

BELLINGHAM SCHOOL DISTRICT  
Bellingham, Washington

**MEMORANDUM**

**TO:** Board of Directors

**FROM:** Dr. Greg Baker, Superintendent

**DATE:** March 7, 2023

**SUBJECT:** Ends Monitoring Report 2.1, Part 2

I am pleased to submit this Ends monitoring report to the school district's board of directors. Our process for reporting on Ends 2.1 during the 2022-23 school year began with the previously submitted Ends 2.1, Part 1 report at the February 16, 2022 meeting. This report is the second in sequence this year and focuses on evidence of student advancement toward on-time or extended graduation and reduction in drop-out rates as well as students' participation in post-secondary education and career preparation in comparison to peer districts. Our final Ends report for this year on the vision, mission and outcomes in the Bellingham Promise (Ends 1, 2 and 3) will be presented at the May 18, 2023 meeting.

**Introduction**

Section one of this report examines how Bellingham students are faring in terms of on-time and extended graduation rates and draws our attention to trends in student drop-out rates overall and within identified student subgroups. We also include comparisons of Bellingham Public Schools' student graduation trends to those in comparable districts. The second part of the report examines college preparatory and career and technical preparatory course taking trends. The final section examines Bellingham students' post-secondary enrollment rates including a focus on post-secondary enrollments for Bellingham students in higher education, both two-year and four-year options.

We once again include comparisons with Bellevue, Olympia and Shoreline school district as the small group of high-bar peer districts whose populations of students eligible for free/reduced priced meals fall below those eligible in our district. As well, we include updated comparisons with a cluster of districts that are within  $\pm 5$  percent of Bellingham in terms of percent of students eligible for free/reduced priced meals (used as a proxy for poverty level). We once again draw in data from Lynden School District, a local comparison district within  $\pm 5$  percent of Bellingham's percentage of students eligible for free/reduced priced meals, and within our comparison group for five-year graduation rates.

Language included in the revised Ends 2.1 policy focuses us on comparing progress to districts that are demographically similar to Bellingham, as well as to districts whose students typically outperform our students on the standardized test. The Ends 2.1 policy follows:

**E - 2.1:** Consistent with the district Vision and Mission, all children of the Bellingham Public Schools community will attain high academic achievement, develop essential skills and attributes necessary for continuous growth in learning, and graduate from high school. All students will succeed and grow regardless of ethnicity, socio-economic status, English language proficiency or disabilities.

1. Every student's achievement, skills and attributes will show continuous significant growth, and measures will exceed the Washington state benchmarks and be high performing relative to similar students in demographically comparable districts, as measured by state assessments and other available data, as appropriate.
2. Gaps in achievement, skills, and attributes between groups of students will close. For state or federally identified student populations, any gap in achievement will be eliminated, and annual achievement will be greater than that of similar students in demographically comparable districts.
3. Every student will make continuous advancement toward graduation. Measures of on-time and extended graduation attainment will be high performing relative to similar students in demographically comparable districts.
4. After graduation, student participation in post-secondary education and career preparation shall increase and exceed participation in than comparable high-performing districts.

While being held accountable to our demographically comparable districts, we also continue to compare our progress to other district, state and national data that offer a more comprehensive view of student competence.

In this Part 2 report, we focus on numbers three and four above.

### **Section 1: High School Graduation Trends**

Our analysis begins with the big picture looking at overall graduation rates of students in Bellingham over time, compared with other districts. Page 1 of the data set displays the graduation rates for the five-year adjusted cohorts of the class of 2011 and class of 2021 for Bellingham and 40 demographically comparable or high-bar peer districts and Washington State. Over this period, graduation rates for Bellingham students increased from 79 percent in 2011, which was exactly the same as the Washington statewide average at that time, to 88 percent in 2021 which puts our district above the state average and closer to the high bar peer districts of Shoreline (92 percent, Olympia (94 percent) and Bellevue (96 percent).

We continue to track graduation rates for each cohort of students out into the seventh year of high school to assess the progress toward ensuring graduation for all students, regardless of timeline. Page 2 of the data set displays the four-year and extended graduation rates for Bellingham, three high-bar peer districts, 15 districts within  $\pm 5$  percent of Bellingham's free/reduced price meal rates and Washington state. The data highlights the continued progress to graduate more students into the seventh year, with the most recent seven-year cohort (class of 2019) attaining a 94 percent graduation rate, another year-over-year improvement for our district. This puts Bellingham students just above the seven-year rate for our free/reduced price lunch peer district group and nearer to our high bar comparable peers' seven-year rates in Bellevue (97 percent), Olympia (96 percent) and Shoreline (95 percent).

Page 3 of the data set displays graphs of four-year and five-year cohorts' graduation rates, continuing rates and dropout rates over the past seven years for Bellingham and Washington state. The four-year graduation rate for Bellingham students held constant in year-over-year comparison, while the state average dipped by a percentage point (from 83 percent in 2021 to 82 percent in 2022). Five-year rates for both the district and the state dipped by a percent in year-over-year comparisons, while dropout rates increased slightly.

We also continue to examine the five-year graduation rate subgroup trends. Pages 4-5 of the data set display five-year cohort graduation rates, continuing rates and dropout rates over the past seven years for multilingual learners (MLL), students who identify as Hispanic/Latinx, Black/African American, two or more races, those experiencing homelessness, those with Individual Education Plans (IEPs) and those from low-income and non-low-income families. Notably, the graduation rate for students identified as multilingual learners (upper left, Page 4) improved in year-over-year comparison while the dropout rate for the same group dropped. We also observed improvements in the five-year graduation rate of students identified as experiencing homelessness and for students served with an IEP.

Extended graduation rate trends for Bellingham students into the sixth and seventh year of high school continue to improve. Page 6 of the data set displays extended graduation rate trends over the past 11 years for Bellingham's multilingual learners, students identifying as Hispanic/Latinx, students with IEPs and students from low-income families. Seven-year rates for students with IEPs and for students identified as low income hit new highs this year. The rate for students with IEPs hit 90 percent with the most recent seven-year cohort; the rate for students identified as low income hit 88 percent with the most recent cohort in the seventh year. Reflecting on the 11-year trend in graduation rates, it is encouraging to remember that graduation rates have improved for every one of the groups we track, and in many cases this growth shows 25, 30 or even as high as 40 percent improvement in graduation rates during this period.

We also examined gaps between contrasting subgroups of students again this year (e.g., MLL compared with non-MLL, low-income compared with non-low income, etc.) Pages 7-11 display five-year cohort graduation rates over time, for Bellingham, high-bar peer districts and Washington state, to show trend in gaps between contrasting groups of students. The graduation gap between Bellingham's MLL and non-MLL students decreased in year-over-year comparisons (Page 7). The graduation gap between Hispanic/Latinx and non-Hispanic/Latinx students held constant at 8 percent (Page 8) slightly larger than the average gap across Washington state (6 percent). Gaps between groups of students identified as low income and non-low income increased slightly in year-over-year comparison, similar to the pattern observed in Olympia School District (Page 9). The graduation gap between students with an IEP and those without decreased slightly for our students, while high bar comparable districts Olympia and Shoreline saw gaps increase during the same period (Page 10). Finally, the graduation gap between Bellingham students identified as experiencing homelessness compared with those who are not experiencing homelessness was narrower than the state average and decreased in year-over-year comparison, similar to the trend observed in Bellevue and Shoreline. Statewide, the gap between students identified as experiencing homelessness and those not experiencing homelessness remained at 24 percent.

Over the years we have observed the correlation between income levels and graduation rates, and Page 12 once again displays five-year graduation rates for Bellingham students identifying as

Asian, Hispanic/Latinx, two or more races, White or students with IEPs each broken down by low-income and non-low-income family identification. Income gaps exist for all groups; most pronounced differences observed in income impact on graduation rates were among students who identify as two or more races and white students. The impact of income on graduation appeared smallest among our Asian and Hispanic/Latinx populations and for students with IEPs. Overall, 93 percent of students identified as non-low income and 78 percent of students identified as low income graduated in 2021.

## **Section 2: Preparation for Post-High-School Opportunities**

In addition to examining graduation trends, this report also focuses on ways students are preparing for post-high-school opportunities through completion of dual credit coursework that provides a head start into college and/or enrollment in career and technical coursework that could lead to additional schooling or career opportunities. The top graph on Page 13 displays the breakdown of dual credit course attainment by type of course - Advanced Placement (AP), Career and Technical Education (CTE), College in the High School and Running Start - for Bellingham and Washington state. Put simply, dual credit attainment in all categories trended down in year-over-year comparisons, both within our school district and across Washington state. Advanced placement course taking dropped 2 percent between 2021 and 2022, CTE dual credit dropped 3 percent, college in the high school course taking dropped 2 percent and running start participation dropped 4 percent for Bellingham students. The bottom graph on Page 13 displays the trend over time showing the percent of students who complete at least one dual credit course during school years 2015-16 through 2021-22 for Bellingham, select comparison districts and Washington state. Districts in this comparison group have experienced similar decreases, as has the state, over the period since 2020. We speculated that the advent of the COVID-19 pandemic (pandemic) may have contributed to these trends.

We have continued to examine the gender breakdown in CTE courses begun a few years back. The graphic display on Page 14 shows the percentage of Bellingham students enrolled in CTE courses by gender for school years 2013-14 and 2021-22. We track these data to understand how our district is creating opportunities for female students to access courses in STEM (Science, Technology, Engineering and Mathematics) related fields; it is still disproportionally accessed by males. Notable here are the increases in female student participation in courses like Video Game Design, which grew from having no female students participating in 2013-14 to 15 percent female student participation in 2021-22. Other courses with sizeable increases in female participation over this period include Robotics Foundations (6 percent in 2013-14 to 16 percent in 2021-22), Computer Programming (12 percent to 20 percent) and Engineering Design 3, which is the most advanced engineering course in the sequence (0 percent to 6 percent). We have also for the first time reported on gender non-binary students' course taking in these CTE fields, and that is included as a column on the 2021-22 graphic on Page 14.

Another marker we track each year that helps to predict college-going rates is the percentage of students who complete the Free Application for Federal Student Aid (FAFSA) application for student aid. The top graphic on Page 15 of the data set shows the percent of expected high school graduates from Bellingham, select districts and Washington state who completed a FAFSA application each year. These numbers have dropped a bit for students in our district since the advent of the pandemic and this is true for many of the districts noted in the comparison group.

Shoreline was the exception this year, jumping up a few percentage points back to levels consistent with pre-pandemic FAFSA completion. Year-over-year comparisons held steady for Bellingham, Bellevue, Lynden and Olympia.

### **Section 3: College Attendance and Perseverance**

The final section of our report tracks the experiences of students once they leave our system and head into post-secondary institutions. One marker we consistently track for college-going students is the percentage of our graduates who enroll in pre-college “remedial” course work in their post-secondary institution. We observe these trends as one way to understand how well our Bellingham graduates were prepared for post-secondary work. The bottom graphic on Page 15 displays the 15-year trend showing the percent of Bellingham students enrolled pre-college English courses, pre-college math courses or both English and math precollege courses, shown by two- and four-year post-secondary institutions. As the board can no doubt observe, the percentage of Bellingham graduates enrolling in these “remedial” courses has dropped precipitously over the past six years. On the one hand, we see this as a positive indication that our graduates who enter post-secondary schools appear to be leaving us better prepared for college course work. However, as we will show in the next section, these trends are likely impacted by an overall decline in our graduates’ community college-going rates.

Page 16 of the data set displays a graphic representation of the percent of Bellingham students enrolled in two- and four-year post-secondary institutions during their first year after graduation, plus post-secondary enrollment trends for Bellingham, select districts and Washington state. The big change observed here over the past three years is a sizeable decline in the percentages of graduates enrolling in college. Bellingham graduates’ enrollment in four-year institutions has held relatively steady over this period and even trended a bit higher over the past two years (39 percent attending four-year schools in 2020 and 45 percent in 2022). However, the community college rates have plummeted during this same period, going from 23 percent of graduates enrolling in community college in 2019 to only 3 percent in 2022. As the graphic on the bottom of Page 16 reveals, this overall decline in college going rates is true for all districts in the comparison group as well and for Washington state overall. Again, we think these trends are likely an outgrowth of the pandemic, with some students staying out of school due to pandemic concerns and may also be impacted by an overall more robust job market.

The top graphic on Page 17 displays the percent of Bellingham students enrolled in two- and four-year post-secondary institutions two years after graduation. Consistent with the previous analysis, we observed four-year college going rates increase slightly (44 percent for the 2020 class to 45 percent for the 2021 class), but an overall decrease in the percentage of students enrolling in college at any time during the first two years out of high school. The decrease was completely attributed to the decline in community college enrollments.

We also track the extent to which our graduates who enroll in either two-year or four-year schools after high school persist in college into their second year. Trends in persistence in college enrollment shown by the percent of students returning for a second year of college are displayed on the bottom graphic on Page 17. Bellingham graduates’ persistence into a second year of post-secondary increased overall and at both two-year and four-year schools. 86 percent of our graduates from 2020 who enrolled in either two-year or four-year colleges persisted into a second year.

Given the sizeable decrease in enrollment of our graduates into community college over the past couple of years, we were curious to see where students were heading for college and how that looks now compared to a few years ago. Page 18 of the data set displays the top 10 most attended two- or four-year schools by Bellingham graduates for the years 2018, 2019, 2021 and 2022. Prior to the current year (2022) Whatcom Community College (WCC) ranked as the number one school enrolling the highest number of our graduates every year. Contrast that with the data from 2022 where WCC did not make it into the top 10.

We delved a bit further into the student level data on the class of 2022 to see if we could better understand this large drop in two-year college enrollment. We hypothesized that graduates' grade point averages (GPA) might correspond to post-secondary enrollment. Page 19 of the data set provides data on GPA of 2022 graduates who enrolled in a two-year and four-year post-secondary institution as well as the group that did not enroll. As the top graph on Page 19 reveals, graduates with GPAs above 3.0 enrolled in four-year institutions at a rate five or six times that of graduates with GPAs below 3.0. For those not enrolling in post-secondary schooling, the reverse is true. Graduates with GPAs below 3.0 were much more likely to not be enrolled in any post-secondary educational institution (bottom graphs on Page 19). Perhaps the most interesting are the comparison graphs in the middle of Page 19. The percentage of graduates with GPAs above 3.0 enrolling in two-year post-secondary institutions (middle right-hand graph) has remained constant at around 20 percent of each class over the past 11 years. However, for graduates with GPAs below 3.0 we observed a huge drop off in two-year college enrollment, from 51 percent of the class of 2011, to only 20 percent of the class of 2022. And this drop is steepest over the past three years. This led us to conclude the recent decrease in community college enrollment is mostly a function of recent graduates with GPAs below 3.0, kids who were not our academically highest performers and who also lived through the pandemic as high schoolers, choosing to not pursue a two-year college experience. We are attributing this, yet again, to the effects of the pandemic and hoping that over the next couple of cohorts these numbers reverse themselves.

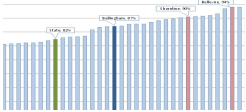
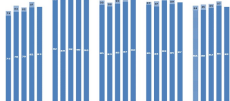
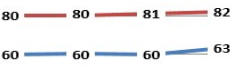
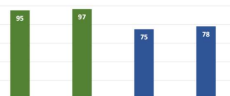
Finally, Page 20 of the data set displays trends in post-school activities for Bellingham and Washington state students with IEPs in their first year after leaving high school, plus the post-school activities by graduation status for students leaving after school year 2020-21. It is important to understand that this data display is built on phone survey data of graduates and non-graduates who were served with an IEP during their time in school. Respondents are drawn from those who left school at the end of a school year and thus are from different graduation year cohort groups. As such, the data displayed here is drawn from across multiple cohorts of students and does not correspond to cohort graduation data for students with IEPs presented earlier. That said, we include these data because they are collected in a systematic manner and help with understanding the post-secondary experiences of students who were served with IEPs during their time with Bellingham schools. Of note, the top graphic on Page 20 shows year-over-year increases in the percentage of former students with IEPs who are competitively employed after high school and who are attending higher education. The bottom graphic on Page 20 displays the district and state data for graduates and non-graduates with IEPs; notably zero non-graduates were included in the Bellingham sample this year, which we understand as good news, and is consistent with the increases we are seeing in the extended graduation rates for students with IEPs.

## **Summary Discussion**

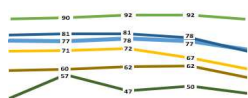
Seven-year graduation rates for Bellingham students in general continue to improve. Specifically, this year's report suggests our extended graduation rates for students with IEPs once again continued to climb into the seventh year of high school. Female student participation in STEM field courses continues to show improvements in key course taking trends. Four-year college enrollments held at prior levels, while community college enrollments dropped significantly, likely more fallout from the pandemic. We know we have areas of significant need for continued work to ensure that all students, regardless of their race, language, socio-economic status or differing abilities can accomplish the successful completion of high school in Bellingham Public Schools. Gaps in graduation rates for some of the groups we track closed a bit while others remained static in this year's analysis. We remain committed to seeing improvements in this crucial measure of success – student graduation rates from our system and how graduation propels students into educational opportunities at the next level.

This second installment of the Ends 2.1 monitoring report, in combination with the earlier Part 1 report, is offered as evidence of a reasonable interpretation of Ends 2.1 that aligns with our vision, mission and outcomes, and is supported by data that demonstrates progress toward achievement of these Ends. I appreciate and value the direction provided by the school board to focus on the development of exceptional students with strong character, a passion for learning and graduates who are ready for the widest range of educational and vocational options to support a diversity of life choices.

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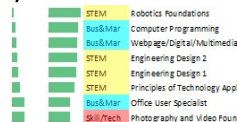
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### I) Trends in High School Students Completing Dual Credit Courses



Trend showing the percent of students who complete at least one dual credit course during school years 2015-16 through 2021-22 for Bellingham, select comparison districts and Washington state.

### J) Career and Technical Education Course Enrollments by Gender



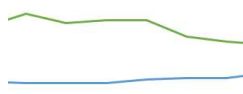
Percent of Bellingham students enrolled in Career and Technology Education (CTE) courses by gender for school years 2013-14 and 2021-22.

### K) FAFSA Completion Rate for Districts and State



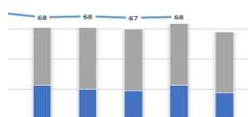
Percent of expected high school graduates from Bellingham, select districts and Washington state who completed a Free Application for Federal Student Aid (FAFSA) application each year.

### L) Bellingham Students Taking Pre-College Courses in Post-Secondary Institutions



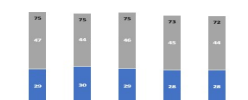
15-year trend showing the percent of Bellingham students enrolled pre-college English courses, pre-college math courses, or both English and math pre-college courses, shown by 2- and 4-year post-secondary institutions.

### M) Post-Secondary Enrollment in First Year After High School Graduation



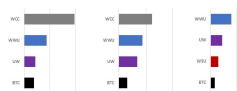
Percent of Bellingham students enrolled in 2- and 4-year post-secondary institutions during their first year after graduation, plus post-secondary enrollment trends for Bellingham, select districts and Washington state.

### N) Post-Secondary Enrollment Two Years After High School Graduation



Percent of Bellingham students enrolled in 2- and 4-year post-secondary institutions two years after graduation, plus persistence in college enrollment shown by the percent of students returning for a second year of college.

### O) Top 10 Post-Secondary Institutions by Enrollment in First Year after Graduation



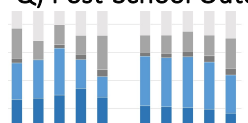
Bellingham students' top institutions by enrollment within their first year after high school graduation for 2018, 2019, 2021 and 2022.

### P) High School GPA and First Year Post-Secondary Enrollment



Percent of Bellingham students enrolled in 2-year, 4-year institutions, or not enrolled in post-secondary, within their first year after high school, grouped by students with a high school grade point average below and above 3.0.

### Q) Post-School Outcomes for Students Receiving Special Education Services



Trends in post-school activities for Bellingham and Washington state students with IEPs in their first year after leaving high school, plus the post-school activities by graduation status for students leaving after school year 2020-21.

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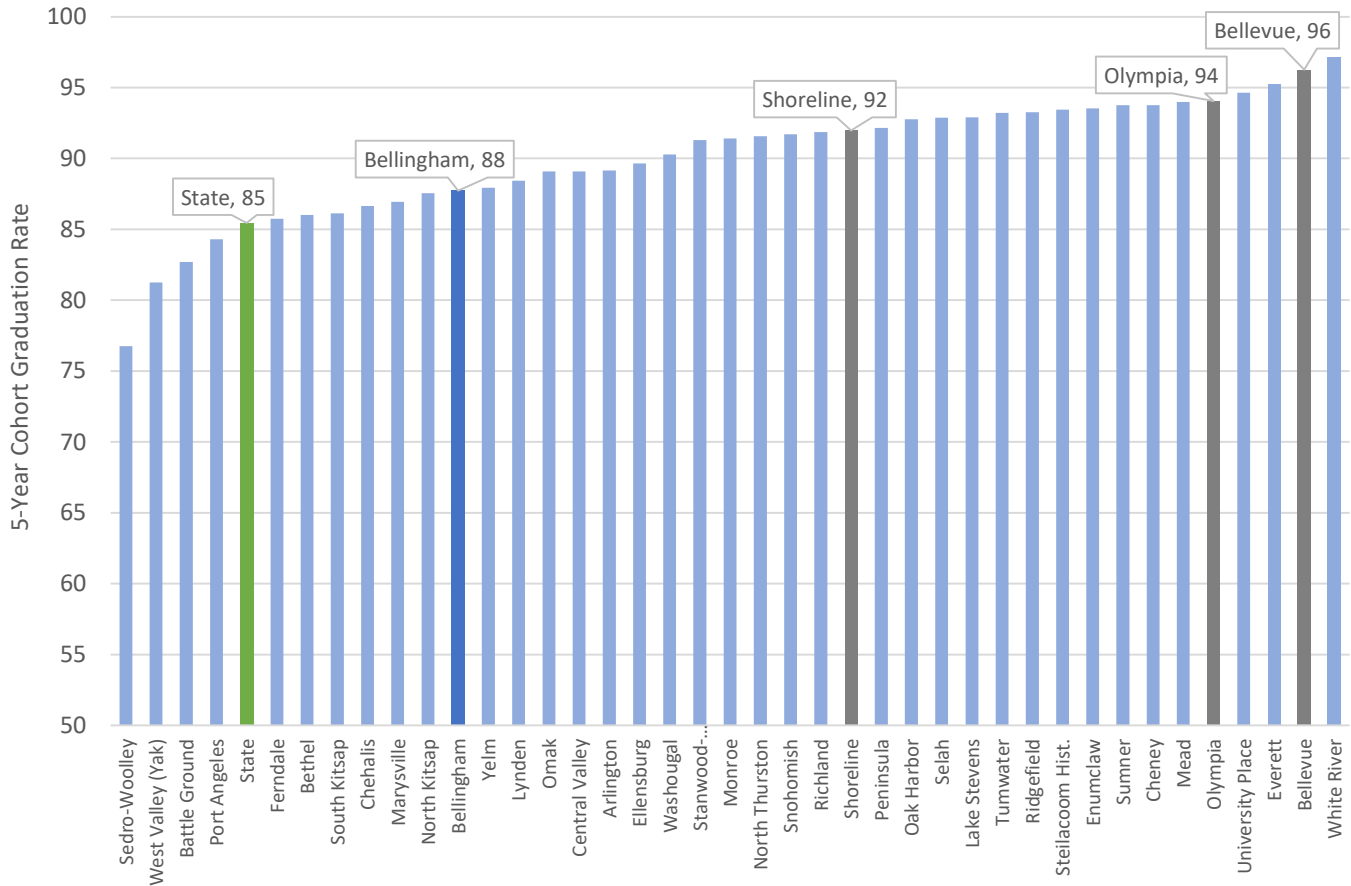
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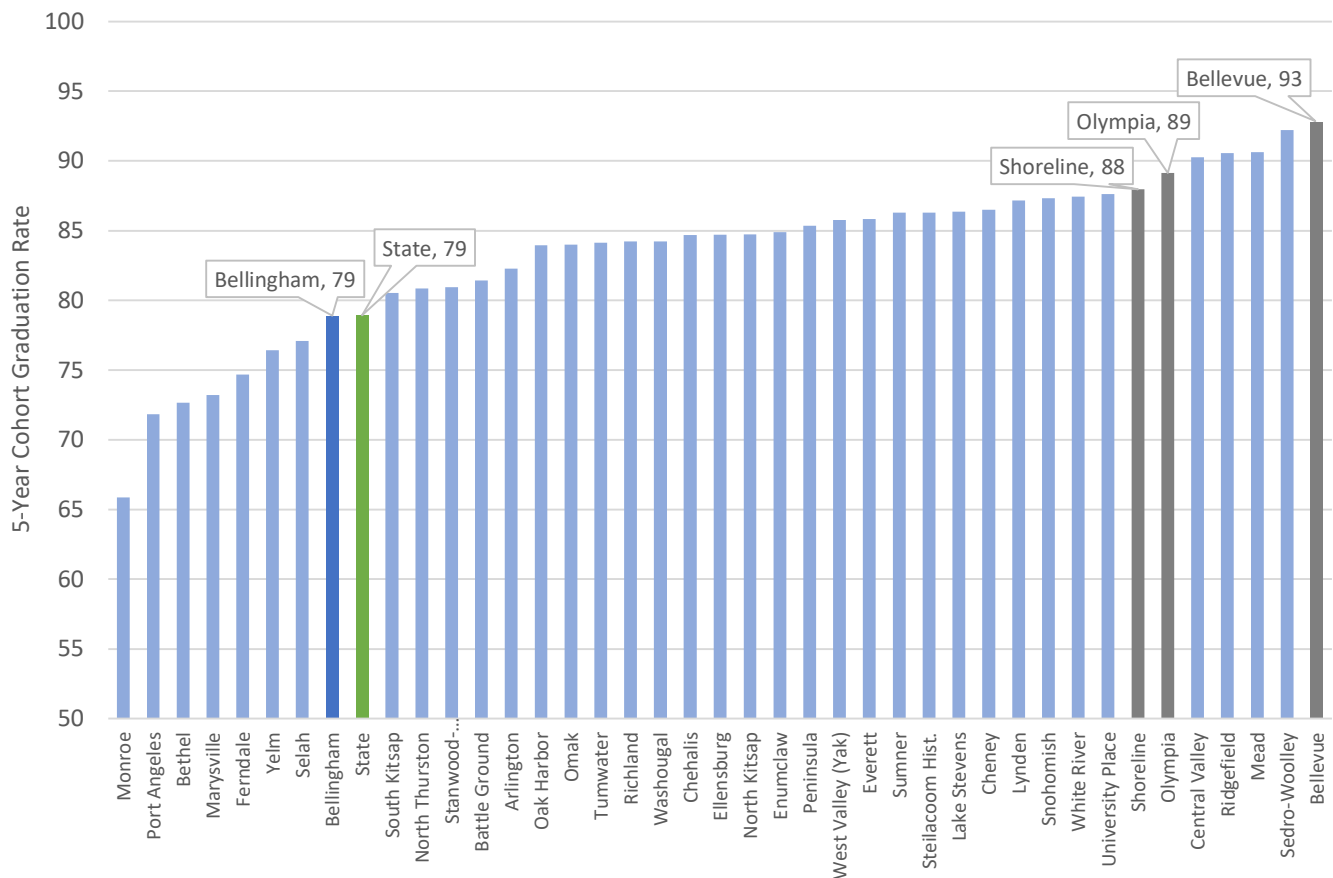
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## A) 5-Year Adjusted Cohort Graduation Rates for Comparable Districts

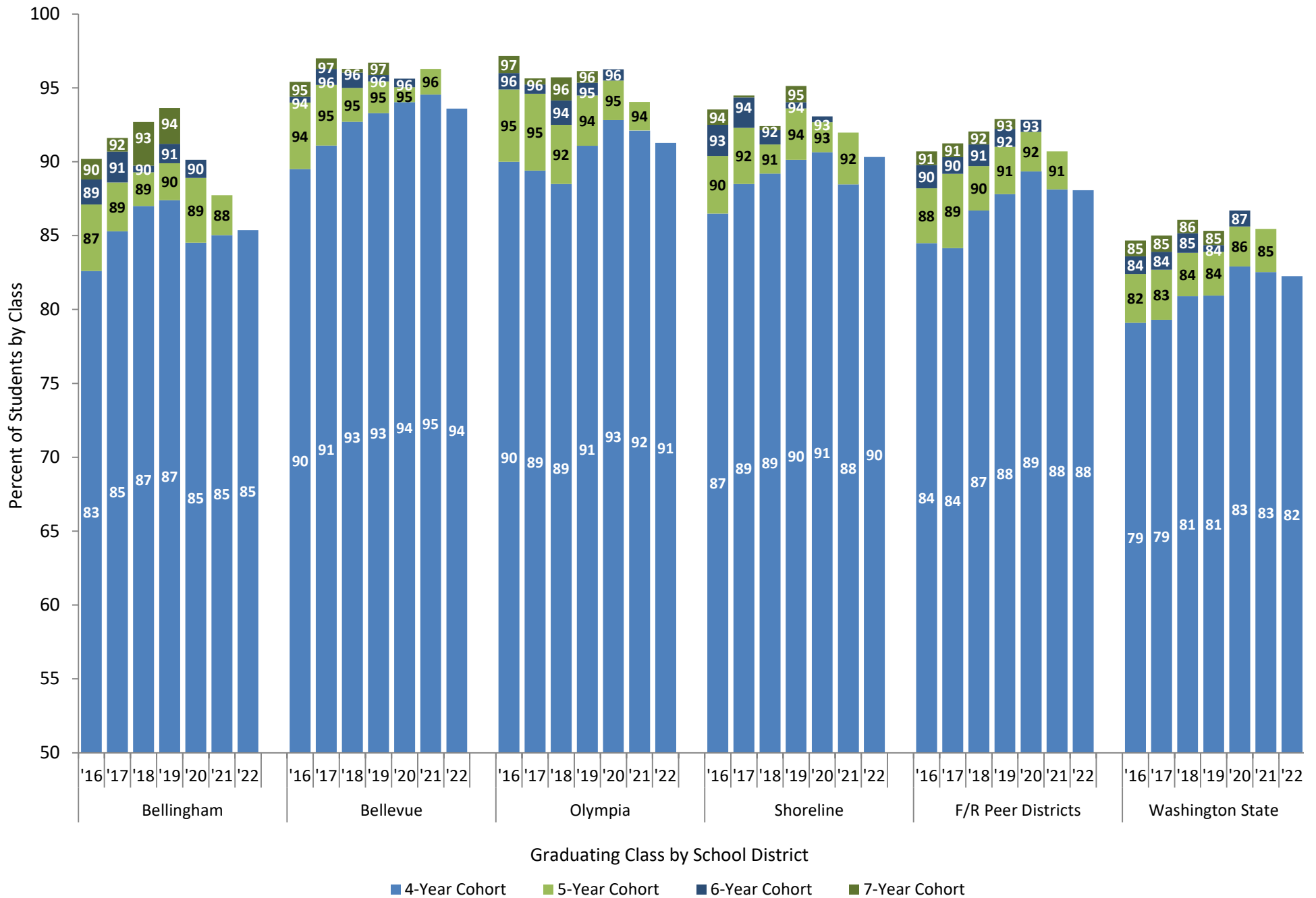
### Class of 2021 5-Year Graduation Rates



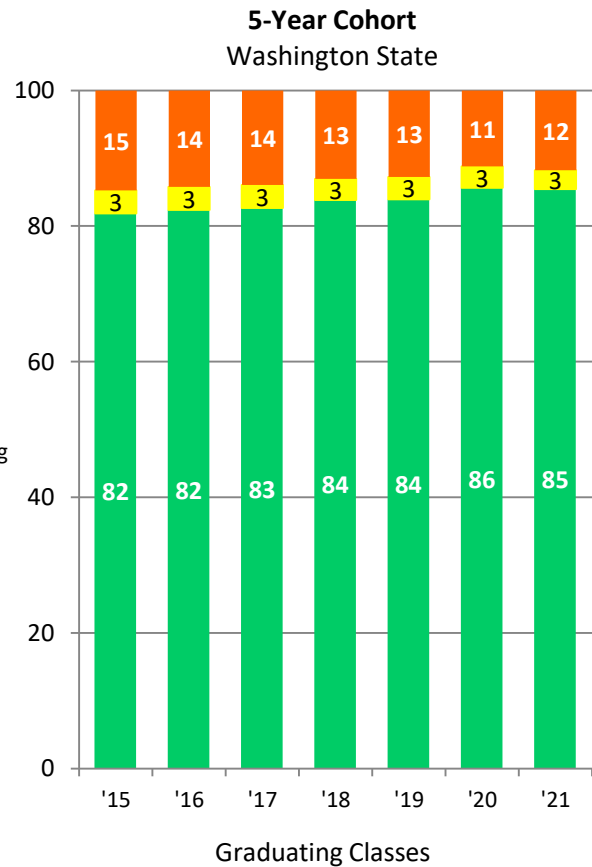
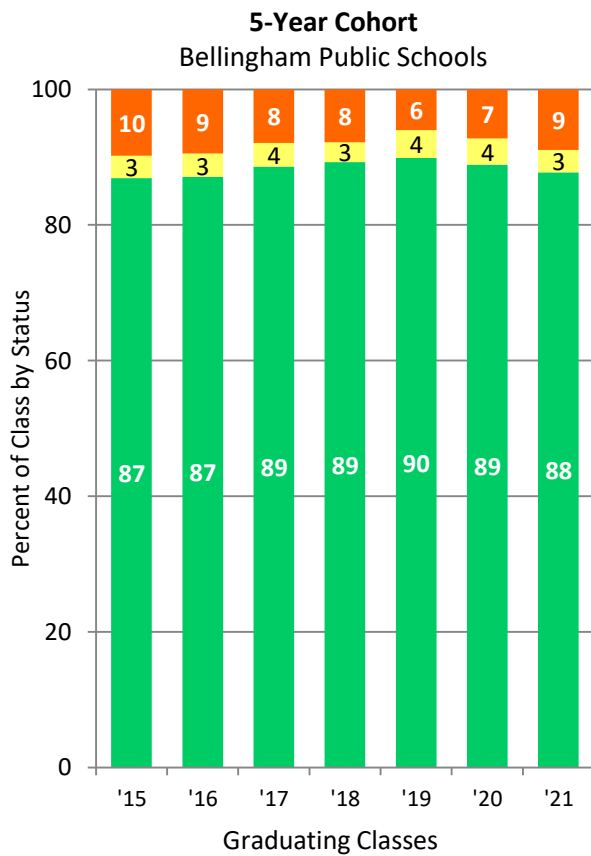
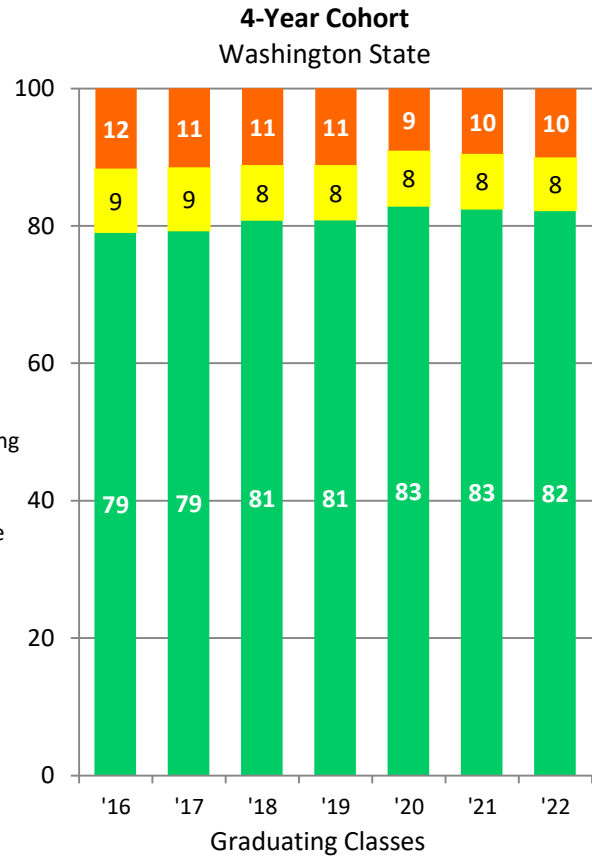
### Class of 2011 5-Year Graduation Rates



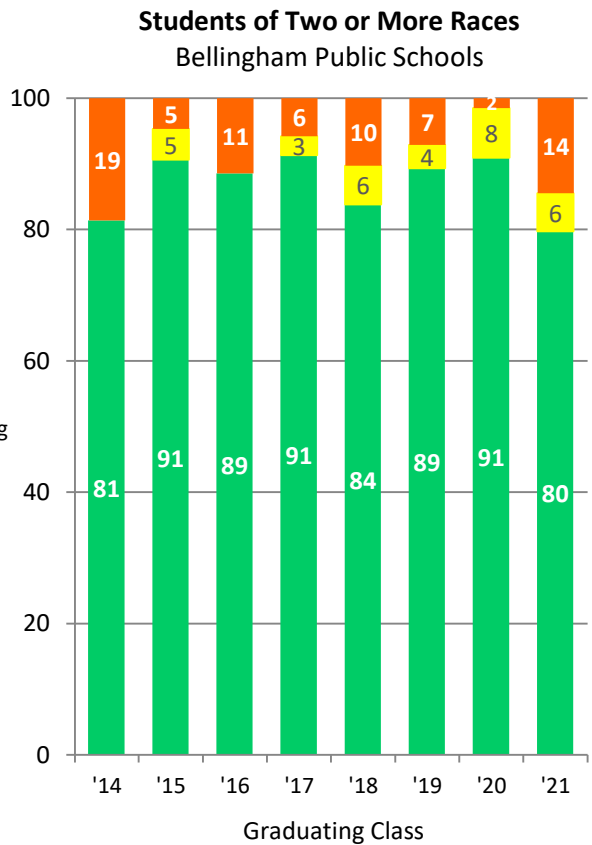
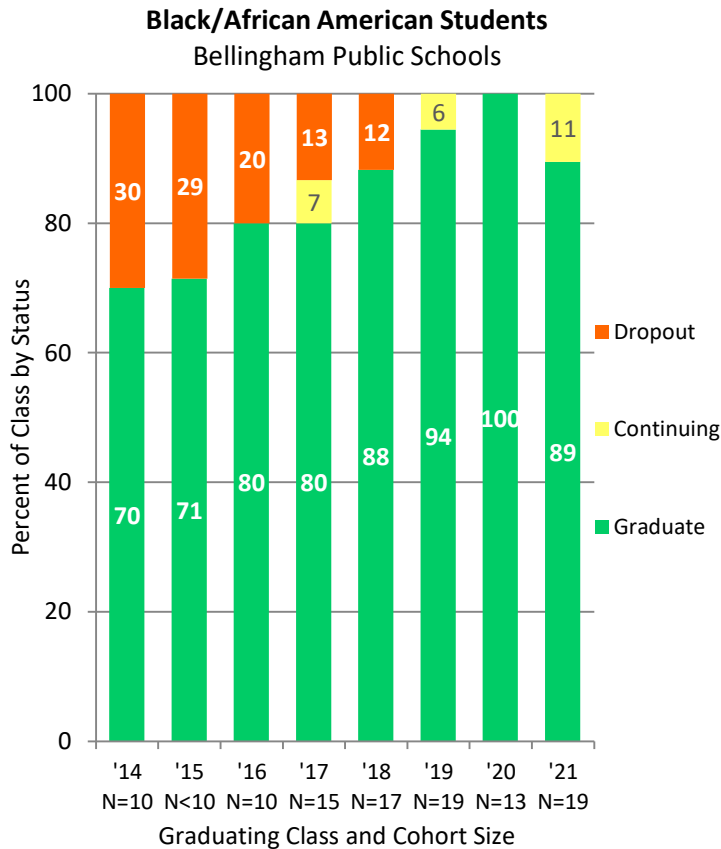
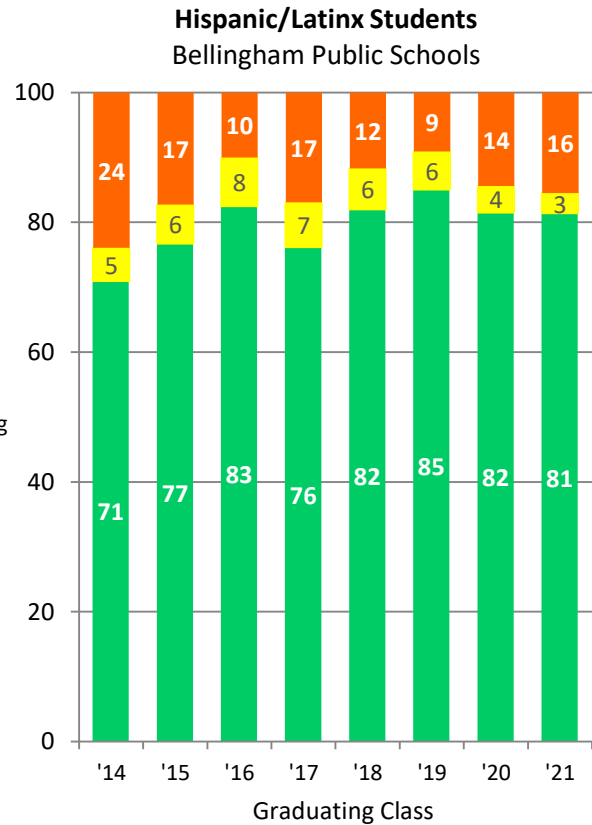
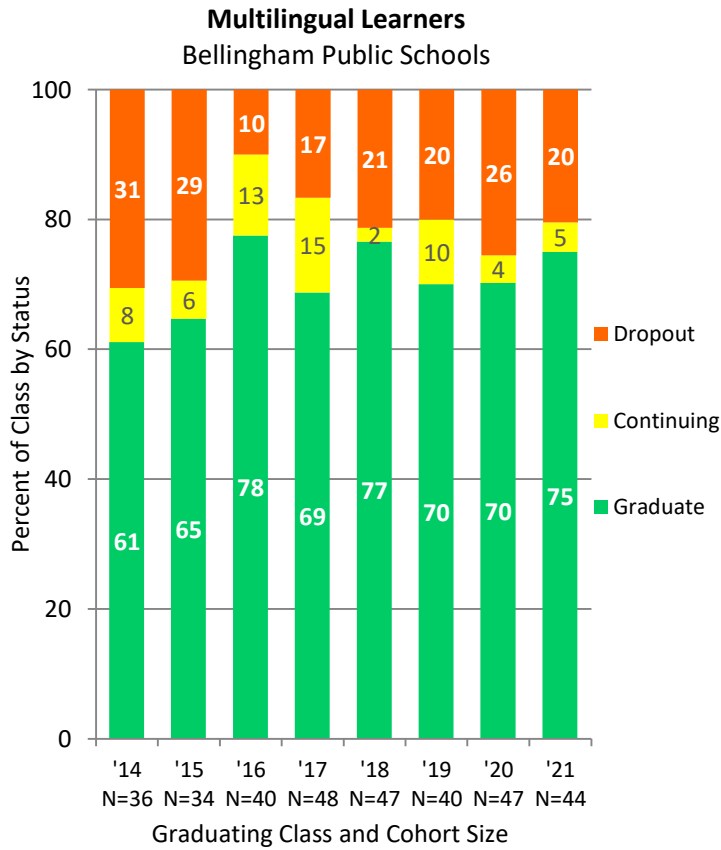
B) Trends in Graduation Rates for Districts and Washington State



### C) Graduation and Dropout Rate Trends for Bellingham and Washington State

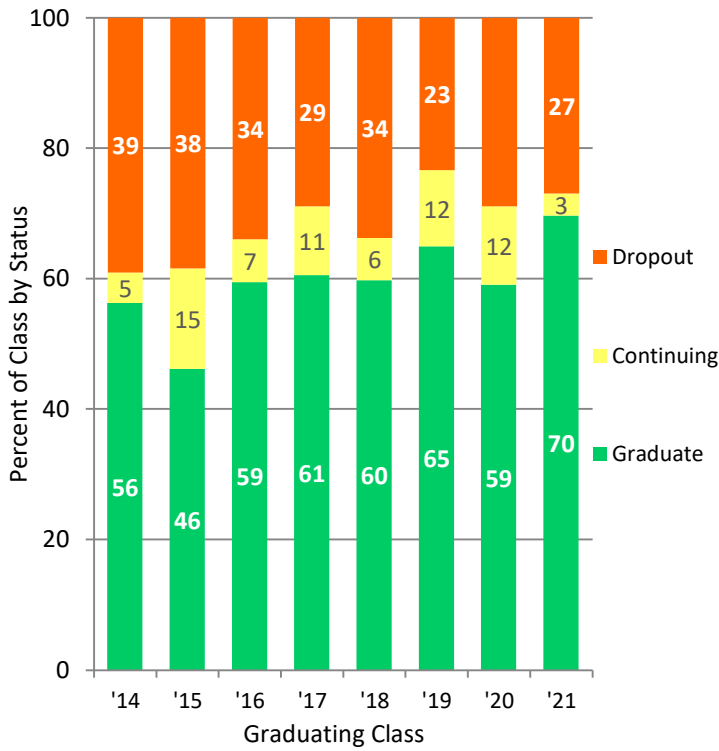


## D) 5-Year Graduation and Dropout Rate Trends for Bellingham Student Groups

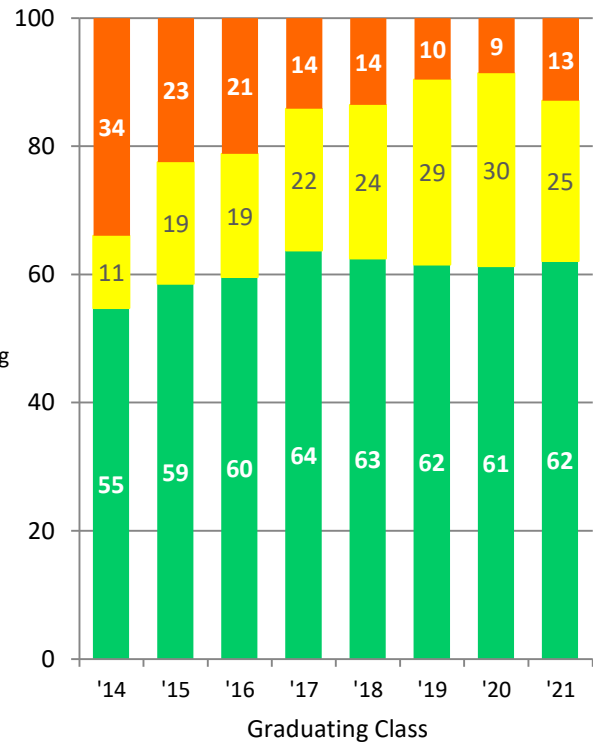


## D) 5-Year Graduation and Dropout Rate Trends for Bellingham Student Groups

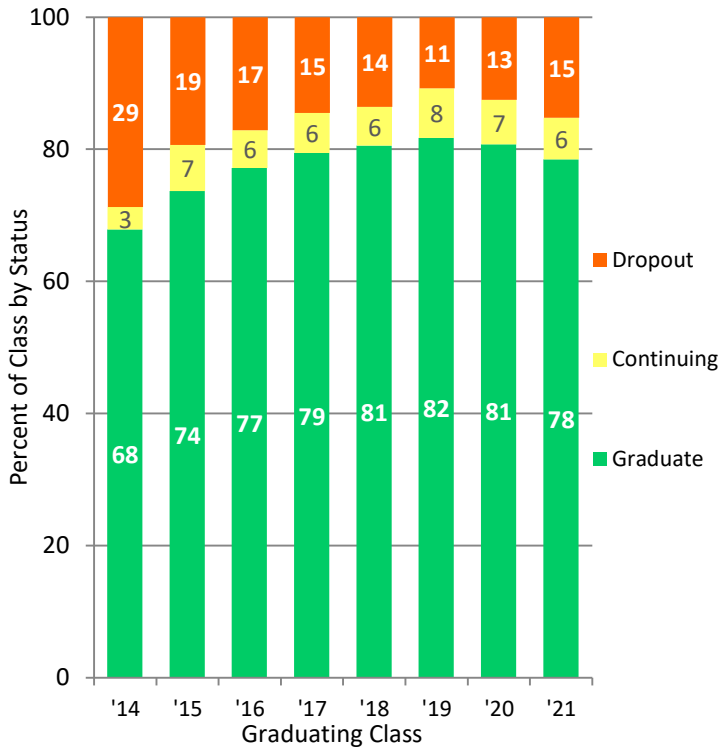
**Students Experiencing Homelessness**  
Bellingham Public Schools



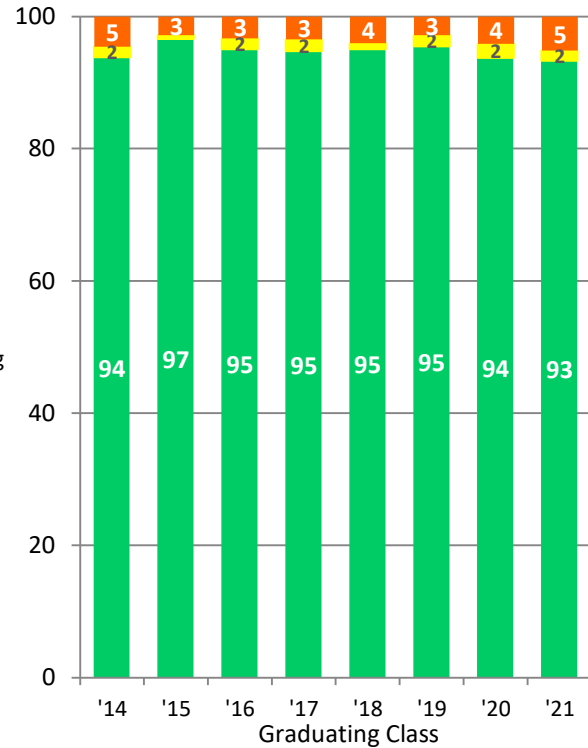
**Students with IEPs**  
Bellingham Public Schools



**Low Income**  
Bellingham Public Schools

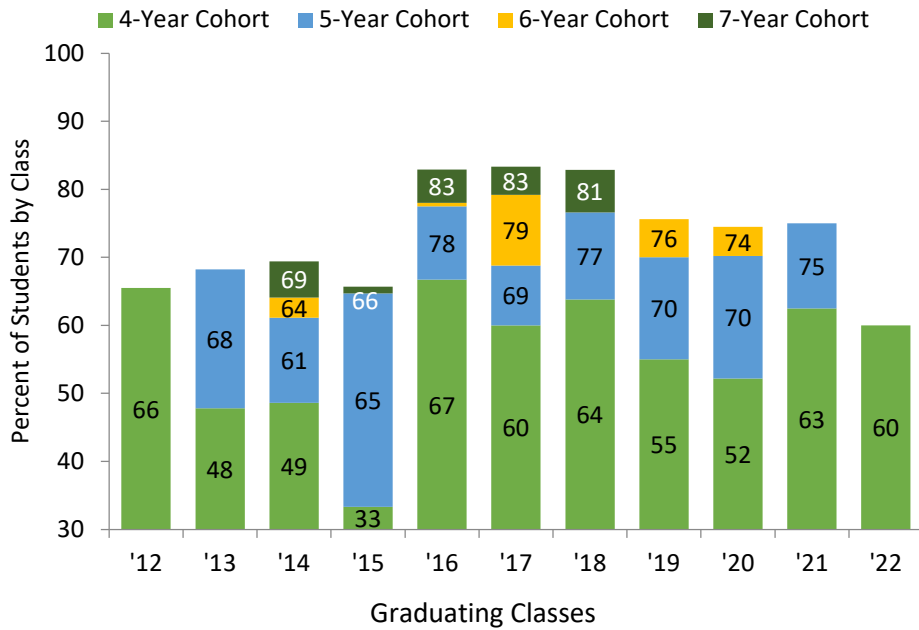


**Non-Low Income**  
Bellingham Public Schools

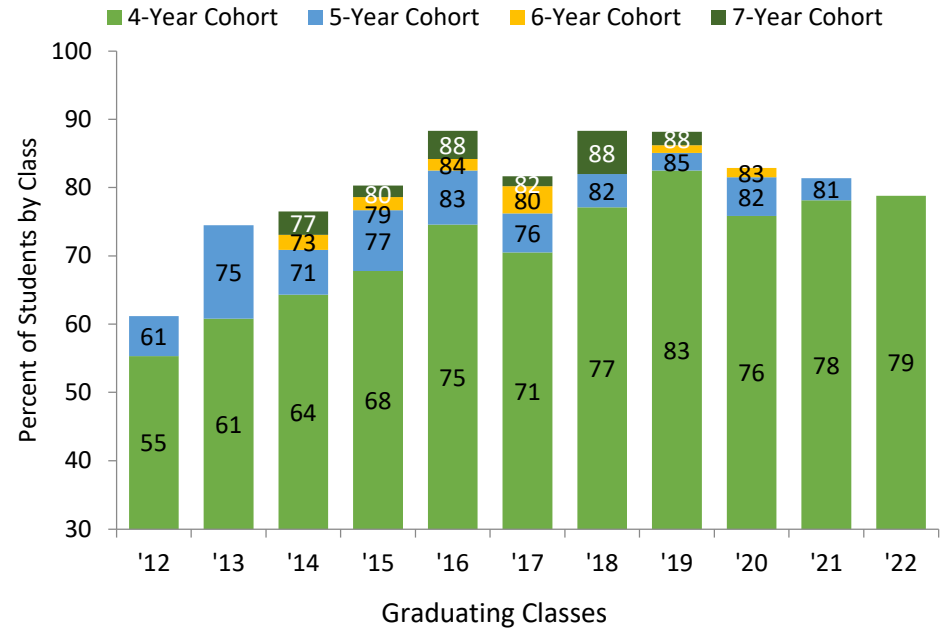


## E) Extended Graduation Rate Trends for Bellingham Student Groups

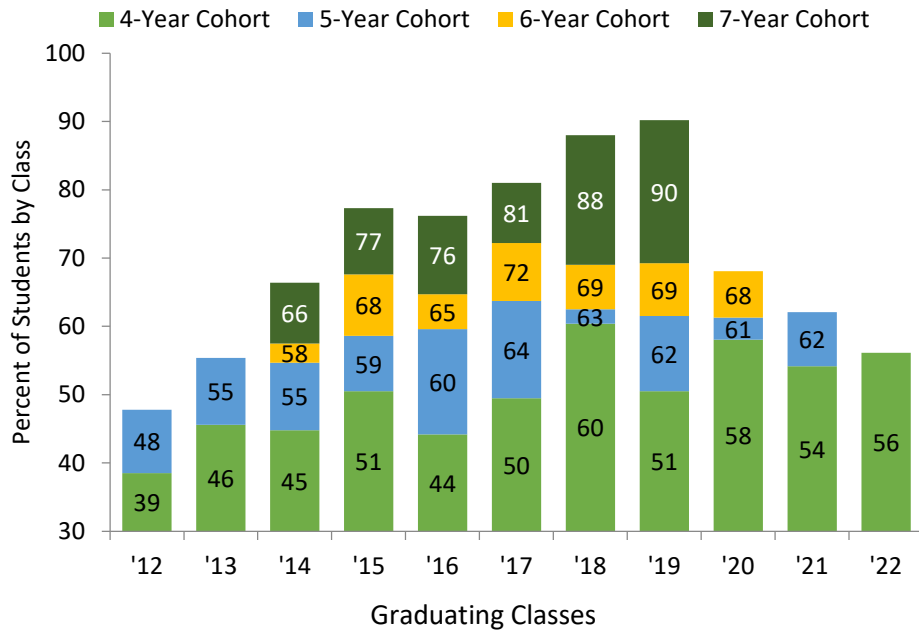
### Bellingham Graduation Rates for Multilingual Learners



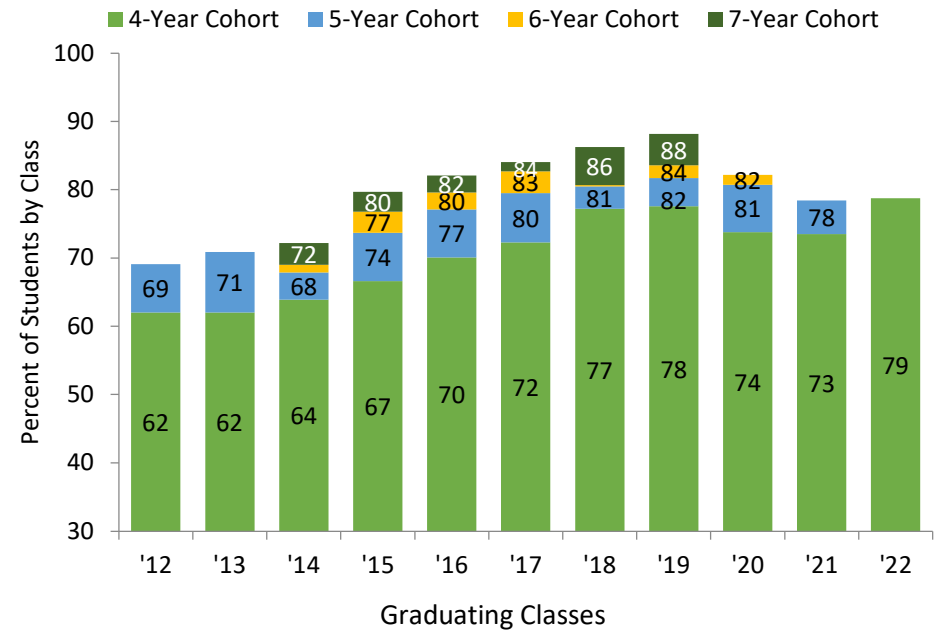
### Bellingham Graduation Rates for Hispanic/Latinx Students



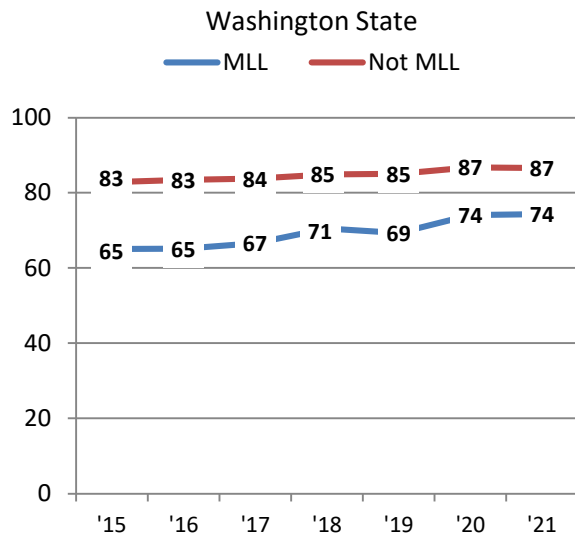
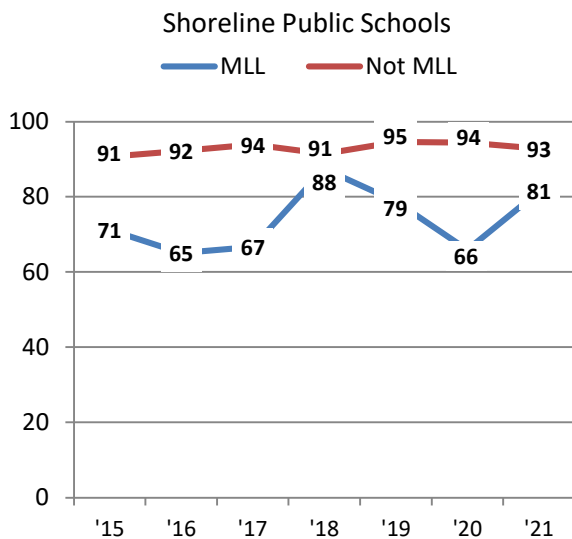
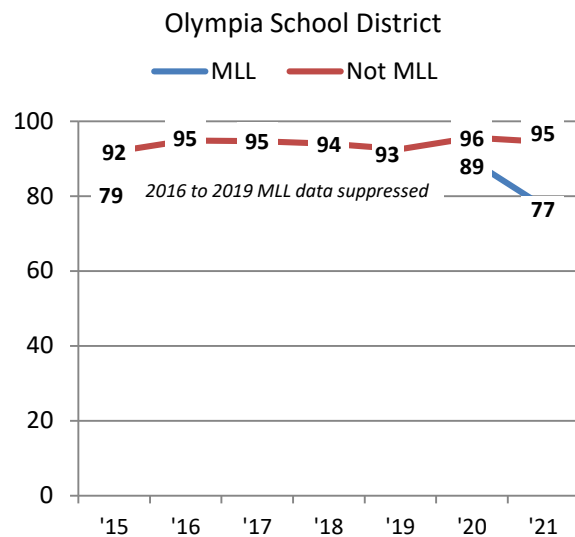
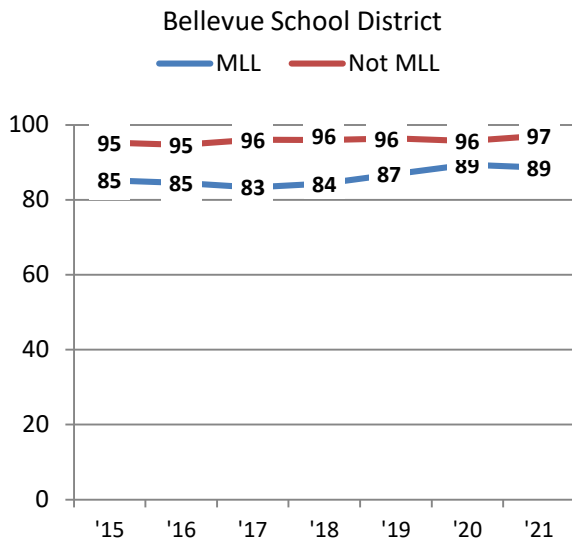
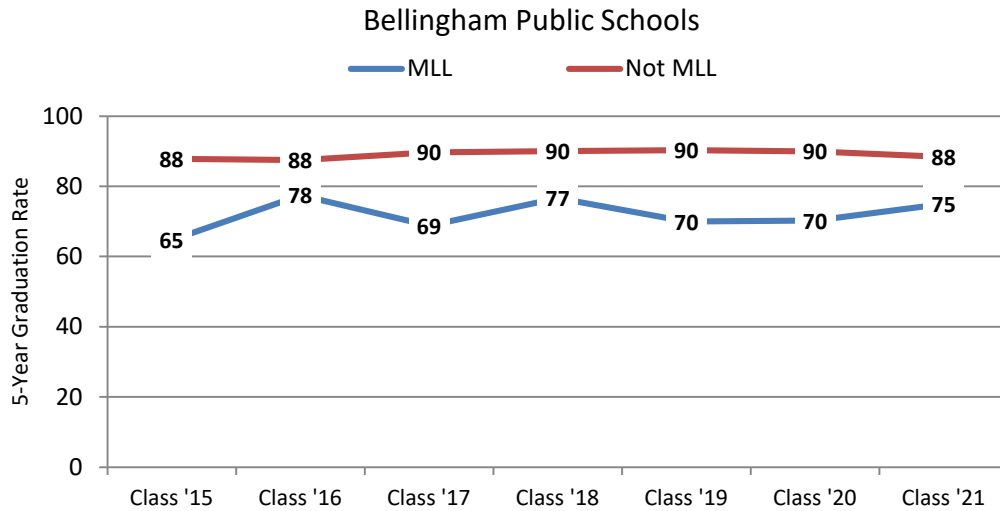
### Bellingham Graduation Rates for Students with IEPs



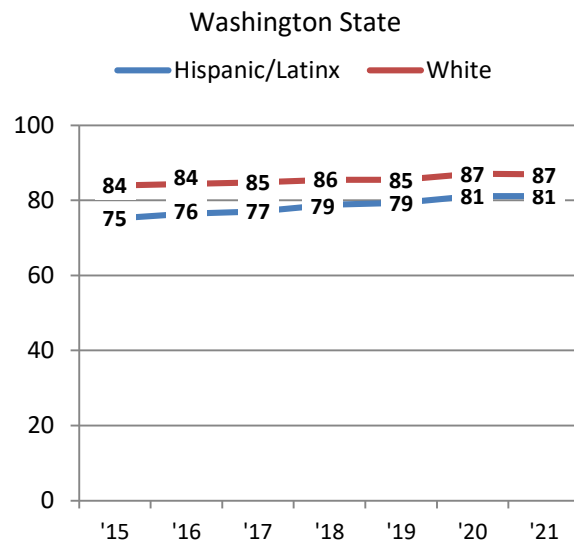
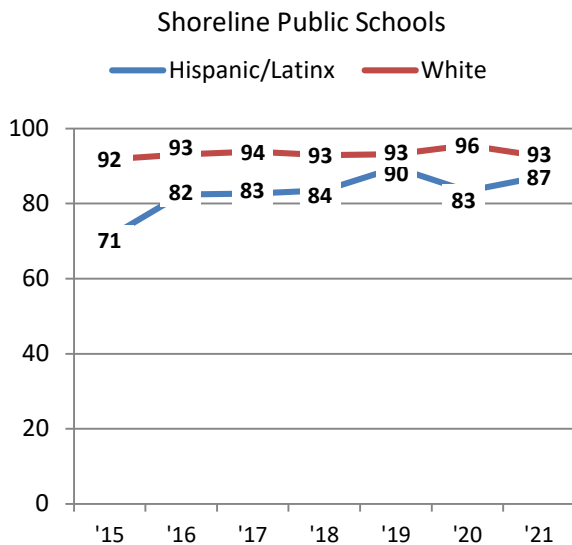
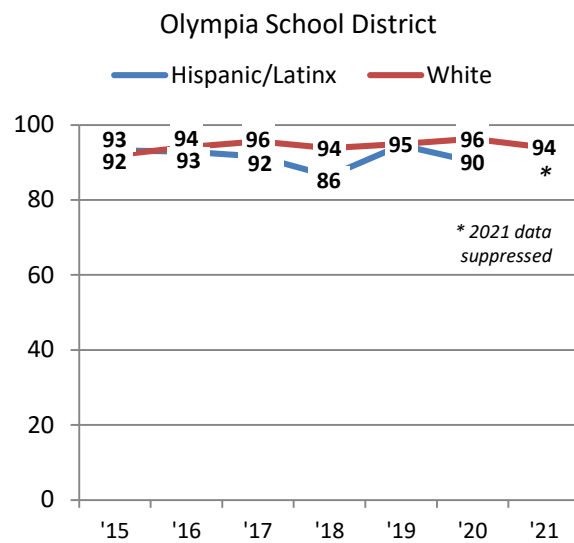
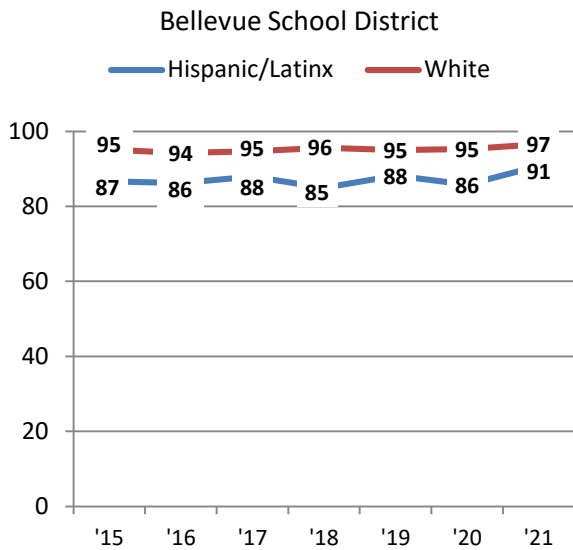
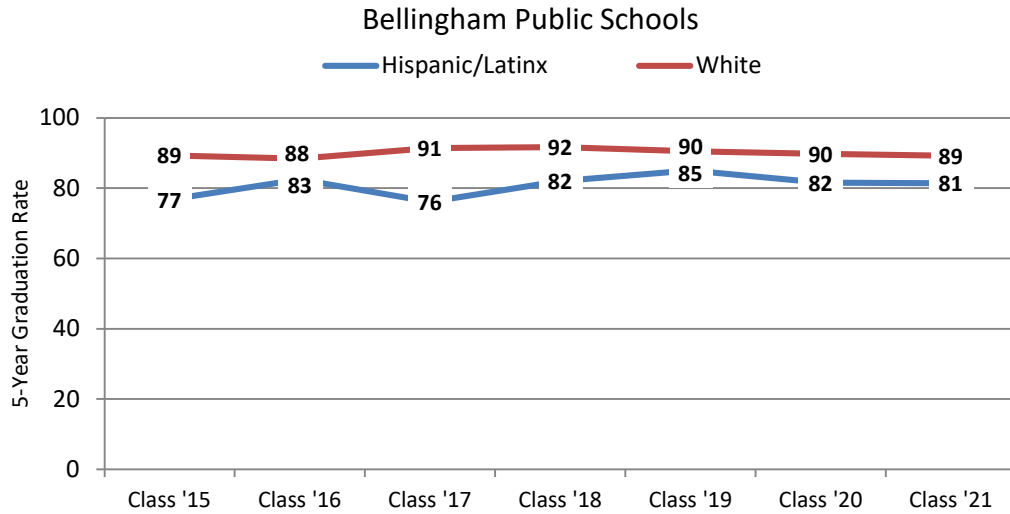
### Bellingham Graduation Rates for Low Income



## F) Gap Trends in 5-Year Graduation Rates by Student Groups for Districts and State Multilingual Learners

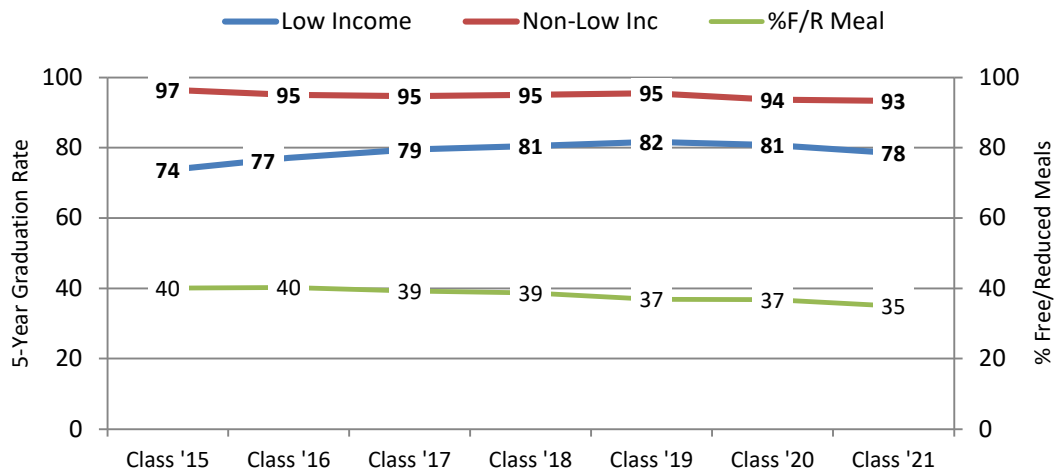


## F) Gap Trends in 5-Year Graduation Rates by Student Groups for Districts and State Students Identifying Hispanic/Latinx or White

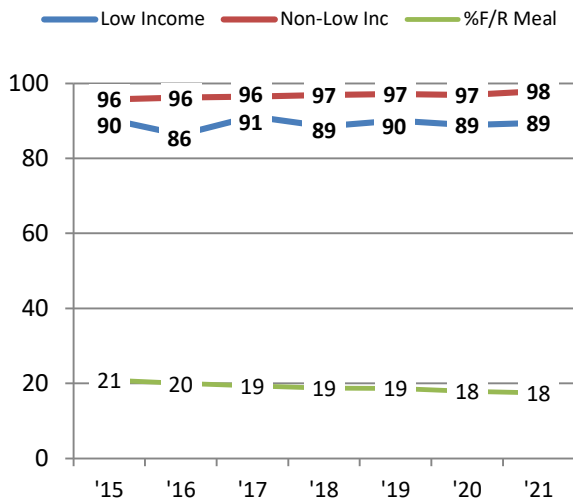


## F) Gap Trends in 5-Year Graduation Rates by Student Groups for Districts and State Students from Low Income Families

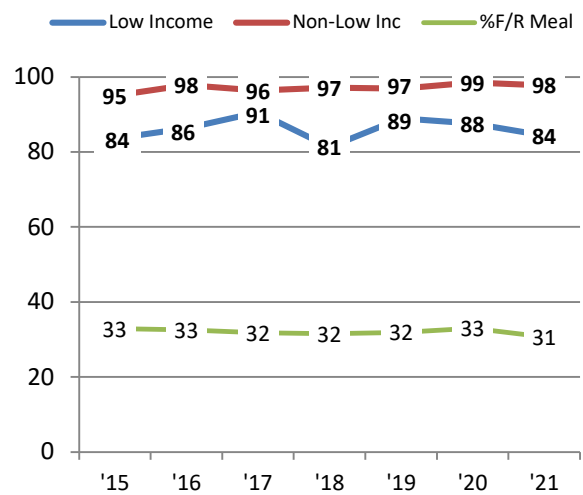
### Bellingham Public Schools



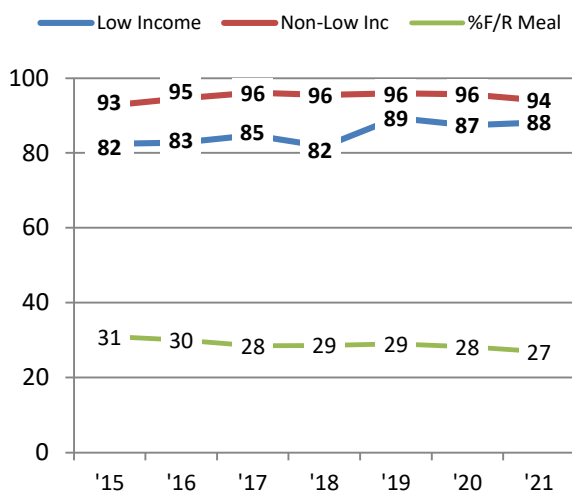
### Bellevue School District



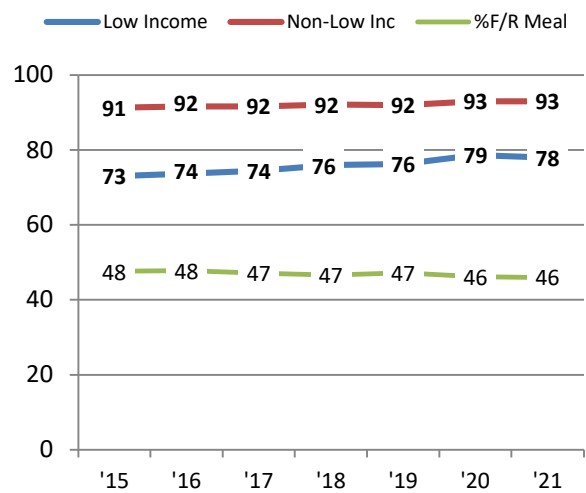
### Olympia School District



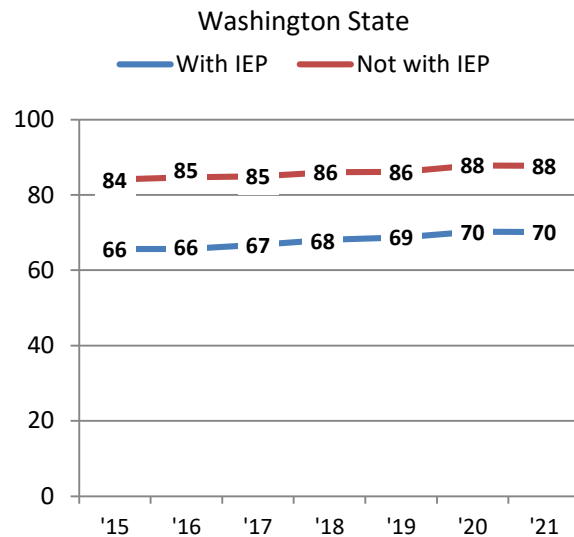
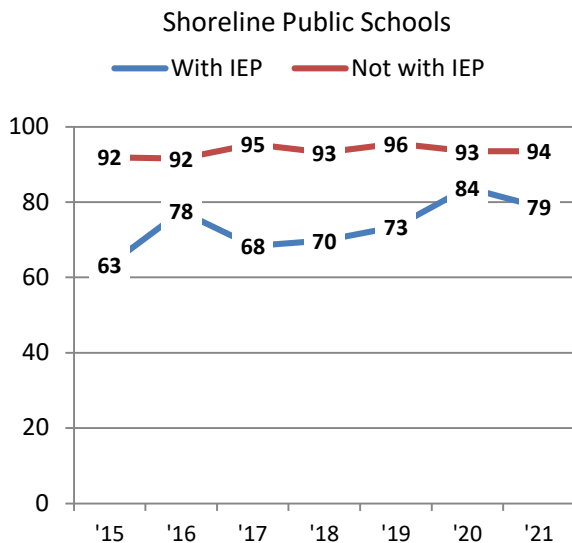
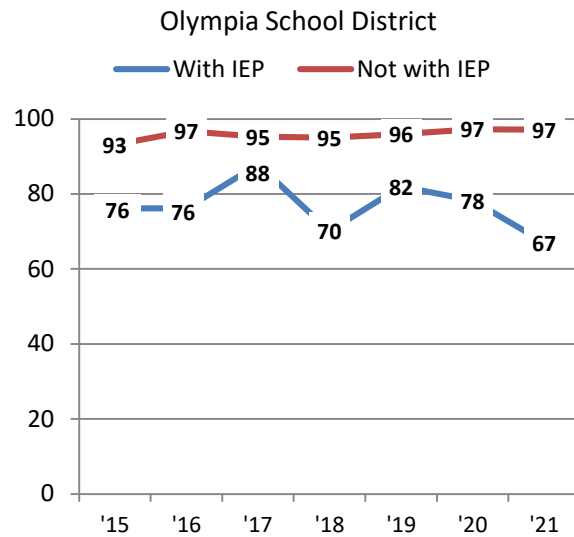
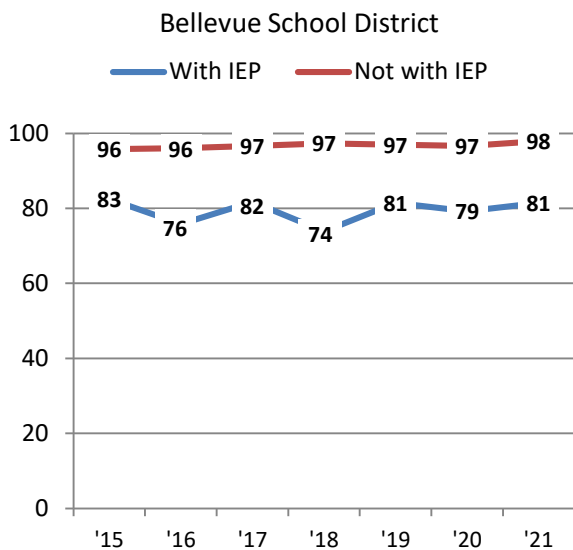
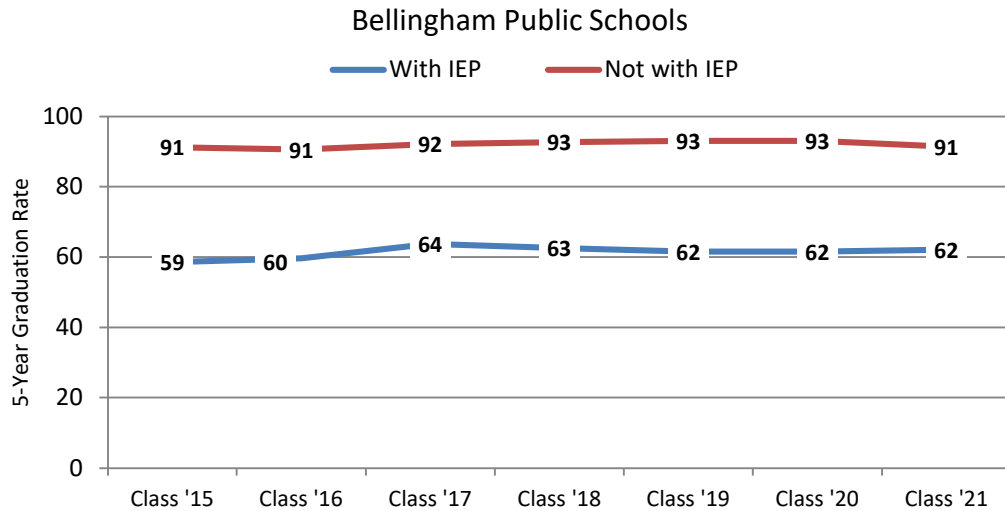
### Shoreline Public Schools



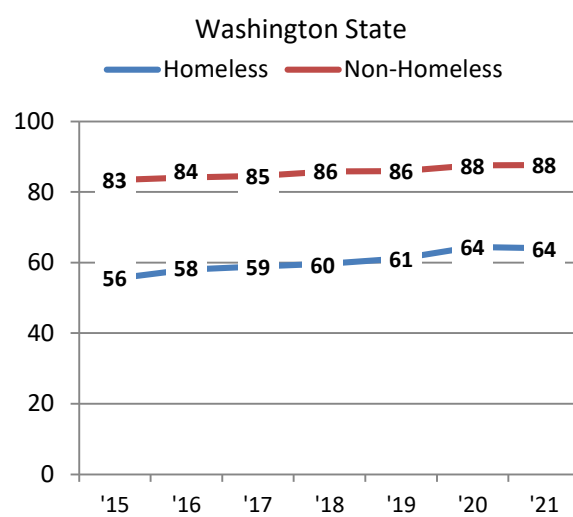
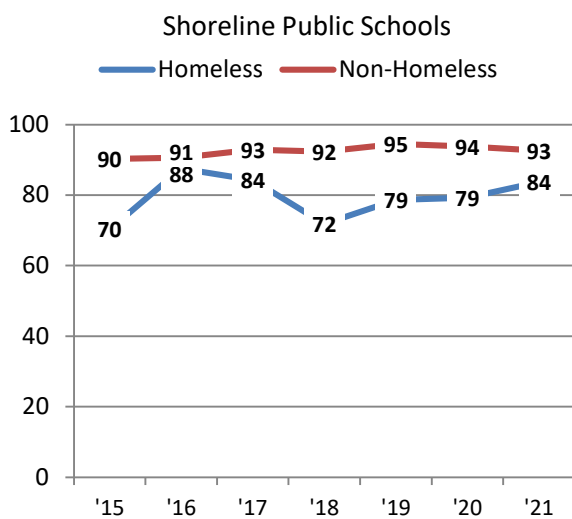
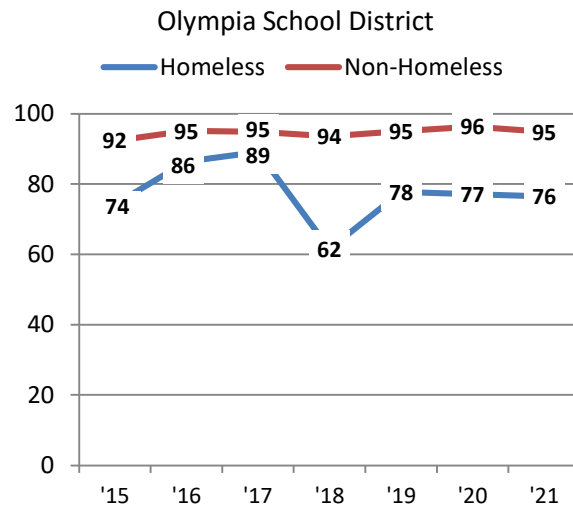
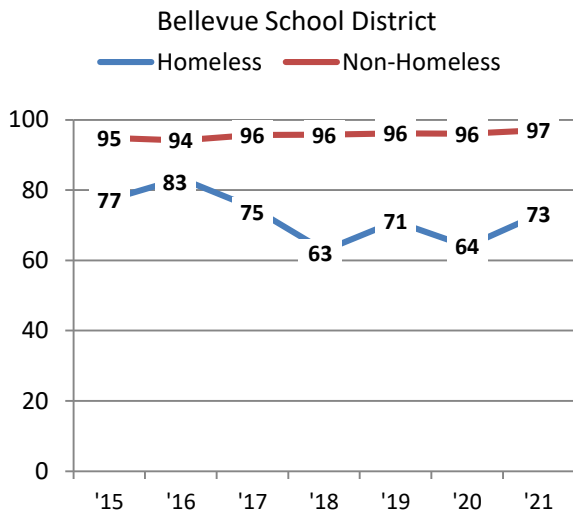
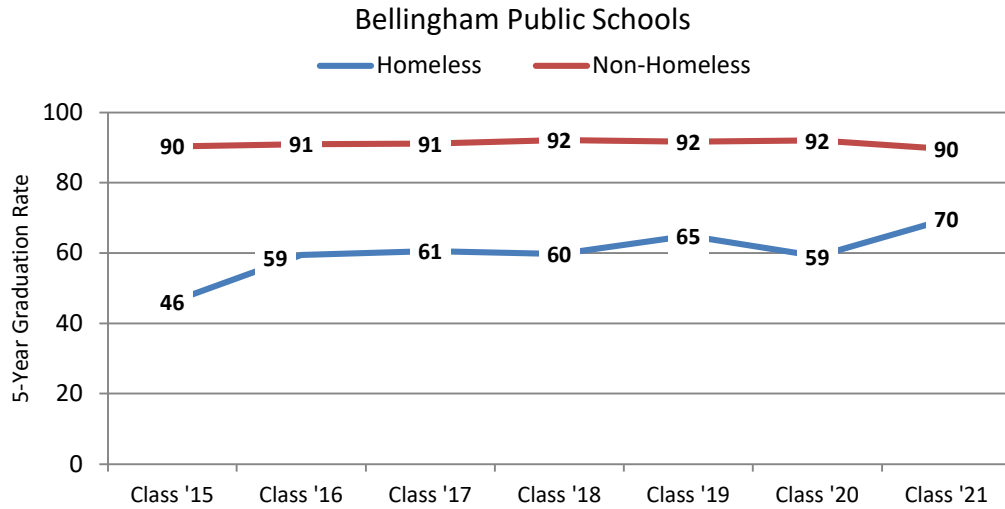
### Washington State



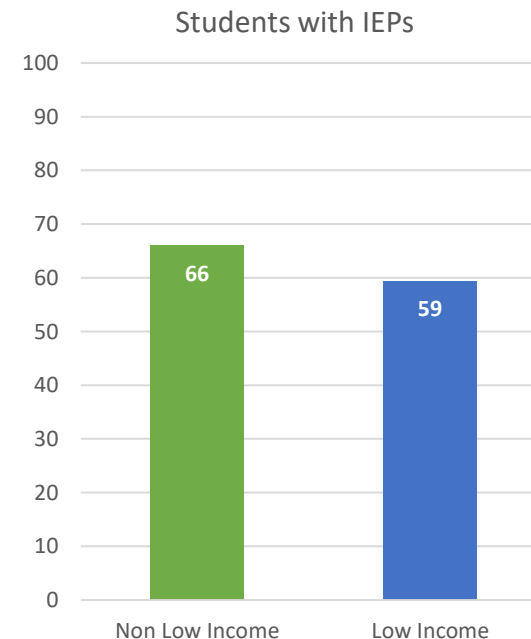
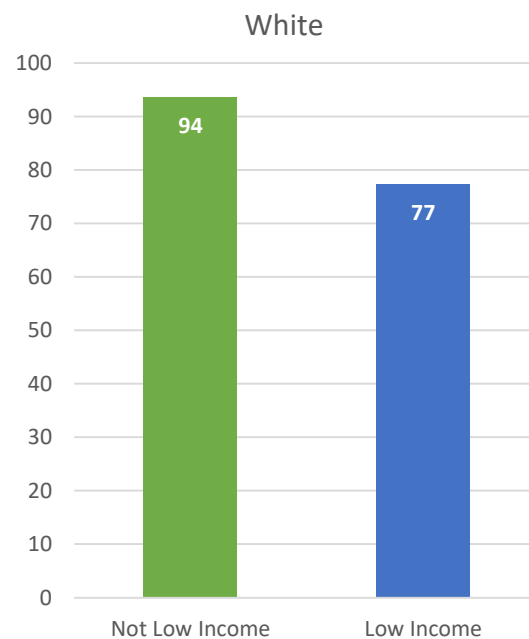
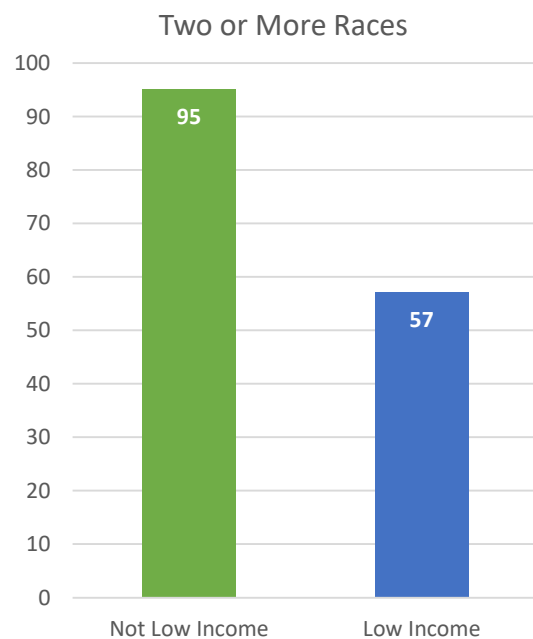
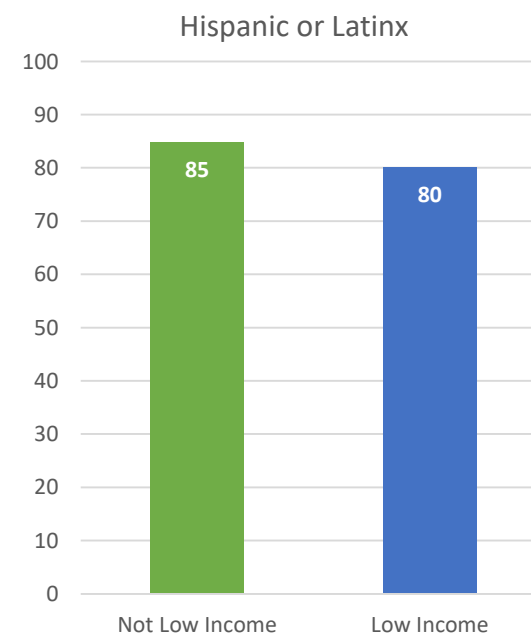
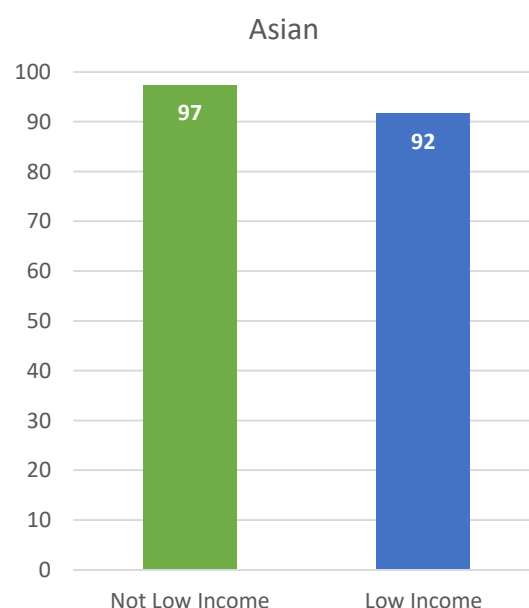
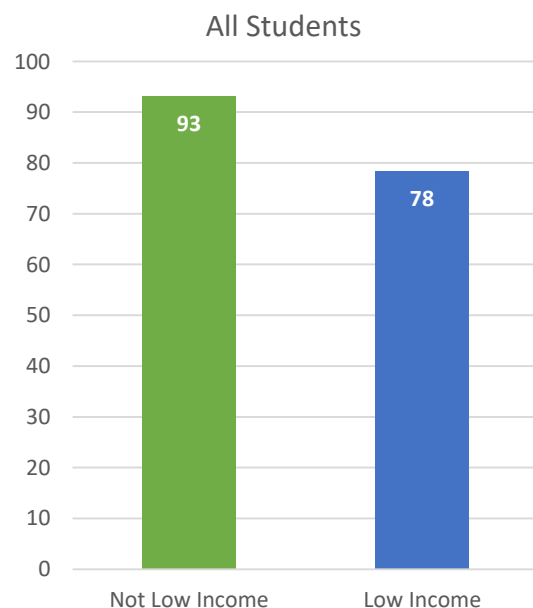
## F) Gap Trends in 5-Year Graduation Rates by Student Groups for Districts and State Students with Individualized Education Plans



## F) Gap Trends in 5-Year Graduation Rates by Student Groups for Districts and State Students Experiencing Homelessness

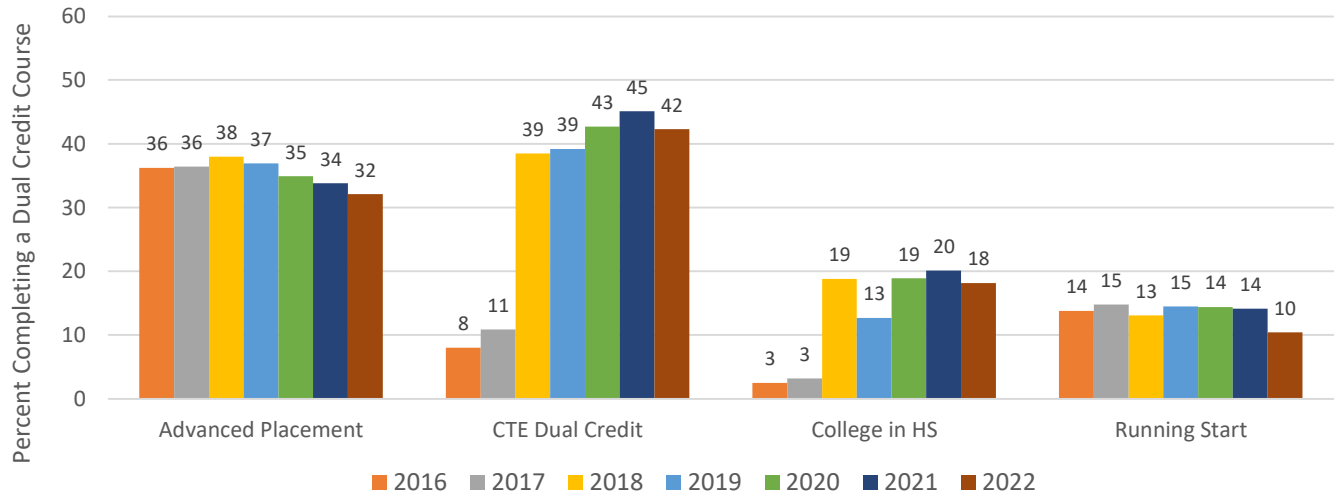


G) Impact of Income on 5-Year Graduation Rates by Student Groups for Class of 2021  
Bellingham Public Schools

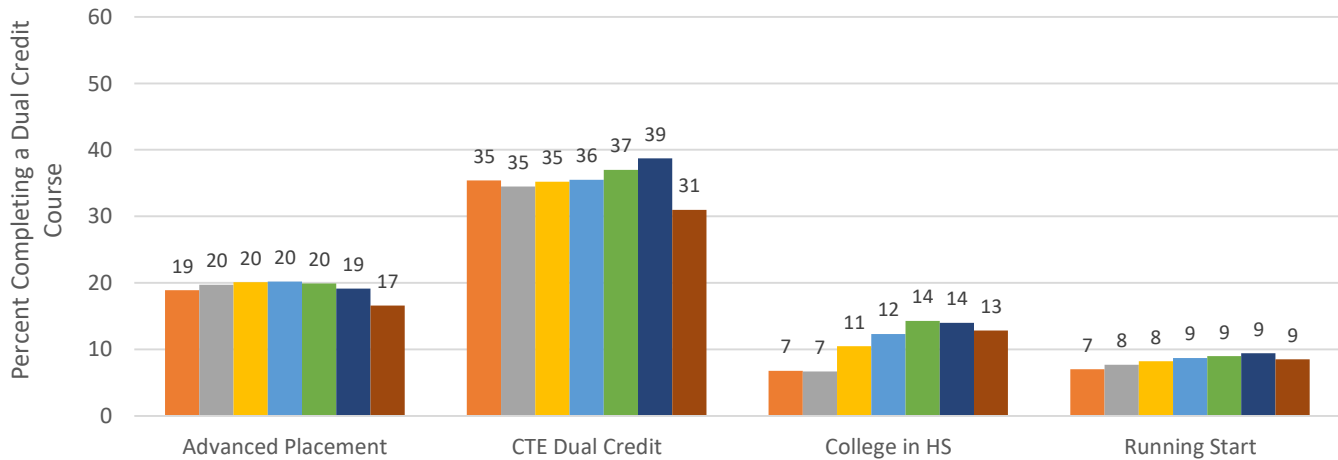


## H) High School Dual Credit Attainment

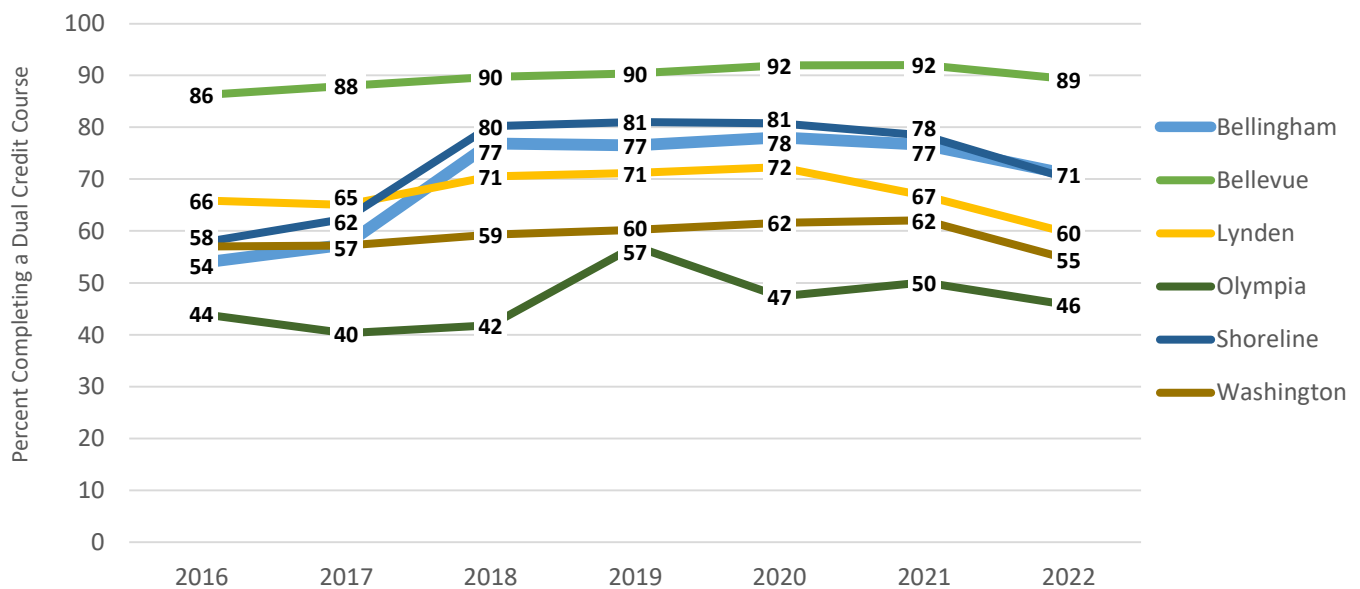
Bellingham - Percent Completing Dual Credit by Course Type



Washington State - Percent Completing Dual Credit by Course Type



I) Trends in High School Students Completing Dual Credit Courses



## J) Career and Technical Education Course Enrollments by Gender

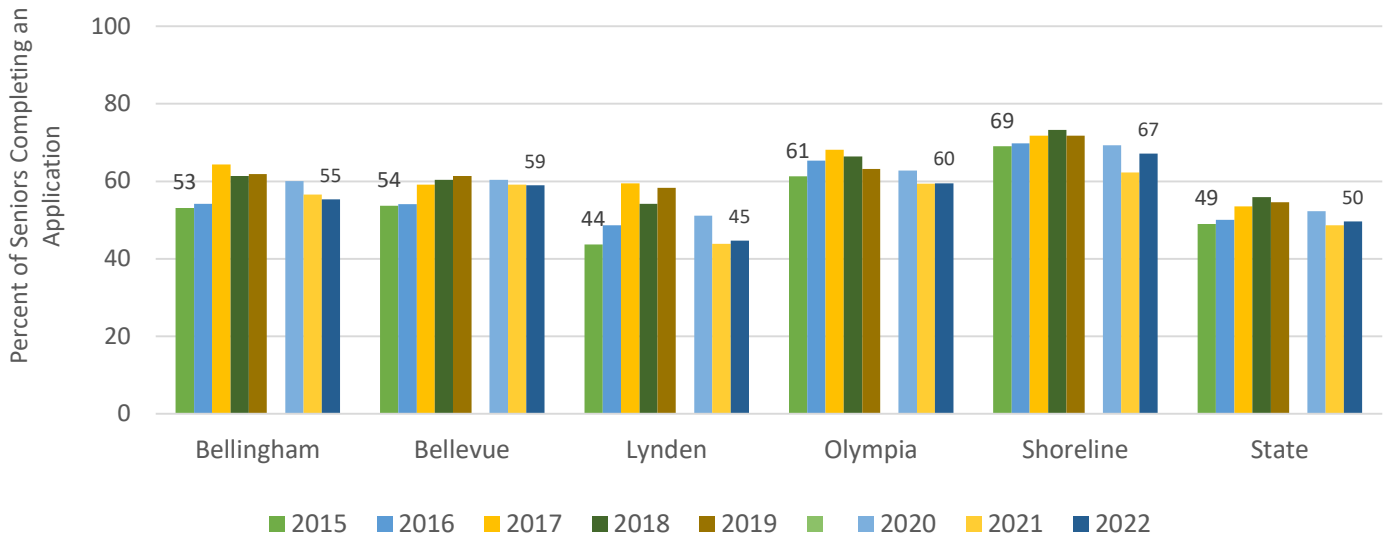
2013-14 Bellingham Schools CTE Course Enrollments

| F   | M    | Program    | Course Name                              |
|-----|------|------------|------------------------------------------|
| 0%  | 100% | Skill/Tech | Video Game Design/Comp Anim Design       |
| 0%  | 100% | STEM       | Engineering Design 3                     |
| 6%  | 94%  | STEM       | Robotics Foundations                     |
| 12% | 88%  | Bus&Mar    | Computer Programming                     |
| 14% | 86%  | Bus&Mar    | Webpage/Digital/Multimedia Info Design   |
| 17% | 83%  | STEM       | Engineering Design 2                     |
| 18% | 82%  | STEM       | Engineering Design 1                     |
| 24% | 76%  | STEM       | Principles of Technology Applied         |
| 36% | 64%  | Bus&Mar    | Office User Specialist                   |
| 37% | 63%  | Skill/Tech | Photography and Video Foundations        |
| 41% | 59%  | All        | Career Choices                           |
| 45% | 55%  | Bus&Mar    | Introduction Marketing                   |
| 45% | 55%  | Bus&Mar    | Business Math                            |
| 47% | 53%  | Bus&Mar    | Economics                                |
| 50% | 50%  | F&C Sci    | Sign Language Interpretation/Interpreter |
| 50% | 50%  | Bus&Mar    | Technical Communication                  |
| 50% | 50%  | Skill/Tech | Visual Communications                    |
| 52% | 48%  | Skill/Tech | Technical Theater/Design Tech/Technician |
| 53% | 47%  | F&C Sci    | Family Health                            |
| 54% | 46%  | F&C Sci    | Food Production and Services             |
| 55% | 45%  | Skill/Tech | Forensic Science Tech/ CSI               |
| 58% | 42%  | F&C Sci    | Independent Living                       |
| 62% | 38%  | F&C Sci    | Sports Medicine                          |
| 64% | 36%  | F&C Sci    | Foods & Related Culinary Arts Foundation |
| 71% | 29%  | Bus&Mar    | Financial Math                           |
| 78% | 22%  | F&C Sci    | Housing, Interiors and Furnishings       |
| 80% | 20%  | Bus&Mar    | Marketing Operations                     |
| 80% | 20%  | Bus&Mar    | Publishing                               |
| 83% | 17%  | F&C Sci    | Human Development                        |

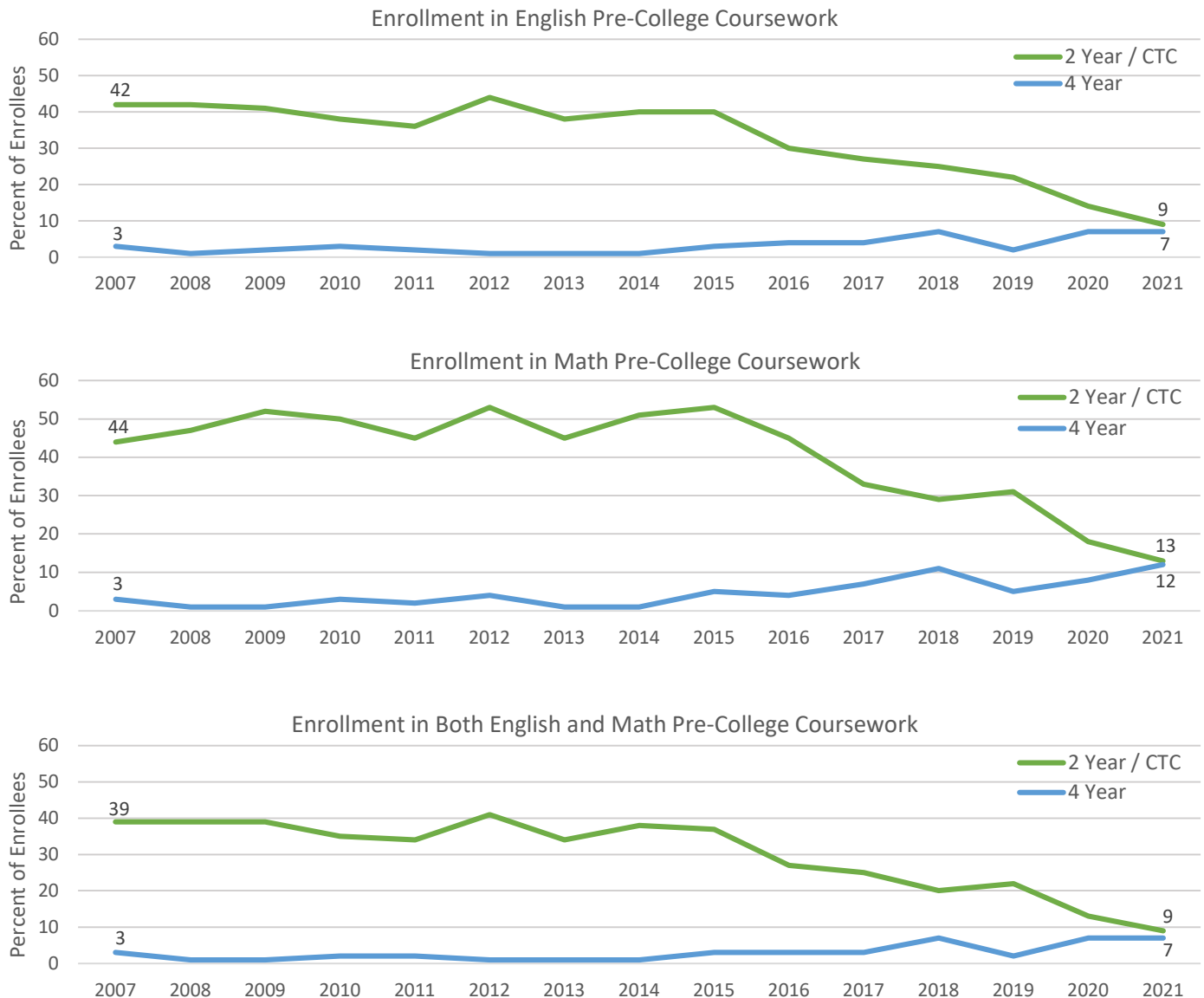
2021-22 Bellingham Schools CTE Course Enrollments

| F   | M   | X  | Program    | Course Name                                 |
|-----|-----|----|------------|---------------------------------------------|
| 3%  | 97% | 0% | Skill/Tech | Precision Production Trades Foundations     |
| 6%  | 94% | 0% | STEM       | Engineering Design 3                        |
| 9%  | 91% | 0% | STEM       | Intro to Computer Integrated Manuf          |
| 9%  | 91% | 0% | Skill/Tech | Manufacturing Foundations                   |
| 10% | 90% | 0% | Bus&Mar    | Webpage/Digital/Multimedia Info Design      |
| 15% | 83% | 2% | Skill/Tech | Video Game Design/Comp Anim Design          |
| 16% | 84% | 0% | STEM       | Robotics Foundations                        |
| 17% | 83% | 0% | Skill/Tech | Woodworking Foundations                     |
| 18% | 82% | 0% | STEM       | Engineering Design 2                        |
| 20% | 79% | 1% | Bus&Mar    | Computer Programming                        |
| 21% | 79% | 0% | STEM       | Principles of Technology Applied            |
| 26% | 74% | 0% | Bus&Mar    | Technical Communication                     |
| 26% | 74% | 0% | STEM       | Engineering Design 1                        |
| 28% | 70% | 2% | Skill/Tech | Photography and Video Foundations           |
| 29% | 71% | 0% | Skill/Tech | Architecture and Construction Foundations   |
| 30% | 69% | 0% | Bus&Mar    | Introduction Marketing                      |
| 30% | 70% | 0% | All        | Career Choices                              |
| 36% | 64% | 0% | Bus&Mar    | Business Law                                |
| 36% | 60% | 5% | Skill/Tech | Graph Design/Commercial & Advertising Art   |
| 37% | 63% | 0% | Skill/Tech | Visual Communications Foundations           |
| 39% | 59% | 3% | Bus&Mar    | Economics                                   |
| 39% | 61% | 0% | Bus&Mar    | Marketing Operations                        |
| 40% | 60% | 1% | Health     | Sports Medicine                             |
| 43% | 56% | 1% | Bus&Mar    | Business Math                               |
| 43% | 57% | 0% | Bus&Mar    | Financial Math                              |
| 45% | 53% | 2% | F&C Sci    | Family Health                               |
| 45% | 54% | 2% | Bus&Mar    | Office User Specialist                      |
| 46% | 49% | 5% | Skill/Tech | Technical Theater/Design Tech/Technician    |
| 47% | 52% | 0% | F&C Sci    | Foods & Related Culinary Arts Foundation    |
| 48% | 51% | 0% | Agri Ed    | Environmental Science                       |
| 51% | 48% | 1% | Skill/Tech | Forensic Science Tech/CSI                   |
| 56% | 44% | 0% | Bus&Mar    | Hospitality, Tourism & Rec Worksite Exper   |
| 59% | 38% | 3% | F&C Sci    | Sign Language Interpretation/Interpreter    |
| 60% | 31% | 8% | Agri Ed    | Environmental Studies                       |
| 62% | 33% | 5% | F&C Sci    | Independent Living                          |
| 63% | 37% | 0% | F&C Sci    | Careers in Education                        |
| 63% | 35% | 2% | F&C Sci    | Housing, Interiors and Furnishings          |
| 65% | 35% | 0% | Health     | Medical Terminology                         |
| 67% | 33% | 0% | Health     | Health Sciences Cooperative Worksite Exper  |
| 71% | 24% | 6% | Health     | Introduction to Health Careers              |
| 76% | 21% | 4% | Bus&Mar    | Publishing                                  |
| 76% | 24% | 0% | Skill/Tech | Costume Design                              |
| 77% | 21% | 3% | F&C Sci    | Child Development/Parenting                 |
| 92% | 8%  | 0% | F&C Sci    | GRADS - Graduation, Reality and Dual Skills |

### K) FAFSA Completion Rate for Districts and Washington State

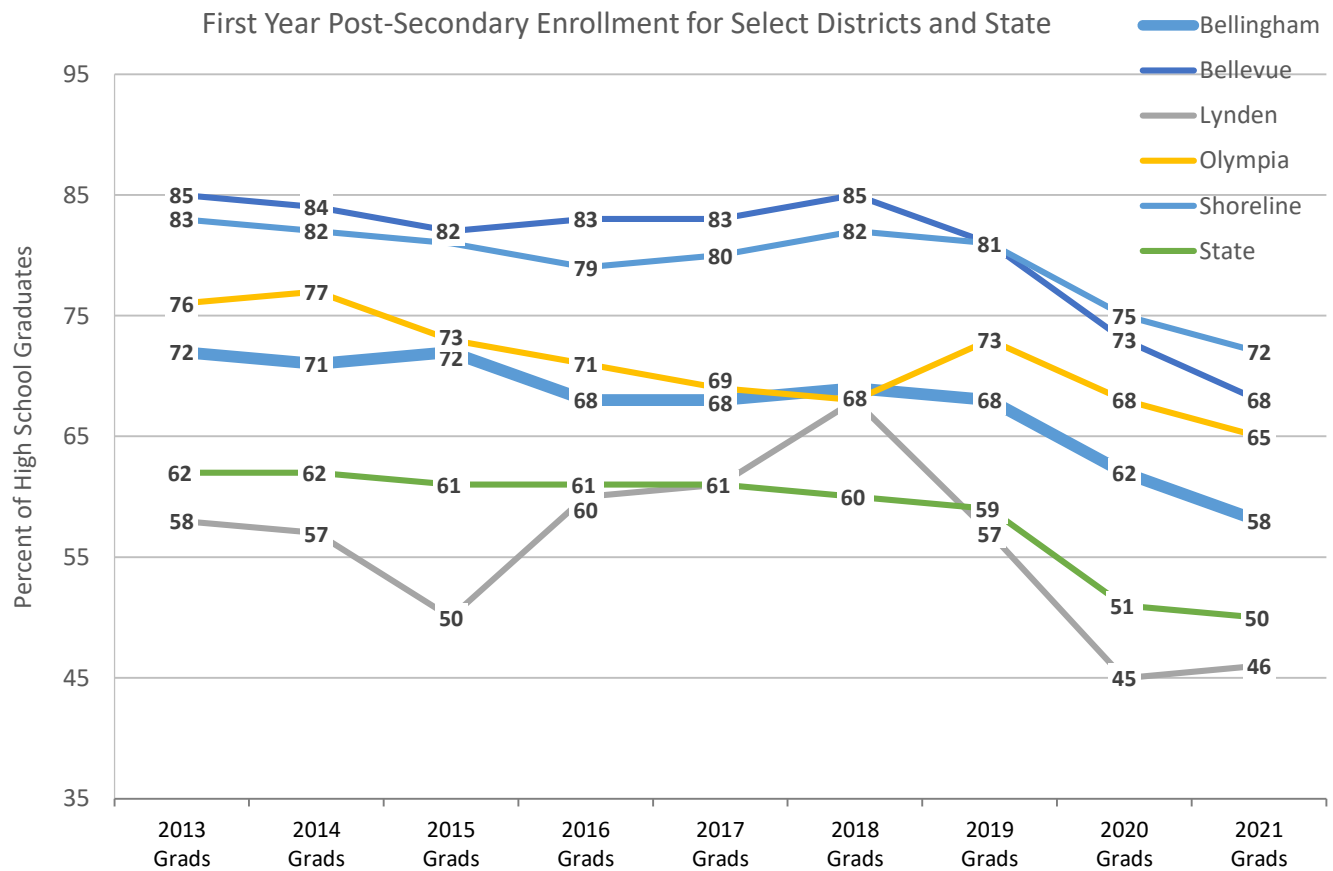
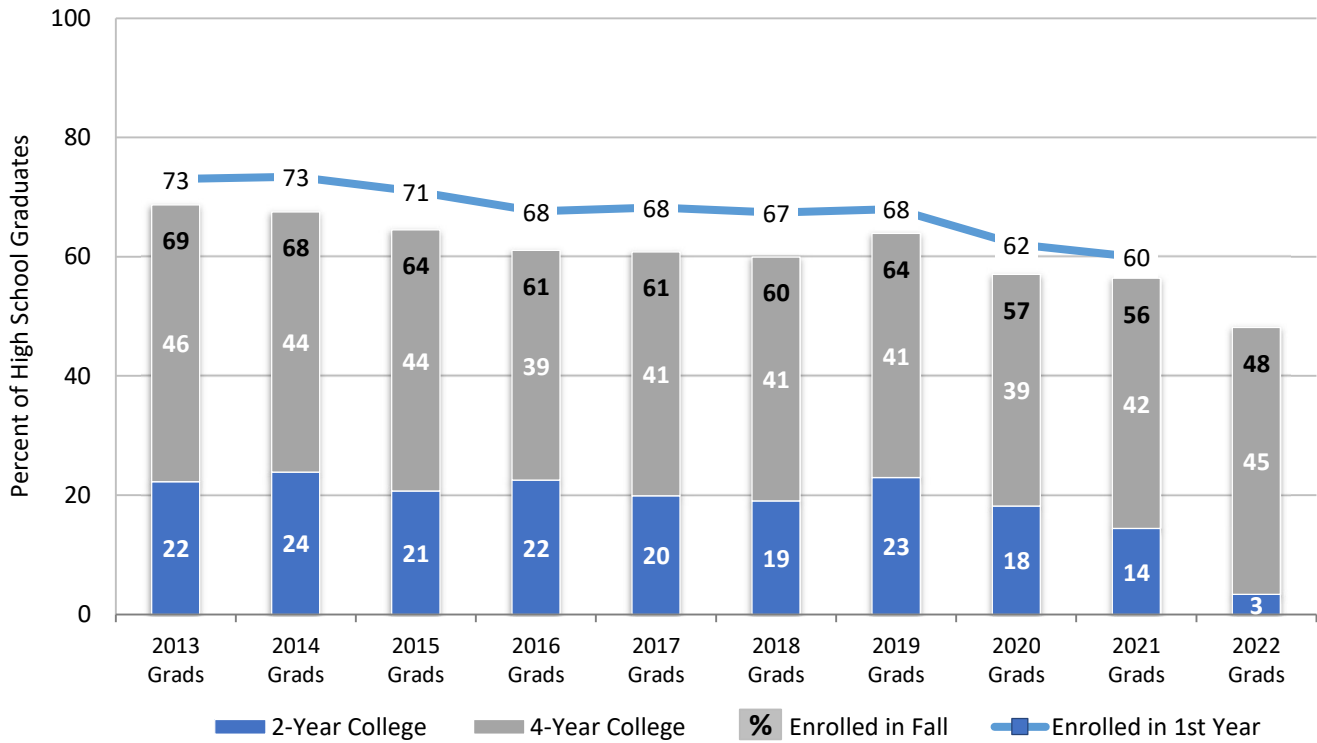


### L) Bellingham Students Taking Pre-College Courses in Post-Secondary Institutions



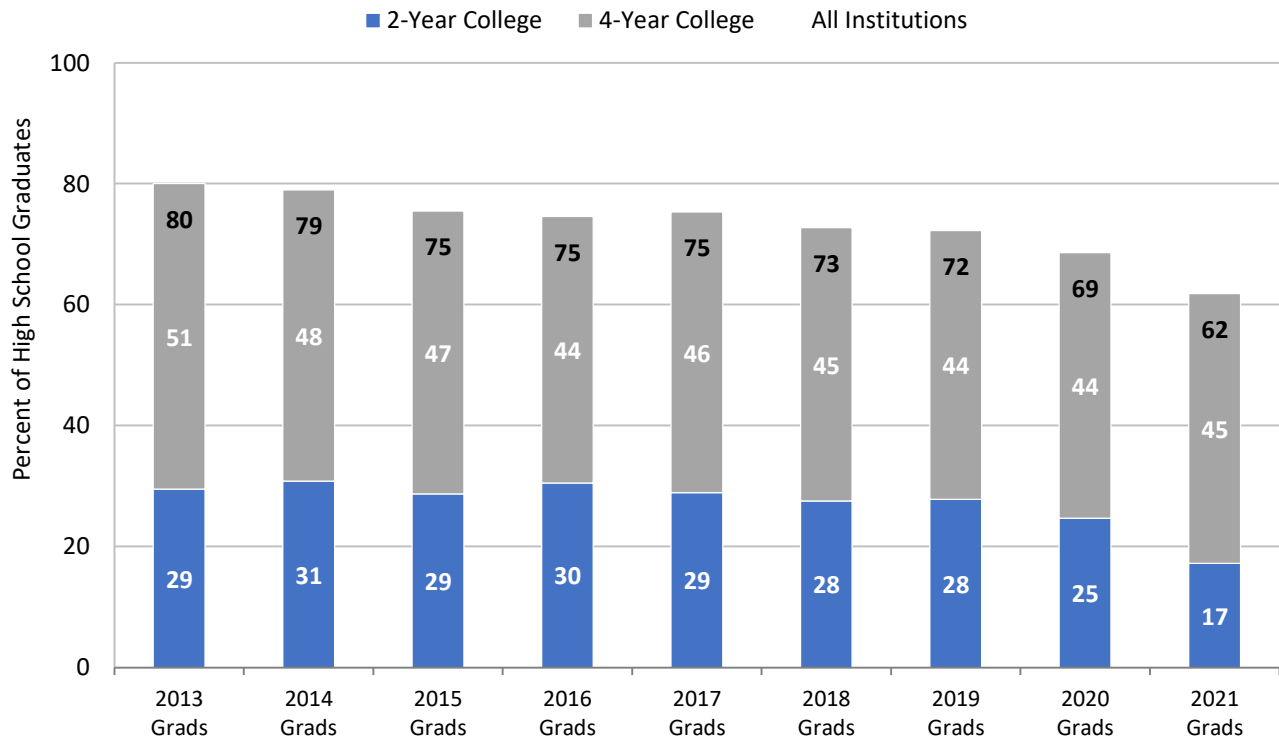
## M) Post-Secondary Enrollment in First Year After High School Graduation

### Bellingham Graduates' First Year Post-Secondary Enrollment by Institution Type

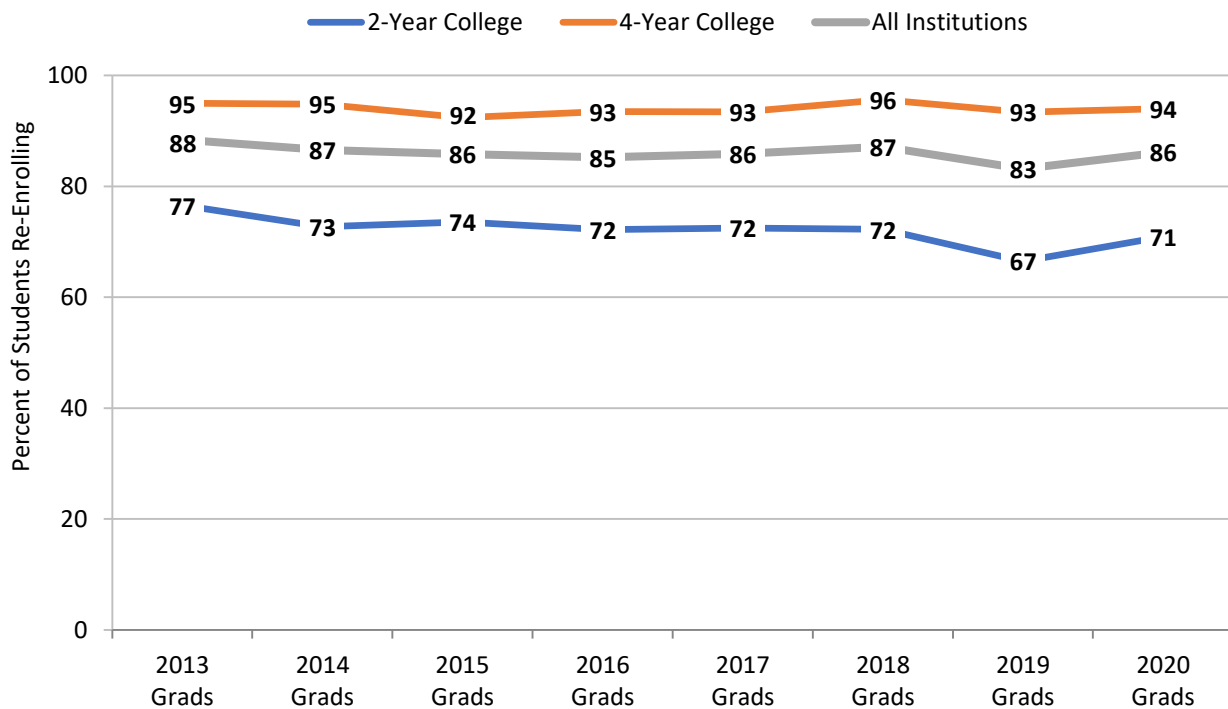


## N) Post-Secondary Enrollment of Bellingham Students Two Years After Graduation

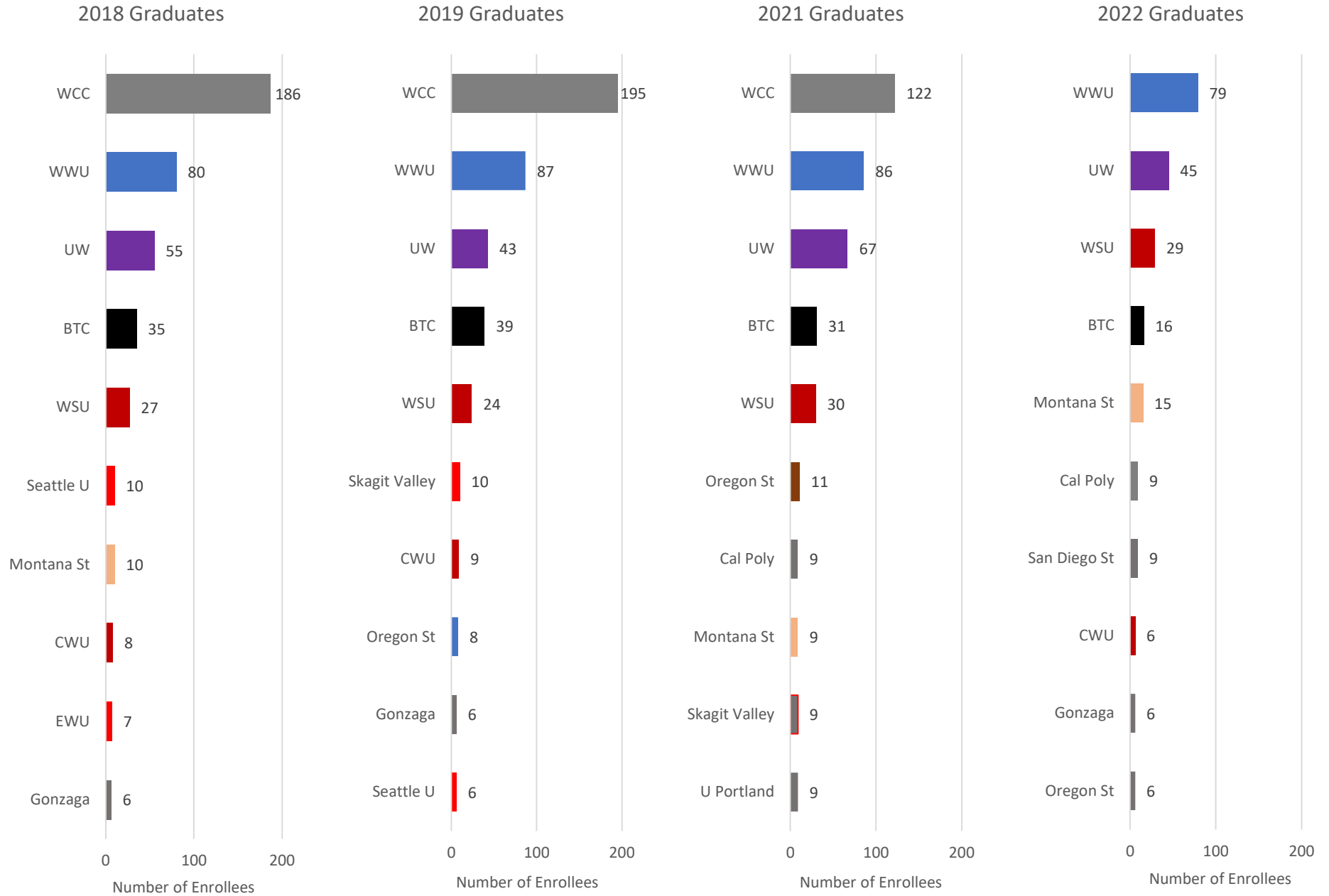
Percent of Bellingham Students Enrolled in College at Any Time During the First Two Years After High School by Institution Type



Percent of Bellingham Students Who Enrolled in College the First Year After High School Graduation and Returned for a Second Year

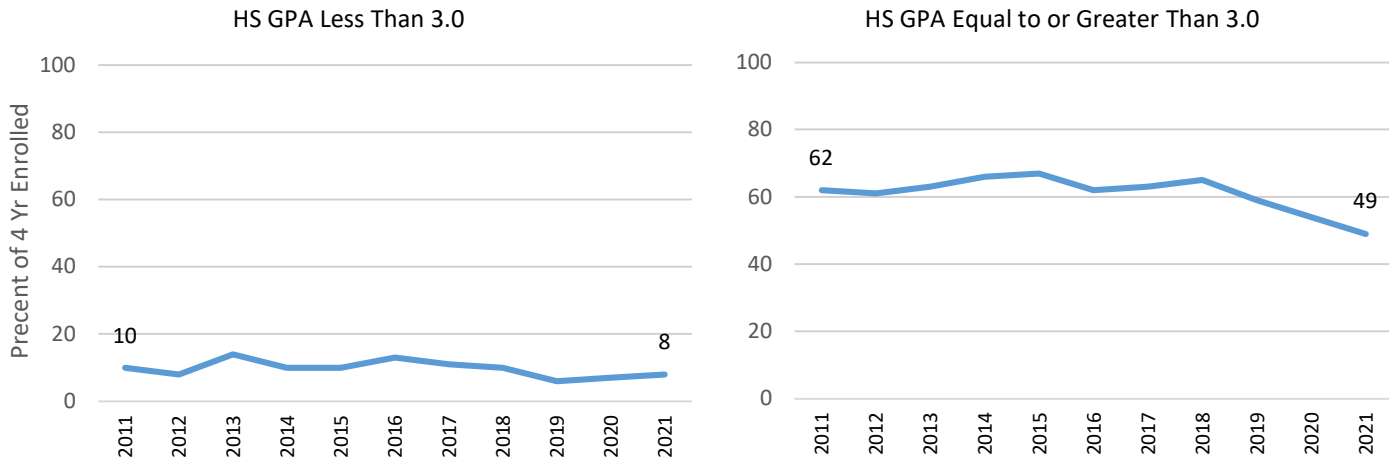


# O) Bellingham Students Top 10 Post-Secondary Institutions by Enrollment in First Year after Graduation

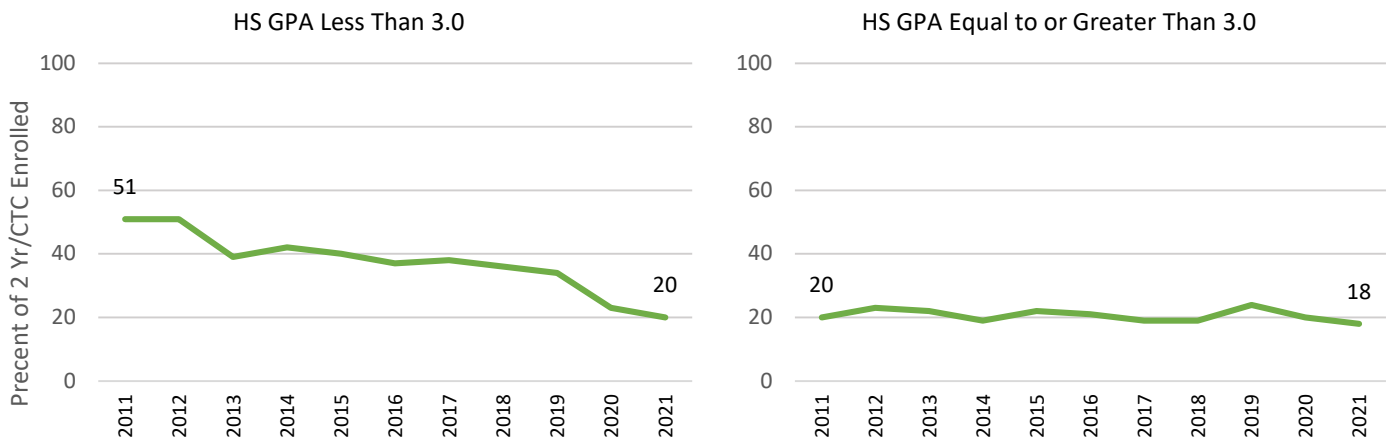


## P) Bellingham Students High School GPA and Post-Secondary Enrollment

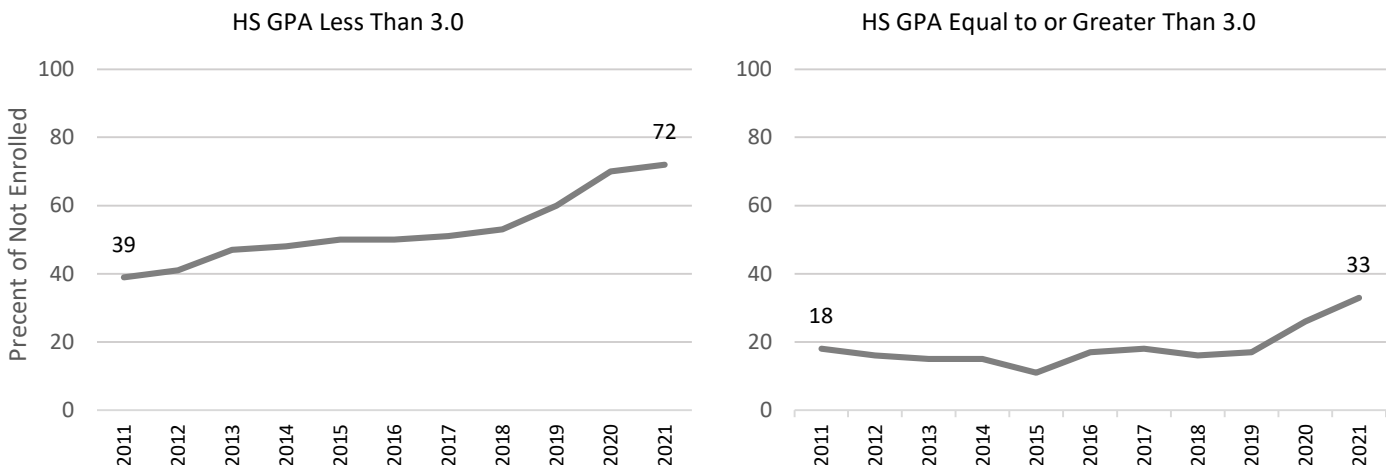
### Enrolled in 4-Year Institutions During First Year After Graduation



### Enrolled in 2-Year/CTC Institutions During First Year After Graduation

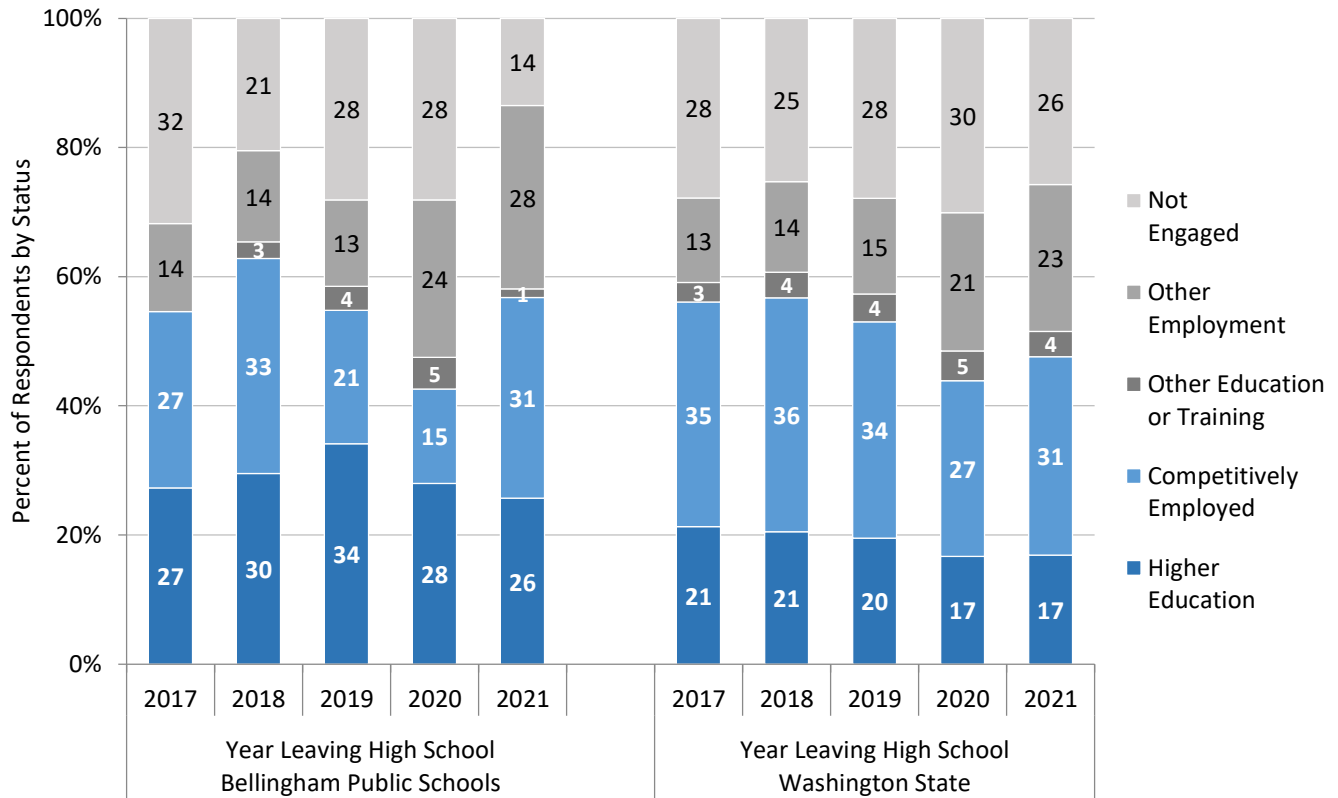


### Not Enrolled in Post-Secondary Institutions During First Year After Graduation



## Q) Post-School Outcomes for Students Receiving Special Education Services

### Trends in First Year after High School for Bellingham and Washington State



### Graduates and Non-Graduates in First Year After Leaving School in 2021 Bellingham and Washington State

