
	Percent	94.2%	5.3%	0.5%	100.0%	

*Excludes 30 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A4
Special Education Graduates by Race/Ethnicity and Exit Status*

		Exit Status				
Race/Ethnicity		Diploma	Aged out	Other	Total	
White	Number	2,763	145	14	2,922	
	Percent	94.6%	5.0%	0.5%	100.0%	
Students of color	Number	793	52	5	850	
	Percent	93.3%	6.1%	0.6%	100.0%	
Total	Number	3,556	197	19	3,772	
	Percent	94.3%	5.2%	0.5%	100.0%	
*Excludes 46 gradua	ates for who	m data were	missing.		•	

*Excludes 46 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A5
Special Education Graduates by Interview Status

Status of Telephone Interview	Number	Percent		
Completed	2,962	77.6%		
Not completed	856	22.4%		
Total	3,818	100.0%		
Source: OSPI, Special Education, April 2005.				

Table A6 Special Education Graduates by Disability and Interview Status*

		Status o	f Telephone Inter	view
Disability		Completed	Not completed	Total
Emotional/behavioral	Number	95	31	126
	Percent	75.4%	24.6%	100.0%
Orthopedic impairment	Number	26	6	32
	Percent	81.3%	18.8%	100.0%
Health impairment	Number	567	133	700
	Percent	81.0%	19.0%	100.0%
Learning disability	Number	1,695	560	2,255
	Percent	75.2%	24.8%	100.0%
Mental retardation	Number	273	70	343
	Percent	79.6%	20.4%	100.0%
Multiple disabilities	Number	136	27	163
	Percent	83.4%	16.6%	100.0%
Deafness	Number	27	7	34
	Percent	79.4%	20.6%	100.0%
Hearing impairments	Number	46	6	52
	Percent	88.5%	11.5%	100.0%
Visual impairments	Number	12	3	15
	Percent	80.0%	20.0%	100.0%
Deaf-blindness	Number	4	2	6
	Percent	66.7%	33.3%	100.0%
Communication disorders	Number	14	2	16
	Percent	87.5%	12.5%	100.0%
Autism	Number	46	6	52
	Percent	88.5%	11.5%	100.0%
Traumatic brain injury	Number	13	3	16
	Percent	81.3%	18.8%	100.0%
Total	Number	2,954	856	3,810
	Percent	77.5%	22.5%	100.0%
*Excludes 8 graduates for who	om data we	re missing.		

Source: OSPI, Special Education, April 2005.

Table A7 Special Education Graduates by Gender and Interview Status*

		Status of Telephone Interview				
Gender		Completed	Not completed	Total		
Male	Number	1,963	551	2,514		
	Percent	78.1%	21.9%	100.0%		
Female	Number	994	305	1,299		
	Percent	76.5%	23.5%	100.0%		
Total	Number	2,957	856	3,813		
	Percent	77.6%	22.4%	100.0%		

*Excludes 5 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A8
Special Education Graduates by Race/Ethnicity and Interview Status*

		Status o	f Telephone Inter	view
Race/Ethnicity		Completed	Not completed	Total
White	Number	2,337	602	2,939
	Percent	79.5%	20.5%	100.0%
Students of color	Number	609	250	859
	Percent	70.9%	29.1%	100.0%
Total	Number	2,946	852	3,798
	Percent	77.6%	22.4%	100.0%
*Evaludes 20 gradus	ates for who	m data were mi	eeina	

*Excludes 20 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A9
Special Education Graduates as a Percent of all Graduates by District

District Name	Total Special Education Grads	Total Grads	Special Education Percentage of Total Grads
Aberdeen	25	244	10%
Adna	3	40	8%
Anacortes	17	212	8%
Arlington	36	307	12%
Asotin-Anatone	6	44	14%
Auburn	43		
Bainbridge Island	29	307	9%
Battle Ground	39	782	5%
Bellevue	75	991	8%
Bellingham	48	647	7%
Bethel	73	560	13%
Blaine	8	116	7%
Bremerton	31	303	10%
Brewster	5	60	8%
Bridgeport	2	50	4%
Burlington - Edison	20		
Camas	20	263	8%
Cape Flattery	2	27	7%
Cascade	11	110	10%
Cashmere	2	112	2%
Castle Rock	1	69	1%
Central Kistap	67	1004	7%
Central Valley	56	831	7%
Centralia	14	171	8%
Chehalis	16	193	8%
Cheney	16	831	2%
Chewelah	5	109	5%
Chief Leschi	8		
Chimacum	6	80	8%
Clarkston	21	188	11%
Clover Park	27	468	6%
Columbia	7	64	11%
Columbia 206	1	19	5%
Colville	13	160	8%
Concrete	2	40	5%
Coulee-Harline	5	31	16%
Coupeville	7	76	9%
Creston	1	9	11%
Curlew	2	22	9%
Cusick	1	15	7%
Davenport	3	46	7%
Dayton	3	55	5%
Deer Park	7	106	7%
East Valley 361	12	325	4%
East Valley 90	15	130	12%
Eastmont	26	332	8%

	Total Special		Special Education Percentage
District Name	Education Grads	Total Grads	of Total Grads
Easton	1	11	9%
Eatonville	3	128	2%
Edmonds	96	1277	8%
Ellensburg	7	227	3%
Elma	5	166	3%
Enumclaw	14	307	5%
Everett	59		
Evergreen	49	1174	4%
Federal Way	95	1102	9%
Ferndale	22	270	8%
Fife	14	255	5%
Finley	8	83	10%
Franklin Pierce	29	357	8%
Freeman	1	65	2%
Goldendale	4	92	4%
Grand Coulee Dam	4	159	3%
Grandview	11	185	6%
Granger	3	58	5%
Granite Falls	13	123	11%
Highland	5	.20	1170
Highline	61	1074	6%
Hoquiam	7	123	6%
Inchelium	1	120	370
Issaquah	65		
Kelso	11	272	4%
Kennewick	89	212	170
Kent	49		
Kettle Falls	4	66	6%
Kiona-Benton City	8	94	9%
Kittitas	2	42	5%
La Conner	5	46	11%
LaCenter	2	99	2%
Lake Chelan	11	78	14%
Lake Stevens	22	437	5%
Lake Washington	98	1659	6%
Lakewood	5	133	4%
Longview	22	344	6%
Lopez Island	3	10	30%
Lyle	6	27	22%
Lynden	16	172	9%
Mansfield	2	13	15%
Manson	5	50	10%
Mary Walker	5	45	11%
Marysville	27	591	5%
Mead	28	658	4%
Medical Lake	8	47	17%
Mercer Island	8	340	2%
Meridian	12	98	12%
Methow Valley	7	79	9%
wiethow valley	, , , , , , , , , , , , , , , , , , ,	19	9%

	Total Special		Special Education Percentage
District Name	Education Grads	Total Grads	of Total Grads
Monroe	21		
Montesano	4	113	4%
Mossyrock	3	36	8%
Mount Adams	4	46	9%
Mount Baker	11		
Mount Vernon	22	294	7%
Mukilteo	10	810	1%
Naches Valley	2	97	2%
Napavine	6	46	13%
Naselle	2	38	5%
Newport	5	84	6%
Nine Mile Falls	10	121	8%
Nooksack Valley	8	112	7%
North Franklin	10	111	9%
North Kitsap	22		
North Mason	4	138	3%
North Thurston	78	846	9%
Northshore	96	1517	6%
Oak Harbor	4	343	1%
Ocean Beach	6	83	7%
Ocosta	3	45	7%
Odessa	2	33	6%
Olympia	41		
Omak	4	97	4%
Onalaska	12	83	14%
Orcas Island	6	38	16%
Oroville	1	42	2%
Orting	7	89	8%
Othello	5	115	4%
Palouse	1	21	5%
Pasco	26	348	7%
Pe Ell	2	21	10%
Peninsula	60		
Pomeroy	3	42	7%
Port Angeles	13	265	5%
Prescott	3	12	25%
Prosser	3	32	9%
Pullman	12	175	7%
Puyallup	95	1200	8%
Quilcene	4		
Quillayute Valley	6	81	7%
Quincy	12	139	9%
Rainer	6	71	8%
Raymond	7	40	18%
Renton	51	705	7%
Repubilc	3	27	11%
Richland	49		
Ridgefield	15	129	12%
Riverside	9	131	7%

District Name	Total Special Education Grads	Total Grads	Special Education Percentage of Total Grads
Riverview	14	194	7%
Rochester	9	104	9%
Rosalia	1	15	7%
Royal	4	68	6%
San Juan	9	74	12%
School for the Blind	4		
School for the Deaf	16		
Seattle	130	2570	5%
Sedro Woolley	18	341	5%
Selah	19	210	9%
Selkirk	1	30	3%
Sequim	11	223	5%
Shelton	26	276	9%
Shoreline	57	707	8%
Snohomish	39	569	7%
Snoqualimie Valley	19	302	6%
South Kitsap	40	662	6%
South Whidbey	10	169	6%
Spokane	124	1980	6%
Stanwood-Camano	38	364	10%
Steilacoom	6	132	5%
Stevenson-Carson	5	72	7%
	13		
Sultan	27	99	13%
Sumner	27		
Sunnyside	73	4045	F0/
Tacoma	26	1615	5%
Tahoma		353	7%
Tekoa	1	17	6%
Tenino	6	76	8%
Toledo	3	66	5%
Tonasket	6	75	8%
Toppenish	9	151	6%
Touchet	1	26	4%
Toutle Lake	2	40	5%
Trout Lake	3	17	18%
Tukwila	7	127	6%
Tumwater	29		
University Place	26	405	6%
Vancouver	109	1174	9%
Vashon	8	112	7%
Wahkiakum	5	42	12%
Waitsburg	4	32	13%
Walla Walla	29		
Wapato	7	138	5%
Warden	9	63	14%
Washougal	4	140	3%
Wellpinit	1		
Wenatchee	18	459	4%
West Valley	10	289	3%

District Name	Total Special Education Grads	Total Grads	Special Education Percentage of Total Grads
White Pass	4	60	7%
White River	28		
White Salmon Valley	6	104	6%
Wilbur	1	21	5%
Winlock	3	80	4%
Woodland	6	112	5%
Yakima	45	602	7%
Zillah	4	90	4%
Total	3,818	47,468	8%

Table A10
Graduates Interviewed: Working for Pay*

Working for Pay	Frequency	Percent
Yes	1,619	54.8%
No	1,304	44.1%
Don't know	33	1.1%
Total	2,956	100.0%

^{*}Excludes 6 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A11
Graduates Interviewed: Working for Pay by Disability*

			Work	ing for Pay	
Disability		Yes	No	Don't know	Total
Emotional/behavioral	Number	54	37	3	94
	Percent	57.4%	39.4%	3.2%	100.0%
Orthopedic impairment	Number	4	21	1	26
•	Percent	15.4%	80.8%	3.8%	100.0%
Health impairment	Number	292	269	6	567
·	Percent	51.5%	47.4%	1.1%	100.0%
Learning disability	Number	1,077	597	20	1,694
	Percent	63.6%	35.2%	1.2%	100.0%
Mental retardation	Number	98	170	3	271
	Percent	36.2%	62.7%	1.1%	100.0%
Multiple disabilities	Number	34	101		135
·	Percent	25.2%	74.8%		100.0%
Deafness	Number	8	19		27
	Percent	29.6%	70.4%		100.0%
Hearing impairments	Number	26	20		46
	Percent	56.5%	43.5%		100.0%
Visual impairments	Number	4	7		11
	Percent	36.4%	63.6%		100.0%
Deaf-blindness	Number		4		4
	Percent		100.0%		100.0%
Communication disorders	Number	4	10		14
	Percent	28.6%	71.4%		100.0%
Autism	Number	12	34		46
	Percent	26.1%	73.9%		100.0%
Traumatic brain injury	Number	3	10		13
	Percent	23.1%	76.9%		100.0%
Total	Number	1,616	1,299	33	2,948
	Percent	54.8%	44.1%	1.1%	100.0%
*Excludes 14 interviews for w	hich data we	ere missin	g.		

Source: OSPI, Special Education, April 2005.

Table A12 Graduates Interviewed: Working for Pay by Gender*

		Working for Pay				
Ger	Gender		Yes No Don't know Total			
Male	Number	1,123	815	20	1,958	
	Percent	57.4%	41.6%	1.0%	100.0%	
Female	Number	494	486	13	993	
	Percent	49.7%	48.9%	1.3%	100.0%	
Total	Number	1,617	1,301	33	2,951	
	Percent	54.8%	44.1%	1.1%	100.0%	

*Excludes 11 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A13 Graduates Interviewed: Working for Pay by Race/Ethnicity*

		Working for Pay			
Race/Ethnic	city	Yes No Don't know Total			
White	Number	1,293	1,012	26	2,331
	Percent	55.50%	43.40%	1.10%	100.00%
Students of color	Number	317	285	7	609
	Percent	52.10%	46.80%	1.10%	100.00%
Total	Number	1,610	1,297	33	2,940
	Percent	54.80%	44.10%	1.10%	100.00%
*Excludes 22 intervi					

Source: OSPI, Special Education, April 2005.

Table A14 Graduates Interviewed: Attending Post-High School Program*

Attending	Number	Percent
Yes	1,081	36.6%
No	1,850	62.6%
Don't know	22	.7%
Total	2,953	100.0%

*Excludes 9 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A14a Attending Post-High School Program by Type of Program*

Type of School	Number	Percent
University/4-year	107	10.1%
Community/2-year	556	52.4%
Voc/tech school	196	18.5%
Military	64	6.0%
Apprentice	13	1.2%
Job Corps	26	2.4%
Other	96	9.0%
Don't know	4	.4%
Total	1,062	100.0%
*Evaluates 40 internieure	برجهمام عامنطابيرسمة	

*Excludes 19 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A15
Graduates Interviewed: Attending Post-Secondary Education Program*

Attending	Number	Percent			
Yes	859	29.3%			
No	2,049	69.8%			
Don't know	26	.9%			
Total	2,934	100.0%			
*Excludes 28 interviews for which data were missing.					
Source: OSPI, Spec	ial Education, Ap	ril 2005.			

 $Table\ A16$ Graduates Interviewed: Attending Post-Secondary Education Program by Disability*

		Enrolled in Post-School Education			
Disability		Yes	No	Don't know	Total
Emotional/behavioral	Number	18	72	3	93
	Percent	19.4%	77.4%	3.2%	100.0%
Orthopedic impairment	Number	14	11	1	26
	Percent	53.8%	42.3%	3.8%	100.0%
Health impairment	Number	180	380	3	563
	Percent	32.0%	67.5%	0.5%	100.0%
Learning disability	Number	546	1,119	14	1,679
	Percent	32.5%	66.6%	0.8%	100.0%
Mental retardation	Number	25	240	4	269
	Percent	9.3%	89.2%	1.5%	100.0%
Multiple disabilities	Number	12	123		135
	Percent	8.9%	91.1%		100.0%
Deafness	Number	10	17		27
	Percent	37.0%	63.0%		100.0%
Hearing impairments	Number	20	25		45
	Percent	44.4%	55.6%		100.0%
Visual impairments	Number	6	6		12
	Percent	50.0%	50.0%		100.0%
Deaf-blindness	Number	2	2		4
	Percent	50.0%	50.0%		100.0%
Communication disorders	Number	3	11		14
	Percent	21.4%	78.6%		100.0%
Autism	Number	15	30	1	46
	Percent	32.6%	65.2%	2.2%	100.0%
Traumatic brain injury	Number	4	9		13
	Percent	30.8%	69.2%		100.0%
Total	Number	855	2,045	26	2,926
	Percent	29.2%	69.9%	0.9%	100.0%
*Excludes 36 interviews for w	hich data we	ere missin	g.		

*Excludes 36 interviews for which data were missing.
Source: OSPI, Special Education, April 2005.

 $Table\ A16a$ Attending Post-Secondary Education Program: Type of Program by Disability*

			Type of So	hool	
Disability		University	Community	Voc/tech	
•		/4-year	/2-year	school	Total
Emotional/behavioral	Number		12	6	18
	Percent		66.7%	33.3%	100.0%
Orthopedic impairment	Number	3	10	1	14
	Percent	21.4%	71.4%	7.1%	100.0%
Health impairment	Number	16	116	48	180
	Percent	8.9%	64.4%	26.7%	100.0%
Learning disability	Number	74	341	131	546
	Percent	13.6%	62.5%	24.0%	100.0%
Mental retardation	Number	1	21	3	25
	Percent	4.0%	84.0%	12.0%	100.0%
Multiple disabilities	Number		12		12
	Percent		100.0%		100.0%
Deafness	Number	3	7		10
	Percent	30.0%	70.0%		100.0%
Hearing impairments	Number	4	15	1	20
	Percent	20.0%	75.0%	5.0%	100.0%
Visual impairments	Number		5	1	6
-	Percent		83.3%	16.7%	100.0%
Deaf-blindness	Number		2		2
	Percent		100.0%		100.0%
Communication disorders	Number	1	1	1	3
	Percent	33.3%	33.3%	33.3%	100.0%
Autism	Number	4	8	3	15
	Percent	26.7%	53.3%	20.0%	100.0%
Traumatic brain injury	Number		4		4
	Percent		100.0%		100.0%
Total	Number	106	554	195	855
	Percent	12.4%	64.8%	22.8%	100.0%
*Excludes 4 interviews for wh Source: OSPI, Special Educa					

 $Table \ A17$ Graduates Interviewed: Attending Post-Secondary Education Program by Gender*

		Enrolled in Post-School Education				
Ger	nder	Yes No Don't know Total			Total	
Male	Number	537	1,394	15	1,946	
	Percent	27.6%	71.6%	0.8%	100.0%	
Female	Number	320	652	11	983	
	Percent	32.6%	66.3%	1.1%	100.0%	
Total	Number	857	2,046	26	2,929	
	Percent	29.3%	69.9%	0.9%	100.0%	
*Excludes	33 intervie	ws for whi	ch data w	ere missing		

Source: OSPI, Special Education, April 2005.

Table A17a
Attending Post-Secondary Education Program: Type of Program by Gender*

		Type of School					
Ger	nder	University	Community	Voc/tech			
		/4-year	/2-year	school	Total		
Male	Number	68	345	124	537		
	Percent	12.7%	64.2%	23.1%	100.0%		
Female	Number	38	210	72	320		
	Percent	11.9%	65.6%	22.5%	100.0%		
Total	Number	106	555	196	857		
	Percent	12.4%	64.8%	22.9%	100.0%		
		s for which dat al Education, A	a were missing. pril 2005.				

 $Table \ A18$ Graduates Interviewed: Attending Post-Secondary Education Program by Race/Ethnicity*

		Enrolled in Post-School Educatio				
Race/Ethnic	Yes	No	Don't know	Total		
White	Number	683	1,608	22	2,313	
	Percent	29.5%	69.5%	1.0%	100.0%	
Students of color	Number	171	430	4	605	
	Percent	28.3%	71.1%	0.7%	100.0%	
Total	Number	854	2,038	26	2,918	
Percent 29.3% 69.8% 0.9% 100.0%						
*Excludes 44 interviews for which data were missing. Source: OSPI. Special Education, April 2005.						

 $Table\ A18a$ Attending Post-Secondary Education Program: Type of Program by Race/Ethnicity*

		Type of School					
Race/Ethnic	city	University /4-year	Community /2-year	Voc/tech school	Total		
White	Number	88	434	161	683		
	Percent	12.9%	63.5%	23.6%	100.0%		
Students of color	Number	18	120	33	171		
	Percent	10.5%	70.2%	19.3%	100.0%		
Total	Number	106	554	194	854		
	Percent	12.4%	64.9%	22.7%	100.0%		

^{*}Excludes 5 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A19
Graduates Interviewed: Engaged*
(Working and/or Attending Post-High School Program)

Engaged	Number	Percent		
Yes	2,165	73.1%		
No	769	26.0%		
Don't know	28	.9%		
Total	2,962	100.0%		
Source: OSPI, Special Education, April 2005.				

 $Table \ A20$ Graduates Interviewed: Engaged by Disability* (Working and/or Attending Post-High School Program)

		Engaged			
Disability		Yes	No	Don't know	Total
Emotional/behavioral	Number	69	23	3	95
	Percent	72.6%	24.2%	3.2%	100.0%
Orthopedic impairment	Number	19	7		26
·	Percent	73.1%	26.9%		100.0%
Health impairment	Number	397	164	6	567
•	Percent	70.0%	28.9%	1.1%	100.0%
Learning disability	Number	1,393	289	13	1,695
	Percent	82.2%	17.1%	0.8%	100.0%
Mental retardation	Number	126	142	5	273
	Percent	46.2%	52.0%	1.8%	100.0%
Multiple disabilities	Number	46	90		136
·	Percent	33.8%	66.2%		100.0%
Deafness	Number	16	11		27
	Percent	59.3%	40.7%		100.0%
Hearing impairments	Number	39	7		46
	Percent	84.8%	15.2%		100.0%
Visual impairments	Number	9	3		12
•	Percent	75.0%	25.0%		100.0%
Deaf-blindness	Number	2	2		4
	Percent	50.0%	50.0%		100.0%
Communication disorders	Number	8	6		14
	Percent	57.1%	42.9%		100.0%
Autism	Number	26	19	1	46
	Percent	56.5%	41.3%	2.2%	100.0%
Traumatic brain injury	Number	9	4		13
	Percent	69.2%	30.8%		100.0%
Total	Number	2,159	767	28	2,954
	Percent	73.1%	26.0%	0.9%	100.0%
*Excludes 8 interviews for wh	ch data wei	e missing			

Source: OSPI, Special Education, April 2005.

Table A21 Graduates Interviewed: Engaged by Gender* (Working and/or Attending Post-High School Program)

		Engaged			
Ger	nder	Yes	No	Don't know	Total
Male	Number	1,466	478	19	1,963
	Percent	74.7%	24.4%	1.0%	100.0%
Female	Number	695	290	9	994
	Percent	69.9%	29.2%	0.9%	100.0%
Total	Number	2,161	768	28	2,957
	Percent	73.1%	26.0%	0.9%	100.0%
*Excludes	5 interview	s for whic	h data we	re missing.	

Table A22

Graduates Interviewed: Engaged by Race/Ethnicity* (Working and/or Attending Post-High School Program)

		Engaged			
Race/Ethnic	Yes	No	Don't know	Total	
White	Number	1,730	584	23	2,337
	Percent	74.0%	25.0%	1.0%	100.0%
Students of color	Number	424	180	5	609
	Percent	69.6%	29.6%	0.8%	100.0%
Total	Number	2,154	764	28	2,946
	Percent	73.1%	25.9%	1.0%	100.0%
*Excludes 16 intervi	ows for which	h data we	ra missin	7	

Excludes 16 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Source: OSPI, Special Education, April 2005.

Table A23 Special Education Graduates: Employment Stated as Transition Goal*

Employment	Number	Percent		
Anticipated on IEP	2,525	67.1%		
Not anticipated	1,237	32.9%		
Total	3,762	100.0%		
*Excludes 56 graduates for which data were missing.				
Source: OSPI, Special Ed	ucation, April 2	2005.		

Table A24 Special Education Graduates: Employment Stated as Transition Goal by Disability*

		Employment Anticipated on IEP			
Disability		Anticipated	Not anticipated	Total	
Emotional/behavioral	Number	86	36	122	
	Percent	70.5%	29.5%	100.0%	
Orthopedic impairment	Number	15	17	32	
	Percent	46.9%	53.1%	100.0%	
Health impairment	Number	462	232	694	
	Percent	66.6%	33.4%	100.0%	
Learning disability	Number	1,465	755	2,220	
	Percent	66.0%	34.0%	100.0%	
Mental retardation	Number	262	78	340	
	Percent	77.1%	22.9%	100.0%	
Multiple disabilities	Number	104	57	161	
	Percent	64.6%	35.4%	100.0%	
Deafness	Number	19	14	33	
	Percent	57.6%	42.4%	100.0%	
Hearing impairments	Number	32	19	51	
	Percent	62.7%	37.3%	100.0%	
Visual impairments	Number	10	5	15	
	Percent	66.7%	33.3%	100.0%	
Deaf-blindness	Number	5	1	6	
	Percent	83.3%	16.7%	100.0%	
Communication disorders	Number	12	4	16	
	Percent	75.0%	25.0%	100.0%	
Autism	Number	38	13	51	
	Percent	74.5%	25.5%	100.0%	
Traumatic brain injury	Number	12	3	15	
	Percent	80.0%	20.0%	100.0%	
Total	Number	2,522	1,234	3,756	
	Percent	67.1%	32.9%	100.0%	
*Excludes 62 graduates for will Source: OSPI, Special Education					

Table A25 Special Education Graduates: Employment Stated as Transition Goal by Gender*

		Employment Anticipated on IEP			
Ger	nder	Anticipated Not anticipated Tot			
Male	Number	1,715	760	2,475	
	Percent	69.3%	30.7%	100.0%	
Female	Number	807	475	1,282	
	Percent	62.9%	37.1%	100.0%	
Total	Number	2,522	1,235	3,757	
	Percent	67.1%	32.9%	100.0%	

*Excludes 61 graduates for which data were missing. Source: OSPI, Special Education, April 2005.

Table A26
Special Education Graduates: Employment Stated as Transition Goal by Race/Ethnicity*

		Employment Anticipated on IEP				
Race/Ethnic	city	Anticipated	Not anticipated	Total		
White	Number	1,976	922	2,898		
	Percent	68.2%	31.8%	100.0%		
Students of color	Number	540	304	844		
	Percent	64.0%	36.0%	100.0%		
Total	Number	2,516	1,226	3,742		
Percent 67.2% 32.8% 100.0%						
*Excludes 76 graduates for which data were missing. Source: OSPI, Special Education, April 2005.						

Table A27
Graduates Interviewed: Employment Stated as Transition Goal*

Employment Goal	Number	Percent			
Anticipated on IEP	1,973	67.5%			
Not anticipated	951	32.5%			
Total	2,924	100%			
*Excludes 38 interviews for which data were missing.					
Source: OSPI, Special Edu	ucation, April 2	2005.			

Table A28
Graduates Interviewed: Working When Employment Stated as Transition Goal*

Working for Pay	Number	Percent			
Yes	1,145	58.2%			
No	801	40.7%			
Don't know	22	1.1%			
Total	1,968	100.0%			
*Excludes 5 interviews for which data were missing.					
Source: OSPI, Special E	ducation, April	2005.			

Table A29
Graduates Interviewed: Working When Employment Stated as Transition Goal by Disability*

			Work	ing for Pay	
Disability		Yes	No	Don't know	Total
Emotional/behavioral	Number	40	21	2	63
	Percent	63.5%	33.3%	3.2%	100.0%
Orthopedic impairment	Number	3	10		13
	Percent	23.1%	76.9%		100.0%
Health impairment	Number	203	162	5	370
	Percent	54.9%	43.8%	1.4%	100.0%
Learning disability	Number	747	344	13	1,104
	Percent	67.7%	31.2%	1.2%	100.0%
Mental retardation	Number	80	134	2	216
	Percent	37.0%	62.0%	0.9%	100.0%
Multiple disabilities	Number	26	63		89
	Percent	29.2%	70.8%		100.0%
Deafness	Number	8	8		16
	Percent	50.0%	50.0%		100.0%
Hearing impairments	Number	18	10		28
	Percent	64.3%	35.7%		100.0%
Visual impairments	Number	3	5		8
	Percent	37.5%	62.5%		100.0%
Deaf-blindness	Number		4		4
	Percent		100.0%		100.0%
Communication disorders	Number	2	9		11
	Percent	18.2%	81.8%		100.0%
Autism	Number	11	22		33
	Percent	33.3%	66.7%		100.0%
Traumatic brain injury	Number	3	7		10
	Percent	30.0%	70.0%		100.0%
Total	Number	1,144	799	22	1,965
ì	Percent	58.2%	40.7%	1.1%	100.0%

^{*}Excludes 8 interviews for which data were missing Source: OSPI, Special Education, April 2005.

Table A30
Graduates Interviewed: Working When Employment Stated as Transition Goal by Gender*

	Working for Pay					
der	Yes No Don't know Total					
Number	806	520	15	1,341		
Percent	60.1%	38.8%	1.1%	100.0%		
Number	337	280	7	624		
Percent	54.0%	44.9%	1.1%	100.0%		
Number	1,143	800	22	1,965		
Percent	58.2%	40.7%	1.1%	100.0%		
	Number Percent Number Percent Number Percent	Number 806 Percent 60.1% Number 337 Percent 54.0% Number 1,143 Percent 58.2%	Number 806 520 Percent 60.1% 38.8% Number 337 280 Percent 54.0% 44.9% Number 1,143 800 Percent 58.2% 40.7%	Number 806 520 15 Percent 60.1% 38.8% 1.1% Number 337 280 7 Percent 54.0% 44.9% 1.1% Number 1,143 800 22		

^{*}Excludes 8 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A31
Graduates Interviewed: Working When Employment Stated as Transition Goal by Race/Ethnicity*

		Working for Pay					
Race/Ethr	e/Ethnicity Yes No Don't know Tota				Total		
White	Number	926	618	18	1,562		
	Percent	59.3%	39.6%	1.2%	100.0%		
Minority/other	Number	215	179	4	398		
	Percent	54.0%	45.0%	1.0%	100.0%		
Total	Number	1,141	797	22	1,960		
Percent 58.2% 40.7% 1.1% 100.0%							
*Excludes 13 interviews for which data were missing. Source: OSPI, Special Education, April 2005.							

Table A32 Special Education Graduates: Post-Secondary Education as Transition Goal*

Post-Secondary Education	Number	Percent			
Anticipated on IEP	2,478	65.9%			
Not anticipated	1,284	34.1%			
Total	3,762	100.0%			
*Excludes 56 graduates for whom data were missing.					

 $Table \ A33$ Special Education Graduates: Post-Secondary Education as Transition Goal by Disability*

		Post-Secondary	Education Anticipat	ed on IEP
Disability		Anticipated	Not anticipated	Total
Emotional/behavioral	Number	78	44	122
	Percent	63.9%	36.1%	100.0%
Orthopedic impairment	Number	24	8	32
	Percent	75.0%	25.0%	100.0%
Health impairment	Number	502	192	694
	Percent	72.3%	27.7%	100.0%
Learning disability	Number	1,618	602	2,220
	Percent	72.9%	27.1%	100.0%
Mental retardation	Number	109	231	340
	Percent	32.1%	67.9%	100.0%
Multiple disabilities	Number	24	137	161
	Percent	14.9%	85.1%	100.0%
Deafness	Number	22	11	33
	Percent	66.7%	33.3%	100.0%
Hearing impairments	Number	39	12	51
	Percent	76.5%	23.5%	100.0%
Visual impairments	Number	12	3	15
	Percent	80.0%	20.0%	100.0%
Deaf-blindness	Number	5	1	6
	Percent	83.3%	16.7%	100.0%
Communication disorders	Number	12	4	16
	Percent	75.0%	25.0%	100.0%
Autism	Number	24	27	51
	Percent	47.1%	52.9%	100.0%
Traumatic brain injury	Number	6	9	15
	Percent	40.0%	60.0%	100.0%
Total	Number	2,475	1,281	3,756
	Percent	65.9%	34.1%	100.0%

Table A34
Special Education Graduates: Post-Secondary Education as Transition Goal by Gender*

		Post-Secondary Education Anticipated on IEF					
Ger	nder	Anticipated	Not anticipated	Total			
Male	Number	1,576	899	2,475			
	Percent	63.7%	36.3%	100.0%			
Female	Number	900	382	1,282			
	Percent	70.2%	29.8%	100.0%			
Total	Number	2,476	1,281	3,757			
	Percent	65.9%	34.1%	100.0%			
		es for whom data wal Education, April 2					

Table A35
Special Education Graduates: Post-Secondary Education as Transition Goal by Race/Ethnicity*

		Post-Secondary Education Anticipated on II				
Race/Ethnic	city	Anticipated	Not anticipated	Total		
White	Number	1,903	995	2,898		
	Percent	65.0%	34.3%	100.0%		
Students of color	Number	562	282	844		
	Percent	66.6%	33.4%	100.0%		
Total	Number	2,465	1,277	3,742		
Percent 65.9% 34.1% 100.0%						
*Excludes 76 gradua Source: OSPI, Spec			g.			

Table A36
Graduates Interviewed: Post-Secondary Education Stated as Transition Goal*

Post-Secondary Education Goal	Number	Percent				
Anticipated on IEP	1,941	66.4%				
Not anticipated	983	33.6%				
Total	2,924	100.0%				
*Excludes 38 interviews for which data were missing.						
Source: OSPI, Special Education, April	2005.					

Table A37
Graduates Interviewed: Enrolled in Post-Secondary Education When Post-Secondary Education Stated as Transition Goal*

Enrolled in Post-School Education	Number	Percent			
Yes	773	40.2%			
No	1,135	59.0%			
Don't know	17	0.9%			
Total	1,925	100.0%			
*Excludes 16 interviews for which data were missing.					
Source: OSPI, Special Education, April 20	05.				

Table A38
Graduates Interviewed: Enrolled in Post-Secondary Education When Post-Secondary Education Stated as Transition Goal by Disability*

		Enrol	led in Po	st-School Edu	ucation
Disability		Yes	No	Don't know	Total
Emotional/behavioral	Number	15	41	3	59
	Percent	25.4%	69.5%	5.1%	100.0%
Orthopedic impairment	Number	13	6	1	20
	Percent	65.0%	30.0%	5.0%	100.0%
Health impairment	Number	169	238	1	408
	Percent	41.4%	58.3%	0.2%	100.0%
Learning disability	Number	489	730	10	1,229
	Percent	39.8%	59.4%	0.8%	100.0%
Mental retardation	Number	18	60	1	79
	Percent	22.8%	75.9%	1.3%	100.0%
Multiple disabilities	Number	11	10		21
	Percent	52.4%	47.6%		100.0%
Deafness	Number	9	9		18
	Percent	50.0%	50.0%		100.0%
Hearing impairments	Number	19	17		36
	Percent	52.8%	47.2%		100.0%
Visual impairments	Number	6	4		10
	Percent	60.0%	40.0%		100.0%
Deaf-blindness	Number	2	1		3
	Percent	66.7%	33.3%		100.0%
Communication disorders	Number	3	8		11
	Percent	27.3%	72.7%		100.0%
Autism	Number	12	9	1	22
	Percent	54.5%	40.9%	4.5%	100.0%
Traumatic brain injury	Number	4	2		6
	Percent	66.7%	33.3%		100.0%
Total	Number	770	1,135	17	1,922
	Percent	40.1%	59.1%	0.9%	100.0%
*Excludes 19 interviews for w			g.		

^{*}Excludes 19 interviews for which data were missing Source: OSPI, Special Education, April 2005.

Table A39
Graduates Interviewed: Enrolled in Post-Secondary Education When Post-Secondary Education Stated as Transition Goal by Gender*

		Enrolled in Post-School Education					
Ger	nder	Yes	No	Don't know	Total		
Male	Number	479	750	9	1,238		
	Percent	38.7%	60.6%	0.7%	100.0%		
Female	Number	292	385	8	685		
	Percent	42.6%	56.2%	1.2%	100.0%		
Total	Number	771	1,135	17	1,923		
	Percent	40.1%	59.0%	0.9%	100.0%		
*Evoludos	18 intervier	we for whi	ch data w	are missing			

^{*}Excludes 18 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A40
Graduates Interviewed: Enrolled in Post-Secondary Education When
Post-Secondary Education Stated as Transition Goal by Race/Ethnicity*

		Enrol	ed in Po	st-School Edi	ucation				
Race/Ethnicity	Yes	No	Don't know	Total					
White	Number	621	878	13	1,512				
	Percent	41.1%	58.1%	0.9%	100.0%				
Students of color	Number	147	251	4	402				
	Percent	36.6%	62.4%	1.0%	100.0%				
Total	Number	768	1,129	17	1,914				
	Percent	40.1%	59.0%	0.9%	100.0%				
	*Excludes 27 interviews for which data were missing. Source: OSPI Special Education, April 2005								

Table A41
Special Education Graduates: Agency Connection Stated as Transition Goal*

Agency Recommended on IEP	Number	Percent			
Recommended on IEP	2,674	73.2%			
Blank on IEP	514	14.1%			
N/A on IEP	466	12.8%			
Total 3,654 100.0					
*Excludes 164 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.					

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Table A42 Special Education Graduates: Agency Connection Stated as Transition Goal by Disability*

		Agency Recommended on IEP						
Disability		Recommended	Blank on IEP	N/A on IEP	Total			
Emotional/behavioral	Number	93	12	9	114			
	Percent	81.6%	10.5%	7.9%	100.0%			
Orthopedic impairment	Number	27		3	30			
	Percent	90.0%		10.0%	100.0%			
Health impairment	Number	491	112	75	678			
, and the second	Percent	72.4%	16.5%	11.1%	100.0%			
Learning disability	Number	1,472	339	355	2,166			
9	Percent	68.0%	15.7%	16.4%	100.0%			
Mental retardation	Number	296	20	11	327			
	Percent	90.5%	6.1%	3.4%	100.0%			
Multiple disabilities	Number	151	5	3	159			
·	Percent	95.0%	3.1%	1.9%	100.0%			
Deafness	Number	31	1		32			
	Percent	96.9%	3.1%		100.0%			
Hearing impairments	Number	37	8	4	49			
	Percent	75.5%	16.3%	8.2%	100.0%			
Visual impairments	Number	13	1	1	15			
•	Percent	86.7%	6.7%	6.7%	100.0%			
Deaf-blindness	Number	5	1		6			
	Percent	83.3%	16.7%		100.0%			
Communication disorders	Number	6	4		10			
	Percent	60.0%	40.0%		100.0%			
Autism	Number	38	8	2	48			
	Percent	79.2%	16.7%	4.2%	100.0%			
Traumatic brain injury	Number	11	2	2	15			
	Percent	73.3%	13.3%	13.3%	100.0%			
Total	Number	2,671	513	465	3,649			
	Percent	73.2%	14.1%	12.7%	100.0%			
*Excludes 169 graduates for v Source: OSPI, Special Educate								

Table A43 Special Education Graduates: Agency Connection Stated as Transition Goal by Gender*

		Agency Recommended on IEP				
Gender		Recommended	N/A on IEP	Total		
Male	Number	1,740	356	306	2,402	
	Percent	72.4%	14.8%	12.7%	100.0%	
Female	Number	930	158	160	1,248	
	Percent	74.5%	12.7%	12.8%	100.0%	
Total	Number	2,670	514	466	3,650	
	Percent	73.2%	14.1%	12.8%	100.0%	
*Excludes	168 gradua	ates for whom data w	ere missing.			

Source: OSPI, Special Education, April 2005.

Table A44
Special Education Graduates: Agency Connection Stated as Transition Goal by Race/Ethnicity*

		Agency Recommended on IEP						
Race/Ethnici	ty	Recommended	Blank on IEP	N/A on IEP	Total			
White	Number	2,034	403	381	2,818			
	Percent	72.2%	14.3%	13.5%	100.0%			
Minority/other	Number	626	109	82	817			
	Percent	76.6%	13.3%	10.0%	100.0%			
Total	Number	2,660	512	463	3,635			
	Percent	73.2%	14.1%	12.7%	100.0%			
	*Excludes 168 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.							

Table A45
Graduates Interviewed: Agency Connection Stated as Transition Goal*

Number	Percent				
2,122	74.4%				
356	12.5%				
373	13.1%				
Total 2,851 100.09					
*Excludes 111 interviews for which data were missing. Source: OSPI, Special Education, April 2005.					
	2,122 356 373 2,851 ta were miss				

Table A46
Graduates Interviewed: Connection Made When Agency Connection
Stated as Transition Goal*

Agency Contacted	Number	Percent			
Yes	969	45.8%			
No	1,043	49.3%			
Don't know	102	4.8%			
Total	2,114	100.0%			
*Excludes 8 interviews for which data were missing					

Source: OSPI, Special Education, April 2005.

Table A47
Graduates Interviewed: Connection Made When Agency Connection
Stated as Transition Goal by Disability*

			Agenc	y Contacted	
Disability		Yes	No	Don't know	Total
Emotional/behavioral	Number	29	40	4	73
	Percent	39.7%	54.8%	5.5%	100.0%
Orthopedic impairment	Number	16	5	1	22
	Percent	72.7%	22.7%	4.5%	100.0%
Health impairment	Number	187	206	23	416
	Percent	45.0%	49.5%	5.5%	100.0%
Learning disability	Number	377	675	62	1,114
	Percent	33.8%	60.6%	5.6%	100.0%
Mental retardation	Number	177	53	7	237
	Percent	74.7%	22.4%	3.0%	100.0%
Multiple disabilities	Number	98	26	4	128
	Percent	76.6%	20.3%	3.1%	100.0%
Deafness	Number	21	6		27
	Percent	77.8%	22.2%		100.0%
Hearing impairments	Number	17	15		32
	Percent	53.1%	46.9%		100.0%
Visual impairments	Number	10			10
	Percent	100.0%			100.0%
Deaf-blindness	Number	2	1		3
	Percent	66.7%	33.3%		100.0%
Communication disorders	Number	4	2		6
	Percent	66.7%	33.3%		100.0%
Autism	Number	24	10		34
	Percent	70.6%	29.4%		100.0%
Traumatic brain injury	Number	5	3	1	9
	Percent	55.6%	33.3%	11.1%	100.0%
Total	Number	967	1,042	102	2,111
	Percent	45.8%	49.4%	4.8%	100.0%

*Excludes 11 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A48
Graduates Interviewed: Connection Made When Agency Connection
Stated as Transition Goal by Gender*

		Agency Contacted				
Ger	nder	Yes No Don't know Total			Total	
Male	Number	596	712	74	1,382	
	Percent	43.1%	51.5%	5.4%	100.0%	
Female	Number	371	330	27	728	
	Percent	51.0%	45.3%	3.7%	100.0%	
Total	Number	967	1,042	101	2,110	
Percent 45.8% 49.4% 4.8% 100.0%						
*Excludes 12 interviews for which data were missing.						
Source: C	SPI, Specia	al Education	on, April 2	005.		

Table A49
Graduates Interviewed: Connection Made When Agency Connection
Stated as Transition Goal by Race/Ethnicity*

	Agency Contacted						
Race/Ethnic	Yes	No	Don't know	Total			
White	Number	761	819	77	1,657		
	Percent	45.9%	49.4%	4.6%	100.0%		
Students of color	Number	200	220	25	445		
	Percent	44.9%	49.4%	5.6%	100.0%		
Total	Number	961	1,039	102	2,102		
Percent 45.7% 49.4% 4.9% 100.0%							
*Excludes 20 interviews for which data were missing. Source: OSPI, Special Education, April 2005.							

Table A50
Special Education Graduates: Students of Color Exit Status by Gender*

		Exit Status					
Gender		Diploma	Aged out	Other	Total		
Male	Number	490	37	2	529		
	Percent	92.6%	7.0%	0.4%	100.0%		
Female	Number	303	14	3	320		
	Percent	94.7%	4.4%	0.9%	100.0%		
Total	Number	793	51	5	849		
	Percent	93.4%	6.0%	0.6%	100.0%		
*Excludes 10 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.							

Table A51
Special Education Graduates: White Students Exit Status by Gender*

		Exit Status					
Ger	nder	Diploma	Aged out	Other	Total		
Male	Number	1,855	93	11	1,959		
	Percent	94.7%	4.7%	0.6%	100.0%		
Female	Number	906	51	3	960		
	Percent	94.4%	5.3%	0.3%	100.0%		
Total	Number	2,761	144	14	2,919		
	Percent	94.6%	4.9%	0.5%	100.0%		
*Evaluates 20 graduates for whom data were missing							

*Excludes 20 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.

Table A52
Special Education Graduates: Students of Color Interview Status by Gender*

		Status of Telephone Interview					
Ger	nder	Completed	Not completed	Total			
Male	Number	376	158	534			
	Percent	70.4%	29.6%	100.0%			
Female	Number	232	92	324			
	Percent	71.6%	28.4%	100.0%			
Total	Number	608	250	858			
Percent 70.9% 29.1% 100.0%							
*Excludes 1 graduate for whom data were missing. Source: OSPI, Special Education, April 2005.							

Table A53
Special Education Graduates: White Students Interview Status by Gender*

		Status of Telephone Interview					
Ger	nder	Completed	Not completed	Total			
Male	Number	1,578	391	1,969			
	Percent	80.1%	19.9%	100.0%			
Female	Number	755	211	966			
	Percent	78.2%	21.8%	100.0%			
Total	Number	2,333	602	2,935			
	Percent	79.5%	20.5%	100.0%			
*Excludes 4 graduates for whom data were missing. Source: OSPI, Special Education, April 2005.							

Table A54
Graduates Interviewed: Students of Color Employed by Gender*

		Working for Pay				
Gender		Yes	No	Don't know	Total	
Male	Number	208	164	4	376	
	Percent	55.3%	43.6%	1.1%	100.0%	
Female	Number	109	120	3	232	
	Percent	47.0%	51.7%	1.3%	100.0%	
Total	Number	317	284	7	608	
	Percent	52.1%	46.7%	1.2%	100.0%	

*Excludes 1 interview for which data were missing. Source: OSPI, Special Education, April 2005.

Table A55
Graduates Interviewed: White Students Employed by Gender*

		Working for Pay			
Ger	ender Yes		No	Don't know	Total
Male	Number	910	647	16	1,573
	Percent	57.9%	41.1%	1.0%	100.0%
Female	Number	381	363	10	754
	Percent	50.5%	48.1%	1.3%	100.0%
Total	Number	1,291	1,010	26	2,327
	Percent	55.5%	43.4%	1.1%	100.0%

*Excludes 10 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A56
Graduates Interviewed: Students of Color Attending Post-High School Program by Gender*

		In School or Training				
Ger	Gender		No	Don't know	Total	
Male	Number	116	259	1	376	
	Percent	30.9%	68.9%	0.3%	100.0%	
Female	Number	79	149	2	230	
	Percent	34.3%	64.8%	0.9%	100.0%	
Total	Number	195	408	3	606	
	Percent	32.2%	67.3%	0.5%	100.0%	

*Excludes 3 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A56a
Students of Color Attending Post-High School Program: Type of Program by Gender*

			Gender	
Type of School		Male	Female	Total
University/4-year	Number	14	4	18
	Percent	12.3%	5.1%	9.3%
Community/2-year	Number	66	54	120
	Percent	57.9%	68.4%	62.2%
Voc/tech school	Number	20	13	33
	Percent	17.5%	16.5%	17.1%
Military	Number	1	1	2
	Percent	0.9%	1.3%	1.0%
Apprentice	Number		1	1
	Percent		1.3%	0.5%
Job Corps	Number	5		5
	Percent	4.4%		2.6%
Other	Number	7	6	13
	Percent	6.1%	7.6%	6.7%
Don't know	Number	1		1
	Percent	0.9%		0.5%
Total	Number	114	79	193
	Percent	100.0%	100.0%	100.0%
*Excludes 2 interviews	s for which o	data were n	nissing.	•

Source: OSPI, Special Education, April 2005.

Table A57
Graduates Interviewed: White Students Attending Post-High School Program by Gender*

		In School or Training			
Ger	Gender		No	Don't know	Total
Male	Number	586	976	12	1,574
	Percent	37.2%	62.0%	0.8%	100.0%
Female	Number	293	452	7	752
	Percent	39.0%	60.1%	0.9%	100.0%
Total	Number	879	1,428	19	2,326
	Percent	37.8%	61.4%	0.8%	100.0%

*Excludes 11 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A57a
White Students Attending Post-High School Program: Type of Program by Gender*

			Gender	
Type of School		Male	Female	Total
University/4-year	Number	54	33	87
	Percent	9.4%	11.5%	10.1%
Community/2-year	Number	278	155	433
	Percent	48.3%	54.0%	50.2%
Voc/tech school	Number	103	58	161
	Percent	17.9%	20.2%	18.7%
Military	Number	57	5	62
	Percent	9.9%	1.7%	7.2%
Apprentice	Number	12		12
	Percent	2.1%		1.4%
Job Corps	Number	11	10	21
	Percent	1.9%	3.5%	2.4%
Other	Number	59	24	83
	Percent	10.3%	8.4%	9.6%
Don't know	Number	1	2	3
	Percent	0.2%	0.7%	0.3%
Total	Number	575	287	862
	Percent	100.0%	100.0%	100.0%

*Excludes 17 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A58
Graduates Interviewed: Students of Color Attending Post-Secondary Education by Gender*

		Enrolled in Post-Secondary Education				
Gender		Yes	No	Don't know	Total	
Male	Number	100	272	2	374	
	Percent	26.7%	72.7%	0.5%	100.0%	
Female	Number	71	157	2	230	
	Percent	30.9%	68.3%	0.9%	100.0%	
Total	Number	171	429	4	604	
	Percent	28.3%	71.0%	0.7%	100.0%	

*Excludes 5 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A59
Graduates Interviewed: White Students Attending Post-Secondary Education by Gender*

		Enrolled in Post-School Education				
Gender		Yes	No	Don't know	Total	
Male	Number	435	1,115	13	1,563	
	Percent	27.8%	71.3%	0.8%	100.0%	
Female	Number	246	491	9	746	
	Percent	33.0%	65.8%	1.2%	100.0%	
Total	Number	681	1,606	22	2,309	
	Percent	29.5%	69.6%	1.0%	100.0%	

*Excludes 28 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table A60
Graduates Interviewed: Students of Color Engaged by Gender*

		Engaged				
Gender		Yes	No	Don't know	Total	
Male	Number	272	101	3	376	
	Percent	72.3%	26.9%	0.8%	100.0%	
Female	Number	152	78	2	232	
	Percent	65.5%	33.6%	0.9%	100.0%	
Total	Number	424	179	5	608	
	Percent	69.7%	29.4%	0.8%	100.0%	

*Excludes 1 interview for which data were missing. Source: OSPI, Special Education, April 2005.

Table A61 **Graduates Interviewed: White Students Engaged by Gender***

		Engaged				
Ger	nder	Yes No Don't know Tota			Total	
Male	Number	1,188	374	16	1,578	
	Percent	75.3%	23.7%	1.0%	100.0%	
Female	Number	538	210	7	755	
	Percent	71.3%	27.8%	0.9%	100.0%	
Total	Number	1,726	584	23	2,333	
	Percent	74.0%	25.0%	1.0%	100.0%	
*Excludes 4 interviews for which data were missing.						
Source: C	SPI, Specia	al Education	on, April 2	005.		

Table A62 Graduates Interviewed: Students of Color with Employment Anticipated on IEP by Gender*

		Employment Anticipated on IEP					
Gender		Anticipated	Not anticipated	Total			
Male	Number	250	121	371			
	Percent	67.4%	32.6%	100.0%			
Female	Number	147	81	228			
	Percent	64.5%	35.5%	100.0%			
Total	Number	397	202	599			
	Percent	66.3%	33.7%	100.0%			
*Excludes	*Excludes 10 interviews for which data were missing.						

Source: OSPI, Special Education, April 2005.

Table A62a Students of Color with Employment Anticipated on IEP: Employed by Gender*

		Working for Pay				
Gender		Yes	No	Don't know	Total	
Male	Number	143	104	3	250	
	Percent	57.2%	41.6%	1.2%	100.0%	
Female	Number	72	74	1	147	
	Percent	49.0%	50.3%	0.7%	100.0%	
Total	Number	215	178	4	397	
	Percent	54.2%	44.8%	1.0%	100.0%	

Source: OSPI, Special Education, April 2005.

Table A63
Graduates Interviewed: White Students with Employment Anticipated on IEP by Gender*

		Employment Anticipated on IEP				
Gender	•	Anticipated	Not anticipated	Total		
Male	Number	1,090	468	1,558		
	Percent	70.0%	30.0%	100.0%		
Female	Number	475	271	746		
	Percent	63.7%	36.3%	100.0%		
Total	Number	1,565	739	2,304		
	Percent	67.9%	32.1%	100.0%		
	*Excludes 33 interviews for which data were missing.					
Source: C	SPI, Specia	al Education, Apr	il 2005.			

Table A63a
White Students with Employment Anticipated on IEP: Employed by Gender*

	Working for Pay				
Gender	•	Yes	No	Don't know	Total
Male	Number	660	414	12	1,086
	Percent	60.8%	38.1%	1.1%	100.0%
Female	Number	264	204	6	474
	Percent	55.7%	43.0%	1.3%	100.0%
Total	Number	924	618	18	1,560
	Percent	59.2%	39.6%	1.2%	100.0%
*Excludes 7 interviews for which data were missing.					
Source: C	SPI, Specia	al Education	on, April 2	005.	

Table 64
Graduates Interviewed: Students of Color with
Post-Secondary Education as a Transition Goal by Gender

		Post-Secondary Education Anticipated on IEF					
Ger	nder	Anticipated	Not anticipated	Total			
Male	Number	239	132	371			
	Percent	64.4%	35.6%	100.0%			
Female	Number	164	64	228			
	Percent	71.9%	28.1%	100.0%			
Total	Number	403	196	599			
	Percent	67.3%	32.7%	100.0%			
*Excludes	*Excludes 10 interviews for which data were missing.						

Source: OSPI, Special Education, April 2005.

Table 64a
Students of Color with Post-Secondary Education as a Transition Goal:
Enrolled in Post-Secondary Education by Gender

		Enrolled in Post-Secondary Education						
Ger	Gender		No	Don't know	Total			
Male	Number	85	151	2	238			
	Percent	35.7%	63.4%	0.8%	100.0%			
Female	Number	62	100	2	164			
	Percent	37.8%	61.0%	1.2%	100.0%			
Total	Number	147	251	4	402			
	Percent	36.6%	62.4%	1.0%	100.0%			
*Excludes	1 interview	*Excludes 1 interview for which data were missing.						

*Excludes 1 interview for which data were missing. Source: OSPI, Special Education, April 2005.

Table 65
Graduates Interviewed: White Students with
Post-Secondary Education as a Transition Goal by Gender

		Post-Secondary	/ Education Anticipa	ted on IEP
Ger	nder	Anticipated	Not anticipated	Total
Male	Number	1,004	554	1,558
	Percent	64.4%	35.6%	100.0%
Female	Number	521	225	746
	Percent	69.8%	30.2%	100.0%
Total	Number	1,525	779	2,304
	Percent	66.2%	33.8%	100.0%

*Excludes 33 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table 65a
White Students with Post-Secondary Education as a Transition Goal:
Enrolled in Post-Secondary Education by Gender

	Enrolled in Post-Secondary Education					
Gender	•	Yes	No	Don't know	Total	
Male	Number	392	595	7	994	
	Percent	39.4%	59.9%	0.7%	100.0%	
Female	Number	227	283	6	516	
	Percent	44.0%	54.8%	1.2%	100.0%	
Total	Number	619	878	13	1,510	
	Percent	41.0%	58.1%	0.9%	100.0%	

*Excludes 17 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

 ${\bf Table~66} \\ {\bf Graduates~Interviewed:~Students~of~Color~with~Agency~Connection~Recommended~on~IEP~by~Gender}$

		Agency Connection Recommended on IEP				
Ger	nder	Recommended	Blank on IEP	N/A on IEP	Total	
Male	Number	275	46	39	360	
	Percent	76.4%	12.8%	10.8%	100.0%	
Female	Number	171	24	25	220	
	Percent	77.7%	10.9%	11.4%	100.0%	
Total	Number	446	70	64	580	
	Percent	76.9%	12.1%	11.0%	100.0%	
*Evoludos	20 intonvio	we for which data we	ro missina			

^{*}Excludes 29 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table 66a
Students of Color with Agency Connection Recommended: Agency Contact Made by Gender

		Agency Contacted			
Ger	Gender		No	Don't know	Total
Male	Number	120	135	19	274
	Percent	43.8%	49.3%	6.9%	100.0%
Female	Number	79	85	6	170
	Percent	46.5%	50.0%	3.5%	100.0%
Total	Number	199	220	25	444
	Percent	44.8%	49.5%	5.6%	100.0%

^{*}Excludes 3 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table 67
Graduates Interviewed: White Students with Agency Connection Recommended on IEP by Gender

		Agency Connection Recommended on IEP					
Gender		Recommended	Blank on IEP	N/A on IEP	Total		
Male	Number	1,106	202	210	1,518		
	Percent	72.9%	13.3%	13.8%	100.0%		
Female	Number	553	83	98	734		
	Percent	75.3%	11.3%	13.4%	100.0%		
Total	Number	1,659	285	308	2,252		
<u> </u>	Percent	73.7%	12.7%	13.7%	100.0%		

^{*}Excludes 85 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table 67a
White Students with Agency Connection Recommended: Agency Contact Made by Gender

	Agency Contacted			
Gender		No	Don't know	Total
Number	472	575	55	1,102
Percent	42.8%	52.2%	5.0%	100.0%
Number	288	243	21	552
Percent	52.2%	44.0%	3.8%	100.0%
Number	760	818	76	1,654
Percent	45.9%	49.5%	4.6%	100.0%
	Number Percent Number Percent Number	Number 472 Percent 42.8% Number 288 Percent 52.2% Number 760	Ider Yes No Number 472 575 Percent 42.8% 52.2% Number 288 243 Percent 52.2% 44.0% Number 760 818	Ider Yes No Don't know Number 472 575 55 Percent 42.8% 52.2% 5.0% Number 288 243 21 Percent 52.2% 44.0% 3.8% Number 760 818 76

^{*}Excludes 8 interviews for which data were missing. Source: OSPI, Special Education, April 2005.

Table 68 Graduates Interviewed by Disability* (2,962 Youth Contacted)

Disability	Number	Percent	
Emotional/behavioral	95	3.2%	
Orthopedic impairment	26	0.9%	
Health impairment	567	19.2%	
Learning disability	1,695	57.4%	
Mental retardation	273	9.2%	
Multiple disabilities	136	4.6%	
Deafness	27	0.9%	
Hearing impairments	46	1.6%	
Visual impairments	12	0.4%	
Deaf-blindness	4	0.1%	
Communication disorders	14	0.5%	
Autism	46	1.6%	
Traumatic brain injury	13	0.4%	
Total	2,954	100.0%	
*Excludes 8 interviews for which data were missing.			

Source: OSPI, Special Education, April 2005.

Table 69
Graduates Interviewed by Race/Ethnicity*
(2,962 Youth Contacted)

Race/Ethnicity	Number	Percent	
Asian	75	2.5%	
Black/African American	141	4.8%	
Hispanic	240	8.1%	
Am. Indian/Alaska Native	88	3.0%	
Hawaiian/Pacific Islander	12	0.4%	
White	2,337	79.3%	
Two or more races	53	1.8%	
Total	2,946	100.0%	
*Excludes 16 interviews for which data were missing.			
Source: OSPL Special Education, April 2005.			

Table 70
Graduates Interviewed: Post-School Training and Type of Program*
(2,962 Youth Contacted)

In School or Training	Number	Percent
Yes	1,081	36.6%
No	1,850	62.6%
Don't know	22	0.7%
Total	2,953	100.0%
If Yes, Type of School		
University/4-year	107	10.1%
Community/2-year	556	52.4%
Voc/tech school	196	18.5%
Military	64	6.0%
Apprentice	13	1.2%
Job Corps	26	2.4%
Other	96	9.0%
Don't know	4	0.4%
Total	1,062	100.0%

^{*}Excludes 9 interviews for which data on school participation were missing and 19 for which data on type of school were missing.

Source: OSPI, Special Education, April 2005.

Table 71
Graduates Interviewed: Agency Recommendations and Connections*
(2,962 Youth Contacted)

	Agency							
Agency Connection	D\	/R	DE	DD	DS	SS	WorkS	ource
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Recommended on IEP	1,565	54.9%	467	16.4%	428	15.0%	349	12.2%
Agency contacted								
(all surveys)	627	21.2%	296	10.0%	187	6.3%	169	5.7%
Agency contacted								
(when on IEP)	571	36.5%	255	54.6%	143	33.4%	92	26.4%

^{*}Excludes surveys with missing data on IEP review, but includes surveys with missing data on agency contact. DVR=Division of Vocational Rehabilitation; DDD=Division of Developmental Disabilities; DSS=Disabled Student Services.

Source: OSPI, Special Education, April 2005.

Table 72
Graduates Interviewed: Living with Parents
(2,962 Youth Contacted)

	Number	Percent
Yes	2182	74.4%
No	749	25.6%
No info/blank	31	1%
Total	2962	
Source: OSPI, Special Education, April 2005.		

Table 73
Graduates Interviewed: Living with Parents by Disability (2,962 Youth Contacted)

Disability	Living with Parents		Total
•	Yes	No	
Emotional/behavioral	67	28	95
Orthopedic impairment	21	5	26
Health impairment	441	121	562
Learning disability	1195	481	1676
Mental retardation	225	47	272
Multiple disabilities	113	22	135
Deafness	17	10	27
Hearing impairments	34	11	45
Visual impairments	9	2	11
Deaf-blindness	3	1	4
Communication disorders	10	4	14
Autism	31	14	45
Traumatic brain injury	9	2	11
Total	2175	748	2923*

^{*}The total does not reflect the total number contacted because some surveys were missing information.
Source: OSPI, Special Education, April 2005.

Table 75
Graduates Interviewed: Covered by Other Health Insurance (2,962 Youth Contacted)

	Number	Percent
Yes	569	56.6%
No	355	35.3%
Don't Know	81	8.1%
No info/blank	203	16.8%
Total	1208	
Source: OSPI, Special Ed	lucation, April 2005	5.

Table 76
Graduates Interviewed: Average Number of Hours Working Per Week & Average Wage

	Hours working per week	Wage per hour in dollars
Mean	30.71	\$8.57

Table 76a
Average Number of Hours Working Per Week & Average Wage: By Disability

Disability	Hours working per week	Wage
Emotional/behavioral	29.8	\$8.37
Orthopedic impairment	24.7	\$7.35
Health impairment	30.3	\$8.62
Learning disability	32.0	\$8.68
Mental retardation	22.2	\$7.59
Deafness	32.0	\$8.13
Hearing impairments	28.0	\$8.32
Visual impairments	35.0	\$9.65
Deaf-blindness		
Communication disorders	27.2	\$7.44
Autism	18.8	\$7.61
Traumatic brain injury	37.5	\$8.00

Table 76b
Average Number of Hours Working Per Week & Average Wage: By Gender

Gender	Hours working per week	Wage
Male	31.9	\$8.88
Female	27.9	\$7.85

Table 76c Number of Hours Working Per Week & Average Wage: By Ethnicity

Ethnicity	Hours working per week	Wage
White	30.4	\$8.62
Minority	31.8	\$8.30

APPENDIX B

Student Demographic Form

Teacher information: Post-school data are collected in December for the 2005 graduating special education students. This form can be completed for all seniors in special education that plan to graduate before August 31, 2005. The information will assist teachers in gathering the information next fall. This form is for district use only and is not returned to the Center for Change in Transition Services or the Office of the State Superintendent of Public Instruction.

Students or teachers can complete this form. By doing this now you will not have to dig into the archives next fall. You will also have a better chance of reaching the students with this information.

Student's Name:
Anticipated Post-school Outcome from IEP:
Someone from your school will call you next December and ask you questions about you work or school. This information helps your teachers plan their programs. Please provide the following information so that we can reach you:
Home telephone number:
Cell Phone Number:
E-mail:
Name of parent or guardian at home number:
Phone number of someone that will always know where you are and what you are doing (Grandmother, brother or sister, friend):
Name and relationship of the person at that number:

Post School Status of Special Education Graduates, 2005 Follow-up Study Demographic Form and Telephone Survey, Seattle University Survey available on web site: www.seattleu.edu/ccts

1.	Grad	duate Number:									
	Ċ	(<u>NOTE</u> : Do not write graduate) on the survey form. Keep a rec clarification is required, we will	cord	of grad	luate's	nam	e and numb	er. If a	additio	onal information or	
2.	Distr	rict Name:					3.	Dist	trict l	Number:	
4.	High	School:				5. Co	unty	:			
6.	Exit	Status: 🗆 (1) Diploma	☐ (2) Age	d out		(3) Other _				
(<u>NOTE</u> : Students meeting graduation requirements via the IEP should be marked "diploma." Students exiting without a diploma at age 21 should be marked "aged out.")											
7.	Gene	der: 🗆 (1) Male 🗀 (2) F	ema	le 8	. Birt	h Da	ate: (Mont	h/Day	/Year	·)/	
9.	Race	e/Ethnicity: (Select one)									
	[(1) Asian				(5)	Native Haw	aiian/	Pacifi	c Islander	
		☐ (2) Black/African Americ	an			(6)	White				
	(3) Hispanic/Latino American					(7)	Two or more races				
	[(4) American Indian/Nati	ve A	askan		(8)	Not disclosed				
02 - Emotional/behavioral disability07 - Multiple disabilities12 - Communication disorders03 - Orthopedic impairments08 - Deafness13 - Autism04 - Health impairments09 - Hearing impairments14 - Traumatic brain injury05 - Specific learning disabilities10 - Visual impairments06 - Mental retardation11 - Deaf-Blindness											
Fro	om th	ne Transition Plan in the f	inal	IEP,	olease	e ob	tain answ	ers to	o #11	1 and #12.	
11.		icipated post school outc	ome								
	(1)	University/4-year college				ted e	employment		(9)	Left blank	
	(2)	Community/2-year college			Military				(10)	Not applicable	
	(3)	Vocational/technical college			Supported living				Other:		
	(4)	Employment		(8)	Independent living						
12. Which of the following linkages with adult services were recommended for the student at graduation? (Check all that apply.)											
	(1)	Division of Vocational Rehabilitation				(5)	Mental he	alth			
	(2)	Division of Developmental Disabilities				(6)	Left blank				
	(3)	Disabled Student Services (college)				(7)	Not applic	able			
	(4)	WorkSource				(8)	Other:				

Post School Status of Special Education Graduates, 2005 Follow-up Study Demographic Form and Telephone Survey, Seattle University

Telephone Interview						
Name of Interviewer:	Graduate Number:					
13. Status of telephone interview: ☐ (1) Com	pleted	☐ (2) Not completed				
(Conduct interview with graduate or	a famil	ly member. Indicate person interviewed				
below.)	,	,				
13a. Person interviewed: ☐ (1) Gra	aduate	□ (2) Family member □ (3) Other				
(SURVEY INTRODUCTION SCRIPT)	radato	_ (2) · a,				
,	! .	Long calling for the				
Hello, I'd like to speak with My name		•				
District. We are conducting a study on last		•				
doing. All information is strictly confidential.	. This wi	III only take a few minutes.				
14. Is currently in any type of school or	training	nrogram?				
14. 13 currently in any type of school of	ıı anını	, program:				
☐ (1) Yes ☐ (2) No ☐ (3) Don't know						
(IF YES, record school name and type.)						
14a. School Name:						
14a. School Name.						
14b. Type: (Check box below.)						
(1) University/4-year college	(6)	Certification program				
(2) Community/2-year college	(7)	Union apprenticeship				
(3) Vocational/technical college	(8)	Other:				
(4) Military	(9)	Don't know				
☐ (5) Vocational training program						
15. Did make any contact with an adult ser	vice age	ency, such as Division of Vocational Rehabilita				
Division of Developmental Disabilities, WorkSo	•	•				
☐ (1) Yes ☐ (2) No ☐ (3) Don't know						
, , , , , , , , , , , , , , , , , , , ,						
		loes not necessarily mean the graduate is rece contacted the agency.)				
Sel Vices, k	out nas t	onacted the agency.)				
15a. Agend	cy Type:	: (Check all that apply.)				
☐ (1) Division of Vocational Rehabi	ilitation					
□ (2) Division of Developmental Disabilities						
☐ (3) Disabled Student Services (co	ollege)					
☐ (4) WorkSource ☐ (5) Mental health						
□ (6) Other:						
□ (7) Yes, but don't know agency n	ame					

•	ial Education Graduates, 2005 and Telephone Survey, Seattle University 1) Yes							
(<u>IF YES</u> , complete following.)								
16a. Employer (business) name:								
16b. Number of hours per week:								
16c. Wage amount: \$								
16d. Wage period (Check the box that applies to the wage amount in 16c.)								
☐ (1) Hourly ☐ (3) Month☐ (2) Weekly ☐ (4) Annua								
17. Does currently live with family?								
18. Is covered by family's health insurance? □ (1) Yes □ (2) No □ (3) Don't know								
(<u>IF NO or DON'T KNOW</u> , complete the following.)								
18a. Is covered by any other insurance (e.g., employment benefits, Medicaid,								
SSI, etc.)? ☐ (1) Yes ☐ (2) No ☐ (3) Don't know								
(<u>IF YES</u>) 18b. Type of Insurance:								
District Questions								
If you want to include interview questions that are unique to your district, add them here. These questions will not be included in your 2005 post-school report.								
1								
Response:								
2								
Response:								
3.								
Response:								
Package together all surveys for the district and mail them to:	Cinda Johnson Center for Change in Transition Services Seattle University PO Box 222000 Seattle, WA 98122-1090							