

Students Experiencing Homelessness in Washington's K-12 Public Schools

2015-18 

Trends, Characteristics,
and Academic Outcomes

September 2019



**Schoolhouse
WASHINGTON**

a project of BUILDING CHANGES



*A report from Schoolhouse Washington,
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Acknowledgments

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Overview

Background and Purpose

The number of students identified as experiencing homelessness in Washington’s K-12 public schools has risen sharply over the past decade, and these students face a variety of barriers to success in school.

The federal McKinney-Vento Homeless Assistance Act and Washington’s Homeless Student Stability Program play essential roles in protecting students experiencing homelessness. However, given the magnitude of the problem of student homelessness and the limited resources invested to address it, the needs of many students are not met.

This is the second in a series of reports from [Schoolhouse Washington](#), a project of [Building Changes](#), that analyzes state data to provide new insights into trends, characteristics, and academic outcomes of students experiencing homelessness in Washington’s K-12 public schools.

Our hope is that this series of reports will enhance the knowledge of school district administrators, school principals, teachers and counselors, as well as state and local policymakers. We hope they will use this knowledge to improve and better tailor services to students experiencing homelessness—and their families—across the entire state of Washington.

A Closer Look at Local Data

In addition to the statewide data presented within this report, we have created an online dashboard as a resource to view student homelessness data broken down by school district, legislative district, and county.

The dashboard features data for:

- The number and percentage of students experiencing homelessness.
- The percentage of students experiencing homelessness who are students of color.
- The number and percentage of students experiencing homelessness by grade band.
- The percentage of students experiencing homelessness by nighttime residence.
- Outcome rates for students experiencing homelessness—with comparisons to their housed peers—in attendance, English language arts proficiency, mathematics proficiency, and on-time graduation.

Please see:

<https://schoolhousewa.org/data/dashboards/local-data-and-outcomes/>

Building Changes believes that everyone in Washington can be stably housed. We strengthen the leaders, organizations, and systems that make it possible.

Schoolhouse Washington, a project of Building Changes, is an initiative to improve housing stability and advance educational success for the more than 40,000 students in our state who experience homelessness.

Key Findings

Academic outcomes for students experiencing homelessness remain well below those of students who are housed.

Despite improvements in several academic outcomes for students experiencing homelessness, the gaps in those outcomes compared to their housed peers have grown larger. Since 2015, rates have improved by between one and five points in English language arts proficiency, mathematics proficiency, 9th graders on track, and dual credit enrollment for students experiencing homelessness. Rates for their housed peers also increased faster in each outcome, however, and the gaps in those outcomes ranged from 17 to 32 percentage points in 2018.

On-time graduation rates are improving for students experiencing homelessness and the gap compared to their housed peers has decreased.

The percentage of students experiencing homelessness who graduate within four years has increased each year since 2015 and stands now at 56%. The gap between their rate and that of their housed peers has declined by three points over the same period.

Outcomes related to social-emotional learning (regular attendance and suspension rates) have gotten worse for students experiencing homelessness.

Fewer than two-thirds (62%) of students experiencing homelessness attended school regularly in 2018, a two-point decrease compared to 2015. Over the same period, the percentage of students experiencing homelessness who received a suspension increased by one point to 10%

Student homelessness continues to increase in Washington. More than 40,000 K-12 public school students experienced homelessness during the 2017-18 academic year. This is an increase of 915 students compared to the previous school year and nearly double the amount compared to 10 years ago.

More than 60% of students experiencing homelessness are students of color. The rate of student homelessness among various racial/ethnic groups is highest among Black/African American (9.1%), Native Hawaiian/Other Pacific Islander (8.0%), and American Indian/Alaska Native students (7.4%) and higher than the rate for White students (2.5%). Those three racial/ethnic groups also have seen the largest increases in student homelessness rate since 2015.

Cities have the largest number of students experiencing homelessness, but rates are highest in rural locations. More than 40% of students experiencing homelessness are enrolled in school districts located in cities. On a per-capita basis, however, 4.8% of students in rural school districts are experiencing homelessness, compared to 4.1% for city districts and 2.6% for suburban districts.

Unsheltered homelessness is the fastest growing nighttime residence category. The proportion of students experiencing homelessness who live unsheltered has increased since 2015 while the proportion living in shelters has decreased. The proportion living unsheltered increased in every grade, among almost every racial/ethnic group, and in every type of location (city, rural, suburban, town).

Students experiencing homelessness who are living doubled-up have similarly poor academic outcomes as those living in hotels/motels, in shelters, and unsheltered. For example, regular attendance rates for students living doubled-up in 2018 were 63%, while students experiencing homelessness in other types of nighttime residences ranged between 57% and 60%, all well below rates for housed students (86%) and housed, low-income students (81%). All other outcomes show a similar pattern.

Data Sources and Methods

Unless otherwise noted, the data presented in this report are computed from an administrative dataset that Building Changes obtained from the Washington State Office of Superintendent of Public Instruction (OSPI)¹ in April 2019 through a data-sharing agreement. The dataset includes unsuppressed school-level data on 2,456 public schools and programs in the state's K-12 system for the school years 2014-15 to 2017-18.

We derive statewide averages from summed school-level counts of students in each particular subgroup combination. For example, the percentage of students experiencing homelessness who are eligible for special education is computed by summing the number of students experiencing homelessness in special education across schools and dividing by the total number of students experiencing homelessness in the state.

Our analysis incorporates all public school types, including alternative and reengagement schools and programs, and grade levels from kindergarten to grade 12. Additional details regarding the calculation of particular measures are included in the relevant sections.

The dataset includes some duplication of student counts due to the school-level structure. For some measures, students who transferred between schools during a school year may be included in counts at more than one school.

The counts and statistics therefore may vary from numbers reported by OSPI, which are based on student-level counts by school district. For example, our dataset for 2017-18 includes information on 1,250,794 students overall and 43,635 students experiencing homelessness, while OSPI reported district-level counts of 1,116,599 students and 40,365 students experiencing homelessness during the same year.

Ideally, we would use student-level data (instead of school-level) to calculate unduplicated counts and percentages, but that was not possible for this project. However, this school-level dataset allows us to calculate approximate counts and percentages to explore outcomes for particular groups (for example, graduation rates for doubled-up students) that are not otherwise reported at a statewide level.

All analyses and interpretations within this report are those of Schoolhouse Washington, a project of Building Changes, and do not necessarily reflect the views of OSPI.

¹ For more information on OSPI, please visit www.k12.wa.us. For OSPI counts of students experiencing homelessness, please visit www.k12.wa.us/HomelessEd/Data.aspx.

Definitions

Homelessness: The federal McKinney-Vento Act defines students experiencing homelessness as “individuals who lack a fixed, regular and adequate nighttime residence,” including the following situations:

- Children and youth who are:
 - sharing housing due to loss of housing, economic hardship or a similar reason;
 - living in motels, hotels, trailer parks or campgrounds due to lack of alternative accommodations;
 - living in emergency or transitional shelters; or
 - abandoned in hospitals.
- Children and youth whose primary nighttime residence is not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children and youth living in any of the above situations.²

Nighttime Residence: Per federal and state requirements, OSPI collects data each year on the number and status of students experiencing homelessness, including data on students’ nighttime residence as determined at the time the student is identified. For many students, however, housing status is fluid and therefore they may move between categories over time.

This report uses the following terms and definitions from OSPI to categorize students’ nighttime residence:

- *Doubled-up:* Children and youth (including runaway and unaccompanied youth)³ who live with relatives, friends or other persons due to loss of housing, economic hardship or a similar reason.
- *Hotels/Motels:* Children and youth residing in hotels/motels due to lack of alternative housing.
- *Shelters:* Children and youth living in supervised facilities designed to provide temporary living accommodations including (but not limited to) homeless shelters, domestic violence shelters, or transitional housing.⁴
- *Unsheltered:* Children and youth living in abandoned buildings, campgrounds, vehicles, trailer parks, FEMA shelters, bus or train stations, substandard or inadequate housing, on the “streets,” or in similar situations. This category also includes children and youth abandoned in hospitals.⁵

Low-income: Students are identified as low-income if they are eligible for free or reduced-

² For more information, see OSPI’s Homeless Education page at www.k12.wa.us/student-success/equity-education/homeless-education.

³ Unaccompanied youth are defined as a “homeless child or youth not in the physical custody of a parent or guardian.” [42 U.S.C. § 11434a(6)]

⁴ The Every Student Succeeds Act (ESSA) removed “awaiting foster care placement” from the definition of homeless children and youth (see www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf for more information). The updated definition was incorporated in OSPI’s data collection beginning in the 2017-18 school year. Since our data covers the 2014-15 through 2017-18 school year, students awaiting foster care placement are included in this category for some years.

⁵ For more information, see OSPI’s Comprehensive Education Data and Research System (CEDARS) Data Manual for 2017-18 at www.k12.wa.us/data-reporting/reporting/cedars.

price meals under the National School Lunch Program or School Breakfast Program. In this report, we present outcomes for low-income students who are housed. That is, we have removed results for students experiencing homelessness from the low-income student results.

Race/Ethnicity Categories: Schools are required to collect data on students' race and ethnicity annually and report the data to OSPI. These data are reported to the U.S. Department of Education using the following federally mandated race/ethnicity categories:

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or more races
- White

This report uses the federally mandated race/ethnicity categories listed above. We recognize, however, that these broad categories can obscure outcomes and characteristics for subgroups of students within each category. Beginning in 2018-19, schools in Washington will be required to collect more detailed race/ethnicity data including further disaggregation of students in the Black/African American, Asian, White, and two or more races categories.⁶

Location Types: School districts are categorized into location types based on locale codes developed by the National Center for Education Statistics (NCES) based in part on urban and rural definitions from the U.S. Census Bureau. NCES assigns districts one of 12 categories that include four basic types (city, suburban, town, and rural), each with three sub-types based on either population or proximity to urbanized areas. This report presents findings grouped by each of the following four basic types:⁷

- City: Territory (districts) inside an urban area and inside a principal city. Example districts include Bellingham, Seattle, Spokane, Wenatchee, and Yakima.
- Rural: Census-defined rural territory. Example districts include, Coupeville, Grand Coulee, Kalama, Raymond, and Soap Lake.
- Suburban: Territory outside a principal city and inside an urbanized area. Example districts include Battle Ground, Issaquah, Kelso, Mead, and Puyallup.
- Town: Territory inside an urban cluster but outside of an urbanized area. Example districts include Aberdeen, Centralia, Ellensburg, Okanogan, and Snoqualmie Valley.

School Years: In most cases, this report references school years using the last year. For example, the school year spanning 2017-18 is referred to as 2018.

Homeless-Housed: This term refers to the gap in rates or percentages derived by subtracting the relevant rate for housed students from the rate for students experiencing homelessness.

⁶ [RCW 28A.300.042](#). For additional information, see "Race & Ethnicity Student Data: Guidance for Washington's Public Education System" from the Race and Ethnicity Student Data Task Force convened by OSPI in 2016 at www.k12.wa.us/sites/default/files/public/workgroups/ret/pubdocs/resdtaskforce2017guidancewapubliceducationssystem.pdf.

⁷ For more detailed definitions and information see <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>.

Section 1: Prevalence, Demographics, and Characteristics of Students Experiencing Homelessness in Washington

This section describes the number, demographics, and characteristics of students experiencing homelessness in Washington.

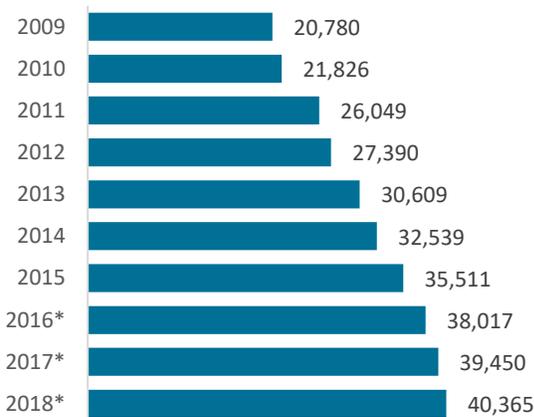
Details on each topic below are provided on the following pages:

- Number of students and nighttime residence ([p. 7](#))
- National comparisons ([p. 8](#))
- Statewide prevalence and funding ([p. 10](#))
- Race and ethnicity ([p. 12](#))
- Grade level ([p. 17](#))
- Location ([p. 20](#))
- Special education and English language learners ([p. 23](#))

Number of Students and Nighttime Residence

The number of students experiencing homelessness in Washington has almost doubled over the past 10 years. Statewide, 40,365 students experienced homelessness during the 2017-18 school year. (Figure 1).

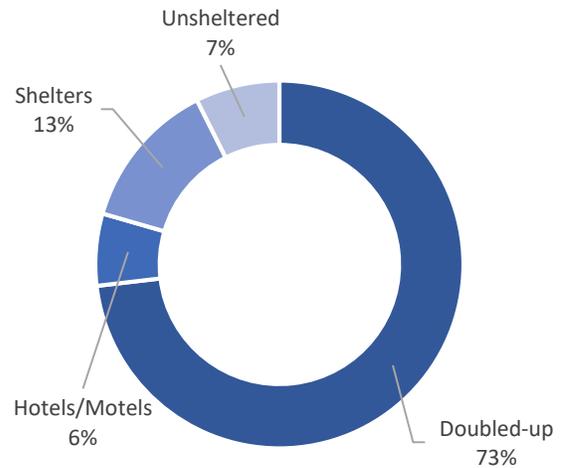
*Figure 1:
Number of Students Experiencing Homelessness
in Washington, 2009-2018*



*OSPI adjusted the methodology used to capture the number of students experiencing homelessness. For more information, see <http://www.k12.wa.us/HomelessEd/Data.aspx>.
Source: Dyer, M. & Ward, J. (2019). Update: Homeless Students Data 2018. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://www.k12.wa.us/sites/default/files/public/homelessed/pubdocs/2018-12homelessstudentedoutcomes.pdf>.

The vast majority (73%) of students experiencing homelessness are in doubled-up living situations (Figure 2).

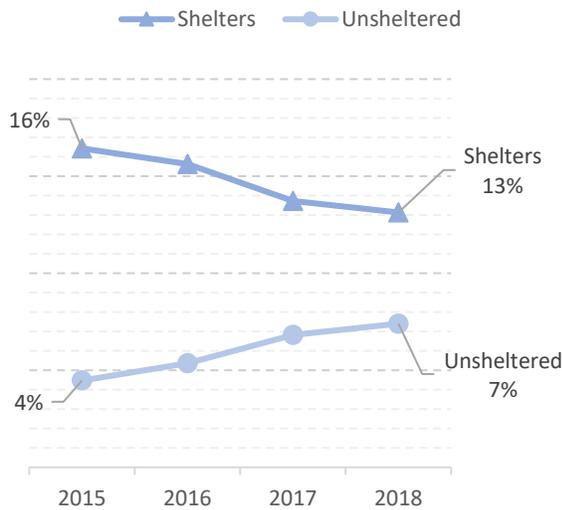
*Figure 2:
Nighttime Residence of Students Experiencing
Homelessness, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A1](#) for more information.

Since 2015, the proportion of students living unsheltered has increased from 4% to 7% while the proportion living in shelters has decreased from 16% to 13% (Figure 3 and Table 1).

Figure 3:
Proportion of Students Experiencing Homelessness in Shelters and Unsheltered, 2015-2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A1](#) for more information.

Table 1:
Nighttime Residence of Students Experiencing Homelessness, 2015-2018

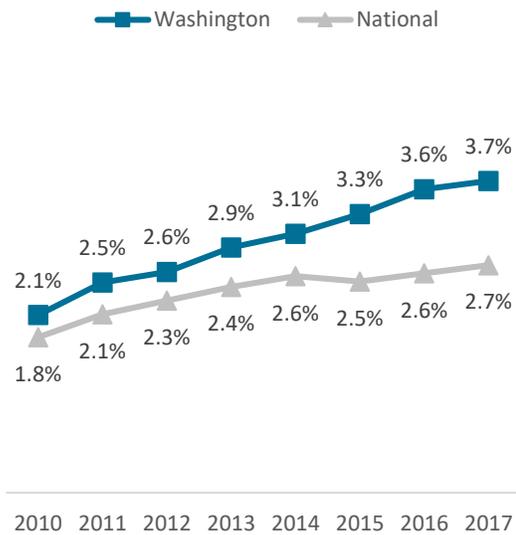
	2015	2016	2017	2018	Diff. 2015-2018
Doubled-up	73%	73%	73%	73%	0
Hotels/Motels	6%	6%	6%	6%	0
Shelters	16%	16%	14%	13%	-3
Unsheltered	4%	5%	7%	7%	+3

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A1](#) for more information.

National Comparisons

Between 2010 and 2017 (the most recent year of national data), the rate of students experiencing homelessness in Washington rose from 2.1% to 3.7%, while nationally, the rate rose from 1.8% to 2.7% (Figure 4).

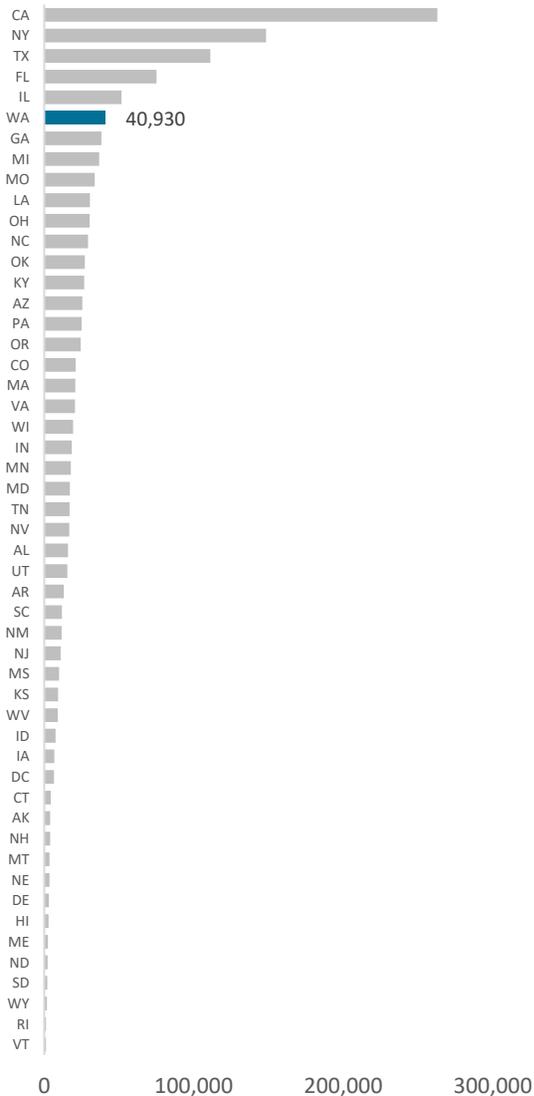
Figure 4:
Percentage of Students Experiencing Homelessness, State and National, 2010-2017



Sources: Data through the 2016-17 school year (the most recent national data available) from the following: National Center for Homeless Education. (2019). *Federal Data Summary School Years 2014-15 to 2016-17: Education for Homeless Children and Youth*. Retrieved from ed.gov/programs/homeless/federal-data-summary.pdf; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). Retrieved from nces.ed.gov/ccd/elsj; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2016, Table 204.75c*, Retrieved from nces.ed.gov/programs/digest/d16/tables/dt16_204.75c.asp.

In 2017, Washington had the sixth largest number of students experiencing homelessness among the 50 states and the District of Columbia (Figure 5).

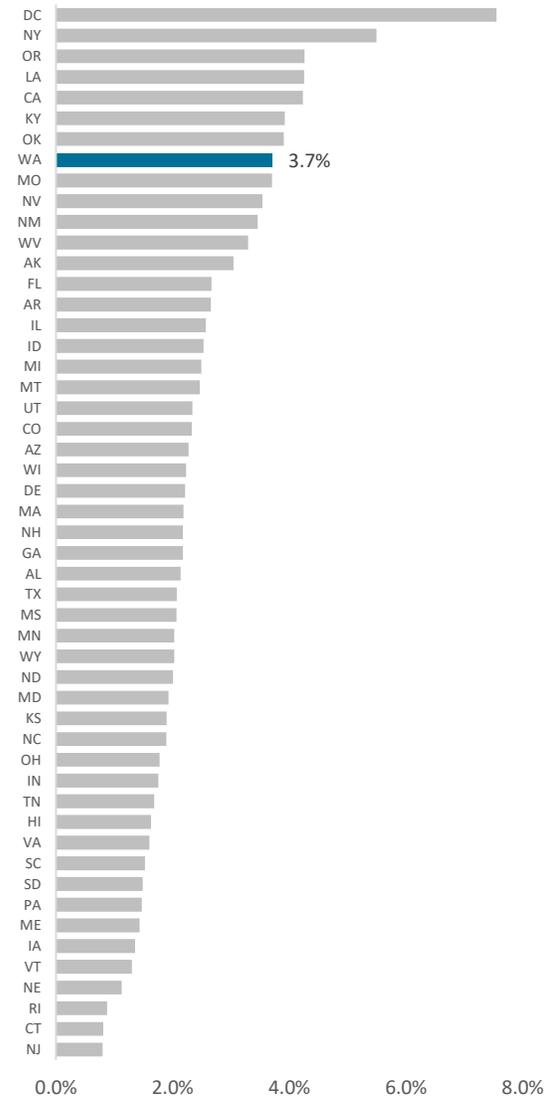
Figure 5:
Number of Students Experiencing Homelessness
by State, 2017



Source: Data through the 2016-17 school year (the most recent national data available) from the following: National Center for Homeless Education. (2019). *Federal Data Summary School Years 2014-15 to 2016-17: Education for Homeless Children and Youth*. Retrieved from ed.gov/programs/homeless/federal-data-summary.pdf

Washington also had the eighth highest rate of students experiencing homelessness among the 50 states and the District of Columbia in 2017 (Figure 6).

Figure 6:
Percentage of Students Experiencing Homelessness
by State, 2017



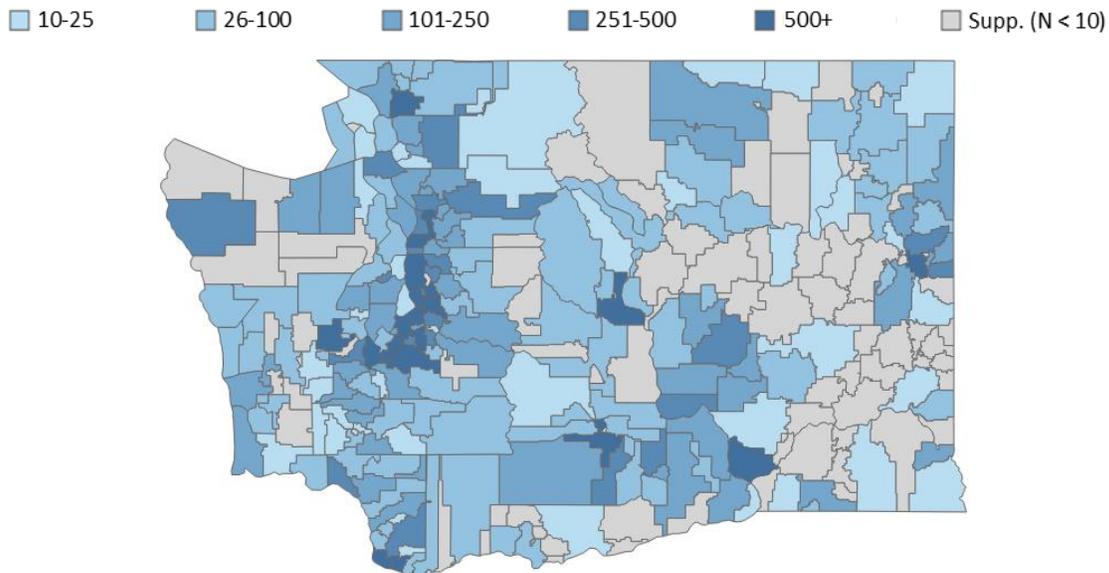
Source: Data through the 2016-17 school year (the most recent national data available) from the following: National Center for Homeless Education. (2019). *Federal Data Summary School Years 2014-15 to 2016-17: Education for Homeless Children and Youth*. Retrieved from ed.gov/programs/homeless/federal-data-summary.pdf and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). Retrieved from nces.ed.gov/ccd/elsi.

Statewide Prevalence and Funding

Students are experiencing homelessness across the entire state of Washington. School districts with the largest number of students experiencing homelessness are found in the Puget Sound region and other population centers (Figure 7). However, rates of students experiencing homelessness are often higher in more rural areas, such as in southwest and northeast Washington (Figure 8).

In the 2017-18 school year, 36 school districts across the state received a portion of approximately \$2.5 million of funding specifically designed to support students experiencing homelessness through either the federal McKinney-Vento Homeless Assistance Act (MV) or the state Homeless Student Stability Program (HSSP) (Figure 9).⁸ Collectively, these districts enrolled about half of the students experiencing homelessness in the state.

Figure 7:
Number of Students Experiencing Homelessness by School District, 2018

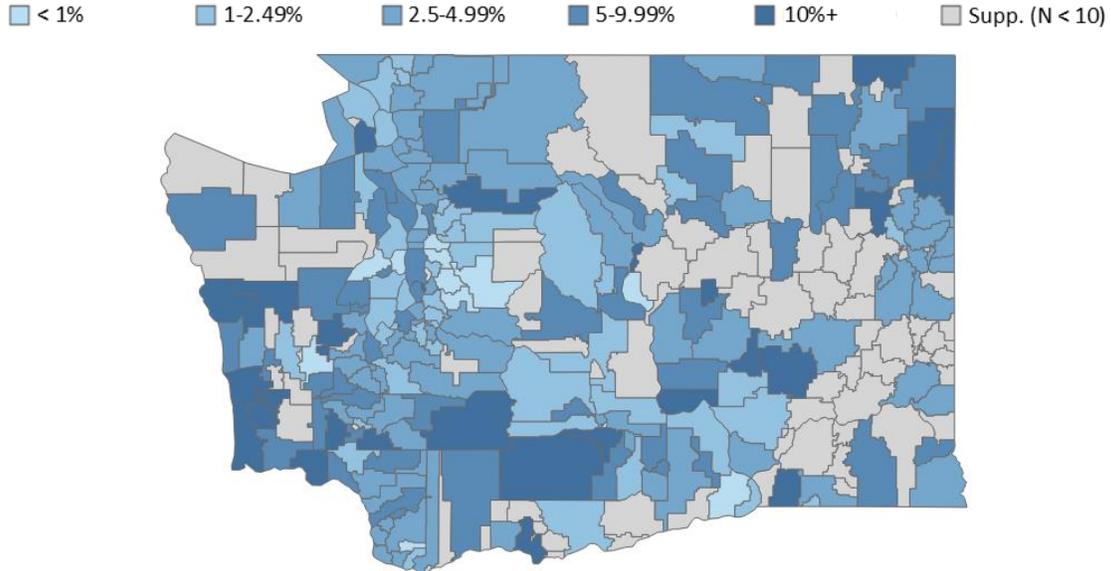


Note: Data for districts that reported fewer than 10 students experiencing homelessness are suppressed to protect student privacy and are indicated using “Supp. (N < 10).”

Source: Student counts for each district retrieved from the Washington State Office of Superintendent of Public Instruction’s Homeless Education Student Data at www.k12.wa.us/homeless-education-student-data.

⁸ Office of the Washington State Auditor. (2019). *Performance Audit: Opportunities to better identify and serve K-12 students experiencing homelessness* (Report Number: 1023748). Olympia, WA. Retrieved from www.sao.wa.gov/wp-content/uploads/Tabs/PerformanceAudit/PA_Better_Supporting_K-12_Homeless_Students-ar1023748.pdf.

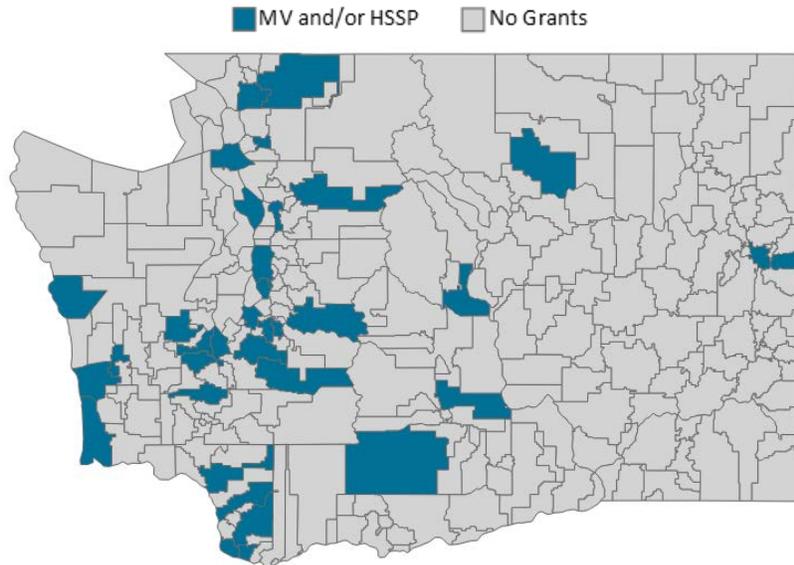
Figure 8:
Rate of Students Experiencing Homelessness by School District, 2018



Note: Data for districts that reported fewer than 10 students experiencing homelessness are suppressed to protect student privacy and are indicated using “Supp. (N < 10).”

Sources: Author’s calculations based on student counts for each district retrieved from the Washington State Office of Superintendent of Public Instruction’s Homeless Education Student Data at www.k12.wa.us/homeless-education-student-data and Enrollment Reports at www.k12.wa.us/enrollment-reports.

Figure 9:
School Districts with McKinney-Vento and/or Homeless Student Stability Program Grants, 2018



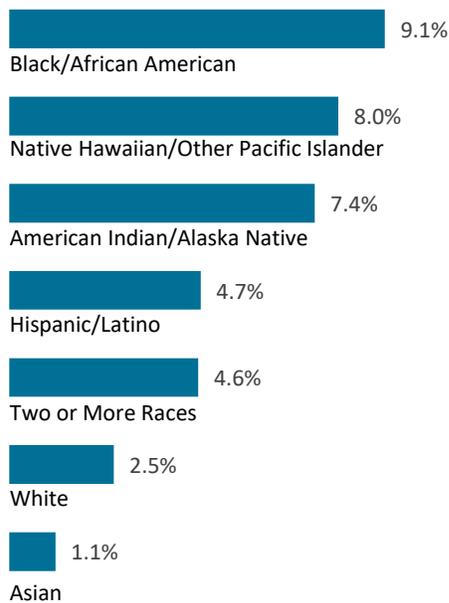
Notes: MV = McKinney-Vento; HSSP = Homeless Student Stability Program; Data for districts that reported fewer than 10 students experiencing homelessness are suppressed to protect student privacy and are indicated using “Supp. (N < 10).”

Source: Office of the Washington State Auditor. (2019). *Performance audit: Opportunities to better identify and serve K-12 students experiencing homelessness* (Report Number: 1023748). Olympia, WA. Retrieved from www.sao.wa.gov/wp-content/uploads/Tabs/PerformanceAudit/PA_Better_Supporting_K-12_Homeless_Students-ar1023748.pdf. The districts that received grant dollars in 2018 are Aberdeen, Battle Ground, Bellingham, Bethel, Central Valley (Spokane), Centralia, Eatonville, Enumclaw, Everett, Evergreen, Granite Falls, Highline, Kelso, Mount Adams, Mount Baker, Mount Vernon, North Thurston, Oak Harbor, Ocean Beach, Ocosta, Okanogan, Olympia, Puyallup, Seattle, Selah, Shelton, South Whidbey, Spokane, Sumner, Tacoma, Taholah, Tukwila, Tumwater, Vancouver, Wenatchee, and Woodland. This map does not include one-time McKinney-Vento grants of \$7,500 given to 13 districts in the 2017-18 school year.

Race and Ethnicity

Students of color are disproportionately more likely to experience homelessness. Black/African American students have the highest rate of homelessness with nearly one in 11 (9.1%) experiencing homelessness in 2017-18. Native Hawaiian/Other Pacific Islander and American Indian/Alaska Native students also have rates well above that for all students (3.5%) (Figure 10).

*Figure 10:
Student Homelessness Rates
by Race/Ethnicity, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A2](#) for more information.

The percentage of students experiencing homelessness increased across all racial and ethnic groups between 2015 and 2018 but grew the most for Black/African American and Native Hawaiian/Pacific Islander students with increases of 1.7 and 1.5 percentage points respectively (Table 2).

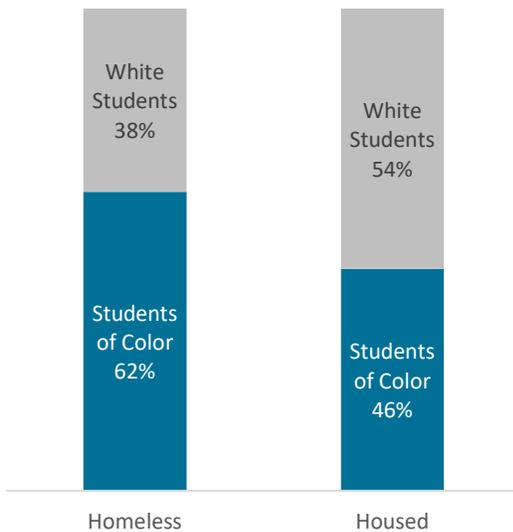
*Table 2:
Student Homelessness Rates
by Race/Ethnicity, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
American Indian/ Alaska Native	6.6%	7.3%	7.8%	7.4%	+0.8
Asian	0.9%	0.9%	1.0%	1.1%	+0.2
Black/ African American	7.4%	8.5%	8.8%	9.1%	+1.7
Hispanic/Latino	4.1%	4.5%	4.5%	4.7%	+0.6
Native Hawaiian/ Other Pacific Islander	6.5%	7.9%	8.0%	8.0%	+1.5
Two or More Races	4.1%	4.7%	4.5%	4.6%	+0.5
White	2.3%	2.5%	2.6%	2.5%	+0.2

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A2](#) for more information.

Students of color are overrepresented among students experiencing homelessness. Almost two-thirds (62%) of students experiencing homelessness are students of color even though they make up only 46% of all K-12 public school students (Figure 11).

*Figure 11:
Percentage of Students of Color
by Housing Status, 2018*

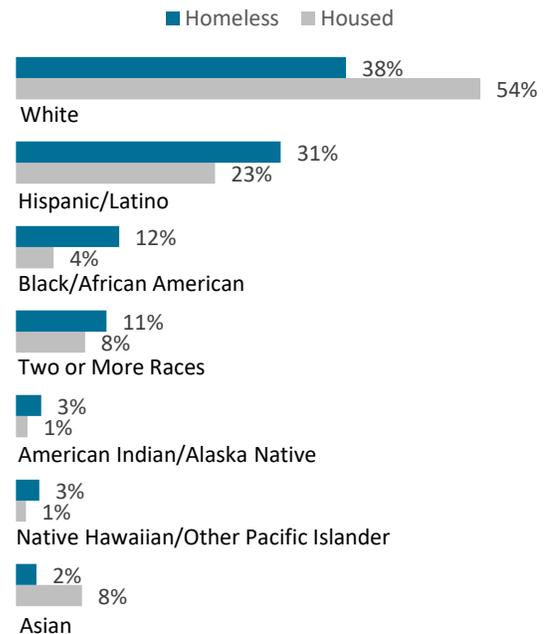


Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A2](#) for more information.

The proportion of Black/African American, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander students among students experiencing homelessness is three times higher than their proportion among housed students (Figure 12).

Between 2015 and 2018, the proportion of students experiencing homelessness who are Hispanic/Latino increased by two points, while the proportion who are White decreased by four points (Table 3).

*Figure 12:
Distribution of Students
by Race/Ethnicity and Housing Status, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A2](#) for more information.

*Table 3:
Distribution of Students by Race/Ethnicity and Housing Status, 2015-2018*

	Status	2015	2016	2017	2018	Diff. 2015- 2018
American Indian/Alaska Native	Homeless	3%	3%	3%	3%	0
	Housed	2%	1%	1%	1%	-1
	<i>Homeless-Housed</i>	+1	+2	+2	+2	+1
Asian	Homeless	2%	2%	2%	2%	0
	Housed	7%	7%	7%	8%	+1
	<i>Homeless-Housed</i>	-5	-5	-5	-6	-1
Black/African American	Homeless	12%	12%	12%	12%	0
	Housed	5%	5%	4%	4%	-1
	<i>Homeless-Housed</i>	+7	+7	+8	+8	+1
Hispanic/Latino	Homeless	29%	30%	30%	31%	+2
	Housed	22%	22%	23%	23%	+1
	<i>Homeless-Housed</i>	+7	+8	+7	+8	+1
Native Hawaiian/Other Pacific Islander	Homeless	2%	3%	3%	3%	+1
	Housed	1%	1%	1%	1%	0
	<i>Homeless-Housed</i>	+1	+2	+2	+2	+1
Two or More Races	Homeless	9%	10%	10%	11%	+2
	Housed	7%	7%	8%	8%	+1
	<i>Homeless-Housed</i>	+2	+3	+2	+3	+1
White	Homeless	42%	40%	40%	38%	-4
	Housed	57%	56%	55%	54%	-3
	<i>Homeless-Housed</i>	-15	-16	-15	-16	-1

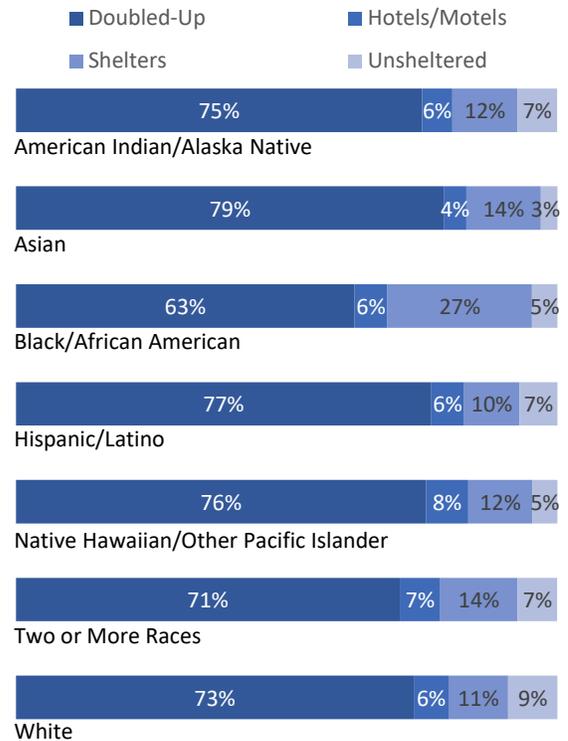
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A2](#) for more information.

Black/African American students experiencing homelessness are the least likely among all racial/ethnic groups to be living doubled-up (63%) and the most likely to be in shelters (27%). Among students experiencing homelessness, White, American Indian/Alaska Native, Hispanic/Latino, and two or more races had the highest rates of being unsheltered, ranging from 7% to 9% (Figure 13).

Between 2015 and 2018, the proportion of students experiencing homelessness who were living in shelters decreased for every group, including a 10-point decrease among Native Hawaiian/Other Pacific Islander students.

Over the same period, the proportion who were living unsheltered increased for all groups except Asian students. The proportion of Black/African American students who were unsheltered more than doubled from 2 percent to 5 percent (Table 4).

Figure 13:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A3](#) for more information.

*Table 4:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Race/Ethnicity, 2015-2018*

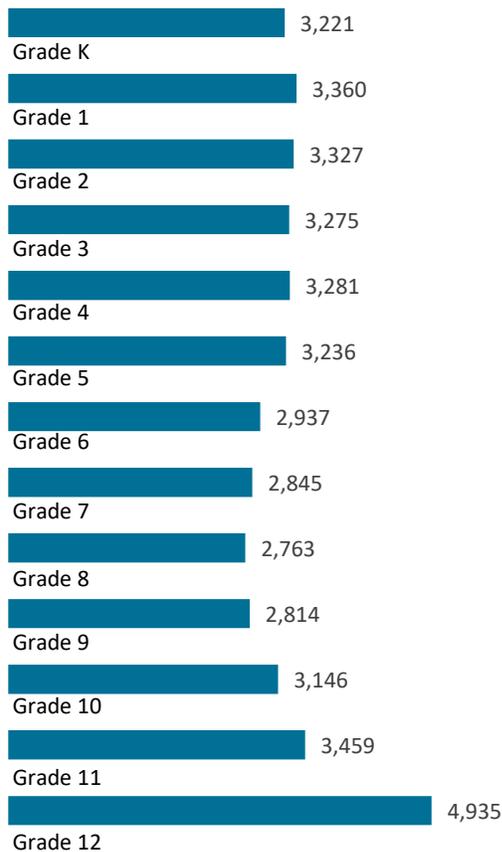
	Nighttime Residence	2015	2016	2017	2018	Diff. 2015- 2018
American Indian/Alaska Native	Doubled-Up	74%	74%	76%	75%	+1
	Hotels/Motels	7%	6%	5%	6%	-1
	Shelters	14%	13%	13%	12%	-2
	Unsheltered	4%	7%	7%	7%	+3
Asian	Doubled-Up	77%	78%	79%	79%	+2
	Hotels/Motels	4%	4%	3%	4%	0
	Shelters	16%	16%	14%	14%	-2
	Unsheltered	3%	2%	3%	3%	0
Black/African American	Doubled-Up	60%	60%	60%	63%	+3
	Hotels/Motels	7%	7%	8%	6%	-1
	Shelters	30%	30%	28%	27%	-3
	Unsheltered	2%	4%	3%	5%	+3
Hispanic/Latino	Doubled-Up	78%	78%	78%	77%	-1
	Hotels/Motels	5%	5%	5%	6%	+1
	Shelters	13%	12%	10%	10%	-3
	Unsheltered	4%	5%	7%	7%	+3
Native Hawaiian/Other Pacific Islander	Doubled-Up	66%	69%	74%	76%	+10
	Hotels/Motels	10%	8%	7%	8%	-2
	Shelters	22%	20%	14%	12%	-10
	Unsheltered	3%	3%	5%	5%	+2
Two or More Races	Doubled-Up	69%	70%	71%	71%	+2
	Hotels/Motels	8%	8%	7%	7%	-1
	Shelters	19%	18%	15%	14%	-5
	Unsheltered	4%	4%	7%	7%	+3
White	Doubled-Up	74%	73%	74%	73%	-1
	Hotels/Motels	6%	6%	6%	6%	0
	Shelters	14%	14%	12%	11%	-3
	Unsheltered	5%	7%	8%	9%	+4

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A3](#) for more information.

Grade Level

More students are experiencing homelessness in grade 12 (4,935) than in any other grade. Almost half (46%) of all students experiencing homelessness are in grade 5 or below (Figure 14).

*Figure 14:
Number of Students Experiencing Homelessness
by Grade Level, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A4](#) for more information.

Between 2015 and 2018, grade 12 had the largest numeric increase in the number of students experiencing homelessness (792) while grades 10 and 11 had the largest proportionate increase with about 25% more students experiencing homelessness (Table 5).

*Table 5:
Number of Students Experiencing Homelessness
by Grade Level, 2015-2018*

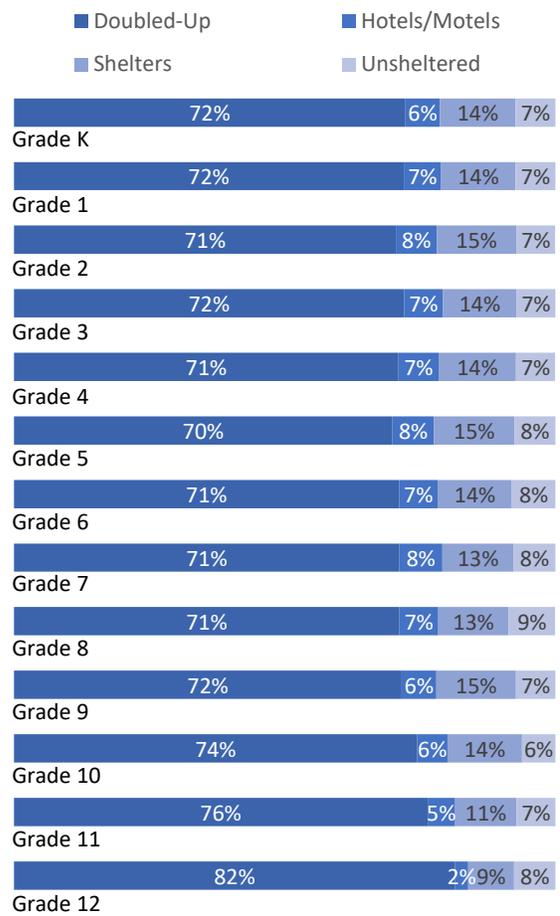
	2015	2016	2017	2018	Diff. 2015- 2018
K	3,180	3,367	3,319	3,221	+41
1	3,270	3,425	3,327	3,360	+90
2	3,178	3,410	3,460	3,327	+149
3	2,855	3,415	3,353	3,275	+420
4	2,910	3,142	3,267	3,281	+371
5	2,719	3,201	3,112	3,236	+517
6	2,458	2,766	3,013	2,937	+479
7	2,436	2,670	2,716	2,845	+409
8	2,403	2,739	2,800	2,763	+360
9	2,514	2,721	2,800	2,814	+300
10	2,521	2,819	2,900	3,146	+625
11	2,763	3,203	3,257	3,459	+696
12	4,143	4,459	4,909	4,935	+792

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A4](#) for more information.

In 2018, the percentage of students experiencing homelessness who are unsheltered is between 6% and 9% across grades, including about 7% in grades K-4. Students in grades 10-12 are more likely to be doubled-up (Figure 15).

Since 2015, the proportion of students experiencing homelessness who were in shelters decreased and the proportion who were unsheltered increased in each grade (Table 6).

*Figure 15:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Grade Level, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A4](#) for more information.

*Table 6:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Grade Level, 2015-2018*

	Nighttime Residence	2015	2016	2017	2018	Diff. 2015-2018
K	Doubled-Up	71%	72%	74%	72%	+1
	Hotels/Motels	6%	6%	6%	6%	0
	Shelters	19%	18%	14%	14%	-5
	Unsheltered	3%	4%	7%	7%	+4
1	Doubled-Up	71%	71%	72%	72%	+1
	Hotels/Motels	6%	7%	6%	7%	+1
	Shelters	19%	18%	16%	14%	-5
	Unsheltered	3%	5%	6%	7%	+4
2	Doubled-Up	70%	70%	73%	71%	+1
	Hotels/Motels	7%	7%	7%	8%	+1
	Shelters	19%	18%	14%	15%	-4
	Unsheltered	5%	5%	6%	7%	+2
3	Doubled-Up	71%	72%	69%	72%	+1
	Hotels/Motels	7%	7%	7%	7%	0
	Shelters	18%	17%	16%	14%	-4
	Unsheltered	4%	4%	8%	7%	+3
4	Doubled-Up	72%	72%	72%	71%	-1
	Hotels/Motels	7%	7%	7%	7%	0
	Shelters	17%	17%	14%	14%	-3
	Unsheltered	4%	5%	6%	7%	+3
5	Doubled-Up	71%	72%	72%	70%	-1
	Hotels/Motels	8%	7%	8%	8%	0
	Shelters	17%	16%	15%	15%	-2
	Unsheltered	4%	5%	6%	8%	+4
6	Doubled-Up	71%	70%	72%	71%	0
	Hotels/Motels	7%	8%	8%	7%	0
	Shelters	16%	15%	13%	14%	-2
	Unsheltered	6%	6%	6%	8%	+2
7	Doubled-Up	73%	70%	70%	71%	-2
	Hotels/Motels	7%	8%	8%	8%	+1
	Shelters	15%	17%	15%	13%	-2
	Unsheltered	5%	6%	7%	8%	+3
8	Doubled-Up	71%	74%	71%	71%	0
	Hotels/Motels	7%	6%	7%	7%	0
	Shelters	17%	15%	15%	13%	-4
	Unsheltered	5%	5%	7%	9%	+4
9	Doubled-Up	71%	72%	73%	72%	+1
	Hotels/Motels	6%	7%	7%	6%	0
	Shelters	18%	16%	13%	15%	-3
	Unsheltered	5%	6%	7%	7%	+2
10	Doubled-Up	72%	74%	74%	74%	+2
	Hotels/Motels	6%	5%	5%	6%	0
	Shelters	17%	16%	15%	14%	-3
	Unsheltered	5%	5%	7%	6%	+1
11	Doubled-Up	77%	77%	78%	76%	-1
	Hotels/Motels	5%	4%	4%	5%	0
	Shelters	14%	13%	11%	11%	-3
	Unsheltered	4%	6%	7%	7%	+3
12	Doubled-Up	82%	80%	79%	82%	0
	Hotels/Motels	2%	3%	3%	2%	0
	Shelters	10%	11%	11%	9%	-1
	Unsheltered	5%	7%	8%	8%	+3

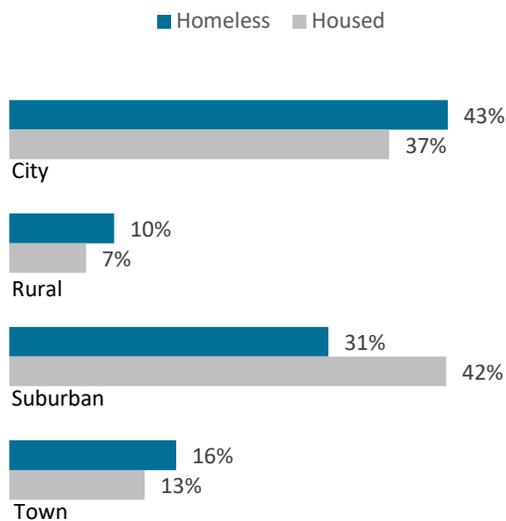
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A4](#) for more information.

Location

Students experiencing homelessness are overrepresented in city, rural, and town locations and underrepresented in suburban locations, when compared to the distribution of housed students (Figure 16).

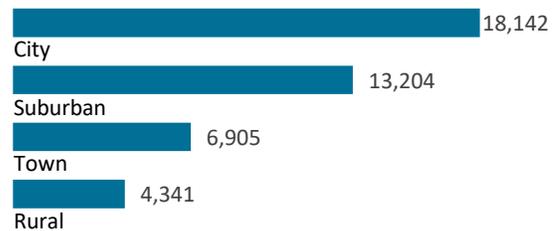
Cities and suburbs, which have the largest share of the overall student population, also enroll the largest number of students experiencing homelessness (Figure 17). On a per-capita basis, however, students in rural areas and towns are more likely to be experiencing homelessness (Figure 18).

*Figure 16:
Distribution of Students
by Location and Housing Status, 2018*



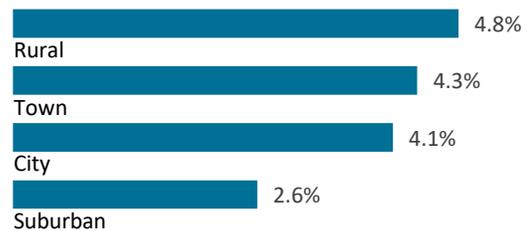
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A5](#) for more information.

*Figure 17:
Number of Students Experiencing Homelessness
by Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A5](#) for more information.

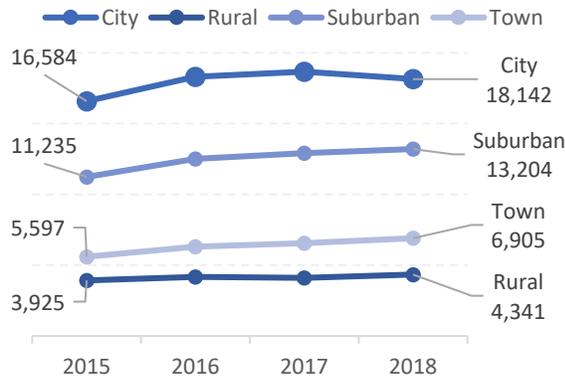
*Figure 18:
Percentage of Students Experiencing Homelessness
by Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A5](#) for more information.

Since 2015, suburban locations had the largest numeric increase (1,969) in the number of students experiencing homelessness, while town locations had the largest proportionate increase with about 24% more students experiencing homelessness (Figure 19).

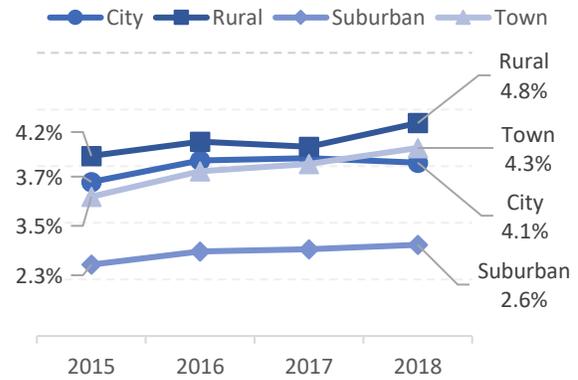
*Figure 19:
Number of Students Experiencing Homelessness
by Location, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A5](#) for more information.

Over the same period, the percentage of students experiencing homelessness increased for all types of locations. Rates in town and rural locations had the largest increases with rates that were 0.8 and 0.6 points higher respectively (Figure 20).

*Figure 20:
Percentage of Students Experiencing Homelessness
by Location, 2015-2018*

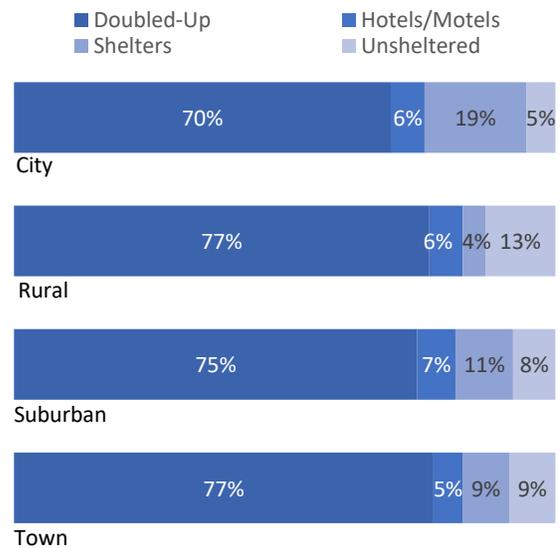


Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A5](#) for more information.

In 2018, students living in city locations were the least likely to be doubled-up and unsheltered, but the most likely to be in shelters. Students experiencing homelessness in rural locations were the most likely to be unsheltered (Figure 21).

Since 2015, the proportion of students living in shelters decreased in each location. The proportion of students experiencing homelessness who are unsheltered doubled in suburban locations and almost doubled in rural and town locations over the same period (Table 7).

Figure 21:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Location, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A6](#) for more information

Table 7:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Location, 2015-2018

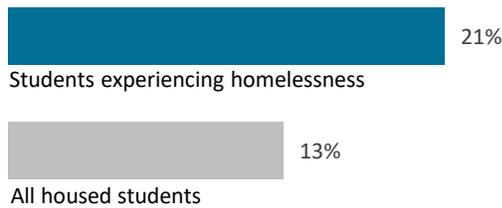
	Nighttime Residence	2015	2016	2017	2018	Diff. 2015-2018
City	Doubled-Up	67%	68%	69%	70%	+3
	Hotel/Motel	6%	6%	7%	6%	0
	Sheltered	23%	22%	19%	19%	-4
	Unsheltered	4%	4%	5%	5%	+1
Rural	Doubled-Up	85%	83%	79%	77%	-8
	Hotel/Motel	4%	4%	5%	6%	+2
	Sheltered	5%	4%	5%	4%	-1
	Unsheltered	7%	9%	11%	13%	+6
Suburban	Doubled-Up	74%	73%	74%	75%	+1
	Hotel/Motel	8%	8%	7%	7%	-1
	Sheltered	14%	13%	11%	11%	-3
	Unsheltered	4%	6%	8%	8%	+4
Town	Doubled-Up	81%	81%	78%	77%	-4
	Hotel/Motel	4%	5%	5%	5%	+1
	Sheltered	10%	10%	9%	9%	-1
	Unsheltered	5%	5%	8%	9%	+4

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A6](#) for more information

Special Education and English Language Learners

In 2018, students experiencing homelessness were more likely to be enrolled in special education programs than their housed peers (Figure 22).

*Figure 22:
Percentage of Students in Special Education
by Housing Status, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A7](#) for more information.

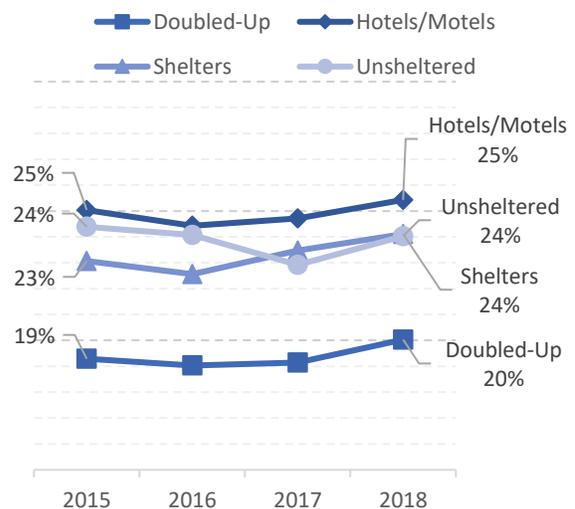
Rates for special education have remained relatively steady since 2015 with increases of one point for students experiencing homelessness overall and for students who were in shelters and doubled-up (Table 8 and Figure 23).

*Table 8:
Percentage of Students in Special Education
by Housing Status, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	20%	20%	20%	21%	+1
All housed students	13%	13%	13%	13%	0

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A7](#) for more information.

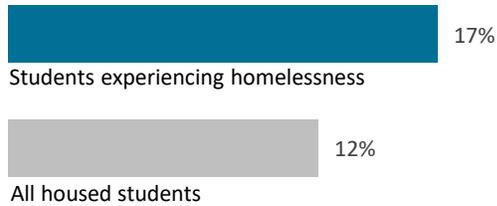
*Figure 23:
Percentage of Students Experiencing Homelessness
in Special Education by Nighttime Residence,
2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A7](#) for more information.

In 2018, students experiencing homelessness were more likely to be enrolled in English language learner programs than their housed peers (Figure 24).

*Figure 24:
Percentage of Students who are English Language Learners by Housing Status, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A7](#) for more information.

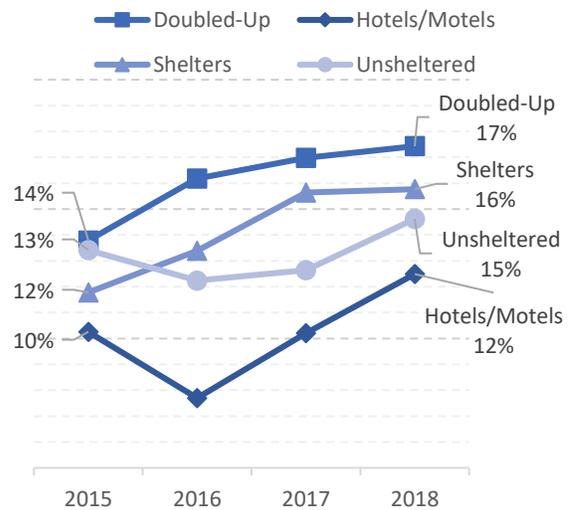
Since 2015, the percentage of students experiencing homelessness who are English language learners increased by four points (Table 9). Rates increased for students in each type of nighttime residence (Figure 25).

*Table 9:
Percentage of Students who are English Language Learners by Housing Status, 2015-2018*

	2015	2016	2017	2018	Diff. 2015-2018
Students exp. homelessness	13%	15%	16%	17%	+4
All housed students	10%	11%	11%	12%	+2

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A7](#) for more information.

*Figure 25:
Percentage of Students Experiencing Homelessness who are English Language Learners by Nighttime Residence, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A7](#) for more information.

Section 2: Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington

This section describes academic and disciplinary outcomes of students experiencing homelessness.⁹ The available data allow us to analyze outcomes based on the new Washington School Improvement Framework accountability measures developed under the federal Every Student Succeeds Act.¹⁰

For each measure, we analyze student outcomes by housing status, income, category of nighttime residence, race/ethnicity, grade level (when applicable), and location.

Definitions and results for each measure are provided on the following pages:

- Regular Attendance ([p. 26](#))
- Suspensions ([p. 31](#))
- English Language Arts Proficiency ([p. 36](#))
- Mathematics Proficiency ([p. 42](#))
- 9th Graders On-Track ([p. 48](#))
- Dual Credit Enrollment ([p. 52](#))
- High School Graduation ([p. 56](#))

⁹ The data in this section are computed using administrative datasets that Building Changes obtained from the Office of Superintendent of Public Instruction in Spring 2018 and 2019.

¹⁰ For more information on the Washington School Improvement Framework, see www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation/washington-0. Suspension rates are not included in the Framework.

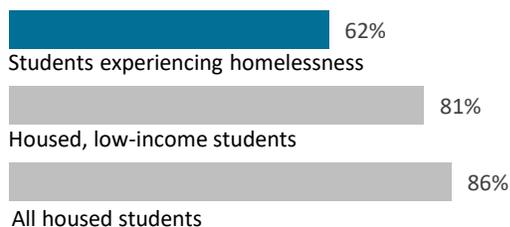
Regular Attendance

The regular attendance rate measures the percentage of students who attended at least 90% of school days.¹¹ Students with attendance rates below 90% are considered chronically absent, a status that has been linked to a variety of poor academic outcomes.¹²

Housing Status, Income, and Nighttime Residence

In 2018, about 62% of students experiencing homelessness attended school regularly, well below the 86% rate for all housed students and 81% for housed, low-income students (Figure 26).

*Figure 26:
Regular Attendance Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A8](#) for more information.

The regular attendance rate for students experiencing homelessness has declined by two percentage points since 2015, while the rates for housed, low-income students has declined by one point and the rate for all housed students has remained steady over the same period (Table 10).

*Table 10:
Regular Attendance Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	64%	64%	62%	62%	-2
Housed, low-income students	82%	81%	81%	81%	-1
All housed students	86%	86%	86%	86%	0

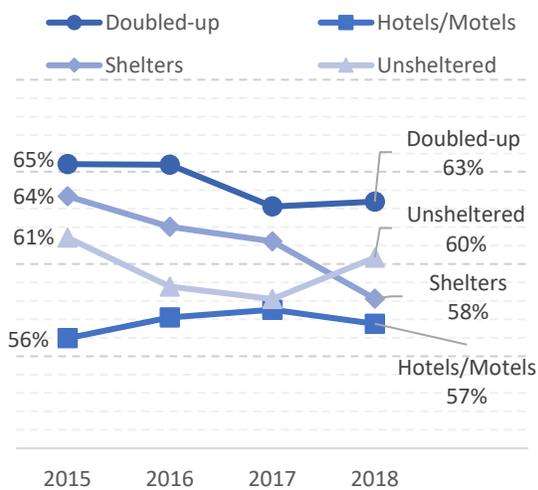
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A8](#) for more information.

¹¹ The regular attendance rate is calculated by dividing the sum total number of students with fewer than two absences (on average) per month at each school by the sum total number of students enrolled at the school for at least 90 days between September 1 and June 1 in a school year.

¹² For more information on attendance and chronic absenteeism, see www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy. For a brief review of research on chronic absenteeism, see: Attendance Works. (2016). *Key Research: Why Attendance Matters for Achievement and How Interventions Can Help*, retrieved from www.awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf.

Across all types of nighttime residences, fewer than two-thirds of students experiencing homelessness in 2018 attended school regularly, ranging from 57% for students in hotels/motels to 63% for students living doubled-up. The rate for students living in unsheltered situations rose two points over the previous year, while the rate for students living in shelters dropped by three points from the previous year and six points since 2015 (Figure 27).

Figure 27:
Regular Attendance Rates
by Nighttime Residence, 2015-2018



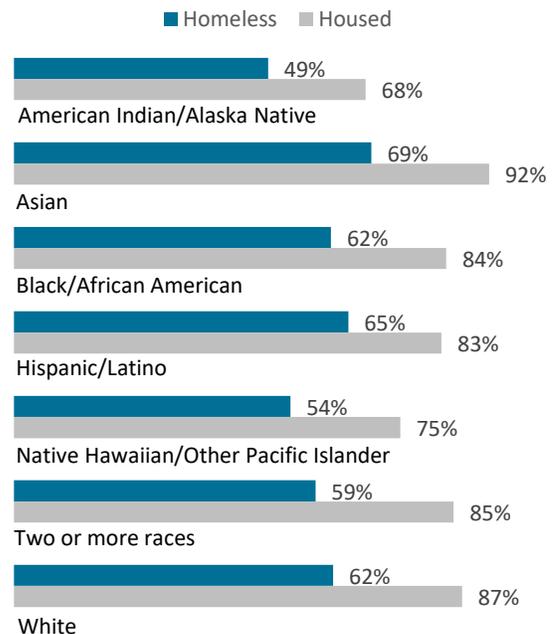
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A8](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had considerably lower regular attendance rates than their housed peers, ranging from 18 percentage points lower for Hispanic/Latino students to 26 percentage points lower for students of two or more races. American Indian/Alaska Native (49%) and Native Hawaiian/Other Pacific Islander (54%) students experiencing homelessness had the lowest regular attendance rates (Figure 28).

Attendance rates have declined for each subgroup of students experiencing homelessness since 2015 except Native Hawaiian/Other Pacific Islander. Asian students experienced the largest decline, falling by about 10 points from 79% to 69%. Housed students have seen less decline and thus the gap between students experiencing homelessness and their housed peers has increased for most subgroups (Table 11).

Figure 28:
Regular Attendance Rates
by Housing Status and Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A9](#) for more information.

Table 11:
Regular Attendance Rates by Housing Status and Race/Ethnicity, 2015-2018

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	52%	53%	53%	49%	-3
	Housed	71%	70%	71%	68%	-3
	<i>Homeless-Housed</i>	<i>-19</i>	<i>-17</i>	<i>-18</i>	<i>-19</i>	<i>0</i>
Asian	Homeless	79%	78%	72%	69%	-10
	Housed	92%	92%	92%	92%	0
	<i>Homeless-Housed</i>	<i>-13</i>	<i>-14</i>	<i>-20</i>	<i>-23</i>	<i>-10</i>
Black/African American	Homeless	64%	62%	63%	62%	-2
	Housed	84%	83%	83%	84%	0
	<i>Homeless-Housed</i>	<i>-20</i>	<i>-21</i>	<i>-20</i>	<i>-22</i>	<i>-2</i>
Hispanic/Latino	Homeless	68%	67%	65%	65%	-3
	Housed	84%	83%	83%	83%	-1
	<i>Homeless-Housed</i>	<i>-16</i>	<i>-16</i>	<i>-18</i>	<i>-18</i>	<i>-2</i>
Native Hawaiian/Other Pacific Islander	Homeless	53%	62%	54%	54%	+1
	Housed	77%	76%	75%	75%	-2
	<i>Homeless-Housed</i>	<i>-24</i>	<i>-14</i>	<i>-21</i>	<i>-21</i>	<i>+3</i>
Two or More Races	Homeless	62%	61%	58%	59%	-3
	Housed	86%	85%	85%	85%	-1
	<i>Homeless-Housed</i>	<i>-24</i>	<i>-24</i>	<i>-27</i>	<i>-26</i>	<i>-2</i>
White	Homeless	64%	64%	62%	62%	-2
	Housed	87%	87%	87%	87%	0
	<i>Homeless-Housed</i>	<i>-23</i>	<i>-23</i>	<i>-25</i>	<i>-25</i>	<i>-2</i>

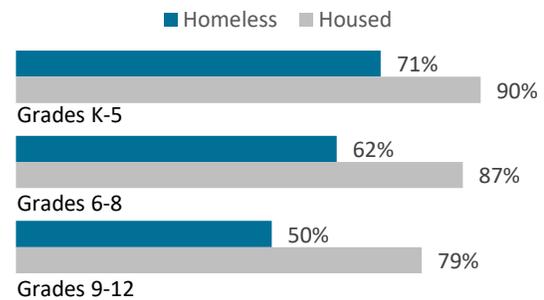
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A9](#) for more information.

Grade Level

Students experiencing homelessness have lower regular attendance rates than their housed peers across all grade bands, ranging from 19 points lower in grades K-5 to 29 points lower in grades 9-12. Rates are lower in higher grade bands. Among students experiencing homelessness, fewer than two-thirds (62%) of students in grades 6-8 and about half (50%) of students in grades 9-12 attend school regularly (Figure 29).

Attendance rates have declined by three points for students experiencing homelessness in grades K-5 since 2015 (Table 12).

*Figure 29:
Regular Attendance Rates
by Housing Status and Grade Band, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A10](#) for more information.

*Table 12:
Regular Attendance Rates by Housing Status and Grade Band, 2015-2018*

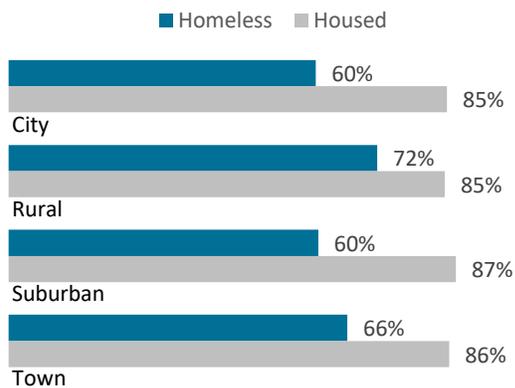
Status	2015	2016	2017	2018	Diff. 2015-2018	
K-5	Homeless	74%	73%	71%	71%	-3
	Housed	91%	91%	90%	90%	-1
	<i>Homeless-Housed</i>	-17	-18	-19	-19	-2
6-8	Homeless	63%	64%	62%	62%	-1
	Housed	87%	87%	87%	87%	0
	<i>Homeless-Housed</i>	-24	-23	-25	-25	-1
9-12	Homeless	50%	51%	49%	50%	0
	Housed	79%	79%	78%	79%	0
	<i>Homeless-Housed</i>	-29	-28	-29	-29	0

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A10](#) for more information.

Location

Students experiencing homelessness have lower regular attendance rates than their housed peers across all types of locations, ranging from 13 points lower in rural areas to 27 points lower in suburban areas (Figure 30).

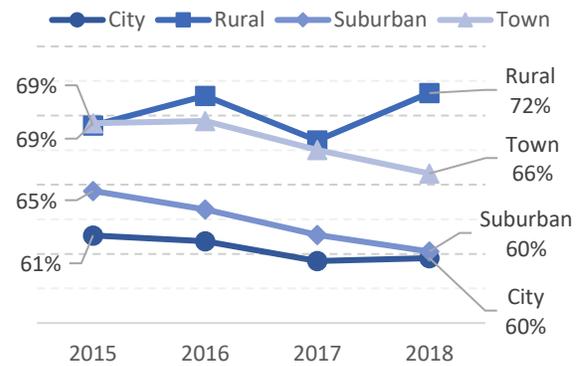
*Figure 30:
Regular Attendance Rates
by Housing Status and Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A11](#) for more information.

Regular attendance rates for students experiencing homelessness have risen from 69% to 72% in rural areas since 2015, but have declined in all other locations, including a five-point drop in suburban areas (Figure 31).

*Figure 31:
Regular Attendance Rates for Students Experiencing
Homelessness by Location, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A11](#) for more information.

Suspensions

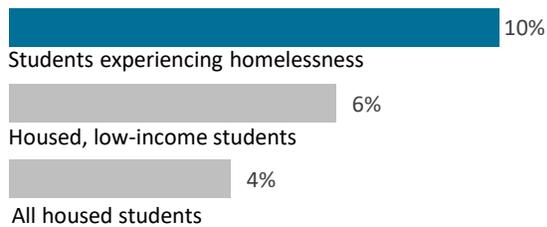
The suspension rate measures the percentage of students who were suspended at least once during the school year.¹³

Previous research and analyses have found that suspensions and other disciplinary actions are handed out with more frequency and disproportionately to students of color, a pattern also found in this report.¹⁴

Housing Status, Income, and Nighttime Residence

In 2018, the percentage of students experiencing homelessness who were suspended at least one time (10%) was more than two times higher than the rate for all housed students (4%) and higher than the rate for housed, low-income students (6%) (Figure 32).

*Figure 32:
Suspension Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A12](#) for more information.

The suspension rate for students experiencing homelessness has increased by one percentage point while the rates for housed, low-income students and all housed students are the same as in 2015 (Table 13).

*Table 13:
Suspension Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	9%	9%	10%	10%	+1
Housed, low-income students	6%	6%	7%	6%	0
All housed students	4%	4%	5%	4%	0

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A12](#) for more information.

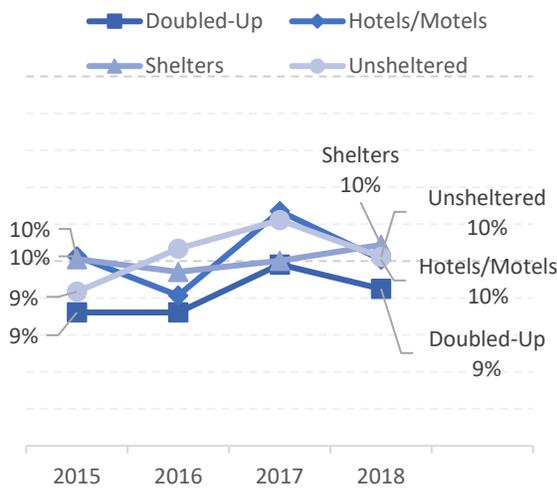
¹³ The suspension rate is calculated by dividing the sum total number of students with at least one suspension at each school during the year by the sum total number of students enrolled at the school during the school year.

¹⁴ See www.k12.wa.us/student-success/support-programs/student-discipline/equity-student-discipline for more information on statewide efforts to improve equity in student discipline. For more information about disproportionality in school discipline, see ocrdata.ed.gov/downloads/crdc-school-discipline-snapshot.pdf from the U.S. Department of Education, Office for Civil Rights.

Students experiencing homelessness in all types of nighttime residences were suspended at similar rates in 2018, ranging between 9% and 10%.

Rates declined by one point over the past year for students living doubled-up, in hotels/motels, and in shelters, but overall rates remain essentially unchanged since 2015 (Figure 33).

Figure 33:
*Suspension Rates
by Nighttime Residence, 2015-2018*



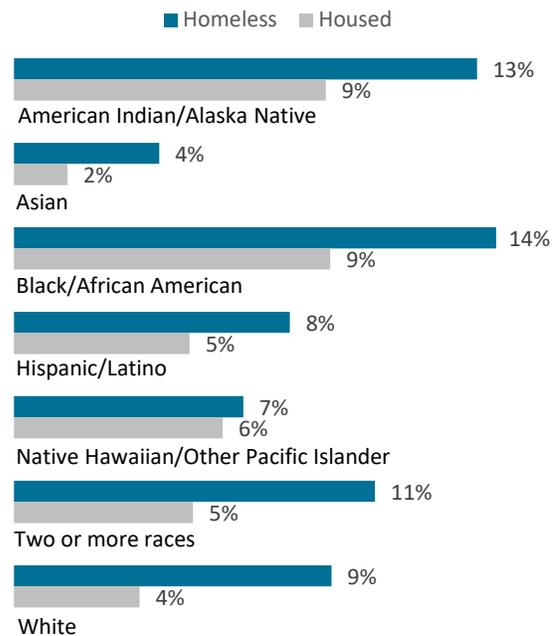
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A12](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had higher suspension rates than their housed peers. Rates for students experiencing homelessness were at least double the rate of their housed peers for Asian students, students of two or more races, and White students. Black/African American (14%) and American Indian/Alaska Native (13%) students experiencing homelessness were suspended at the highest rates (Figure 34).

Rates have increased slightly or remained the same for each subgroup of students experiencing homelessness since 2015 (Table 14).

Figure 34:
*Suspension Rates
by Housing Status and Race/Ethnicity, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A13](#) for more information.

Table 14:
Suspension Rates by Housing Status and Race/Ethnicity, 2015-2018

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	11%	9%	12%	13%	+2
	Housed	8%	7%	9%	9%	+1
	<i>Homeless-Housed</i>	+3	+2	+3	+4	+1
Asian	Homeless	3%	4%	4%	4%	+1
	Housed	1%	1%	2%	2%	+1
	<i>Homeless-Housed</i>	+2	+3	+2	+2	0
Black/African American	Homeless	14%	14%	13%	14%	0
	Housed	9%	9%	9%	9%	0
	<i>Homeless-Housed</i>	+5	+5	+4	+5	0
Hispanic/Latino	Homeless	7%	7%	9%	8%	+1
	Housed	5%	5%	6%	5%	0
	<i>Homeless-Housed</i>	+2	+2	+3	+3	+1
Native Hawaiian/Other Pacific Islander	Homeless	7%	7%	9%	7%	0
	Housed	6%	5%	6%	6%	0
	<i>Homeless-Housed</i>	+1	+2	+3	+1	0
Two or More Races	Homeless	10%	10%	11%	11%	+1
	Housed	5%	5%	5%	5%	0
	<i>Homeless-Housed</i>	+5	+5	+6	+6	+1
White	Homeless	9%	9%	10%	9%	0
	Housed	4%	4%	4%	4%	0
	<i>Homeless-Housed</i>	+5	+5	+6	+5	0

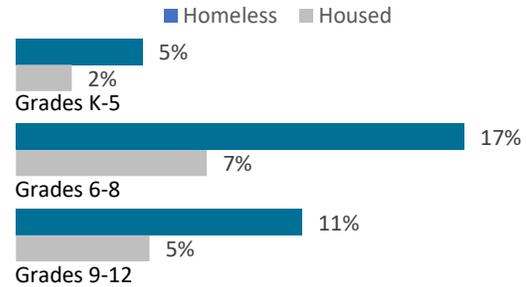
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A13](#) for more information.

Grade Level

The percentages of students experiencing homelessness who were suspended at least one time are more than two times higher than the rates for their housed peers across all grade bands, ranging from three points higher in grades K-5 to 10 points higher in grades 6-8. Rates peak in middle school with about 1 out of 6 students experiencing homelessness receiving a suspension (Figure 35).

Rates have declined by one point for students experiencing homelessness in grades 6-8 and 9-12 over the past year but are the same or slightly higher for each grade band compared to rates from 2015 (Table 15).

*Figure 35:
Suspension Rates
by Housing Status and Grade Band, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A14](#) for more information.

*Table 15:
Suspension Rates by Housing Status and Grade Band, 2015-2018*

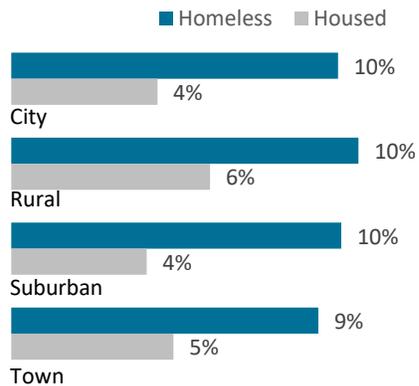
	Status	2015	2016	2017	2018	Diff. 2015-2018
K-5	Homeless	5%	5%	5%	5%	0
	Housed	2%	2%	2%	2%	0
	<i>Homeless-Housed</i>	+3	+3	+3	+3	0
6-8	Homeless	16%	16%	18%	17%	+1
	Housed	7%	7%	8%	7%	0
	<i>Homeless-Housed</i>	+9	+9	+10	+10	+1
9-12	Homeless	11%	10%	12%	11%	0
	Housed	5%	5%	6%	5%	0
	<i>Homeless-Housed</i>	+6	+5	+6	+6	0

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A14](#) for more information.

Location

Students experiencing homelessness are suspended at higher rates than their housed peers across all types of locations, including suspension rates that are more than twice as high in city and suburban locations (Figure 36).

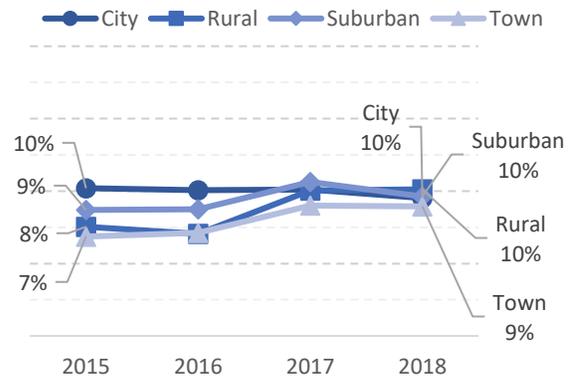
*Figure 36:
Suspension Rates
by Housing Status and Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A15](#) for more information.

Suspension rates for students experiencing homelessness have risen by two points in town locations and one point in rural and suburban locations since 2015 (Figure 37).

*Figure 37:
Suspension Rates for Students Experiencing
Homelessness by Location, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A15](#) for more information.

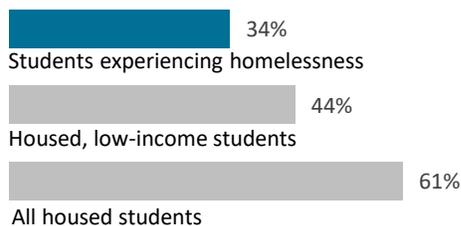
English Language Arts Proficiency

The English language arts (ELA) proficiency rate measures the percentage of students who score high enough to have met academic standards as measured by the annual statewide assessment.¹⁵ Students are tested in grades 3-8 and one time in high school.¹⁶ In the 2017-18 school year, the tested grade in high school was switched from grade 11 to grade 10.¹⁷

Housing Status, Income, and Nighttime Residence

In 2018, about one-third (34%) of students experiencing homelessness were proficient in ELA. This is 27 points lower than rate for housed students and 10 points lower than the rate for housed, low-income students (Figure 38).

Figure 38:
English Language Arts Proficiency Rates
by Housing Status and Income, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A16](#) for more information.

The ELA proficiency rate for students experiencing homelessness did not change over the past year. Rates for each group of students have stayed the same or declined slightly since 2016 but have increased since 2015, which was the first year all students were tested using the Smarter Balanced assessment.¹⁸

Proficiency rates for students experiencing homelessness increased by five points since 2015 while rates for all housed students increased by nine points. Thus, the gap between the two groups has increased by four points over that period (Table 16).

Table 16:
English Language Arts Proficiency Rates
by Housing Status and Income, 2015-2018

	2015	2016	2017	2018	Diff. 2015-2018
Students exp. homelessness	29%	35%	34%	34%	+5
Housed, low-income students	38%	45%	44%	44%	+6
All housed students	52%	61%	60%	61%	+9

Notes: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A16](#) for more information.

¹⁵ The ELA proficiency rate is calculated by dividing the sum total number of students who met federal standards by the sum total number of students tested and not tested in the relevant grades during the school year.

¹⁶ For more information, see www.k12.wa.us/student-success/assessments/state-testing-overview/washington-state-smarter-balanced-assessment/ela-assessment.

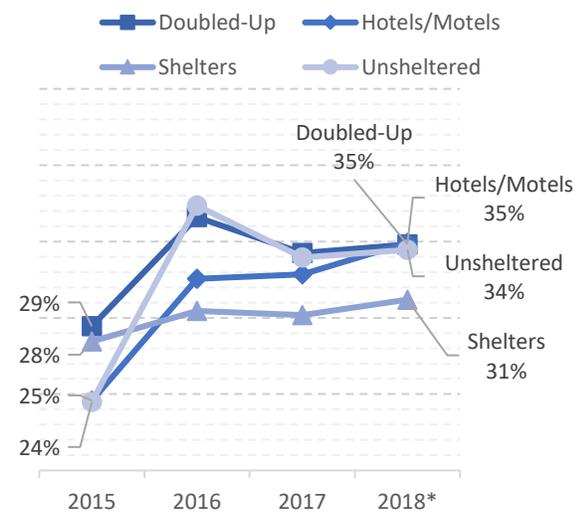
¹⁷ The tested grade was switched due to requirements in ESHB 2224, Chapter 31, Laws of 2017. For more information, see www.k12.wa.us/sites/default/files/public/assessment/statetesting/pubdocs/grade10elaandmathtestingandcontent.pdf.

¹⁸ For more information, see the state testing timeline at www.k12.wa.us/student-success/testing/state-testing-overview.

Students experiencing homelessness in all types of nighttime residence had similar ELA proficiency rates in 2018, ranging from 31% for students in shelters to 35% for students living in hotels/motels and students living doubled-up.

Rates for students living in hotels/motels and in shelters have increased since 2015, while students living unsheltered and doubled-up are higher than 2015, but below their high point in 2016 (Figure 39).

Figure 39:
English Language Arts Proficiency Rates by Nighttime Residence, 2015-2018



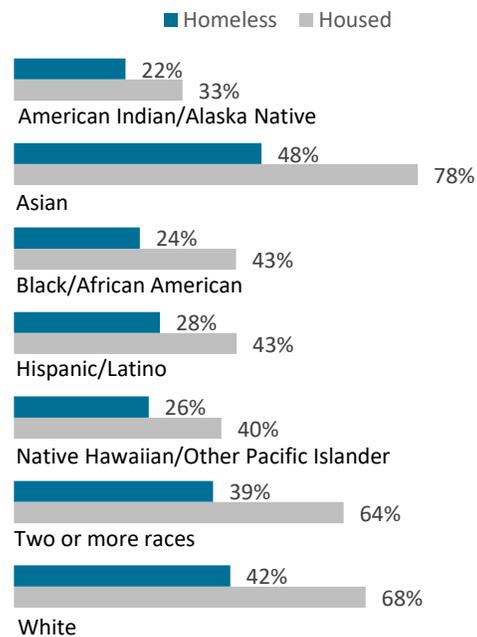
* The tested high school grade was switched from grade 11 to grade 10. Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A16](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had substantially lower ELA proficiency rates than their housed peers. Among students experiencing homelessness, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander had lower than average ELA proficiency rates, ranging from 22% to 28%.

White students, Asian students, and students of two or more races experiencing homelessness had higher than average ELA proficiency rates, but also had the largest gaps compared to their housed peers, ranging from 25 points lower for students of two or more races to 30 points lower for Asian students (Figure 40).

Figure 40:
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A17](#) for more information.

Among students experiencing homelessness, ELA proficiency rates increased over the past year by five points for Native Hawaiian/Other Pacific Islander students and three points for American Indian/Alaska Native students, while the rate for Asian students experiencing homelessness declined by seven points over the same span.

ELA proficiency rates for each subgroup of students experiencing homelessness have increased since 2015. However, rates for housed students have increased at a faster pace, so gaps within each subgroup have grown larger (Table 17).

*Table 17:
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2015-2018*

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	20%	19%	19%	22%	+2
	Housed	29%	35%	33%	33%	+4
	<i>Homeless-Housed</i>	-9	-16	-14	-11	-2
Asian	Homeless	45%	53%	55%	48%	+3
	Housed	67%	78%	77%	78%	+11
	<i>Homeless-Housed</i>	-22	-25	-22	-30	-8
Black/African American	Homeless	19%	25%	23%	24%	+5
	Housed	35%	44%	43%	43%	+8
	<i>Homeless-Housed</i>	-16	-19	-20	-19	-3
Hispanic/Latino	Homeless	23%	29%	27%	28%	+5
	Housed	35%	43%	42%	43%	+8
	<i>Homeless-Housed</i>	-12	-14	-15	-15	-3
Native Hawaiian/Other Pacific Islander	Homeless	23%	19%	21%	26%	+3
	Housed	36%	42%	40%	40%	+4
	<i>Homeless-Housed</i>	-13	-23	-19	-14	-1
Two or More Races	Homeless	34%	40%	37%	39%	+5
	Housed	55%	64%	63%	64%	+9
	<i>Homeless-Housed</i>	-21	-24	-26	-25	-4
White	Homeless	35%	44%	42%	42%	+7
	Housed	58%	68%	67%	68%	+10
	<i>Homeless-Housed</i>	-23	-24	-25	-26	-3

Notes: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A17](#) for more information.

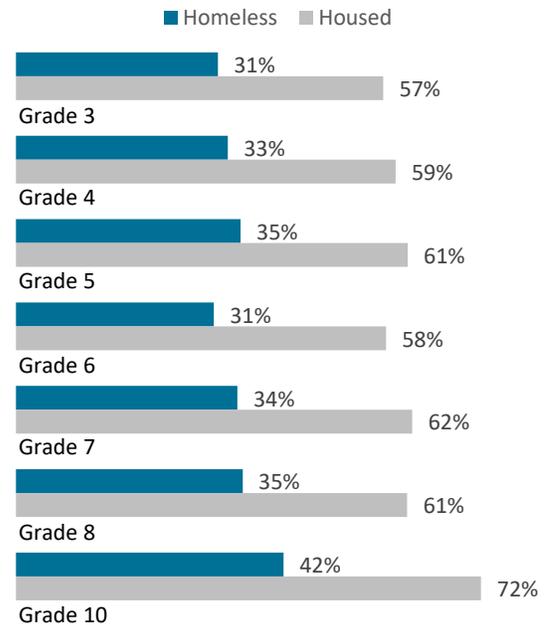
Grade Level

About one-third of students experiencing homelessness in grades 3-8 were proficient in ELA in 2018, ranging from 31% in grades 3 and 6 to 35% in grades 5 and 8. These rates are substantially below their housed peers in each grade, with gaps between 26 and 28 points.

Among students experiencing homelessness, students in grade 10 had the highest ELA proficiency rates at 42%, but also had the largest gap compared to their housed peers at 30 points (Figure 41).

Proficiency rates increased by at least one point for students experiencing homelessness in each of grades 3-8 over the past year and have increased by two or more points since 2015. Housed students in each grade had similar increases, and gaps within each grade have remained roughly similar over that period (Table 18).

Figure 41:
English Language Arts Proficiency Rates
by Housing Status and Grade, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A18](#) for more information.

Table 18:
English Language Arts Proficiency Rates by Housing Status and Grade, 2015-2018

	Status	2015	2016	2017	2018	Diff. 2015-2018
3	Homeless	29%	30%	30%	31%	+2
	Housed	53%	56%	54%	57%	+4
	<i>Homeless-Housed</i>	-24	-26	-24	-26	-2
4	Homeless	29%	34%	30%	33%	+4
	Housed	56%	58%	57%	59%	+3
	<i>Homeless-Housed</i>	-27	-24	-27	-26	+1
5	Homeless	32%	33%	34%	35%	+3
	Housed	58%	61%	60%	61%	+3
	<i>Homeless-Housed</i>	-26	-28	-26	-26	0
6	Homeless	28%	30%	29%	31%	+3
	Housed	55%	58%	57%	58%	+3
	<i>Homeless-Housed</i>	-27	-28	-28	-27	0
7	Homeless	30%	33%	33%	34%	+4
	Housed	58%	60%	61%	62%	+4
	<i>Homeless-Housed</i>	-28	-27	-28	-28	0
8	Homeless	32%	34%	33%	35%	+3
	Housed	57%	61%	60%	61%	+4
	<i>Homeless-Housed</i>	-25	-27	-27	-26	-1
10	Homeless	-	-	-	42%	-
	Housed	-	-	-	72%	-
	<i>Homeless-Housed</i>	-	-	-	-30	-
11	Homeless	19%	56%	50%	-	-
	Housed	27%	77%	76%	-	-
	<i>Homeless-Housed</i>	-8	-21	-26	-	-

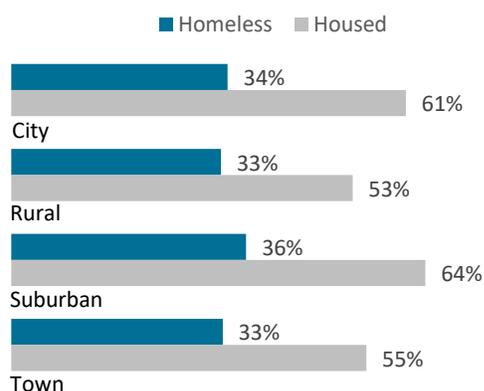
Notes: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A18](#) for more information.

Location

ELA proficiency rates for students experiencing homelessness are similar across all types of locations, ranging from 33% in rural and town locations to 36% in suburban locations.

The gap between students experiencing homelessness and their housed peers ranges from 20 points lower in rural locations to 27 points lower in city and suburban locations (Figure 42).

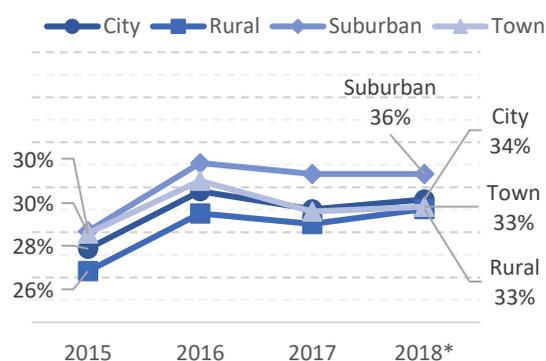
Figure 42:
English Language Arts Proficiency Rates by Housing Status and Location, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Table A19](#) for more information.

Since 2015, ELA proficiency rates have risen across all locations, ranging from three points higher for town locations to seven points higher in rural locations. The majority of these increases occurred in 2016 and proficiency rates have declined slightly in most locations since that time (Figure 43).

Figure 43:
English Language Arts Proficiency Rates for Students Experiencing Homelessness by Location, 2015-2018



* The tested high school grade was switched from grade 11 to grade 10. Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. [See Appendix Table A19](#) for more information.

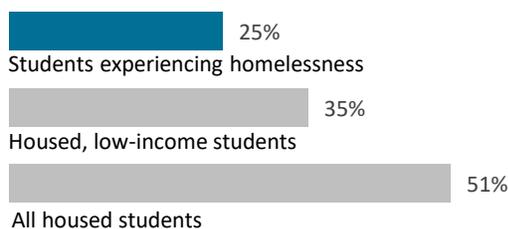
Mathematics Proficiency

The mathematics proficiency rate measures the percentage of students who score high enough to have met academic standards as measured by the annual statewide assessment.¹⁹ Students are tested in grades 3-8 and one time in high school.²⁰ In the 2017-18 school year, the tested grade in high school was switched from grade 11 to grade 10.²¹

Housing Status, Income, and Nighttime Residence

In 2018, about one-quarter (25%) of students experiencing homelessness were proficient in mathematics. This is 26 points lower than rate for housed students and 10 points lower than the rate for housed, low-income students (Figure 44).

*Figure 44:
Mathematics Proficiency Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A20](#) for more information.

The mathematics proficiency rate for students experiencing homelessness is up one point over the past year and two points since 2015, which was the first year all students were tested using the Smarter Balanced assessment but is one point below the rate from 2016.²²

While proficiency rates for students experiencing homelessness increased by two points since 2015, rates for all housed students increased by five points. Thus, the gap between the two groups has increased by three points over that period (Table 19).

*Table 19:
Mathematics Proficiency Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	23%	26%	24%	25%	+2
Housed, low-income students	33%	35%	34%	35%	+2
All housed students	46%	49%	49%	51%	+5

Notes: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A20](#) for more information.

¹⁹ The mathematics proficiency rate is calculated by dividing the sum total number of students who met federal standards by the sum total number of students tested and not tested in the relevant grades during the school year.

²⁰ For more information, see www.k12.wa.us/student-success/assessments/state-testing-overview/washington-state-smarter-balanced-assessment/mathematics-assessment.

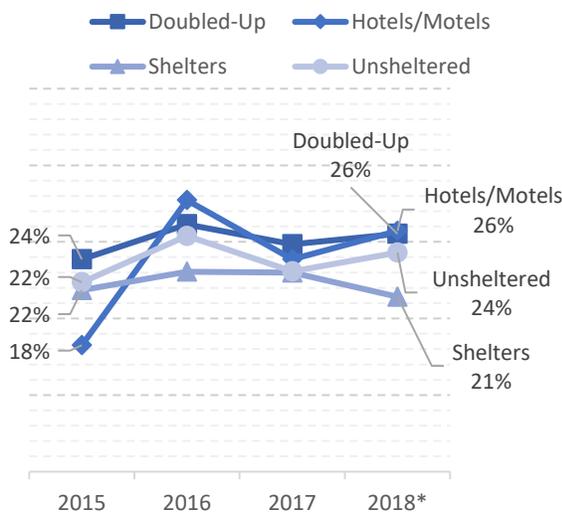
²¹ The tested grade was switched due to requirements in ESHB 2224, Chapter 31, Laws of 2017. For more information, see www.k12.wa.us/sites/default/files/public/assessment/statetesting/pubdocs/grade10elaandmathtestingandcontent.pdf.

²² For more information, see the state testing timeline at www.k12.wa.us/student-success/testing/state-testing-overview.

About one-quarter or fewer of students experiencing homelessness across all types of nighttime residences were proficient in mathematics in 2018, ranging between 21% for students in shelters to 26% for students living in hotels/motels and students living doubled-up.

Students living in hotels/motels had a 10 point increase in proficiency rates from 2015 to 2016, but have fallen two points since that time. The rate for students living in shelters has declined by one point since 2015, while proficiency rates for students living doubled-up and in unsheltered situations has increased by two points (Figure 45).

Figure 45:
Mathematics Proficiency Rates
by Nighttime Residence, 2015-2018



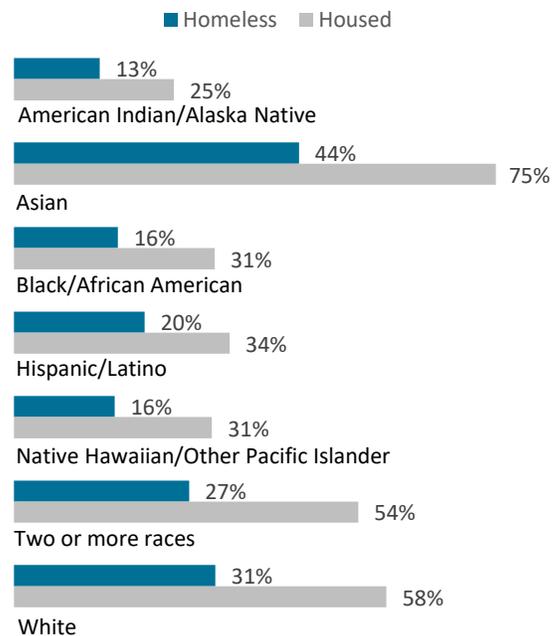
* The tested high school grade was switched from grade 11 to grade 10. Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A20](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had substantially lower mathematics proficiency rates than their housed peers. Among students experiencing homelessness, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander had lower than average mathematics proficiency, with rates ranging from 13% to 20%.

White students, Asian students, and students of two or more races experiencing homelessness had higher than average mathematics proficiency rates, but also had the largest gaps compared to their housed peers, ranging from 27 points lower for students of two or more races and White students to 31 points lower for Asian students (Figure 46).

Figure 46:
Mathematics Proficiency Rates
by Housing Status and Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A21](#) for more information.

Among students experiencing homelessness, rates increased by two points for Native Hawaiian/Other Pacific Islander students and one point for students of two or more races and White students over the past year, while the rate for Asian students and Black/African American students declined by one point.

Since 2015, mathematics proficiency rates have increased by between one and four points for American Indian/Alaska Native, Hispanic/Latino, and White students, but were flat or declined slightly for every other group of students. Rates for housed students increased for each group over the same period by between one and nine points. The gap between students experiencing homelessness and their housed peers increased for each group except American Indian/Alaska Native (Table 20).

*Table 20:
Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2015-2018*

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	10%	12%	13%	13%	+3
	Housed	24%	25%	25%	25%	+1
	<i>Homeless-Housed</i>	<i>-14</i>	<i>-13</i>	<i>-12</i>	<i>-12</i>	<i>+2</i>
Asian	Homeless	46%	43%	45%	44%	-2
	Housed	66%	69%	70%	75%	+9
	<i>Homeless-Housed</i>	<i>-20</i>	<i>-26</i>	<i>-25</i>	<i>-31</i>	<i>-11</i>
Black/African American	Homeless	16%	18%	17%	16%	0
	Housed	28%	30%	30%	31%	+3
	<i>Homeless-Housed</i>	<i>-12</i>	<i>-12</i>	<i>-13</i>	<i>-15</i>	<i>-3</i>
Hispanic/Latino	Homeless	19%	22%	20%	20%	+1
	Housed	30%	32%	32%	34%	+4
	<i>Homeless-Housed</i>	<i>-11</i>	<i>-10</i>	<i>-12</i>	<i>-14</i>	<i>-3</i>
Native Hawaiian/Other Pacific Islander	Homeless	17%	14%	14%	16%	-1
	Housed	30%	31%	29%	31%	+1
	<i>Homeless-Housed</i>	<i>-13</i>	<i>-17</i>	<i>-15</i>	<i>-15</i>	<i>-2</i>
Two or More Races	Homeless	28%	28%	26%	27%	-1
	Housed	48%	52%	52%	54%	+6
	<i>Homeless-Housed</i>	<i>-20</i>	<i>-24</i>	<i>-26</i>	<i>-27</i>	<i>-7</i>
White	Homeless	27%	31%	30%	31%	+4
	Housed	51%	55%	55%	58%	+7
	<i>Homeless-Housed</i>	<i>-24</i>	<i>-24</i>	<i>-25</i>	<i>-27</i>	<i>-3</i>

Notes: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A21](#) for more information.

Grade Level

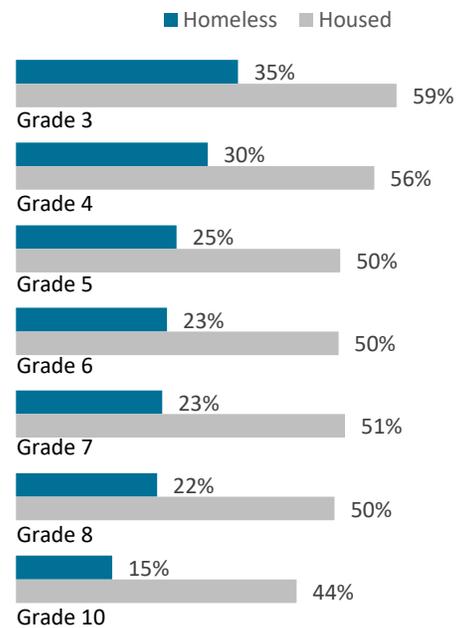
In 2018, just more than one-third of students experiencing homelessness in grade 3 were proficient in mathematics. The proficiency rate declines as grade level increases, with only 15% of students experiencing homelessness in grade 10 proficient.

These rates are substantially lower than rates among their housed peers, ranging from 24 points lower for students in grade 3 to 29 points lower for students in grade 10 (Figure 47).

Mathematics proficiency rates were roughly similar compared to the past year for students experiencing homelessness with two grades increasing by one point, two grades decreasing by one point, and two grades with no change. Rates have increased since 2015 for students experiencing homelessness in each of grades 3-6 but have declined or held steady in grades 7 and 8.

The proficiency gap between students experiencing homelessness and their housed peers fell slightly in grades 3-4 and increased slightly in grades 7-8 over that period (Table 21).

Figure 47:
Mathematics Proficiency Rates
by Housing Status and Grade, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A22](#) for more information.

Table 21:
Mathematics Proficiency Rates by Housing Status and Grade, 2015-2018

	Status	2015	2016	2017	2018	Diff. 2015-2018
3	Homeless	32%	36%	36%	35%	+3
	Housed	58%	60%	59%	59%	+1
	<i>Homeless-Housed</i>	-26	-24	-23	-24	+2
4	Homeless	28%	33%	29%	30%	+2
	Housed	55%	57%	56%	56%	+1
	<i>Homeless-Housed</i>	-27	-24	-27	-26	+1
5	Homeless	24%	24%	25%	25%	+1
	Housed	49%	51%	50%	50%	+1
	<i>Homeless-Housed</i>	-25	-27	-25	-25	0
6	Homeless	20%	24%	22%	23%	+3
	Housed	47%	49%	50%	50%	+3
	<i>Homeless-Housed</i>	-27	-25	-28	-27	0
7	Homeless	24%	25%	23%	23%	-1
	Housed	49%	51%	52%	51%	+2
	<i>Homeless-Housed</i>	-25	-26	-29	-28	-3
8	Homeless	22%	23%	23%	22%	0
	Housed	47%	49%	49%	50%	+3
	<i>Homeless-Housed</i>	-25	-26	-26	-28	-3
10	Homeless	-	-	-	15%	-
	Housed	-	-	-	44%	-
	<i>Homeless-Housed</i>	-	-	-	-29	-
11	Homeless	7%	11%	11%	-	-
	Housed	15%	24%	28%	-	-
	<i>Homeless-Housed</i>	-8	-13	-17	-	-

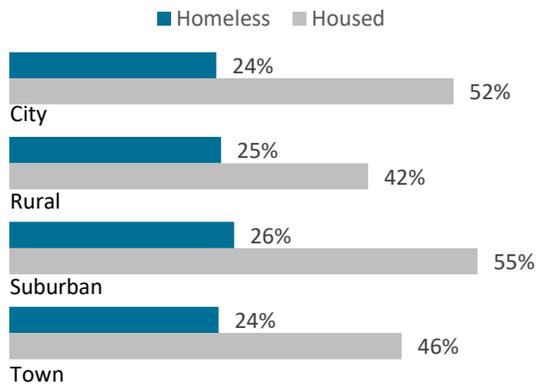
Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A22](#) for more information.

Location

Mathematics proficiency rates for students experiencing homelessness are similar across all types of locations, ranging from 24% in town and city locations to 26% in suburban locations.

The gap between students experiencing homelessness and their housed peers ranges from 17 points lower in rural locations to 29 points lower in suburban locations (Figure 48).

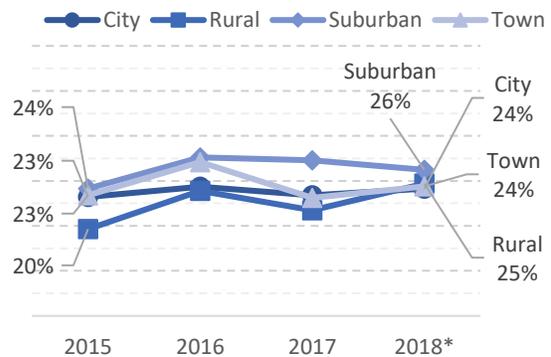
*Figure 48:
Mathematics Proficiency Rates
by Housing Status and Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A23](#) for more information.

Since 2015, mathematics proficiency rates have increased across all locations, ranging from one point higher for city and town locations to five points higher in rural locations. Rates in rural, suburban, and town locations each rose by four points in 2016, but rates in suburban and town locations have fallen slightly since that time (Figure 49).

*Figure 49:
Mathematics Proficiency Rates for Students
Experiencing Homelessness by Location, 2015-2018*



* The tested high school grade was switched from grade 11 to grade 10. Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A23](#) for more information.

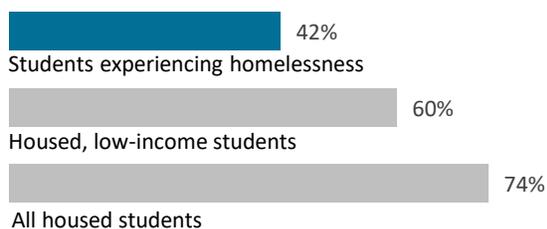
9th Graders On-Track

The “on-track” rate measures the percentage of students who earned all attempted credits during their grade 9 year.²³ In other words, they passed all their ninth-grade classes. “On-track” has been associated with a much higher likelihood of graduation. The measure is used as an early warning indicator for students that may need additional support.²⁴

Housing Status, Income, and Nighttime Residence

In 2018, fewer than half (42%) of students experiencing homelessness in grade 9 passed all their courses. This is 32 points lower than rate for all housed students and 18 points lower than the rate for housed, low-income students (Figure 50).

*Figure 50:
9th Graders On-Track Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A24](#) for more information.

The on-track rate for students experiencing homelessness fell by one point over the past year but is up 2 points since 2015.

The rates for all housed students and housed, low-income students have risen by three points since 2015. Therefore, the gap in on-track rates for students experiencing homelessness has expanded by one point since that time (Table 22).

*Table 22:
9th Graders On-Track Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	40%	42%	43%	42%	+2
Housed, low-income students	57%	58%	60%	60%	+3
All housed students	71%	73%	73%	74%	+3

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A24](#) for more information.

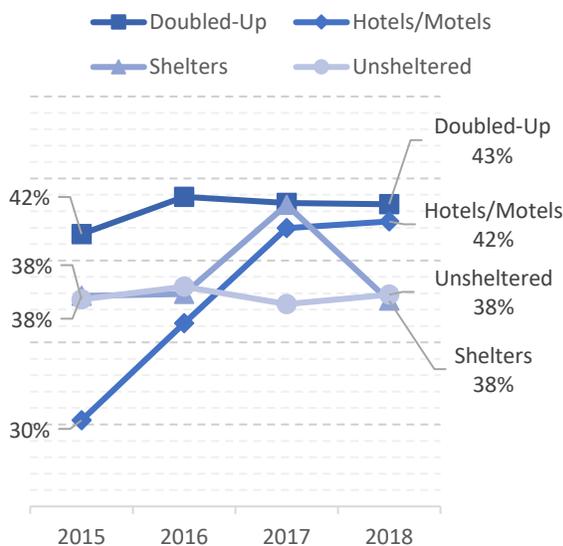
²³ The on-track rate is calculated by dividing the sum total number of first-time grade 9 students who earned all credits attempted by the sum total number of first-time grade 9 students who attempted a credit during the school year.

²⁴ See www.k12.wa.us/student-success/support-programs/freshman-success for more information.

Students living in shelters and living unsheltered have the lowest on-track rates among those experiencing homelessness in 2018 at 38%. Students living doubled-up (43%) and in hotels/motels (42%) had slightly higher rates.

On-track rates have been relatively steady since 2015 for students living in doubled-up situations and students living unsheltered. The on-track rate for students living in shelters increased and then fell by five points and is now the same as in 2015. The rate for students living in hotels/motels has increased by 12 points since 2015 (Figure 51).

*Figure 51:
9th Graders On-Track Rates
by Nighttime Residence, 2015-2018*



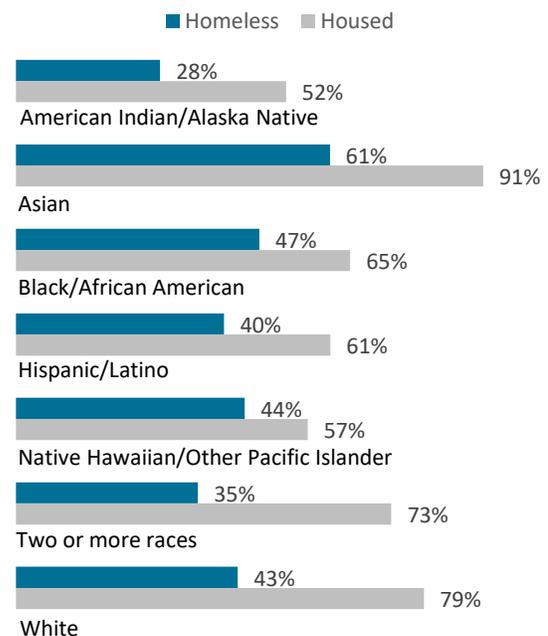
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A24](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had substantially lower on-track rates than their housed peers, ranging from 13 points lower for Native Hawaiian/Other Pacific Islander students to 38 points lower for students of two or more races.

Among students experiencing homelessness, American Indian/Alaska Native, Hispanic/Latino, and students of two or more races had lower than average on-track rates, with rates ranging from 28% to 40%, while Asian, Black/African American, Native Hawaiian/Other Pacific Islander, and White students had higher than average rates ranging from 43% to 61% (Figure 52).

*Figure 52:
9th Graders On-Track Rates
by Housing Status and Race/Ethnicity, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A25](#) for more information.

Among students experiencing homelessness, on-track rates have fluctuated from year to year for most racial/ethnic groups. The rate for American Indian/Alaska Native students increased three points between 2015 and 2017 but then fell by eight points over the past year, putting the current rate five points lower than in 2015. The rate for students of two or more races has fallen consistently and is now eight points lower than in 2015. Rates for Black/African American, Native Hawaiian/Other Pacific Islander, and White students held steady or fell over the past year but are up by five to six points since 2015.

Since 2015, the gap between rates for students experiencing homelessness and their housed peers decreased by six points for Native Hawaiian/Other Pacific Islander students and two points for White students, while the gap increased for all other groups ranging from a one-point increase for Black/African American students to a nine-point increase for American Indian/Alaska Native students and an 11-point increase for students of two or more races (Table 23).

Table 23:
9th Graders On-Track Rates by Housing Status and Race/Ethnicity, 2015-2018

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	33%	28%	36%	28%	-5
	Housed	48%	47%	52%	52%	+4
	<i>Homeless-Housed</i>	-15	-19	-16	-24	-9
Asian	Homeless	60%	76%	62%	61%	+1
	Housed	87%	89%	90%	91%	+4
	<i>Homeless-Housed</i>	-27	-13	-28	-30	-3
Black/African American	Homeless	41%	42%	48%	47%	+6
	Housed	58%	61%	63%	65%	+7
	<i>Homeless-Housed</i>	-17	-19	-15	-18	-1
Hispanic/Latino	Homeless	41%	41%	41%	40%	-1
	Housed	57%	59%	60%	61%	+4
	<i>Homeless-Housed</i>	-16	-18	-19	-21	-5
Native Hawaiian/Other Pacific Islander	Homeless	39%	45%	48%	44%	+5
	Housed	58%	57%	57%	57%	-1
	<i>Homeless-Housed</i>	-19	-12	-9	-13	+6
Two or More Races	Homeless	43%	37%	36%	35%	-8
	Housed	70%	73%	73%	73%	+3
	<i>Homeless-Housed</i>	-27	-36	-37	-38	-11
White	Homeless	38%	43%	43%	43%	+5
	Housed	76%	78%	78%	79%	+3
	<i>Homeless-Housed</i>	-38	-35	-35	-36	+2

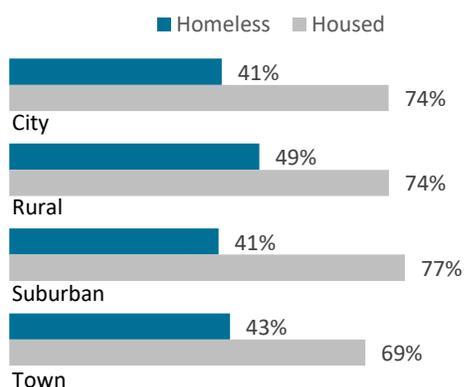
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A25](#) for more information.

Location

Across all types of locations, fewer than half of grade 9 students experiencing homelessness in 2018 passed all of their courses, ranging from 41% in city and suburban locations to 49% in rural locations.

The gap between students experiencing homelessness and their housed peers ranges from 25 points lower in rural locations to 36 points lower in suburban locations (Figure 53).

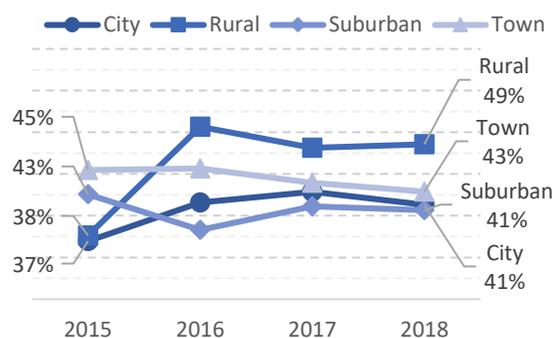
Figure 53:
9th Graders On-Track Rates by Housing Status and Location, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A26](#) for more information.

Since 2015, on-track rates for students experiencing homelessness rose by 11 points in rural locations and four points for city locations but fell by two points in suburban locations and three points in town locations (Figure 54).

Figure 54:
9th Graders On-Track Rates for Students Experiencing Homelessness by Location, 2015-2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A26](#) for more information.

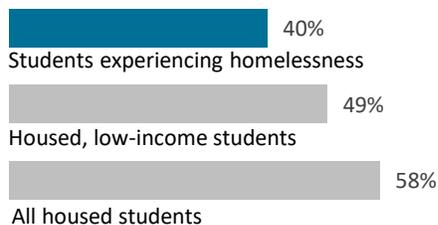
Dual Credit Enrollment

The dual credit enrollment rate measures the percentage of students in grades 9 to 12 who are enrolled in a course that provides the potential to earn both high school and college credits.²⁵ The courses include: Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.²⁶

Housing Status, Income, and Nighttime Residence

In 2018, 40% of students experiencing homelessness enrolled in dual credit courses. This is 18 points lower than rate for all housed students and nine points lower than the rate for housed, low-income students (Figure 55).

*Figure 55:
Dual Credit Enrollment Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A27](#) for more information.

The dual credit enrollment rate for students experiencing homelessness has remained relatively constant since 2015 with rates fluctuating between 38% and 40%.

Rates for all housed students have increased by four points since 2015, and the gap between the two groups has increased by three points over that period (Table 24).

*Table 24:
Dual Credit Enrollment Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	39%	39%	38%	40%	+1
Housed, low-income students	47%	48%	48%	49%	+2
All housed students	54%	56%	56%	58%	+4

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A27](#) for more information.

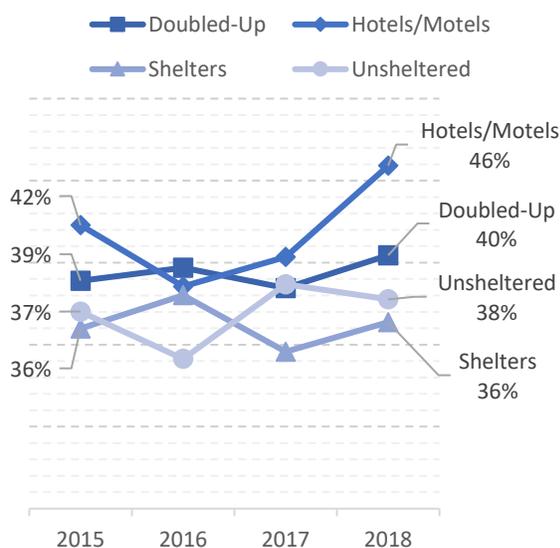
²⁵ The dual credit enrollment rate is calculated by dividing the sum total number of students in grades 9 to 12 who have enrolled in a dual credit course by the sum total number of students in grades 9 to 12 who attempted a credit during the school year.

²⁶ See www.k12.wa.us/student-success/support-programs/dual-credit-programs for more information.

Fewer than half of students experiencing homelessness across all types of nighttime residences enrolled in dual credit courses in 2018, ranging from 36% for students in shelters to 46% for students living in hotels/motels.

The rate for students living in hotels/motels has increased by four points since 2015, while rates for other groups have either stayed the same or risen by one point over the same period (Figure 56).

Figure 56:
Dual Credit Enrollment Rates by Nighttime Residence, 2015-2018



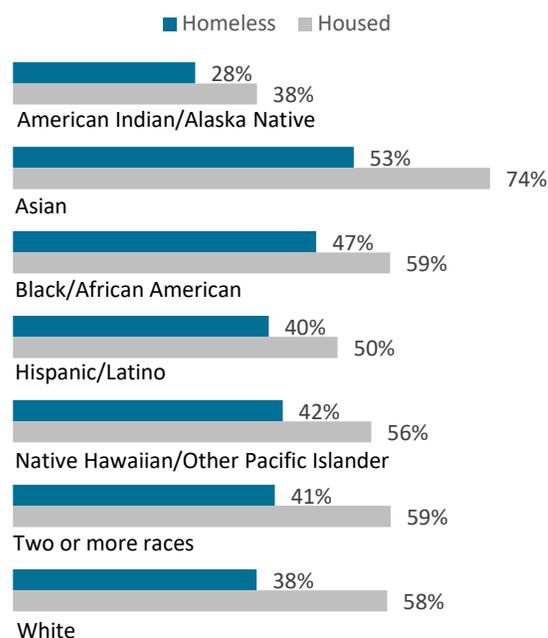
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A27](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had substantially lower dual credit enrollment rates than their housed peers, ranging from 10 points lower for American Indian/Alaska Native and Hispanic/Latino students to 21 points lower for Asian students.

Among students experiencing homelessness, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, and students of two or more races had above average dual credit enrollment rates, while American Indian/Alaska Native and White students had below average rates (Figure 57).

Figure 57:
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A28](#) for more information.

Since 2015, the dual credit enrollment rate for American Indian/Alaska Native students experiencing homelessness has decreased by five points and the gap with their housed peers has increased from three to 10 points. The gap between students experiencing homelessness

and their housed peers increased by at least one point for every other group except for Asian students during the same period (Table 25).

*Table 25:
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2015-2018*

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	33%	25%	29%	28%	-5
	Housed	36%	39%	37%	38%	+2
	<i>Homeless-Housed</i>	-3	-14	-8	-10	-7
Asian	Homeless	47%	48%	49%	53%	+6
	Housed	69%	71%	71%	74%	+5
	<i>Homeless-Housed</i>	-22	-23	-22	-21	+1
Black/African American	Homeless	45%	46%	46%	47%	+2
	Housed	55%	56%	57%	59%	+4
	<i>Homeless-Housed</i>	-10	-10	-11	-12	-2
Hispanic/Latino	Homeless	37%	38%	39%	40%	+3
	Housed	46%	49%	49%	50%	+4
	<i>Homeless-Housed</i>	-9	-11	-10	-10	-1
Native Hawaiian/Other Pacific Islander	Homeless	41%	48%	41%	42%	+1
	Housed	52%	56%	54%	56%	+4
	<i>Homeless-Housed</i>	-11	-8	-13	-14	-3
Two or More Races	Homeless	40%	39%	38%	41%	+1
	Housed	56%	57%	57%	59%	+3
	<i>Homeless-Housed</i>	-16	-18	-19	-18	-2
White	Homeless	38%	38%	35%	38%	0
	Housed	55%	56%	56%	58%	+3
	<i>Homeless-Housed</i>	-17	-18	-21	-20	-3

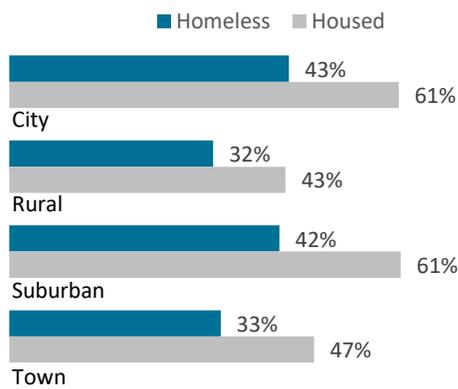
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A28](#) for more information.

Location

One-third or fewer students experiencing homelessness in town and rural locations enrolled in dual credit courses in 2018, while the rates in city (43%) and suburban (42%) locations were somewhat higher.

The gap between students experiencing homelessness and their housed peers ranges from 11 points lower in rural locations to 19 points lower in suburban locations (Figure 58).

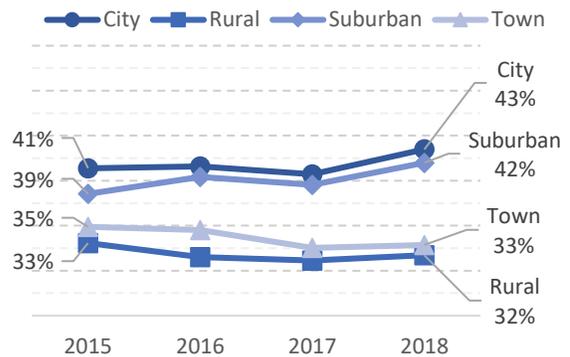
*Figure 58:
Dual Credit Enrollment Rates
by Housing Status and Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A29](#) for more information.

Since 2015, dual credit enrollment rates among students experiencing homelessness have increased by two points in city locations and three points in suburban locations but have decreased slightly in rural and town locations (Figure 59).

*Figure 59:
Dual Credit Enrollment Rates for Students
Experiencing Homelessness by Location, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A29](#) for more information.

High School Graduation

The high school graduation rate measures the percentage of students who have completed statewide requirements and graduated from high school.²⁷ The measures presented below include both four-year (on-time) and five-year (extended) rates based on when a student first enters grade 9.²⁸

We present both rates to get a more complete picture of graduation among students experiencing homelessness in Washington. However, it is important to remember that the four- and five-year rates represent different cohorts of students and therefore should not be directly compared within a single year.

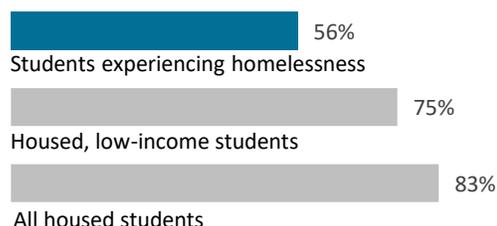
For this measure, students experiencing homelessness encompass all students who were identified as homeless at least once during grades 9 to 12 (rather than only students who were identified during a specific year or grade, as used in other measures). Due to the fluid nature of housing status, students who were identified in more than one year may have had different nighttime residences. Outcomes for these students are presented using the nighttime residence of “Multiple Categories.”

Housing Status, Income, and Nighttime Residence

In 2018, 56% of students experiencing homelessness graduated within four years. This is considerably lower than the 83% rate for all housed students and the 75% rate among housed, low-income students (Figure 60).

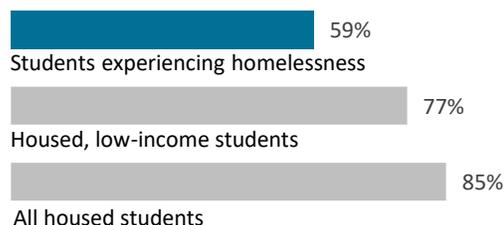
In the same year, 59% of students experiencing homelessness graduated within five years, also considerably below the comparable rates for their housed peers, regardless of income (Figure 61).

*Figure 60:
Four-Year (On-time) Graduation Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A30](#) for more information.

*Figure 61:
Five-Year (Extended) Graduation Rates
by Housing Status and Income, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A31](#) for more information.

²⁷ See www.k12.wa.us/student-success/graduation for more information.

²⁸ The four-year (on-time) graduation rate is calculated by dividing the sum total number of students who graduated in a given year and were members of the class of that year by the sum total number of students in that year's class. Each year's class is defined as students who entered grade 9 for the first time four years prior. The five-year (extended) graduation rate is calculated by dividing the sum total number of students who have graduated by a given year and were members of the class of the prior year by the sum total number of students in the prior year's class. This includes students that graduated in four years, plus any that graduated in five years. The counts are adjusted for students who transfer into or out of public schools in Washington.

Four-year graduation rates among students experiencing homelessness have gone up each year since 2015, increasing from 50% to 56%. That growth has helped decrease the gap compared to all housed students by three points during that period (Table 26).

*Table 26:
Four-Year (On-time) Graduation Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	50%	53%	55%	56%	+6
Housed, low-income students	70%	71%	72%	75%	+5
All housed students	80%	81%	81%	83%	+3

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A30](#) for more information.

Five-year graduation rates fell by two points over the past year but have increased three points overall since 2015. Rates for all housed students have also increased by three points over the same period and the gap between the two groups remains at 26 points (Table 27).

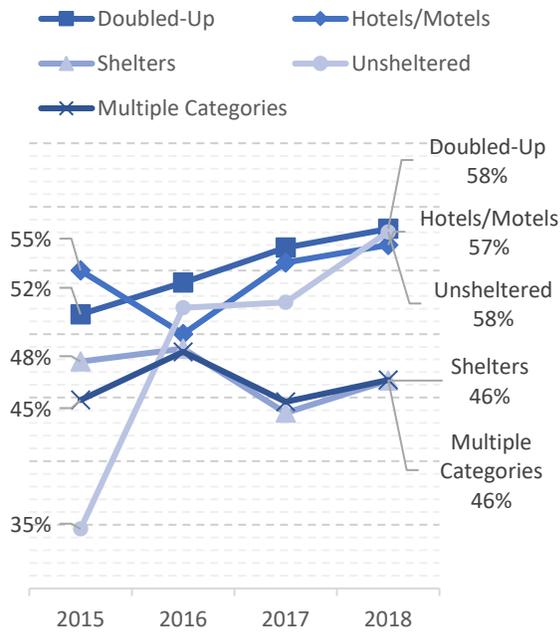
*Table 27:
Five-Year (Extended) Graduation Rates
by Housing Status and Income, 2015-2018*

	2015	2016	2017	2018	Diff. 2015- 2018
Students exp. homelessness	56%	57%	61%	59%	+3
Housed, low-income students	73%	75%	75%	77%	+4
All housed students	82%	83%	84%	85%	+3

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A31](#) for more information.

Across types of nighttime residence, four-year graduation rates fell slightly since 2015 for students living in shelters but increased in every other group, led by a rise of 23 points for students living unsheltered (Figure 62).

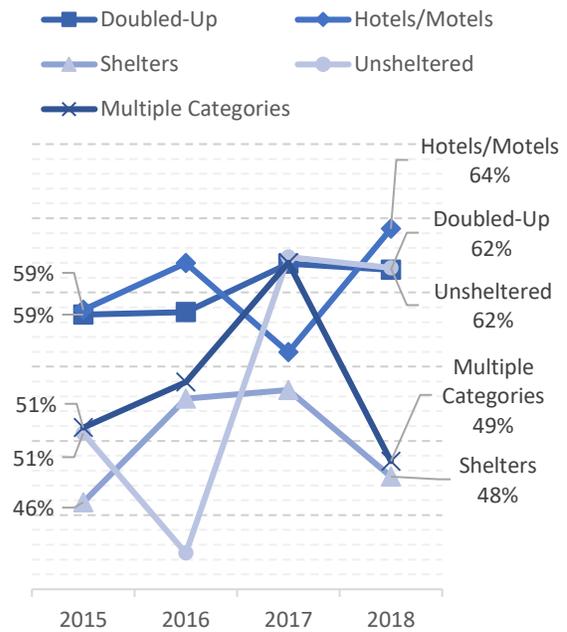
*Figure 62:
Four-Year (On-time) Graduation Rates
by Nighttime Residence, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A30](#) for more information.

Five-year graduation rates among students experiencing homelessness have fluctuated over the same period. Rates for students living in multiple categories of nighttime residence have decreased slightly since 2015 but rates for all other groups have increased, led by a nine point rise for students living unsheltered (Figure 63).

*Figure 63:
Five-Year (Extended) Graduation Rates
by Nighttime Residence, 2015-2018*



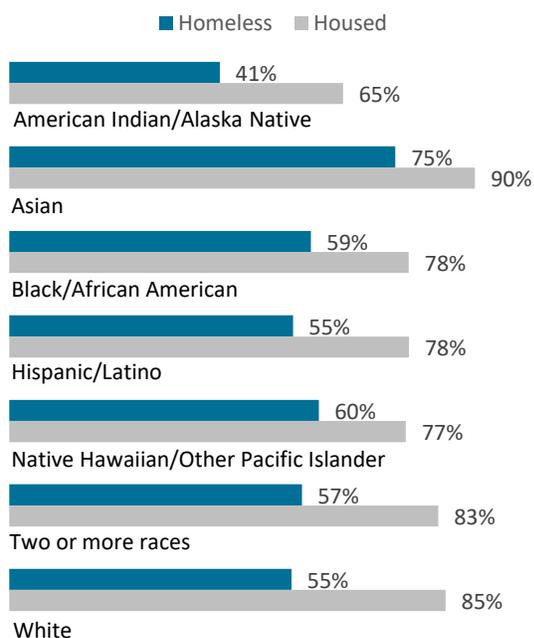
Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A31](#) for more information.

Race and Ethnicity

In 2018, students experiencing homelessness across all racial/ethnic groups had substantially lower graduation rates than their housed peers. Among students experiencing homelessness, American Indian/Alaska Native, Hispanic/Latino, and White students had lower than average four-year graduation rates ranging from 41% to 55%. Asian students had the lowest gap compared to their housed peers at 15 points, while White students had the largest gap at 30 points (Figure 64).

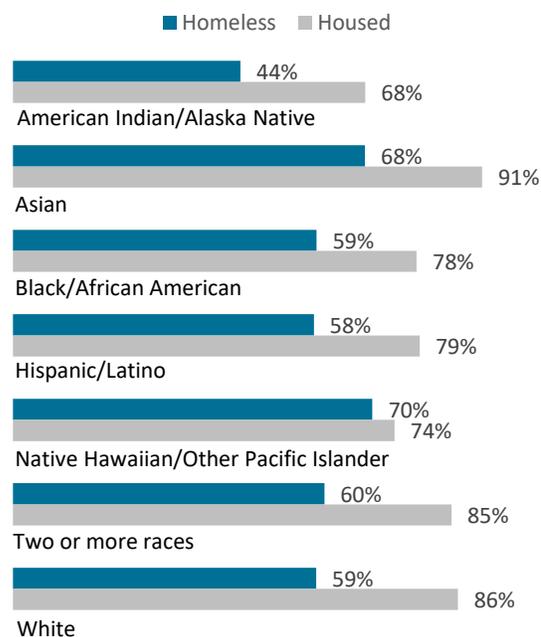
Among students experiencing homelessness, Asian, Native Hawaiian/Other Pacific Islander, and students of two or more races had above average five-year graduation rates in 2018. Native Hawaiian/Other Pacific Islander students also had the lowest gap compared to their housed peers at four points, while White students had the highest at 27 points (Figure 65).

Figure 64:
Four-Year (On-time) Graduation Rates by Housing Status and Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A32](#) for more information.

Figure 65:
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2018



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A33](#) for more information.

Among Asian students experiencing homelessness, four-year graduation rates increased by 11 points over the past year and 17 points since 2015. Rates for Native Hawaiian/Other Pacific Islander students fell six points over the past year but are still nine points above the rate in 2015. All other groups have also seen increases over the same period, ranging from three points for White students and students of two or more races to 10 points for Black/African American students (Table 28).

Five-year graduation rates increased over the past year for Native Hawaiian/Other Pacific Islander students but declined or held steady for every other group of students experiencing homelessness. Since 2015, rates have increased for all groups, ranging from one to 14 points (Table 29).

*Table 28:
Four-Year (On-time) Graduation Rates by Housing Status and Race/Ethnicity, 2015-2018*

	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	34%	40%	44%	41%	+7
	Housed	59%	64%	63%	65%	+6
	<i>Homeless-Housed</i>	-25	-24	-19	-24	+1
Asian	Homeless	58%	65%	64%	75%	+17
	Housed	88%	89%	88%	90%	+2
	<i>Homeless-Housed</i>	-30	-24	-24	-15	+15
Black/African American	Homeless	49%	57%	57%	59%	+10
	Housed	71%	73%	74%	78%	+7
	<i>Homeless-Housed</i>	-22	-16	-17	-19	+3
Hispanic/Latino	Homeless	48%	51%	53%	55%	+7
	Housed	71%	74%	74%	78%	+7
	<i>Homeless-Housed</i>	-23	-23	-21	-23	0
Native Hawaiian/Other Pacific Islander	Homeless	51%	59%	66%	60%	+9
	Housed	68%	69%	68%	77%	+9
	<i>Homeless-Housed</i>	-17	-10	-2	-17	0
Two or More Races	Homeless	54%	53%	57%	57%	+3
	Housed	80%	80%	82%	83%	+3
	<i>Homeless-Housed</i>	-26	-27	-25	-26	0
White	Homeless	52%	53%	55%	55%	+3
	Housed	82%	83%	83%	85%	+3
	<i>Homeless-Housed</i>	-30	-30	-28	-30	0

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A32](#) for more information.

Table 29:
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2015-2018

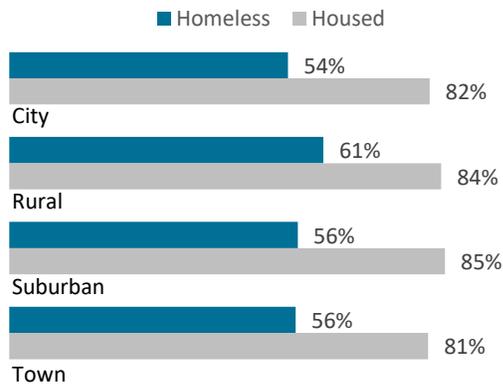
	Status	2015	2016	2017	2018	Diff. 2015-2018
American Indian/Alaska Native	Homeless	41%	44%	49%	44%	+3
	Housed	60%	65%	69%	68%	+8
	<i>Homeless-Housed</i>	-19	-21	-20	-24	-5
Asian	Homeless	65%	60%	76%	68%	+3
	Housed	90%	91%	91%	91%	+1
	<i>Homeless-Housed</i>	-25	-31	-15	-23	+2
Black/African American	Homeless	56%	58%	68%	59%	+3
	Housed	76%	77%	77%	78%	+2
	<i>Homeless-Housed</i>	-20	-19	-9	-19	+1
Hispanic/Latino	Homeless	54%	57%	58%	58%	+4
	Housed	74%	77%	78%	79%	+5
	<i>Homeless-Housed</i>	-20	-20	-20	-21	-1
Native Hawaiian/Other Pacific Islander	Homeless	56%	60%	65%	70%	+14
	Housed	72%	73%	74%	74%	+2
	<i>Homeless-Housed</i>	-16	-13	-9	-4	+12
Two or More Races	Homeless	58%	59%	60%	60%	+2
	Housed	81%	83%	83%	85%	+4
	<i>Homeless-Housed</i>	-23	-24	-23	-25	-2
White	Homeless	58%	58%	61%	59%	+1
	Housed	85%	85%	85%	86%	+1
	<i>Homeless-Housed</i>	-27	-27	-24	-27	0

Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A33](#) for more information.

Location

Four-year graduation rates are substantially lower for students experiencing homelessness compared to their housed peers across all types of locations, with gaps ranging from 23 points in rural locations to 29 points in suburban locations. Among students experiencing homelessness, rural locations have the highest rate at 61% while city locations have the lowest rate at 54% (Figure 66).

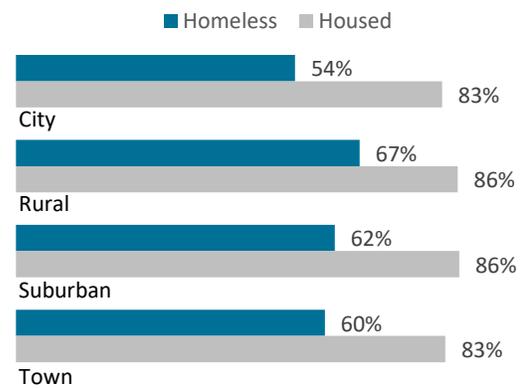
*Figure 66:
Four-Year (On-time) Graduation Rates
by Housing Status and Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A34](#) for more information.

Five-year graduation rates show a similar pattern, with gaps ranging from 19 points lower in rural locations to 29 points lower in city locations. Rates among students experiencing homelessness are highest in rural locations at 67% and lowest in city locations at 54% (Figure 67).

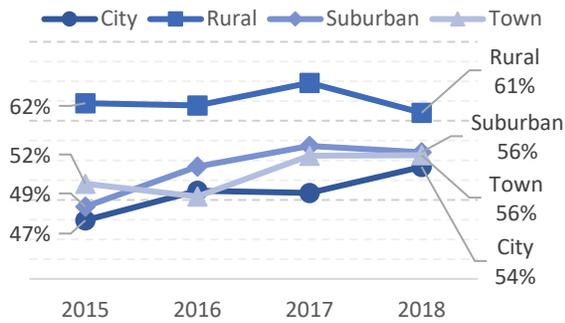
*Figure 67:
Five-Year (Extended) Graduation Rates
by Housing Status and Location, 2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A35](#) for more information.

The four-year graduation rate for students experiencing homelessness in rural areas fell four points since last year and one point since 2015. The rate has increased by seven points in city and suburban locations and four points in town locations over the same period (Figure 68).

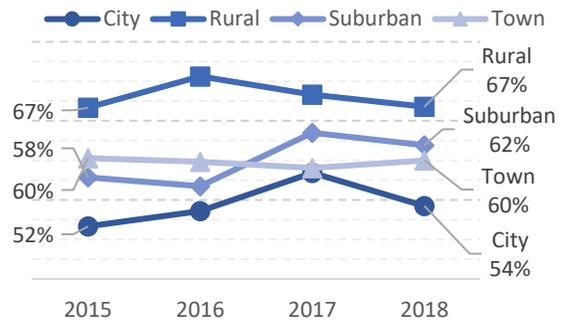
*Figure 68:
Four-Year (On-time) Graduation Rates for Students Experiencing Homelessness by Location, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A34](#) for more information.

Five-year graduation rates among students experiencing homelessness fell by between two and four points in city, rural, and suburban locations compared to last year. Since 2015, rates increased by three points in city locations and four points in suburban locations (Figure 69).

*Figure 69:
Five-Year (Extended) Graduation Rates for Students Experiencing Homelessness by Location, 2015-2018*



Note: Student counts are duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A35](#) for more information.

Appendix Tables

This appendix provides additional details on the data presented the report. Results were computed from an administrative dataset that Building Changes obtained from the Washington State Office of Superintendent of Public Instruction²⁹ in April 2019 through a data-sharing agreement.

Abbreviations:

- HMLS = Students experiencing homelessness
- HOUS = All housed students
- DU = Doubled-up
- HM = Hotels/Motels
- SH = Shelters
- UN = Unsheltered

²⁹ For more information on OSPI, please visit www.k12.wa.us.

Data for Section 1: Prevalence, Demographics, and Characteristics of Students Experiencing Homelessness in Washington

Table A1:
Nighttime Residence of Students Experiencing Homelessness, 2015-2018

Year	Nighttime Residence	N	%
2015	Doubled-up	27,258	73%
	Hotels/Motels	2,280	6%
	Shelters	6,137	16%
	Unsheltered	1,669	4%
2016	Doubled-up	30,115	73%
	Hotels/Motels	2,546	6%
	Shelters	6,459	16%
	Unsheltered	2,214	5%
2017	Doubled-up	30,942	73%
	Hotels/Motels	2,617	6%
	Shelters	5,794	14%
	Unsheltered	2,880	7%
2018	Doubled-up	31,155	73%
	Hotels/Motels	2,698	6%
	Shelters	5,592	13%
	Unsheltered	3,154	7%

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported race/ethnicity. Percentages may not equal 100 percent due to rounding.

*Table A2:
Students Experiencing Homelessness by Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N	HMLS %	HOUS N	HOUS %	HMLS Rate
2015	American Indian/Alaska Native	1,280	3%	18,111	2%	6.6%
	Asian	733	2%	82,665	7%	0.9%
	Black/African American	4,320	12%	53,855	5%	7.4%
	Hispanic/Latino	10,859	29%	254,332	22%	4.1%
	Native Hawaiian/ Other Pacific Islander	870	2%	12,424	1%	6.5%
	Two or More Races	3,486	9%	82,397	7%	4.1%
2016	White	15,798	42%	657,974	57%	2.3%
	American Indian/Alaska Native	1,349	3%	17,101	1%	7.3%
	Asian	803	2%	84,432	7%	0.9%
	Black/African American	4,884	12%	52,300	5%	8.5%
	Hispanic/Latino	12,354	30%	260,963	22%	4.5%
	Native Hawaiian/Other Pacific Islander	1,093	3%	12,717	1%	7.9%
	Two or More Races	4,249	10%	86,459	7%	4.7%
2017	White	16,602	40%	647,946	56%	2.5%
	American Indian/Alaska Native	1,412	3%	16,649	1%	7.8%
	Asian	899	2%	87,452	7%	1.0%
	Black/African American	5,029	12%	52,162	4%	8.8%
	Hispanic/Latino	12,542	30%	268,789	23%	4.5%
	Native Hawaiian/Other Pacific Islander	1,139	3%	13,110	1%	8.0%
	Two or More Races	4,302	10%	90,855	8%	4.5%
2018	White	16,906	40%	645,093	55%	2.6%
	American Indian/Alaska Native	1,260	3%	15,717	1%	7.4%
	Asian	1,016	2%	89,417	8%	1.1%
	Black/African American	5,119	12%	51,011	4%	9.1%
	Hispanic/Latino	13,147	31%	269,425	23%	4.7%
	Native Hawaiian/Other Pacific Islander	1,167	3%	13,433	1%	8.0%
	Two or More Races	4,495	11%	93,470	8%	4.6%
	White	16,389	38%	628,288	54%	2.5%

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported race/ethnicity. Percentages may not equal 100 percent due to rounding.

*Table A3:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	DU %	HM %	SH %	UN %	N
2015	American Indian/Alaska Native	74%	7%	14%	4%	1,280
	Asian	77%	4%	16%	3%	733
	Black/African American	60%	7%	30%	2%	4,319
	Hispanic/Latino	78%	5%	13%	4%	10,856
	Native Hawaiian/Other Pacific Islander	66%	10%	22%	3%	870
	Two or More Races	69%	8%	19%	4%	3,485
	White	74%	6%	14%	5%	15,797
2016	American Indian/Alaska Native	74%	6%	13%	7%	1,349
	Asian	78%	4%	16%	2%	803
	Black/African American	60%	7%	30%	4%	4,884
	Hispanic/Latino	78%	5%	12%	5%	12,352
	Native Hawaiian/Other Pacific Islander	69%	8%	20%	3%	1,093
	Two or More Races	70%	8%	18%	4%	4,249
	White	73%	6%	14%	7%	16,601
2017	American Indian/Alaska Native	76%	5%	13%	7%	1,412
	Asian	79%	3%	14%	3%	899
	Black/African American	60%	8%	28%	3%	5,029
	Hispanic/Latino	78%	5%	10%	7%	12,542
	Native Hawaiian/Other Pacific Islander	74%	7%	14%	5%	1,139
	Two or More Races	71%	7%	15%	7%	4,302
	White	74%	6%	12%	8%	16,906
2018	American Indian/Alaska Native	75%	6%	12%	7%	1,260
	Asian	79%	4%	14%	3%	1,016
	Black/African American	63%	6%	27%	5%	5,119
	Hispanic/Latino	77%	6%	10%	7%	13,147
	Native Hawaiian/Other Pacific Islander	76%	8%	12%	5%	1,167
	Two or More Races	71%	7%	14%	7%	4,495
	White	73%	6%	11%	9%	16,389

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported race/ethnicity. Percentages may not equal 100 percent due to rounding.

*Table A4:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Grade Level, 2015-2018*

Year	Grade	DU %	HM %	SH %	UN %	N
2015	K	71%	6%	19%	3%	3,180
	1	71%	6%	19%	3%	3,270
	2	70%	7%	19%	5%	3,176
	3	71%	7%	18%	4%	2,854
	4	72%	7%	17%	4%	2,910
	5	71%	8%	17%	4%	2,719
	6	71%	7%	16%	6%	2,458
	7	73%	7%	15%	5%	2,436
	8	71%	7%	17%	5%	2,402
	9	71%	6%	18%	5%	2,514
	10	72%	6%	17%	5%	2,519
	11	77%	5%	14%	4%	2,763
12	82%	2%	10%	5%	4,143	
2016	K	72%	6%	18%	4%	3,367
	1	71%	7%	18%	5%	3,425
	2	70%	7%	18%	5%	3,410
	3	72%	7%	17%	4%	3,415
	4	72%	7%	17%	5%	3,142
	5	72%	7%	16%	5%	3,201
	6	70%	8%	15%	6%	2,766
	7	70%	8%	17%	6%	2,668
	8	74%	6%	15%	5%	2,739
	9	72%	7%	16%	6%	2,721
	10	74%	5%	16%	5%	2,819
	11	77%	4%	13%	6%	3,202
12	80%	3%	11%	7%	4,459	
2017	K	74%	6%	14%	7%	3,319
	1	72%	6%	16%	6%	3,327
	2	73%	7%	14%	6%	3,460
	3	69%	7%	16%	8%	3,353
	4	72%	7%	14%	6%	3,267
	5	72%	8%	15%	6%	3,112
	6	72%	8%	13%	6%	3,013
	7	70%	8%	15%	7%	2,716
	8	71%	7%	15%	7%	2,800
	9	73%	7%	13%	7%	2,800
	10	74%	5%	15%	7%	2,900
	11	78%	4%	11%	7%	3,257
12	79%	3%	11%	8%	4,909	
2018	K	72%	6%	14%	7%	3,221
	1	72%	7%	14%	7%	3,360
	2	71%	8%	15%	7%	3,327
	3	72%	7%	14%	7%	3,275
	4	71%	7%	14%	7%	3,281
	5	70%	8%	15%	8%	3,236
	6	71%	7%	14%	8%	2,937
	7	71%	8%	13%	8%	2,845
	8	71%	7%	13%	9%	2,763
	9	72%	6%	15%	7%	2,814
	10	74%	6%	14%	6%	3,146
	11	76%	5%	11%	7%	3,459
12	82%	2%	9%	8%	4,935	

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts exclude students with no reported grade. Percentages may not equal 100 percent due to rounding.

*Table A5:
Students Experiencing Homelessness by Location, 2015-2018*

Year	Location	HMLS N	HMLS %	HOUS N	HOUS %	HMLS Rate
2015	City	16,584	44%	428,917	37%	3.7%
	Rural	3,925	11%	90,086	8%	4.2%
	Suburban	11,235	30%	486,761	42%	2.3%
	Town	5,597	15%	155,976	13%	3.5%
2016	City	18,317	44%	428,011	37%	4.1%
	Rural	4,173	10%	90,008	8%	4.4%
	Suburban	12,512	30%	489,088	42%	2.5%
	Town	6,304	15%	154,876	13%	3.9%
2017	City	18,668	44%	431,909	37%	4.1%
	Rural	4,098	10%	90,277	8%	4.3%
	Suburban	12,922	31%	496,886	42%	2.5%
	Town	6,545	16%	155,418	13%	4.0%
2018	City	18,142	43%	428,536	37%	4.1%
	Rural	4,341	10%	86,770	7%	4.8%
	Suburban	13,204	31%	492,745	42%	2.6%
	Town	6,905	16%	152,801	13%	4.3%

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts excluded students in schools/districts with no reported location. Percentages may not equal 100 percent due to rounding.

*Table A6:
Distribution of Nighttime Residence of Students Experiencing Homelessness by Location, 2015-2018*

Year	Location	DU %	HM %	SH %	UN %	N
2015	City	67%	6%	23%	4%	16,583
	Rural	85%	4%	5%	7%	3,925
	Suburban	74%	8%	14%	4%	11,230
	Town	81%	4%	10%	5%	5,597
2016	City	68%	6%	22%	4%	18,314
	Rural	83%	4%	4%	9%	4,173
	Suburban	73%	8%	13%	6%	12,512
	Town	81%	5%	10%	5%	6,304
2017	City	69%	7%	19%	5%	18,668
	Rural	79%	5%	5%	11%	4,098
	Suburban	74%	7%	11%	8%	12,922
	Town	78%	5%	9%	8%	6,545
2018	City	70%	6%	19%	5%	18,142
	Rural	77%	6%	4%	13%	4,341
	Suburban	75%	7%	11%	8%	13,204
	Town	77%	5%	9%	9%	6,905

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. The counts excluded students in schools/districts with no reported location. Percentages may not equal 100 percent due to rounding.

*Table A7:
Special Education and English Language Learners Rates by Housing Status and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students	Special Education Rate	English Language Learner Rate
2015	All housed students	1,161,809	13%	10%
	Students experiencing homelessness	37,350	20%	13%
	Homeless: Doubled-up	27,258	19%	14%
	Homeless: Hotels/motels	2,280	25%	10%
	Homeless: Shelters	6,137	23%	12%
	Homeless: Unsheltered	1,669	24%	13%
2016	All housed students	1,162,079	13%	11%
	Students experiencing homelessness	41,337	20%	15%
	Homeless: Doubled-up	30,115	19%	16%
	Homeless: Hotels/motels	2,546	24%	8%
	Homeless: Shelters	6,459	23%	13%
	Homeless: Unsheltered	2,214	24%	12%
2017	All housed students	1,174,490	13%	11%
	Students experiencing homelessness	42,233	20%	16%
	Homeless: Doubled-up	30,942	19%	17%
	Homeless: Hotels/motels	2,617	25%	10%
	Homeless: Shelters	5,794	23%	16%
	Homeless: Unsheltered	2,880	23%	13%
2018	All housed students	1,160,995	13%	12%
	Students experiencing homelessness	42,599	21%	17%
	Homeless: Doubled-up	31,155	20%	17%
	Homeless: Hotels/motels	2,698	25%	12%
	Homeless: Shelters	5,592	24%	16%
	Homeless: Unsheltered	3,154	24%	15%

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

Data for Section 2: Academic and Disciplinary Outcomes of Students Experiencing Homelessness in Washington

Table A8:
Regular Attendance Rates by Housing Status, Income, and Nighttime Residence, 2015-2018

Year	Student Group	Total Students*	Regular Attendance Rate**
2015	All students	1,088,591	86%
	All housed students	1,059,444	86%
	Housed low-income students	509,305	82%
	Students experiencing homelessness	29,147	64%
	Homeless: Doubled-up	21,523	65%
	Homeless: Hotels/motels	1,783	56%
	Homeless: Shelters	4,529	64%
	Homeless: Unsheltered	1,312	61%
2016	All students	1,101,923	85%
	All housed students	1,069,246	86%
	Housed low-income students	500,765	81%
	Students experiencing homelessness	32,677	64%
	Homeless: Doubled-up	24,145	65%
	Homeless: Hotels/motels	1,951	57%
	Homeless: Shelters	4,839	62%
	Homeless: Unsheltered	1,742	59%
2017	All students	1,117,282	85%
	All housed students	1,083,194	86%
	Housed low-income students	496,953	81%
	Students experiencing homelessness	34,088	62%
	Homeless: Doubled-up	25,271	63%
	Homeless: Hotels/motels	2,142	58%
	Homeless: Shelters	4,355	61%
	Homeless: Unsheltered	2,320	58%
2018	All students	1,127,419	85%
	All housed students	1,092,293	86%
	Housed low-income students	489,067	81%
	Students experiencing homelessness	35,126	62%
	Homeless: Doubled-up	25,863	63%
	Homeless: Hotels/motels	2,227	57%
	Homeless: Shelters	4,403	58%
	Homeless: Unsheltered	2,633	60%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.

**Students with fewer than two absences (on average) per month at the relevant school.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A9:
Regular Attendance Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	1,012	52%	15,495	71%
	Asian	598	79%	78,065	92%
	Black/African American	3,385	64%	46,448	84%
	Hispanic/Latino	8,289	68%	228,816	84%
	Native Hawaiian/Other Pacific Islander	683	53%	10,564	77%
	Two or More Races	2,750	62%	74,745	86%
	White	12,430	64%	605,296	87%
2016	American Indian/Alaska Native	1,063	53%	14,794	70%
	Asian	681	78%	80,206	92%
	Black/African American	3,891	62%	45,385	83%
	Hispanic/Latino	9,683	67%	237,906	83%
	Native Hawaiian/Other Pacific Islander	865	62%	10,863	76%
	Two or More Races	3,327	61%	79,108	85%
	White	13,167	64%	600,894	87%
2017	American Indian/Alaska Native	1,106	53%	14,597	71%
	Asian	774	72%	83,291	92%
	Black/African American	4,099	63%	45,695	83%
	Hispanic/Latino	10,115	65%	245,385	83%
	Native Hawaiian/Other Pacific Islander	917	54%	11,366	75%
	Two or More Races	3,454	58%	83,380	85%
	White	13,621	62%	599,183	87%
2018	American Indian/Alaska Native	1,039	49%	14,206	68%
	Asian	873	69%	85,877	92%
	Black/African American	4,241	62%	45,932	84%
	Hispanic/Latino	10,681	65%	251,382	83%
	Native Hawaiian/Other Pacific Islander	944	54%	11,770	75%
	Two or More Races	3,692	59%	87,610	85%
	White	13,651	62%	595,313	87%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.

**Students with fewer than two absences (on average) per month at the relevant school.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A10:
Regular Attendance Rates by Housing Status and Grade Level, 2015-2018*

Year	Grade Band	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	K-5	14,086	74%	489,596	91%
	6-8	5,894	63%	237,354	87%
	9-12	9,171	50%	332,494	79%
2016	K-5	15,856	73%	495,569	91%
	6-8	6,604	64%	238,723	87%
	9-12	10,219	51%	334,954	79%
2017	K-5	16,120	71%	502,052	90%
	6-8	7,047	62%	242,794	87%
	9-12	10,921	49%	338,348	78%
2018	K-5	16,185	71%	504,640	90%
	6-8	7,332	62%	247,411	87%
	9-12	11,609	50%	340,242	79%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.

**Students with fewer than two absences (on average) per month at the relevant school.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A11:
Regular Attendance Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	12,681	61%	386,959	85%
	Rural	3,154	69%	81,016	85%
	Suburban	8,982	65%	450,907	88%
	Town	4,321	69%	140,497	86%
2016	City	14,046	61%	389,173	85%
	Rural	3,394	71%	81,481	85%
	Suburban	10,227	63%	455,806	87%
	Town	5,001	70%	142,739	86%
2017	City	14,722	59%	394,842	85%
	Rural	3,409	68%	81,782	84%
	Suburban	10,737	61%	462,615	87%
	Town	5,220	68%	143,955	86%
2018	City	14,705	60%	399,881	85%
	Rural	3,680	72%	81,455	85%
	Suburban	11,126	60%	467,287	87%
	Town	5,615	66%	143,670	86%

*Students enrolled for at least 90 calendar days between September 1 and June 1 at the relevant school.

**Students with fewer than two absences (on average) per month at the relevant school.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A12:
Suspension Rates by Housing Status, Income, and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students*	Suspension Rate**
2015	All students	1,199,152	4%
	All housed students	1,161,808	4%
	Housed low-income students	560,417	6%
	Students experiencing homelessness	37,344	9%
	Homeless: Doubled-up	27,258	9%
	Homeless: Hotels/motels	2,280	10%
	Homeless: Shelters	6,137	10%
	Homeless: Unsheltered	1,669	9%
2016	All students	1,203,413	4%
	All housed students	1,162,079	4%
	Housed low-income students	547,340	6%
	Students experiencing homelessness	41,334	9%
	Homeless: Doubled-up	30,115	9%
	Homeless: Hotels/motels	2,546	9%
	Homeless: Shelters	6,459	10%
	Homeless: Unsheltered	2,214	10%
2017	All students	1,216,723	5%
	All housed students	1,174,490	5%
	Housed low-income students	542,387	7%
	Students experiencing homelessness	42,233	10%
	Homeless: Doubled-up	30,942	10%
	Homeless: Hotels/motels	2,617	11%
	Homeless: Shelters	5,794	10%
	Homeless: Unsheltered	2,880	11%
2018	All students	1,203,594	4%
	All housed students	1,160,995	4%
	Housed low-income students	525,291	6%
	Students experiencing homelessness	42,599	10%
	Homeless: Doubled-up	31,155	9%
	Homeless: Hotels/motels	2,698	10%
	Homeless: Shelters	5,592	10%
	Homeless: Unsheltered	3,154	10%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A13:
Suspension Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	1,280	11%	18,111	8%
	Asian	733	3%	82,665	1%
	Black/African American	4,320	14%	53,855	9%
	Hispanic/Latino	10,859	7%	254,332	5%
	Native Hawaiian/Other Pacific Islander	870	7%	12,424	6%
	Two or More Races	3,486	10%	82,397	5%
	White	15,798	9%	657,973	4%
2016	American Indian/Alaska Native	1,349	9%	17,101	7%
	Asian	803	4%	84,432	1%
	Black/African American	4,884	14%	52,300	9%
	Hispanic/Latino	12,354	7%	260,963	5%
	Native Hawaiian/Other Pacific Islander	1,093	7%	12,717	5%
	Two or More Races	4,249	10%	86,459	5%
	White	16,602	9%	647,946	4%
2017	American Indian/Alaska Native	1,412	12%	16,649	9%
	Asian	899	4%	87,452	2%
	Black/African American	5,029	13%	52,162	9%
	Hispanic/Latino	12,542	9%	268,789	6%
	Native Hawaiian/Other Pacific Islander	1,139	9%	13,110	6%
	Two or More Races	4,302	11%	90,855	5%
	White	16,906	10%	645,093	4%
2018	American Indian/Alaska Native	1,260	13%	15,717	9%
	Asian	1,016	4%	89,417	2%
	Black/African American	5,119	14%	51,011	9%
	Hispanic/Latino	13,147	8%	269,425	5%
	Native Hawaiian/Other Pacific Islander	1,167	7%	13,433	6%
	Two or More Races	4,495	11%	93,470	5%
	White	16,389	9%	628,288	4%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A14:
Suspension Rates by Housing Status and Grade Level, 2015-2018*

Year	Grade Band	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	K-5	18,112	5%	533,071	2%
	6-8	7,297	16%	256,939	7%
	9-12	11,941	11%	371,798	5%
2016	K-5	19,960	5%	534,907	2%
	6-8	8,175	16%	256,347	7%
	9-12	13,202	10%	370,825	5%
2017	K-5	19,838	5%	540,863	2%
	6-8	8,529	18%	261,029	8%
	9-12	13,866	12%	372,598	6%
2018	K-5	19,700	5%	533,047	2%
	6-8	8,545	17%	259,886	7%
	9-12	14,354	11%	368,062	5%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A15:
Suspension Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	16,583	10%	428,916	5%
	Rural	3,925	8%	90,086	4%
	Suburban	11,230	9%	486,761	4%
	Town	5,597	7%	155,976	4%
2016	City	18,314	10%	428,011	5%
	Rural	4,173	7%	90,008	4%
	Suburban	12,512	9%	489,088	4%
	Town	6,304	7%	154,876	4%
2017	City	18,668	10%	431,909	5%
	Rural	4,098	10%	90,277	6%
	Suburban	12,922	11%	496,886	4%
	Town	6,545	9%	155,418	5%
2018	City	18,142	10%	428,536	4%
	Rural	4,348	10%	86,913	6%
	Suburban	13,204	10%	492,745	4%
	Town	6,905	9%	152,801	5%

*Students enrolled at the relevant school.

**Students with at least one suspension at the relevant school during the year.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A16:
English Language Arts Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students*	Proficiency Rate**
2015	All students	518,061	52%
	All housed students	507,872	52%
	Housed low-income students	241,159	38%
	Students experiencing homelessness	10,189	29%
	Homeless: Doubled-up	7,419	29%
	Homeless: Hotels/motels	692	25%
	Homeless: Shelters	1,592	28%
	Homeless: Unsheltered	486	24%
2016	All students	531,008	61%
	All housed students	519,089	61%
	Housed low-income students	241,242	45%
	Students experiencing homelessness	11,919	35%
	Homeless: Doubled-up	8,696	37%
	Homeless: Hotels/motels	768	33%
	Homeless: Shelters	1,807	30%
	Homeless: Unsheltered	648	37%
2017	All students	545,058	60%
	All housed students	532,462	60%
	Housed low-income students	243,148	44%
	Students experiencing homelessness	12,596	34%
	Homeless: Doubled-up	9,163	34%
	Homeless: Hotels/motels	965	33%
	Homeless: Shelters	1,611	30%
	Homeless: Unsheltered	857	34%
2018	All students	549,815	61%
	All housed students	536,802	61%
	Housed low-income students	242,839	44%
	Students experiencing homelessness	13,013	34%
	Homeless: Doubled-up	9,375	35%
	Homeless: Hotels/motels	948	35%
	Homeless: Shelters	1,680	31%
	Homeless: Unsheltered	1,010	34%

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A17:
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	367	20%	7,224	29%
	Asian	252	45%	39,454	67%
	Black/African American	1,279	19%	20,798	35%
	Hispanic/Latino	2,920	23%	108,519	35%
	Native Hawaiian/Other Pacific Islander	215	23%	4,702	36%
	Two or More Races	980	34%	34,640	55%
	White	4,176	35%	292,535	58%
2016	American Indian/Alaska Native	397	19%	6,961	35%
	Asian	278	53%	40,136	78%
	Black/African American	1,486	25%	20,784	44%
	Hispanic/Latino	3,492	29%	114,872	43%
	Native Hawaiian/Other Pacific Islander	289	19%	4,904	42%
	Two or More Races	1,209	40%	37,685	64%
	White	4,767	44%	293,712	68%
2017	American Indian/Alaska Native	390	19%	6,935	33%
	Asian	304	55%	41,924	77%
	Black/African American	1,615	23%	20,933	43%
	Hispanic/Latino	3,792	27%	121,163	42%
	Native Hawaiian/Other Pacific Islander	321	21%	5,195	40%
	Two or More Races	1,283	37%	40,674	63%
	White	4,891	42%	295,595	67%
2018	American Indian/Alaska Native	383	22%	6,755	33%
	Asian	318	48%	42,978	78%
	Black/African American	1,691	24%	21,049	43%
	Hispanic/Latino	4,026	28%	125,456	43%
	Native Hawaiian/Other Pacific Islander	321	26%	5,336	40%
	Two or More Races	1,367	39%	43,290	64%
	White	4,906	42%	291,829	68%

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A18:
English Language Arts Proficiency Rates by Housing Status and Grade Level, 2015-2018*

Year	Grade	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	3	1,652	29%	74,547	53%
	4	1,638	29%	72,794	56%
	5	1,492	32%	73,322	58%
	6	1,489	28%	72,442	55%
	7	1,344	30%	72,017	58%
	8	1,313	32%	73,514	57%
	10	-	-	-	-
2016	3	1,972	30%	77,577	56%
	4	1,865	34%	75,334	58%
	5	1,840	33%	73,931	61%
	6	1,582	30%	73,533	58%
	7	1,549	33%	73,408	60%
	8	1,537	34%	72,873	61%
	10	-	-	-	-
2017	3	1,962	30%	78,915	54%
	4	1,975	30%	78,665	57%
	5	1,906	34%	76,970	60%
	6	1,840	29%	74,612	57%
	7	1,616	33%	74,774	61%
	8	1,678	33%	74,382	60%
	10	-	-	-	-
2018	3	1,953	31%	77,768	57%
	4	1,968	33%	79,430	59%
	5	2,028	35%	79,195	61%
	6	1,853	31%	77,093	58%
	7	1,813	34%	75,156	62%
	8	1,709	35%	74,983	61%
	10	1,686	42%	73,145	72%
	11	-	-	-	-

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A19:
English Language Arts Proficiency Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	4,295	28%	182,995	52%
	Rural	1,207	26%	39,439	46%
	Suburban	3,244	30%	219,850	55%
	Town	1,439	30%	65,571	47%
2016	City	5,077	35%	186,605	62%
	Rural	1,325	32%	39,541	53%
	Suburban	3,770	38%	224,420	65%
	Town	1,747	36%	68,523	55%
2017	City	5,442	33%	191,177	61%
	Rural	1,368	31%	40,501	52%
	Suburban	4,025	36%	230,328	64%
	Town	1,761	32%	70,456	54%
2018	City	5,415	34%	194,005	61%
	Rural	1,458	33%	40,317	53%
	Suburban	4,201	36%	232,462	64%
	Town	1,939	33%	70,018	55%

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A20:
Mathematics Proficiency Rates by Housing Status, Income, and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students*	Proficiency Rate**
2015	All students	516,710	46%
	All housed students	506,605	46%
	Housed low-income students	240,302	33%
	Students experiencing homelessness	10,105	23%
	Homeless: Doubled-up	7,367	24%
	Homeless: Hotels/motels	685	18%
	Homeless: Shelters	1,570	22%
	Homeless: Unsheltered	483	22%
2016	All students	529,461	48%
	All housed students	517,650	49%
	Housed low-income students	240,367	35%
	Students experiencing homelessness	11,811	26%
	Homeless: Doubled-up	8,623	26%
	Homeless: Hotels/motels	754	28%
	Homeless: Shelters	1,792	23%
	Homeless: Unsheltered	642	25%
2017	All students	544,263	49%
	All housed students	531,746	49%
	Housed low-income students	242,714	34%
	Students experiencing homelessness	12,517	24%
	Homeless: Doubled-up	9,112	25%
	Homeless: Hotels/motels	964	24%
	Homeless: Shelters	1,596	23%
	Homeless: Unsheltered	845	23%
2018	All students	549,588	51%
	All housed students	536,615	51%
	Housed low-income students	242,637	35%
	Students experiencing homelessness	12,973	25%
	Homeless: Doubled-up	9,357	26%
	Homeless: Hotels/motels	941	26%
	Homeless: Shelters	1,671	21%
	Homeless: Unsheltered	1,004	24%

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A21:
Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	359	10%	7,207	24%
	Asian	249	46%	39,458	66%
	Black/African American	1,271	16%	20,692	28%
	Hispanic/Latino	2,908	19%	108,219	30%
	Native Hawaiian/Other Pacific Islander	214	17%	4,671	30%
	Two or More Races	963	28%	34,524	48%
	White	4,141	27%	291,834	51%
2016	American Indian/Alaska Native	393	12%	6,928	25%
	Asian	279	43%	40,232	69%
	Black/African American	1,479	18%	20,694	30%
	Hispanic/Latino	3,473	22%	114,538	32%
	Native Hawaiian/Other Pacific Islander	286	14%	4,885	31%
	Two or More Races	1,201	28%	37,558	52%
	White	4,699	31%	292,781	55%
2017	American Indian/Alaska Native	387	13%	6,921	25%
	Asian	305	45%	42,052	70%
	Black/African American	1,611	17%	20,880	30%
	Hispanic/Latino	3,773	20%	120,992	32%
	Native Hawaiian/Other Pacific Islander	318	14%	5,180	29%
	Two or More Races	1,274	26%	40,589	52%
	White	4,849	30%	295,089	55%
2018	American Indian/Alaska Native	382	13%	6,748	25%
	Asian	316	44%	43,131	75%
	Black/African American	1,676	16%	21,022	31%
	Hispanic/Latino	4,030	20%	125,347	34%
	Native Hawaiian/Other Pacific Islander	319	16%	5,329	31%
	Two or More Races	1,363	27%	43,259	54%
	White	4,886	31%	291,670	58%

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A22:
Mathematics Proficiency Rates by Housing Status and Grade Level, 2015-2018*

Year	Grade	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	3	1,615	32%	74,157	58%
	4	1,620	28%	72,712	55%
	5	1,489	24%	73,246	49%
	6	1,484	20%	72,396	47%
	7	1,342	24%	71,971	49%
	8	1,312	22%	73,460	47%
	10	-	-	-	-
2016	11	1,238	7%	68,488	15%
	3	1,964	36%	77,478	60%
	4	1,855	33%	75,260	57%
	5	1,837	24%	73,850	51%
	6	1,579	24%	73,458	49%
	7	1,545	25%	73,371	51%
	8	1,531	23%	72,833	49%
2017	10	-	-	-	-
	11	1,493	11%	71,271	24%
	3	1,959	36%	78,860	59%
	4	1,969	29%	78,621	56%
	5	1,898	25%	76,926	50%
	6	1,832	22%	74,596	50%
	7	1,615	23%	74,738	52%
2018	8	1,675	23%	74,360	49%
	10	-	-	-	-
	11	1,554	11%	73,422	28%
	3	1,947	35%	77,758	59%
	4	1,964	30%	79,415	56%
	5	2,028	25%	79,166	50%
	6	1,846	23%	77,056	50%
2018	7	1,808	23%	75,141	51%
	8	1,710	22%	74,980	50%
	10	1,667	15%	73,065	44%
	11	-	-	-	-

**Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A23:
Mathematics Proficiency Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	4,256	23%	182,628	47%
	Rural	1,207	20%	39,362	37%
	Suburban	3,214	24%	219,169	49%
	Town	1,424	23%	65,429	40%
2016	City	5,027	24%	186,046	49%
	Rural	1,319	24%	39,455	40%
	Suburban	3,741	28%	223,862	52%
	Town	1,724	27%	68,287	43%
2017	City	5,398	23%	190,874	50%
	Rural	1,361	22%	40,447	40%
	Suburban	4,002	27%	230,048	52%
	Town	1,756	23%	70,377	44%
2018	City	5,384	24%	193,927	52%
	Rural	1,454	25%	40,275	42%
	Suburban	4,196	26%	232,418	55%
	Town	1,939	24%	69,995	46%

*Students tested and not tested in grades 3 to 8 and 10/11.

**Percent of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in 2018. Student counts are duplicated across schools in some cases and may vary from other reported sources.

Table A24:
9th Graders On-Track Rates by Housing Status, Income, and Nighttime Residence, 2015-2018

Year	Student Group	Total Students*	On-Track Rate**
2015	All students	84,418	70%
	All housed students	82,492	71%
	Housed low-income students	37,645	57%
	Students experiencing homelessness	1,926	40%
	Homeless: Doubled-up	1,418	42%
	Homeless: Hotels/motels	119	30%
	Homeless: Shelters	296	38%
	Homeless: Unsheltered	93	38%
2016	All students	83,302	72%
	All housed students	81,206	73%
	Housed low-income students	36,006	58%
	Students experiencing homelessness	2,096	42%
	Homeless: Doubled-up	1,527	44%
	Homeless: Hotels/motels	141	36%
	Homeless: Shelters	303	38%
	Homeless: Unsheltered	125	38%
2017	All students	83,749	73%
	All housed students	81,433	73%
	Housed low-income students	36,041	60%
	Students experiencing homelessness	2,316	43%
	Homeless: Doubled-up	1,701	44%
	Homeless: Hotels/motels	162	42%
	Homeless: Shelters	295	43%
	Homeless: Unsheltered	158	37%
2018	All students	85,553	74%
	All housed students	83,160	74%
	Housed low-income students	35,707	60%
	Students experiencing homelessness	2,393	42%
	Homeless: Doubled-up	1,727	43%
	Homeless: Hotels/motels	151	42%
	Homeless: Shelters	333	38%
	Homeless: Unsheltered	182	38%

*First-time grade 9 students who attempted a credit.

**First-time grade 9 students who earned all credits attempted.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A25:
9th Graders On-Track Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	80	33%	1,226	48%
	Asian	45	60%	6,126	87%
	Black/African American	243	41%	3,738	58%
	Hispanic/Latino	545	41%	16,455	57%
	Native Hawaiian/Other Pacific Islander	51	39%	892	58%
	Two or More Races	138	43%	5,413	70%
	White	824	38%	48,638	76%
2016	American Indian/Alaska Native	78	28%	1,145	47%
	Asian	51	76%	6,216	89%
	Black/African American	281	42%	3,399	61%
	Hispanic/Latino	602	41%	17,074	59%
	Native Hawaiian/Other Pacific Islander	56	45%	808	57%
	Two or More Races	177	37%	5,394	73%
	White	851	43%	47,161	78%
2017	American Indian/Alaska Native	95	36%	1,092	52%
	Asian	69	62%	6,508	90%
	Black/African American	281	48%	3,538	63%
	Hispanic/Latino	691	41%	17,642	60%
	Native Hawaiian/Other Pacific Islander	65	48%	846	57%
	Two or More Races	220	36%	5,633	73%
	White	894	43%	46,161	78%
2018	American Indian/Alaska Native	75	28%	1,136	52%
	Asian	82	61%	6,741	91%
	Black/African American	277	47%	3,483	65%
	Hispanic/Latino	747	40%	18,563	61%
	Native Hawaiian/Other Pacific Islander	63	44%	910	57%
	Two or More Races	246	35%	5,971	73%
	White	903	43%	46,343	79%

*First-time grade 9 students who attempted a credit.

**First-time grade 9 students who earned all credits attempted.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A26:
9th Graders On-Track Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	812	37%	29,545	69%
	Rural	194	38%	5,997	72%
	Suburban	632	43%	35,837	74%
	Town	288	45%	11,113	66%
2016	City	880	42%	29,506	71%
	Rural	223	51%	6,123	74%
	Suburban	658	38%	34,450	76%
	Town	335	46%	11,127	67%
2017	City	1,003	43%	29,163	72%
	Rural	216	48%	6,082	76%
	Suburban	742	41%	34,884	76%
	Town	355	44%	11,304	68%
2018	City	937	41%	29,902	74%
	Rural	247	49%	5,923	74%
	Suburban	787	41%	35,864	77%
	Town	422	43%	11,471	69%

*First-time grade 9 students who attempted a credit.

**First-time grade 9 students who earned all credits attempted.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A27:
Dual Credit Enrollment Rates by Housing Status, Income, and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students*	Dual Credit Rate**
2015	All students	329,429	54%
	All housed students	320,651	54%
	Housed low-income students	138,412	47%
	Students experiencing homelessness	8,778	39%
	Homeless: Doubled-up	6,885	39%
	Homeless: Hotels/motels	421	42%
	Homeless: Shelters	1,056	36%
	Homeless: Unsheltered	416	37%
2016	All students	327,310	55%
	All housed students	317,846	56%
	Housed low-income students	132,256	48%
	Students experiencing homelessness	9,464	39%
	Homeless: Doubled-up	7,266	40%
	Homeless: Hotels/motels	441	39%
	Homeless: Shelters	1,168	38%
	Homeless: Unsheltered	589	34%
2017	All students	335,475	55%
	All housed students	325,009	56%
	Housed low-income students	133,560	48%
	Students experiencing homelessness	10,466	38%
	Homeless: Doubled-up	8,103	38%
	Homeless: Hotels/motels	471	40%
	Homeless: Shelters	1,163	35%
	Homeless: Unsheltered	729	39%
2018	All students	344,740	57%
	All housed students	332,923	58%
	Housed low-income students	134,673	49%
	Students experiencing homelessness	11,817	40%
	Homeless: Doubled-up	9,188	40%
	Homeless: Hotels/motels	538	46%
	Homeless: Shelters	1,262	36%
	Homeless: Unsheltered	829	38%

*High school students that attempted a credit.

**High school students in grades 9 to 12 who have enrolled in a dual credit course.

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. Dual credits courses include Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.

*Table A28:
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	367	33%	4,690	36%
	Asian	205	47%	24,398	69%
	Black/African American	1,091	45%	14,596	55%
	Hispanic/Latino	2,146	37%	61,386	46%
	Native Hawaiian/Other Pacific Islander	185	41%	3,048	52%
	Two or More Races	679	40%	19,634	56%
	White	4,105	38%	192,887	55%
2016	American Indian/Alaska Native	333	25%	4,360	39%
	Asian	244	48%	24,184	71%
	Black/African American	1,266	46%	13,732	56%
	Hispanic/Latino	2,490	38%	62,976	49%
	Native Hawaiian/Other Pacific Islander	204	48%	2,963	56%
	Two or More Races	795	39%	20,280	57%
	White	4,132	38%	189,318	56%
2017	American Indian/Alaska Native	364	29%	4,286	37%
	Asian	310	49%	25,784	71%
	Black/African American	1,308	46%	14,275	57%
	Hispanic/Latino	2,862	39%	67,115	49%
	Native Hawaiian/Other Pacific Islander	265	41%	3,292	54%
	Two or More Races	905	38%	21,512	57%
	White	4,451	35%	188,703	56%
2018	American Indian/Alaska Native	371	28%	4,526	38%
	Asian	389	53%	26,919	74%
	Black/African American	1,440	47%	14,534	59%
	Hispanic/Latino	3,252	40%	71,324	50%
	Native Hawaiian/Other Pacific Islander	303	42%	3,565	56%
	Two or More Races	1,081	41%	22,972	59%
	White	4,979	38%	189,022	58%

*High school students that attempted a credit.

**High school students in grades 9 to 12 who have enrolled in a dual credit course.

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. Dual credits courses include Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.

*Table A29:
Dual Credit Enrollment Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	3,750	41%	113,256	59%
	Rural	901	33%	24,454	37%
	Suburban	2,756	39%	138,250	56%
	Town	1,371	35%	44,691	47%
2016	City	4,152	42%	114,167	59%
	Rural	927	32%	24,181	37%
	Suburban	2,826	40%	134,711	59%
	Town	1,559	35%	44,787	48%
2017	City	4,480	41%	114,904	60%
	Rural	970	31%	24,258	38%
	Suburban	3,322	40%	139,998	58%
	Town	1,694	33%	45,849	46%
2018	City	4,959	43%	119,871	61%
	Rural	1,091	32%	23,915	43%
	Suburban	3,710	42%	142,576	61%
	Town	2,057	33%	46,561	47%

*High school students that attempted a credit.

**High school students in grades 9 to 12 who have enrolled in a dual credit course.

Notes: Student counts are duplicated across schools in some cases and may vary from other reported sources. Dual credits courses include Advanced Placement, International Baccalaureate, Cambridge, Running Start, College in the High School, and Tech Prep.

*Table A30:
Four-Year (On-Time) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students*	Graduation Rate**
2015	All students	80,157	78%
	All housed students	76,045	80%
	Housed low-income students	37,121	70%
	Students experiencing homelessness	4,112	50%
	Homeless: Doubled-up	3,193	52%
	Homeless: Hotels/motels	120	55%
	Homeless: Shelters	370	48%
	Homeless: Unsheltered	150	35%
2016	Homeless: Multiple Categories	279	45%
	All students	81,041	79%
	All housed students	76,569	81%
	Housed low-income students	37,132	71%
	Students experiencing homelessness	4,472	53%
	Homeless: Doubled-up	3,416	54%
	Homeless: Hotels/motels	160	50%
	Homeless: Shelters	393	49%
2017	Homeless: Unsheltered	217	52%
	Homeless: Multiple Categories	286	49%
	All students	82,544	79%
	All housed students	77,516	81%
	Housed low-income students	38,010	72%
	Students experiencing homelessness	5,028	55%
	Homeless: Doubled-up	3,891	57%
	Homeless: Hotels/motels	178	56%
2018	Homeless: Shelters	379	44%
	Homeless: Unsheltered	280	53%
	Homeless: Multiple Categories	300	45%
	All students	84,042	81%
	All housed students	77,258	83%
	Housed low-income students	36,172	75%
	Students experiencing homelessness	6,784	56%
	Homeless: Doubled-up	4,854	58%
Homeless: Hotels/motels	207	57%	
2018	Homeless: Shelters	492	46%
	Homeless: Unsheltered	274	58%
	Homeless: Multiple Categories	957	46%

*Students identified as belonging to the graduating class of the current school year.

**Students identified as belonging to the graduating class of the current school year who were reported as graduates.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A31:
Five-Year (Extended) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2015-2018*

Year	Student Group	Total Students*	Graduation Rate**
2015	All students	78,850	81%
	All housed students	75,257	82%
	Housed low-income students	36,503	73%
	Students experiencing homelessness	3,593	56%
	Homeless: Doubled-up	2,745	59%
	Homeless: Hotels/motels	119	59%
	Homeless: Shelters	362	46%
	Homeless: Unsheltered	198	51%
2016	Homeless: Multiple Categories	169	51%
	All students	80,564	82%
	All housed students	76,352	83%
	Housed low-income students	37,497	75%
	Students experiencing homelessness	4,212	57%
	Homeless: Doubled-up	3,253	59%
	Homeless: Hotels/motels	121	62%
	Homeless: Shelters	388	53%
2017	Homeless: Unsheltered	172	42%
	Homeless: Multiple Categories	278	54%
	All students	81,562	82%
	All housed students	77,009	84%
	Housed low-income students	37,622	75%
	Students experiencing homelessness	4,553	61%
	Homeless: Doubled-up	3,481	62%
	Homeless: Hotels/motels	159	56%
2018	Homeless: Shelters	408	53%
	Homeless: Unsheltered	226	62%
	Homeless: Multiple Categories	279	62%
	All students	83,017	83%
	All housed students	76,913	85%
	Housed low-income students	37,491	77%
	Students experiencing homelessness	6,104	59%
	Homeless: Doubled-up	4,362	62%
Homeless: Hotels/motels	182	64%	
Homeless: Shelters	477	48%	
Homeless: Unsheltered	279	62%	
Homeless: Multiple Categories	804	49%	

*Students identified as belonging to the graduating class of the previous school year.

**Students identified as belonging to the graduating class of the previous school year who were reported as graduates. This includes students who graduated in four years plus any that graduated in five years.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A32:
Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	152	34%	1,134	59%
	Asian	98	58%	5,995	88%
	Black/African American	430	49%	3,348	71%
	Hispanic/Latino	981	48%	13,748	71%
	Native Hawaiian/Other Pacific Islander	59	51%	680	68%
	Two or More Races	317	54%	4,327	80%
	White	2,075	52%	46,812	82%
2016	American Indian/Alaska Native	156	40%	1,108	64%
	Asian	113	65%	6,011	89%
	Black/African American	463	57%	3,286	73%
	Hispanic/Latino	1,126	51%	14,300	74%
	Native Hawaiian/Other Pacific Islander	91	59%	629	69%
	Two or More Races	364	53%	4,485	80%
	White	2,159	53%	46,742	83%
2017	American Indian/Alaska Native	180	44%	1,058	63%
	Asian	133	64%	5,992	88%
	Black/African American	492	57%	3,417	74%
	Hispanic/Latino	1,304	53%	15,143	74%
	Native Hawaiian/Other Pacific Islander	91	66%	703	68%
	Two or More Races	429	57%	4,924	82%
	White	2,399	55%	46,214	83%
2018	American Indian/Alaska Native	225	41%	981	65%
	Asian	192	75%	6,327	90%
	Black/African American	674	59%	3,274	78%
	Hispanic/Latino	1,899	55%	15,338	78%
	Native Hawaiian/Other Pacific Islander	158	60%	754	77%
	Two or More Races	563	57%	5,105	83%
	White	3,072	55%	45,469	85%

*Students identified as belonging to the graduating class of the current school year.

**Students identified as belonging to the graduating class of the current school year who were reported as graduates.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A33:
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2015-2018*

Year	Race/Ethnicity	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	American Indian/Alaska Native	127	41%	1,194	60%
	Asian	95	65%	5,927	90%
	Black/African American	361	56%	3,429	76%
	Hispanic/Latino	760	54%	12,816	74%
	Native Hawaiian/Other Pacific Islander	72	56%	596	72%
	Two or More Races	263	58%	4,022	81%
	White	1,915	58%	47,271	85%
2016	American Indian/Alaska Native	148	44%	1,134	65%
	Asian	99	60%	6,001	91%
	Black/African American	437	58%	3,359	77%
	Hispanic/Latino	997	57%	13,812	77%
	Native Hawaiian/Other Pacific Islander	60	60%	677	73%
	Two or More Races	328	59%	4,346	83%
	White	2,143	58%	47,016	85%
2017	American Indian/Alaska Native	166	49%	1,116	69%
	Asian	119	76%	6,022	91%
	Black/African American	458	68%	3,308	77%
	Hispanic/Latino	1,144	58%	14,373	78%
	Native Hawaiian/Other Pacific Islander	96	65%	640	74%
	Two or More Races	379	60%	4,512	83%
	White	2,189	61%	46,985	85%
2018	American Indian/Alaska Native	224	44%	1,030	68%
	Asian	155	68%	5,962	91%
	Black/African American	622	59%	3,341	78%
	Hispanic/Latino	1,570	58%	15,035	79%
	Native Hawaiian/Other Pacific Islander	106	70%	692	74%
	Two or More Races	529	60%	4,868	85%
	White	2,898	59%	45,967	86%

*Students identified as belonging to the graduating class of the previous school year.

**Students identified as belonging to the graduating class of the previous school year who were reported as graduates. This includes students who graduated in four years plus any that graduated in five years.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A34:
Four-Year (On-Time) Graduation Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	1,759	47%	26,938	78%
	Rural	421	62%	5,859	77%
	Suburban	1,223	49%	32,582	82%
	Town	709	52%	10,666	78%
2016	City	1,972	51%	27,306	79%
	Rural	423	62%	5,716	82%
	Suburban	1,367	54%	32,965	83%
	Town	710	50%	10,582	78%
2017	City	2,117	51%	27,888	79%
	Rural	449	65%	5,632	82%
	Suburban	1,561	57%	33,266	83%
	Town	901	56%	10,730	79%
2018	City	2,749	54%	27,743	82%
	Rural	626	61%	5,495	84%
	Suburban	2,277	56%	33,577	85%
	Town	1,132	56%	10,443	81%

*Students identified as belonging to the graduating class of the current school year.

**Students identified as belonging to the graduating class of the current school year who were reported as graduates.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.

*Table A35:
Five-Year (Extended) Graduation Rates by Housing Status and Location, 2015-2018*

Year	Location	HMLS N*	HMLS Rate**	HOUS N*	HOUS Rate**
2015	City	1,541	52%	26,949	81%
	Rural	336	67%	5,839	83%
	Suburban	1,079	58%	32,194	84%
	Town	637	60%	10,275	79%
2016	City	1,833	54%	27,218	82%
	Rural	412	71%	5,855	82%
	Suburban	1,218	57%	32,587	85%
	Town	749	60%	10,692	81%
2017	City	2,013	58%	27,479	82%
	Rural	426	68%	5,746	85%
	Suburban	1,394	63%	33,205	85%
	Town	720	59%	10,579	81%
2018	City	2,541	54%	27,652	83%
	Rural	572	67%	5,528	86%
	Suburban	1,896	62%	33,164	86%
	Town	1,095	60%	10,569	83%

*Students identified as belonging to the graduating class of the previous school year.

**Students identified as belonging to the graduating class of the previous school year who were reported as graduates. This includes students who graduated in four years plus any that graduated in five years.

Note: Student counts are duplicated across schools in some cases and may vary from other reported sources.