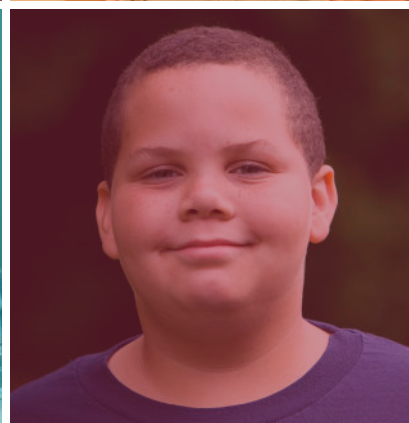
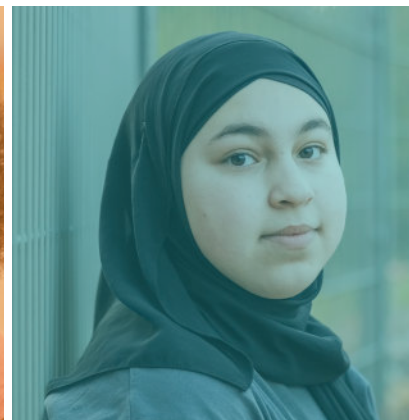


NOVEMBER 2023 - UPDATED VERSION

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

2015-2022

Trends, Characteristics, and Academic Outcomes



Acknowledgments

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Correction Notice

Corrections to Figures 16 and 37 and accompanying text were made on November 7, 2023 and an updated version of the report was released.

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Overview

Background and Purpose

Prior to 2020, the number of students identified as experiencing homelessness in Washington’s K–12 public schools had risen sharply over the previous decade; however, school closures related to the COVID-19 pandemic caused school districts to report difficulty identifying these students, resulting in the first reversal of the upward trend of student homelessness in years.¹

Students experiencing homelessness face many barriers to success in school, a fact that has only been exacerbated by the pandemic.

The federal McKinney-Vento Homeless Assistance Act, Washington’s Homeless Student Stability Program, and the one-time 2021 American Rescue Plan funds have played essential roles in protecting students experiencing homelessness as the education system recovers from the pandemic. 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 fourth in a series of reports from [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 and the first of the series to contain data from after the onset of the pandemic. **Due to disruptions associated with the COVID-19 pandemic, certain data were not collected for school years 2019-20 and 2020-21. Normal data collection resumed for school year 2021-22.**

Our hope is that these 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 for students experiencing homelessness—and their families—across the entire state of Washington.

A Closer Look at Local Data

In addition to providing the statewide data presented in this report, we updated our online dashboard as a resource for viewing student homelessness data, broken down by school district, legislative district, and county.

The dashboard features data for:

- Number and percentage of students experiencing homelessness.
- Percentage of students experiencing homelessness who are students of color.
- Number and percentage of students experiencing homelessness by grade band.
- 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:

buildingchanges.org/resources/local-data-and-outcomes

¹ Dyer, M. (2022). *Update: Homeless Students Data 2022*. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://ospi.k12.wa.us/sites/default/files/2023-08/22-update-data-students-experiencing-homelessness.pdf>

Key Findings

The count of students identified as experiencing homelessness declined during the pandemic but is on the rise again. The count of students experiencing homelessness decreased by nearly 3,000 students from 2019 to 2020 and more than 4,000 from 2020 to 2021. This decrease is likely attributable to the difficulty in identifying students during school closures.² School year 2021-22, the first year post virtual learning, marks the first time since the pandemic that the count of students experiencing homelessness increased. In 2022, Washington had the sixth largest number of homeless students in the country and the sixth highest rate.

Students of color experience homelessness at disproportionately high rates. In all, 64% of students experiencing homelessness in 2021-22 were students of color, compared to 50% of the overall student population. The rates of student homelessness were highest among Native Hawaiian/Other Pacific Islander (9.2%), Black/African American (7.5%), and American Indian/Alaska Native students (6.3%). The largest increase in student homelessness from 2019 to 2022 was among Native Hawaiian/Other Pacific Islander students, but Black/African American students saw a decrease of nearly 2 percentage points from pre-pandemic rates.

Cities have the largest number of students experiencing homelessness, but rates are highest in rural locations. More than 40% of students experiencing homelessness in 2021-22 were enrolled in school districts located in cities. On a per-capita basis, however, 5.1% of students in rural school districts were experiencing homelessness, compared to 3.6% in city districts and 2.8% in suburban districts.

Academic outcomes for students experiencing homelessness remain well below those of students who are housed. Most academic outcomes for students experiencing homelessness showed little to no change from 2016 to 2019. From 2019 to 2022, however, outcomes saw the largest changes between any years as well as any three-year period overall. Although all students, regardless of housing status, saw significant changes compared to 2019, students experiencing homelessness still see outcomes far below their housed peers. For example, in 2021-22, less than one-quarter (24%) of students experiencing homelessness were proficient in English language arts, compared to 53% of housed students. In that same year, fewer than one in seven or 14% of students experiencing homelessness were proficient in mathematics, compared to 40% of housed students.

Students experiencing homelessness who are living doubled-up have academic outcomes that are similar to those living in hotels/motels and shelters, and those who are unsheltered. For example, the math proficiency rate for students living doubled-up in 2022 was 15%, while rates for students experiencing homelessness in other types of nighttime residences ranged between 13% and 15%, all well below the rates for housed students (40%) and housed, low-income students (23%). Other outcomes show a similar pattern.

Changes in academic outcomes from 2019 to 2022 paint a complicated picture about the way the education system is serving students experiencing homelessness post remote learning. The changes in gaps between students experiencing homelessness and their housed peers varied widely across outcomes—some widened, others closed, and some stayed the

² Dyer, M. (2022). *Update: Homeless Students Data 2022*. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://www.k12.wa.us/sites/default/files/public/homelessed/pubdocs/22-UPDATE-Data-on-Students-Experiencing-Homelessness.pdf>.

same or similar to historical trends. Although some changes can likely be attributed to pandemic relief programs, it is difficult to discern the overall pattern for students experiencing homelessness. Greater monitoring of these outcomes as well as more research to understand the impacts of such policies will be important moving forward.

Impacts of COVID-19

The unprecedented COVID-19 pandemic greatly affected all facets of the education system. Changes such as school closures, transitions to remote learning, and other policies aimed at curbing pandemic effects are thought to have especially exacerbated the disparities between students experiencing homelessness and their housed peers.³ The results in this report examine the current standing of many student outcomes in 2022; however, it is important to note that many factors may have impacted them that did not exist pre-pandemic.

Such factors include the American Rescue Plan of 2021, which exponentially increased flexible funds for districts to use in identification and support of students experiencing homelessness, including paying for temporary housing in hotels/motels—something that had not been covered by federal McKinney-Vento funds previously.⁴

Moreover, in an attempt to recover and accelerate learning, the Office of Superintendent of Public Instruction (OSPI)⁵, Washington State Board of Education, and individual districts implemented an array of policies to support students, all of which may have impacted student outcomes as well.

³ For more information on COVID-19 and students experiencing homelessness, see SchoolHouse Connection. (2020). *Lost in the Masked Shuffle and Virtual Void: Children and Youth Experiencing Homelessness Amidst the Pandemic*. Retrieved from <https://schoolhouseconnection.org/wp-content/uploads/2020/11/Lost-in-the-Masked-Shuffle-and-Virtual-Void.pdf>.

⁴ See [American Rescue Plan – Homeless Children and Youth Fund](#) for more information.

One example is the Graduation Requirements Emergency Waiver.⁶ This waiver, passed by the State Board of Education, allows districts to offer waivers for some graduation requirements for students graduating in school years 2020-21 and 2021-22. The Graduation Requirements Emergency Waiver will no longer be available after the 2022-23 school year.

Similarly, OSPI released guidance related to student discipline during the pandemic that suggested altered expectations and responses to student behavior amidst the context of remote learning, to ensure fairness and equity in discipline administration. Guidance included instructions to attempt other forms of discipline before relying on classroom exclusions, short-term suspensions, or in-school suspensions.⁷ Thus, these policies may have changed the way school staff administered student discipline compared to how they did pre-pandemic.

Considering the changes to suspension and graduation rates in 2022 in particular, it can be assumed that these policies may have had an impact on those particular outcomes; however, it is important to note that due to rapidly evolving factors, it is difficult to attribute a specific outcome to one or more of these policies. Similarly, it is important to note that without data on district American Rescue Plan spending, we cannot directly attribute more funding to improved outcomes. More research is needed to determine the exact factors and policies that influenced changes in outcomes seen in 2022.

Moreover, as many of these COVID-19 relief programs and policies have or will be expiring before the next school year, it will be important to continue tracking outcomes for students experiencing homelessness in the future, to

⁵ For more information on OSPI, please see ospi.k12.wa.us.

⁶ For more information on the Graduation Requirements Emergency Waiver, please see <https://www.k12.wa.us/student-success/graduation/waivers-and-cia>.

⁷ For more information on OSPI student discipline policies, please see https://www.k12.wa.us/sites/default/files/public/communications/8-31-20_2020-21SYDisciplineQA.pdf.

understand if any positive changes were outliers or if they will remain without additional programs and funding.

Interpreting Trends

Caution should be taken when interpreting results from before the pandemic to 2022. Data from 2022 reflect the massive changes that occurred because of the pandemic and associated school policies; however, this analysis cannot separate pandemic effects from changes in trends that would have occurred regardless of the pandemic. For example, while it may look like an outcome had a drastic change from 2019 to 2022, it is possible that data from 2020 and 2021 would have shown a much less drastic change that better followed historical trends. On the other hand, an outcome may have had an incredibly drastic change in 2020 or 2021 before leveling back off in 2022, making the difference from 2019 to 2022 look small. All factors should be considered when analyzing trend data.

Data Sources and Methods

Unless otherwise noted, the data presented in this report are computed from an administrative dataset that Building Changes obtained from Washington’s Office of Superintendent of Public Instruction (OSPI) in June 2023 through a data-sharing agreement.⁸ The dataset includes unsuppressed school-level data on 2,409 public schools and programs in the state’s K–12 system for the school years 2014-15 through 2018-19 and 2021-22.

Due to disruptions associated with the COVID-19 pandemic, data from the Washington School Improvement Framework, which this report primarily uses, was not updated for school years 2019-20 and 2020-21.⁹ Tables and figures that reference data from prior years will note missing data. Certain public datasets that do have data for this time frame are shown when possible.

We derived statewide averages from summed school-level counts of students in each particular subgroup combination. For example, the percentage of students experiencing homelessness who were eligible for special education was 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 through 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 have been 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 2021-22 includes information on 1,177,686 students overall and 39,801 students experiencing homelessness, while OSPI reported district-level counts of 1,144,712 students and 37,337 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 allowed 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 in this report are those of Building Changes and do not necessarily reflect the views of OSPI.

⁸ For OSPI counts of students experiencing homelessness, please see <https://ospi.k12.wa.us/policy-funding/grants-grant-management/homeless-education-grants>.

⁹ For more information on the Washington School Improvement Framework, please see <https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa/washington-school-improvement-framework>.

Definitions

Homelessness: The federal McKinney-Vento Homeless Assistance Act defines students experiencing homelessness as “individuals who lack a fixed, regular and adequate nighttime residence,” including the following situations:¹⁰

- 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.
 - 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.

Nighttime residence: Per federal and state requirements, OSPI collects data each year on the number and status of students experiencing homelessness, including data on their nighttime residence as determined at the time the student was 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 the nighttime residences of students experiencing homelessness:

- *Doubled-up:* Children and youth (including runaway and unaccompanied youth)¹¹ who are sharing the housing of 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, and transitional housing.¹²
- *Unsheltered:* Children and youth living in abandoned buildings, campgrounds, vehicles, trailer parks, Federal Emergency Management Agency 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.¹³

¹⁰ For more information, see OSPI’s Homeless Education website at <https://www.k12.wa.us/student-success/access-opportunity-education/students-experiencing-homelessness>.

¹¹ An unaccompanied youth is defined as a “homeless child or youth not in the physical custody of a parent or guardian” [42 U.S.C. § 11434a(6)].

¹² The Every Student Succeeds Act removed “awaiting foster care placement” from the definition of homeless children and youth (www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0

[317.pdf](#)). The updated definition was incorporated into OSPI’s data collection beginning in the 2017-18 school year. Since our data cover the 2014-15 through 2018-19 and 2021-22 school years, students awaiting foster care placement are included in this category for some years.

¹³ For more information, see OSPI’s *Comprehensive Education Data and Research System Data Manual* for 2023-24 at www.k12.wa.us/data-reporting/reporting/cedars.

Low income: Students are identified as low income if they are eligible for free or reduced-price meals under the National School Lunch Program or School Breakfast Program. In this report, we present outcomes for low-income students who were housed. That is, we 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 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. Schools in Washington are now 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.¹⁴

Location types: School districts are categorized into location types based on locale codes developed by the National Center for Education

Statistics, based in part on urban and rural definitions from the U.S. Census Bureau. The National Center for Education Statistics assigns districts one of 12 categories that include four basic types (city, suburban, town, and rural), each with three subtypes based on either population or proximity to urbanized areas. This report presents findings grouped by each of the following four basic types:¹⁵

- *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 2021-22 is referred to as 2022.

Homeless-housed: This term refers to the difference in rates or percentages derived by subtracting the relevant rate for housed students from the rate for students experiencing homelessness. Rates are rounded to the nearest whole number prior to calculating this difference.

¹⁴ [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: www.k12.wa.us/sites/default/files/public/workgroups/ret/pubdocs/resdtaskforce2017guidancepubliceducationssystem.pdf.

¹⁵ For more detailed definitions and information, see <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>. This report uses updated classifications from the 2021-22 school year, which vary from prior years for some districts.

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.

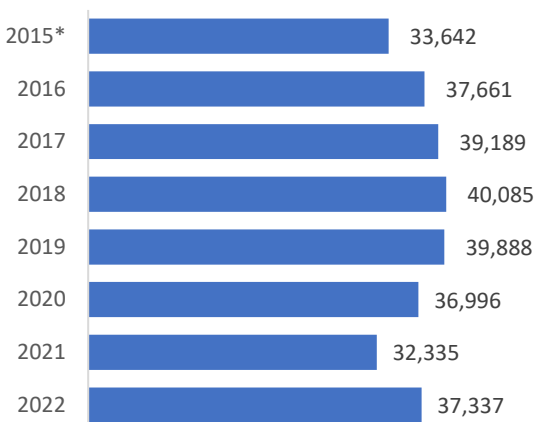
Details on each topic are provided in the following sections:

- Number of Students and Nighttime Residences ([p. 9](#))
- National Comparisons ([p. 11](#))
- District Prevalence and Funding ([p. 13](#))
- Race and Ethnicity ([p. 17](#))
- Grade Level ([p. 22](#))
- Location ([p. 26](#))
- Special Education and English Language Learners ([p. 29](#))

Number of Students and Nighttime Residences

The number of students experiencing homelessness in Washington increased from 2015 to 2018; however, the first school year affected by the COVID-19 pandemic (2019-20) saw the first drastic decrease. The number of students identified as experiencing homelessness continued to drop for the next two school years. The 2021-22 school year was the first school year in which the number of identified students increased. Statewide, OSPI reported to the legislature that 37,337 students experienced homelessness during the 2021-22 school year. Figure 1 depicts OSPI-reported counts of students experiencing homelessness. The dataset used for analysis in this report counted 39,801 students experiencing homelessness during the 2021-22 school year. Please see [Data Sources and Methods](#) for more information on discrepancies between total counts.

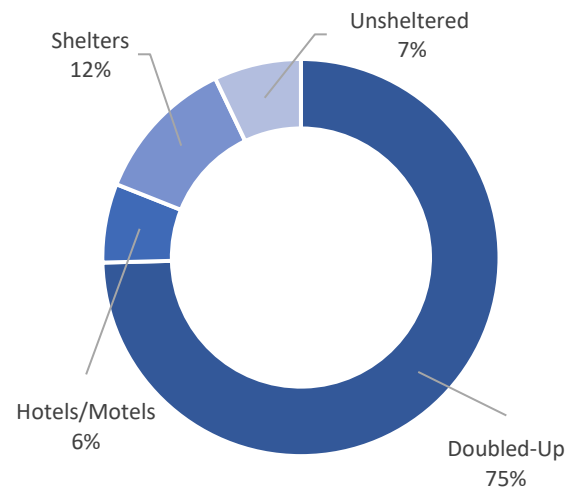
Figure 1.
Number of Students Experiencing Homelessness in Washington, 2015–2022.



* OSPI adjusted the methodology used to capture the number of students experiencing homelessness after 2015. For more information, see <https://ospi.k12.wa.us/policy-funding/grants-grant-management/homeless-education-grants>.
Source: Dyer, M. (2022). *Update: Homeless Students Data 2022*. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://www.k12.wa.us/sites/default/files/public/homelessed/pubdocs/22-UPDATE-Data-on-Students-Experiencing-Homelessness.pdf>.

The vast majority (75%) of students experiencing homelessness were in doubled-up living situations (Figure 2).

Figure 2.
Nighttime Residences of Students Experiencing Homelessness, 2022.

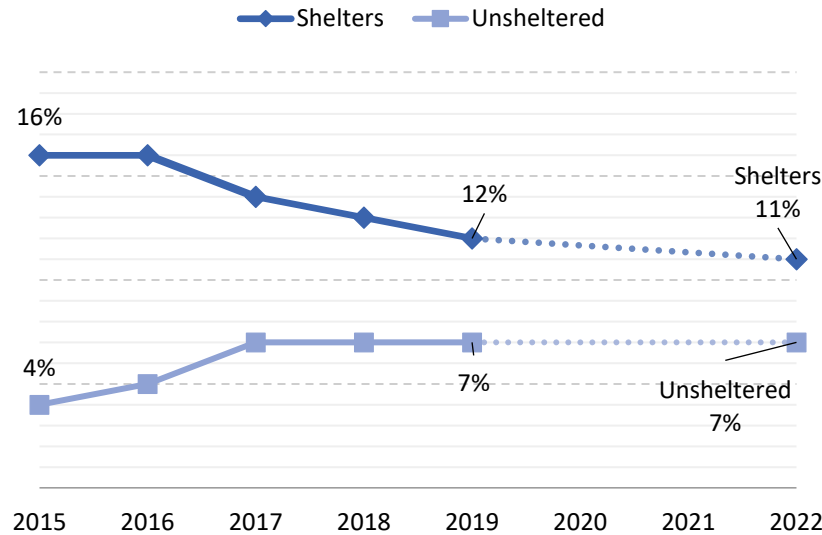


Source: Dyer, M. (2022). *Update: Homeless Students Data 2022*. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://www.k12.wa.us/sites/default/files/public/homelessed/pubdocs/22-UPDATE-Data-on-Students-Experiencing-Homelessness.pdf>.

Although the proportion of students experiencing homelessness living unsheltered increased 3 percentage points between 2015 and 2019, the proportion in 2022 remained the same as pre-pandemic levels.

The proportion living in shelters in 2022, however, continued to follow the same historical decrease, dropping from 12% to 11% between 2019 and 2022 (Figure 3 and Table 1).

*Figure 3.
Proportion of Students Experiencing Homelessness in Shelters and Unsheltered, 2015–2022.**



* Data unavailable for 2020 and 2021.

Note: Student counts were 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 Residences of Students Experiencing Homelessness, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Doubled-up	73%	73%	73%	73%	74%	74%	0
Hotels/Motels	6%	6%	6%	6%	6%	7%	+1
Shelters	16%	16%	14%	13%	12%	11%	-1
Unsheltered	4%	5%	7%	7%	7%	7%	0

* Data unavailable for 2020 and 2021.

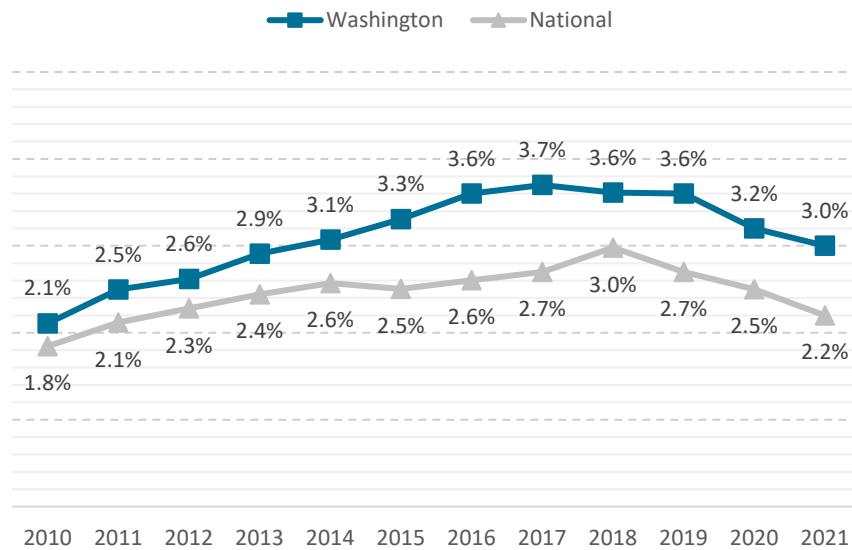
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A1](#) for more information.

National Comparisons

Rates of students identified as experiencing homelessness both nationally and in Washington generally followed the same trend of increasing prior to the COVID-19 pandemic

and decreasing after. Between 2020 and 2021 (the most recent year of national data available), the rate of students experiencing homelessness in Washington decreased from 3.2% to 3.0%, while nationally, the rate decreased from 2.5% to 2.2% (Figure 4).

*Figure 4.
State and National Percentages for Students Experiencing Homelessness, 2010–2021.*

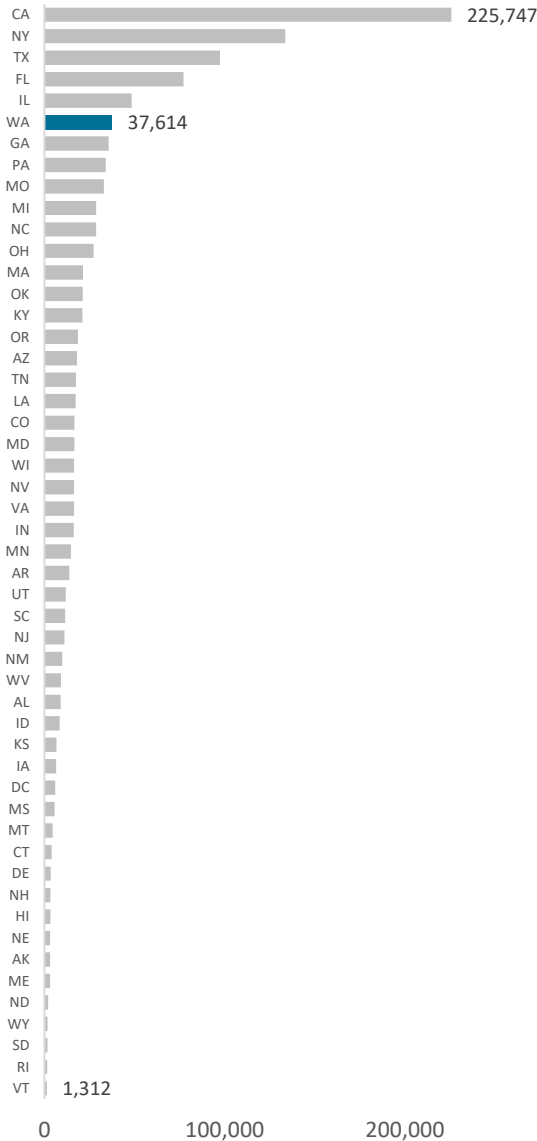


Sources: Data from 2010 through 2018 are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data. Retrieved from nces.ed.gov/ipeds/data/ipedsdatatools/tables/2016_204.75c.asp; and U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2016, Table 204.75c. Retrieved from nces.ed.gov/ipeds/data/ipedsdatatools/tables/2016_204.75c.asp. Data from 2019 through the 2020-21 school year (the most recent national data available) are from the National Center for Homeless Education. (2022). *Student Homelessness in America: School Years 2018-19 to 2020-21*. Retrieved from <https://nche.ed.gov/wp-content/uploads/2022/11/Student-Homelessness-in-America-2022.pdf>.

In 2022, Washington had the sixth largest number of students experiencing homelessness among the 50 states and the District of Columbia (Figure 5).

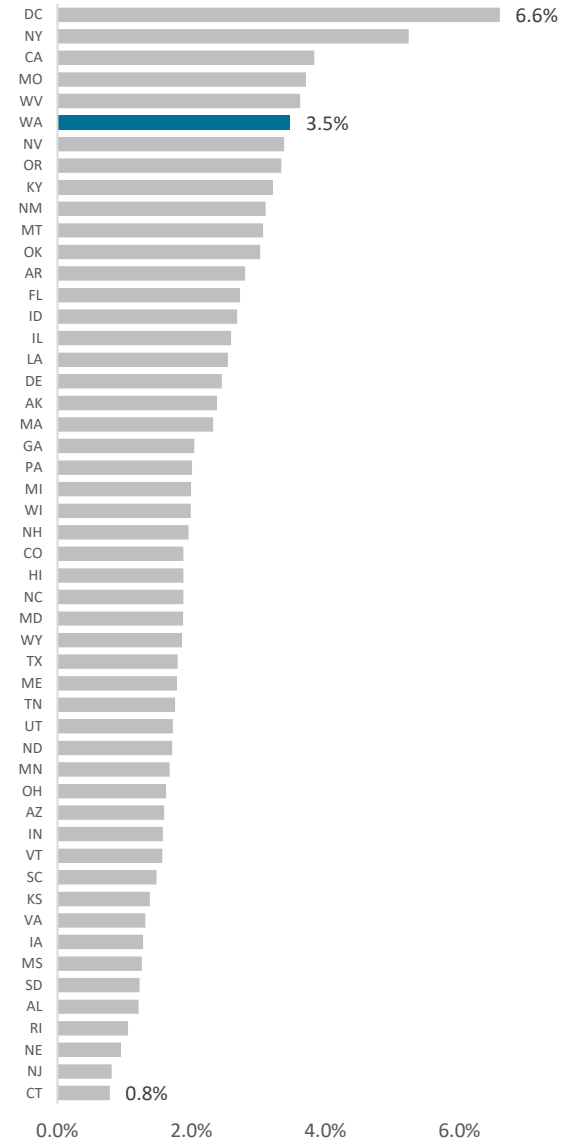
Washington also had the sixth highest rate of students experiencing homelessness among the 50 states and the District of Columbia in 2022 (Figure 6).

Figure 5.
Number of Students Experiencing Homelessness by State, 2022.



Source: U.S. Department of Education, EDData Express file specification 118, SEA Level (2022); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2021-22 v. 1a), state education agency level. Retrieved from <https://eddataexpress.ed.gov/>.

Figure 6.
Percentage of Students Experiencing Homelessness by State, 2022.



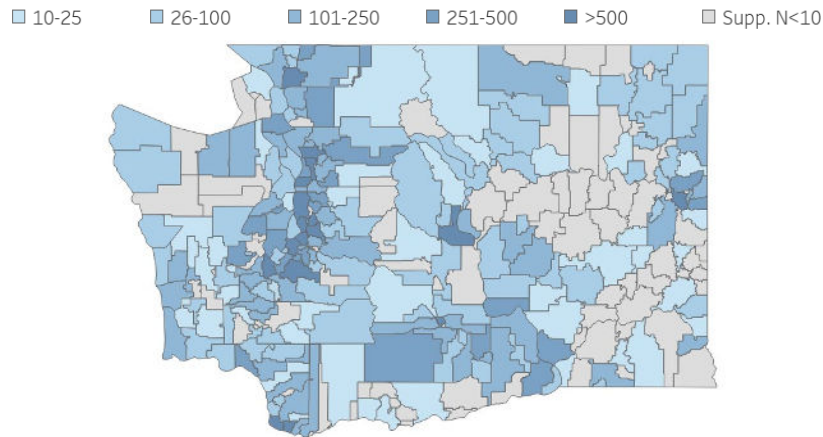
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2021-22 v.1a). Retrieved from nces.ed.gov/ccd/elsi.

District Prevalence and Funding

In 2022, school districts with the largest number of students experiencing homelessness were found in the Puget Sound region and other large population centers (Figure 7).

However, rates of students experiencing homelessness were often higher in more rural areas, such as in southwest and northeast Washington (Figure 8).

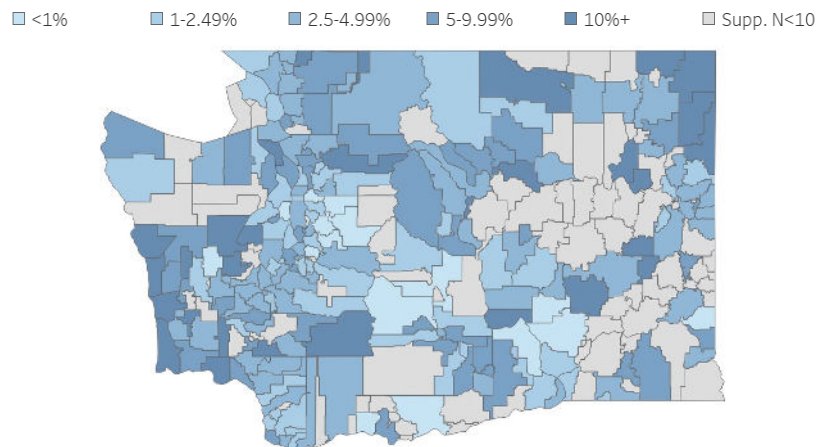
Figure 7.
Number of Students Experiencing Homelessness by School District, 2022.



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

Sources: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2021-22 v.1a). Retrieved from nces.ed.gov/ccd/elsi; U.S. Department of Education, ED Facts file specification 118, local education agency level (2022); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2021-22 v. 1a), local education agency level. Retrieved from <https://eddataexpress.ed.gov/>.

Figure 8.
Rate of Students Experiencing Homelessness by School District, 2022.



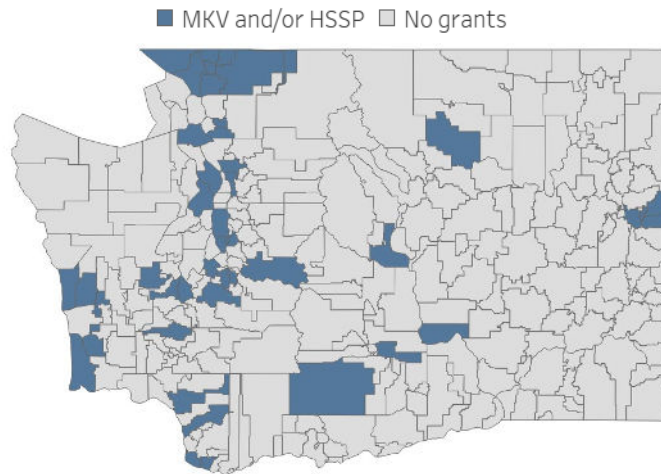
Note: Data for districts that reported fewer than ten students experiencing homelessness were suppressed to protect student privacy and are indicated using “Supp. (N < 10).”

Sources: Author’s calculations based on student counts for each district, retrieved from U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2021-22 v.1a). Retrieved from nces.ed.gov/ccd/elsi; U.S. Department of Education, ED Facts file specification 118, local education agency level (2022); National Center for Education Statistics, Common Core of Data, State nonfiscal public elementary/secondary education survey (2021-22 v. 1a), local education agency level. Retrieved from <https://eddataexpress.ed.gov/>.

In the 2021-22 school year, 58 grants totaling approximately \$2.3 million in funding were given to 47 districts to support students experiencing homelessness through either the federal McKinney-Vento Homeless Assistance

Act or the state Homeless Student Stability Program (Figure 9).¹⁶ Collectively, these districts enrolled just more than half of the students experiencing homelessness in the state.

Figure 9.
School Districts with McKinney-Vento and/or Homeless Student Stability Program Grants, 2022.



Note: MKV = McKinney-Vento Homeless Assistance Act; HSSP = Homeless Student Stability Program, including portions administered by the Washington State Department of Commerce and OSPI.

Sources: OSPI's iGrants, retrieved from eds.ospi.k12.wa.us/iGrants. The districts that received grant dollars in 2022 were Aberdeen, Bellingham, Bethel, Blaine, Central Valley (consortium), Centralia, Conway, East Valley (Spokane), East Valley (Yakima), Enumclaw, Everett, Evergreen (Clark), Granger, Granite Falls, Highline, Hoquiam, Kelso, Lynden, Marysville, Meridian, Mount Adams, Mount Baker (consortium), Mount Vernon, Nooksack, North Thurston, North Beach, North Kitsap, Oak Harbor, Ocean Beach, Okanogan, Olympia, Puyallup, Renton, Seattle, Shelton, South Bend, South Whidbey, Spokane, Sumner, Tacoma, Tukwila, Vancouver, Wahluke, Wenatchee, and Woodland.

American Rescue Plan Homeless Children and Youth Funding

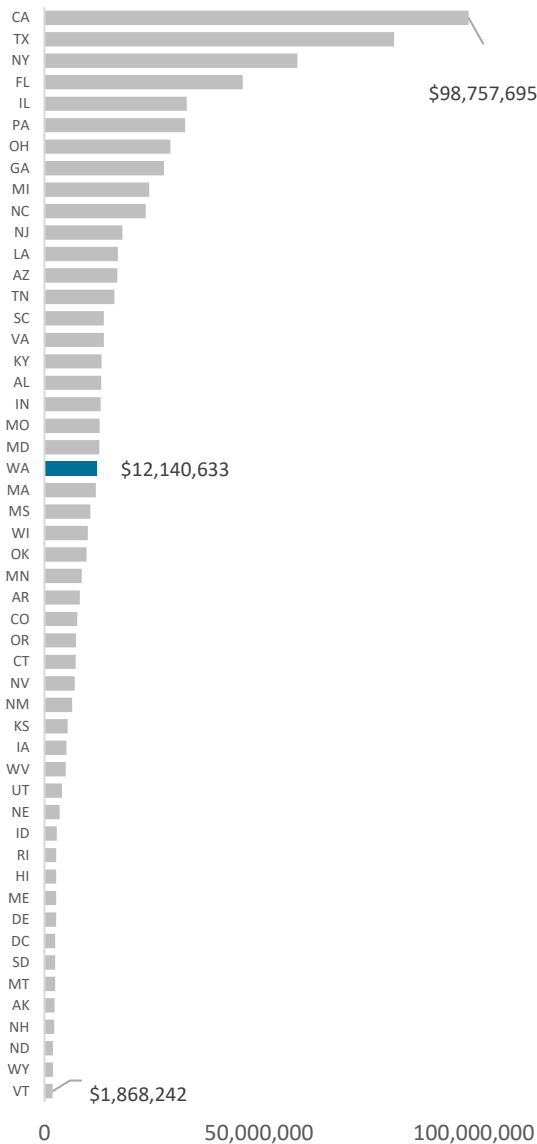
The American Rescue Plan of 2021, passed in response to the COVID-19 pandemic, set aside an additional \$800 million for homeless students and youth via the American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth (ARP-HCY) Fund. These funds were allotted for the purpose of identifying students experiencing homelessness, providing them with wraparound support in the wake of the challenges of the pandemic, and ensuring they could fully participate in school activities.¹⁷

State allocations were calculated based on the proportion of funding each state received under Title I, Part A of the Elementary and Secondary Education Act of 1965 for Fiscal Year 2020. Washington was awarded more than \$12 million, the 22nd largest funding amount (Figure 10, next page).

¹⁶ OSPI's iGrants, retrieved from eds.ospi.k12.wa.us/iGrants.

¹⁷ For additional information, see <https://oese.ed.gov/files/2021/04/ARP-Homeless-DCL-4.23.pdf>.

Figure 10.
Allotted American Rescue Plan – Homeless Children and Youth funds by state, 2021.



Source: U.S. Department of Education, Office of Elementary and Secondary Education. (2021). Revised Attachment 1: ARP Homeless I & II Total Allocations. Retrieved from <https://oese.ed.gov/files/2021/07/Revised-Attachment-1-ARP-Homeless-I-II-Total-Allocations.docx>.

American Rescue Plan – Homeless Children and Youth (ARP-HCY) funding was disbursed in two allotments. The first (ARP-HCY I) was available for disbursement in Spring 2021. The purpose of ARP-HCY I was to target immediate needs. States could reserve up to 25% of this funding for state-level activities, which could include training, technical assistance, capacity-building, and engagement, with the goal of ensuring all local education agencies (LEAs), including those that had not received federal McKinney-Vento subgrants in the past, would be prepared to utilize the second round of funding, ARP-HCY II, in the fall. The remaining 75% of ARP-HCY I funding was disbursed to LEAs to supplement existing McKinney-Vento subgrants and identify students.

Washington received disbursement of ARP-HCY I funds in July 2021. OSPI reported that the funds received for state-level activities were used for analyzing and sharing data and research pertaining to student homelessness, providing technical assistance and capacity-building to LEAs, providing training, connecting community-based organizations with school districts, increasing outreach to underserved populations, and building the capacity of LEAs that had not received a McKinney-Vento subgrant before. The funds reserved for LEAs were first disseminated to districts that had already been granted McKinney-Vento subgrants in the most recent competition, to ensure these funds would be received by districts with the highest concentration of students and families experiencing homelessness as soon as possible. Washington also distributed funds to all districts that had applied for McKinney-Vento subgrants in the past but had not been awarded. Overall, ARP-HCY I funding went to 45 programs that represented 53 LEAs across the state.¹⁸

¹⁸ Dyer, M. (2021) *The American Rescue Plan—Homeless Children and Youth, I and II: Washington State Plan*. Retrieved from <https://oese.ed.gov/files/2021/11/Washington-ARP-HCY-State-Plan-Final.pdf>.

The Department of Education first made ARP-HCY II grants available in June 2021. This round of funding followed the same conditions as the first round, with 25% of funds being used for state-level activities and 75% going to LEAs. For ARP-HCY II, the Department of Education required states to fund LEAs based on a formula that utilized each LEA’s allotments under Title I, Part A Fiscal Year 2020, as well as the number of identified homeless children and youth in previous school years (2018-19 or 2019-20, whichever was greater).¹⁹ A LEA was required to have an allocation of at least \$5,000 under the formula to be eligible for ARP-HCY II funding. If the LEA did not meet this threshold, they were able to join a consortium for which the sum of the members’ allocations met \$5,000.

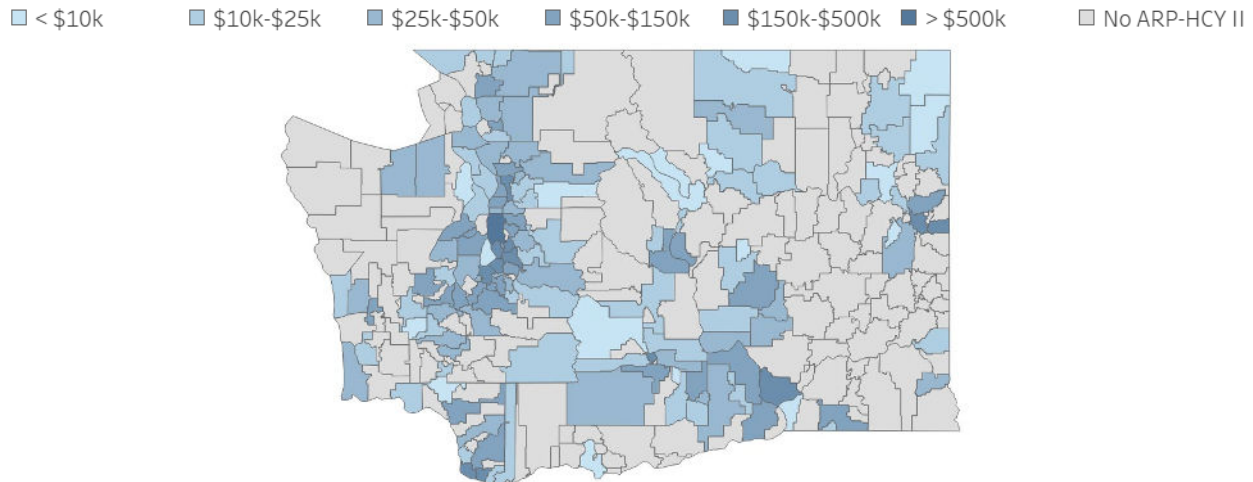
state-level activities to bolster its online webinar training capacity, as well as increase technical assistance, capacity-building, and engagement for LEAs. For the remaining three-quarters of this second round of funding, 174 LEAs in Washington met the \$5,000 threshold to receive ARP-HCY II funding and 124 did not. LEAs that did not reach the threshold were encouraged to create consortium programs and were provided technical assistance.¹⁸

Funding for LEAs from ARP-HCY II ranged from \$6,000 (Cusick School District) to more than \$500,000 (Seattle Public Schools) (Figure 11). Currently, no data are publicly available on district spend-down or district-level details on how the money was used.

OSPI reported that Washington used the quarter of ARP-HCY II funding allocated for

Figure 11.

American Rescue Plan – Homeless Children and Youth funds allotted by local education agency, 2021.



Source: OSPI’s federal iGrants, retrieved from eds.ospi.k12.wa.us/iGrants.

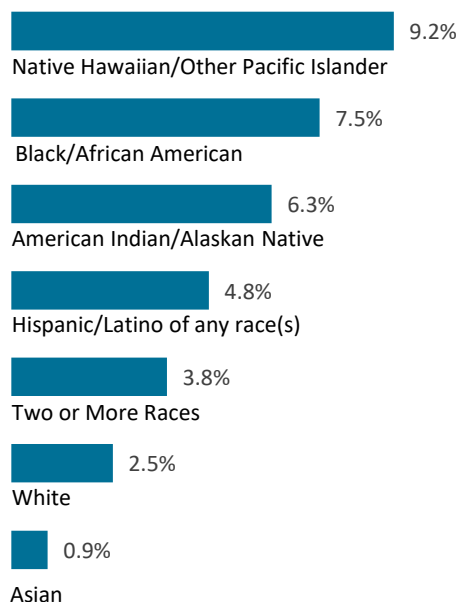
¹⁹ Final Requirements; American Rescue Plan Act Homeless Children and Youth Program. (2021). Federal Register. Retrieved from <https://www.federalregister.gov/documents/2021/07/09/2021-14705/final-requirements-american-rescue-plan-act-homeless-children-and-youth-program>.

Race and Ethnicity

Students of color were disproportionately more likely to experience homelessness. The highest rate was among Native Hawaiian/Other Pacific Islander students: about 1 in 11 (9.2%) experienced homelessness in 2021-22. Rates for Black/African American and American Indian/Alaska Native students were also well above the rate of homelessness for all students (3.4%) (Figure 12).

The percentage of students experiencing homelessness across all ethnic groups varied. Black/African American students saw the greatest decrease: 1.7 percentage points between 2019 and 2022, nearly 3 times the second largest decrease of 0.6 percentage points for students of two or more races. The only racial groups to see increases in homeless rates were Native Hawaiian/Pacific Islander students and American Indian/Alaska Native students (0.9 and 0.3 percentage points, respectively; Table 2).

Figure 12.
Student Homelessness Rates by Race/Ethnicity, 2022.



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

Table 2.
Student Homelessness Rates by Race/Ethnicity, 2015–2022.*

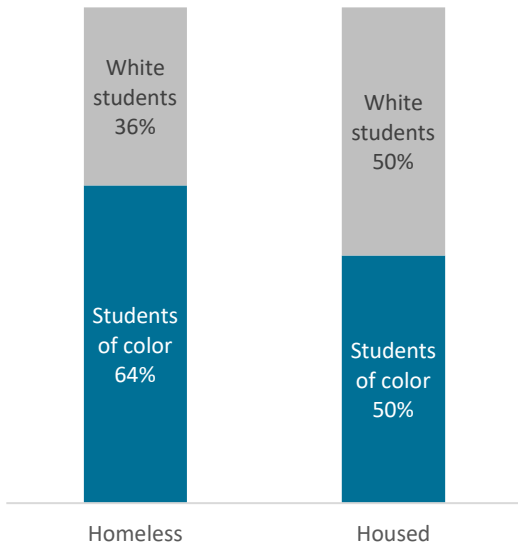
	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	6.6%	7.3%	7.8%	7.4%	7.2%	7.5%	+0.3
Asian	0.9%	0.9%	1.0%	1.1%	0.9%	0.9%	0
Black/African American	7.4%	8.5%	8.8%	9.1%	8.0%	6.3%	-1.7
Hispanic/Latino	4.1%	4.5%	4.5%	4.7%	4.8%	4.8%	0
Native Hawaiian/Other Pacific Islander	6.5%	7.9%	8.0%	8.0%	8.3%	9.2%	+0.9
Two or More Races	4.1%	4.7%	4.5%	4.6%	4.4%	3.8%	-0.6
White	2.3%	2.5%	2.6%	2.5%	2.6%	2.5%	-0.1

* Data unavailable for 2020 and 2021.

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

Students of color were overrepresented among students experiencing homelessness in 2022: more than two-thirds (64%) were students of color, even though they made up 50% of all K–12 public school students (Figure 13).

Figure 13.
Percentage of Students of Color by Housing Status, 2022.

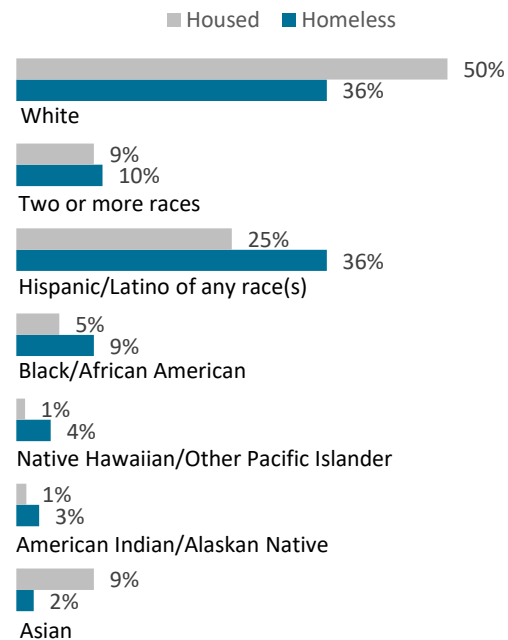


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A2](#) for more information.

The proportion of Native Hawaiian/Other Pacific Islander students experiencing homelessness in 2022 was 4 times higher than the proportion of housed students. Similarly, the proportion of students experiencing homelessness was 3 times higher than the proportion of housed students for American Indian/Alaska Native students and nearly 2 times higher for Black/African American students (Figure 14).

From 2019 to 2022, the proportion of students experiencing homelessness who were Hispanic/Latino increased by 4 percentage points. The proportion of students experiencing homelessness of any other race decreased, with the greatest decrease being that of white students: by 3 points (Table 3, next page).

Figure 14.
Distribution of Students by Race/Ethnicity and Housing Status, 2022.



Note: Student counts were 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, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	3%	3%	3%	3%	3%	3%	0
	Housed	2%	1%	1%	1%	1%	1%	0
	<i>Homeless-Housed</i>	+1	+2	+2	+2	+2	+2	0
Asian	Homeless	2%	2%	2%	2%	2%	2%	0
	Housed	7%	7%	7%	8%	8%	9%	+1
	<i>Homeless-Housed</i>	-5	-5	-5	-6	-6	-7	+1
Black/African American	Homeless	12%	12%	12%	12%	11%	9%	-2
	Housed	5%	5%	4%	4%	5%	5%	0
	<i>Homeless-Housed</i>	+7	+7	+8	+8	+6	+4	-2
Hispanic/Latino	Homeless	29%	30%	30%	31%	32%	36%	+4
	Housed	22%	22%	23%	23%	24%	25%	+1
	<i>Homeless-Housed</i>	+7	+8	+7	+8	+8	+11	+3
Native Hawaiian/Other Pacific Islander	Homeless	2%	3%	3%	3%	3%	4%	+1
	Housed	1%	1%	1%	1%	1%	1%	0
	<i>Homeless-Housed</i>	+1	+2	+2	+2	+2	+3	+1
Two or More Races	Homeless	9%	10%	10%	11%	11%	10%	-1
	Housed	7%	7%	8%	8%	8%	9%	+1
	<i>Homeless-Housed</i>	+2	+3	+2	+3	+3	+1	-2
White	Homeless	42%	40%	40%	38%	39%	36%	-3
	Housed	57%	56%	55%	54%	53%	50%	-3
	<i>Homeless-Housed</i>	-15	-16	-15	-16	-14	-14	0

* Data unavailable for 2020 and 2021.

Note: Student counts were 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.

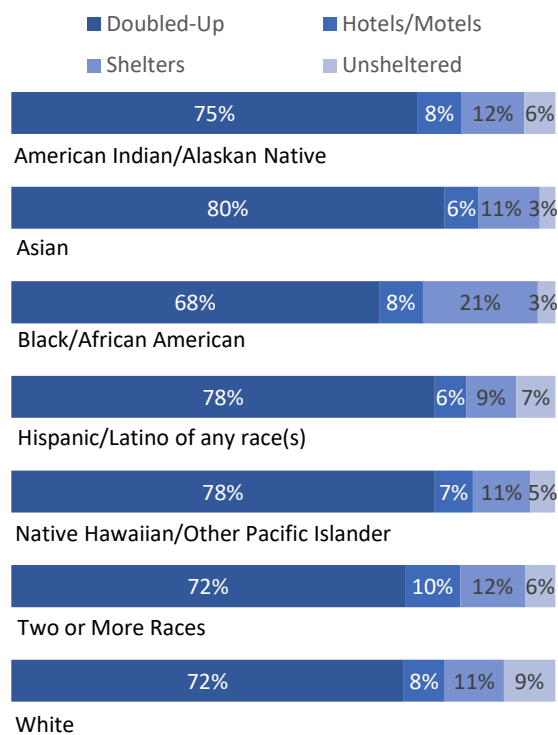
Black/African American students experiencing homelessness were the least likely among all racial/ethnic groups to be living doubled-up (68%) and the most likely to be in shelters (21%). Among students experiencing homelessness, white, Hispanic/Latino, American Indian/Alaska Native, and students of two or more races had the highest rates of living unsheltered, ranging from 6% to 9%. Asian students were the most likely to be doubled-up (80%) (Figure 15).

From 2019 to 2022, the proportion of students living in shelters varied across groups. Native Hawaiian/Other Pacific Islander students were the only group to see an increase in the proportion of students living in shelters. The rate decreased or remained the same for all other groups (Table 4, next page).

Similarly, the proportion of students who were living unsheltered also varied across groups from 2019 to 2022. The rate for white students was the only rate to remain the same as 2019 pre-pandemic rates. Asian, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students all had increases, while American Indian/Alaska Native students, Black/African American students, and students of two or more races saw decreases. American Indian/Alaska Native students had the largest decrease of 3 percentage points.

From 2019 to 2022, the proportion of students living in doubled-up situations increased 3 percentage points for Black/African American students, 2 percentage points for American Indian/Alaska Native students, and 1 point for students of two or more races.

*Figure 15.
Distribution of Nighttime Residences of Students
Experiencing Homelessness by Race/Ethnicity,
2022.*



Note: Student counts were 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 Residences of Students Experiencing Homelessness
by Race/Ethnicity, 2015–2022.**

	Nighttime residence	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Doubled-Up	74%	74%	76%	75%	73%	75%	+2
	Hotels/Motels	7%	6%	5%	6%	5%	8%	+3
	Shelters	14%	13%	13%	12%	12%	12%	0
	Unsheltered	4%	7%	7%	7%	9%	6%	-3
Asian	Doubled-Up	77%	78%	79%	79%	82%	80%	-2
	Hotels/Motels	4%	4%	3%	4%	6%	6%	0
	Shelters	16%	16%	14%	14%	11%	11%	0
	Unsheltered	3%	2%	3%	3%	2%	3%	+1
Black/African American	Doubled-Up	60%	60%	60%	63%	65%	68%	+3
	Hotels/Motels	7%	7%	8%	6%	7%	8%	+1
	Shelters	30%	30%	28%	27%	24%	21%	-3
	Unsheltered	2%	4%	3%	5%	4%	3%	-1
Hispanic/Latino	Doubled-Up	78%	78%	78%	77%	78%	78%	0
	Hotels/Motels	5%	5%	5%	6%	6%	6%	0
	Shelters	13%	12%	10%	10%	10%	9%	-1
	Unsheltered	4%	5%	7%	7%	6%	7%	+1
Native Hawaiian/Other Pacific Islander	Doubled-Up	66%	69%	74%	76%	80%	78%	-2
	Hotels/Motels	10%	8%	7%	8%	8%	7%	-1
	Shelters	22%	20%	14%	12%	9%	11%	+2
	Unsheltered	3%	3%	5%	5%	3%	5%	+2
Two or More Races	Doubled-Up	69%	70%	71%	71%	71%	72%	+1
	Hotels/Motels	8%	8%	7%	7%	7%	10%	+3
	Shelters	19%	18%	15%	14%	13%	12%	-1
	Unsheltered	4%	4%	7%	7%	8%	6%	-2
White	Doubled-Up	74%	73%	74%	73%	74%	72%	-2
	Hotels/Motels	6%	6%	6%	6%	6%	8%	+2
	Shelters	14%	14%	12%	11%	11%	11%	0
	Unsheltered	5%	7%	8%	9%	9%	9%	0

* Data unavailable for 2020 and 2021.

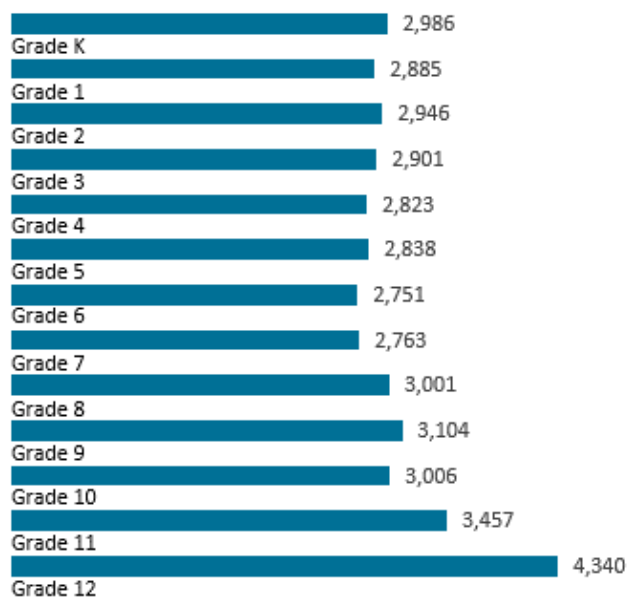
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A3](#) for more information.

Grade Level

More Grade 12 students were experiencing homelessness in 2022 (4,340) than students in any other grade. Almost half (44%) of all students experiencing homelessness were in grade 5 or below (Figure 16).

From 2019 to 2022, grade 8, grade 9, and grade 10 saw increases in the number of students experiencing homelessness (+217, +286, and +147, respectively). Kindergarten (-497) and grade 12 (-421) had the largest decreases. Kindergarten and grade 6 had the largest percentage decrease in the number of students experiencing homelessness over the same period in 2022 compared to 2019: 14% and 13% fewer students, respectively (Table 5).

Figure 16.
Number of Students Experiencing Homelessness
by Grade Level, 2022.



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

Table 5.
Number of Students Experiencing Homelessness by Grade Level, 2015–2022.*

	2015	2016	2017	2018	2019	2022	Diff. 2019–2021	% Diff. 2019–2021
K	3,180	3,367	3,319	3,221	3,483	2,986	-497	-14%
1	3,270	3,425	3,327	3,360	3,188	2,885	-303	-10%
2	3,178	3,410	3,460	3,327	3,228	2,946	-282	-9%
3	2,855	3,415	3,353	3,275	3,126	2,901	-225	-7%
4	2,910	3,142	3,267	3,281	3,179	2,823	-356	-12%
5	2,719	3,201	3,112	3,236	3,123	2,838	-285	-9%
6	2,458	2,766	3,013	2,937	3,145	2,751	-394	-13%
7	2,436	2,670	2,716	2,845	2,972	2,763	-209	-7%
8	2,403	2,739	2,800	2,763	2,784	3,001	+217	8%
9	2,514	2,721	2,800	2,814	2,818	3,104	+286	10%
10	2,521	2,819	2,900	3,146	2,859	3,006	+147	5%
11	2,763	3,203	3,257	3,459	3,493	3,457	-36	-1%
12	4,143	4,459	4,909	4,935	4,761	4,340	-421	-9%

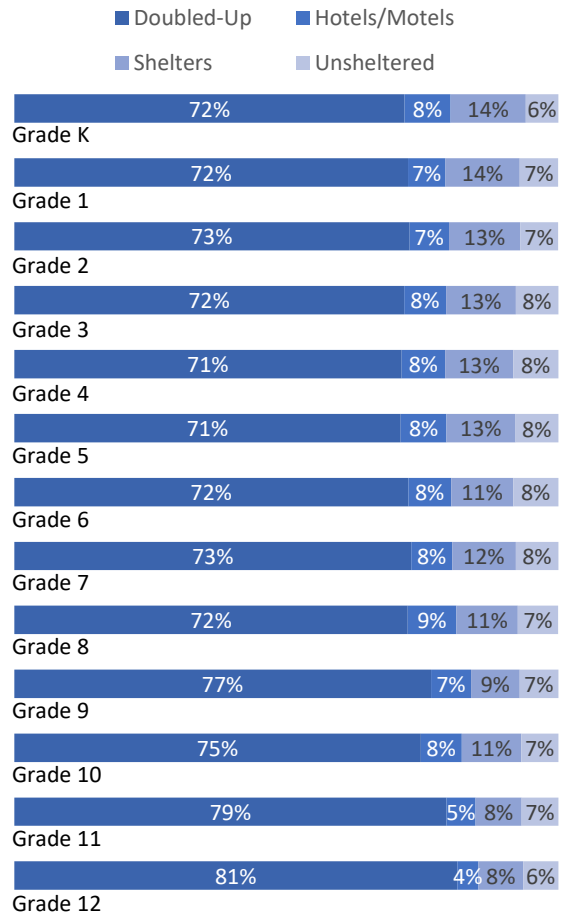
* Data unavailable for 2020 and 2021.

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

In 2022, the percentage of students experiencing homelessness who were unsheltered was between 6% and 8% across grades. Students in grade 12 were the most likely to be doubled-up and least likely to be in hotels/motels or shelters (Figure 17).

From 2019 to 2022, the proportion of students experiencing homelessness who were in shelters decreased or stayed the same for all grades. The proportion of students who were unsheltered stayed the same or decreased in each grade except for grade 5 and grade 11, which each saw a 1 point increase (Table 6, next page).

*Figure 17.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2022.*



Note: Student counts were 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 Residences of Students Experiencing Homelessness by Grade Level,
2015–2022.**

	Nighttime residence	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
K	Doubled-Up	71%	72%	74%	72%	73%	72%	-1
	Hotels/Motels	6%	6%	6%	6%	7%	8%	+1
	Shelters	19%	18%	14%	14%	14%	14%	0
	Unsheltered	3%	4%	7%	7%	6%	6%	0
1	Doubled-Up	71%	71%	72%	72%	71%	72%	+1
	Hotels/Motels	6%	7%	6%	7%	6%	7%	-1
	Shelters	19%	18%	16%	14%	15%	14%	-1
	Unsheltered	3%	5%	6%	7%	7%	7%	0
2	Doubled-Up	70%	70%	73%	71%	72%	73%	+1
	Hotels/Motels	7%	7%	7%	8%	7%	7%	0
	Shelters	19%	18%	14%	15%	14%	13%	-1
	Unsheltered	5%	5%	6%	7%	7%	7%	0
3	Doubled-Up	71%	72%	69%	72%	70%	72%	+2
	Hotels/Motels	7%	7%	7%	7%	8%	8%	0
	Shelters	18%	17%	16%	14%	14%	13%	-1
	Unsheltered	4%	4%	8%	7%	8%	8%	0
4	Doubled-Up	72%	72%	72%	71%	72%	71%	-1
	Hotels/Motels	7%	7%	7%	7%	8%	8%	0
	Shelters	17%	17%	14%	14%	13%	13%	0
	Unsheltered	4%	5%	6%	7%	8%	8%	0
5	Doubled-Up	71%	72%	72%	70%	72%	71%	-1
	Hotels/Motels	8%	7%	8%	8%	8%	8%	0
	Shelters	17%	16%	15%	15%	13%	13%	0
	Unsheltered	4%	5%	6%	8%	7%	8%	+1
6	Doubled-Up	71%	70%	72%	71%	73%	72%	-1
	Hotels/Motels	7%	8%	8%	7%	7%	8%	+1
	Shelters	16%	15%	13%	14%	13%	11%	-2
	Unsheltered	6%	6%	6%	8%	8%	8%	0
7	Doubled-Up	73%	70%	70%	71%	73%	73%	0
	Hotels/Motels	7%	8%	8%	8%	7%	8%	+1
	Shelters	15%	17%	15%	13%	12%	12%	0
	Unsheltered	5%	6%	7%	8%	8%	8%	0
8	Doubled-Up	71%	74%	71%	71%	73%	72%	-1
	Hotels/Motels	7%	6%	7%	7%	7%	9%	+2
	Shelters	17%	15%	15%	13%	12%	11%	-1
	Unsheltered	5%	5%	7%	9%	8%	7%	-1

	Nighttime residence	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
9	Doubled-Up	71%	72%	73%	72%	76%	77%	+1
	Hotels/Motels	6%	7%	7%	6%	6%	7%	+1
	Shelters	18%	16%	13%	15%	11%	9%	-2
	Unsheltered	5%	6%	7%	7%	7%	7%	0
10	Doubled-Up	72%	74%	74%	74%	76%	75%	-1
	Hotels/Motels	6%	5%	5%	6%	5%	8%	+3
	Shelters	17%	16%	15%	14%	12%	11%	-1
	Unsheltered	5%	5%	7%	6%	8%	7%	-1
11	Doubled-Up	77%	77%	78%	76%	79%	79%	0
	Hotels/Motels	5%	4%	4%	5%	4%	5%	+1
	Shelters	14%	13%	11%	11%	11%	8%	-3
	Unsheltered	4%	6%	7%	7%	6%	7%	+1
12	Doubled-Up	82%	80%	79%	82%	83%	81%	-2
	Hotels/Motels	2%	3%	3%	2%	3%	4%	+1
	Shelters	10%	11%	11%	9%	8%	8%	0
	Unsheltered	5%	7%	8%	8%	7%	6%	-1

* Data unavailable for 2020 and 2021

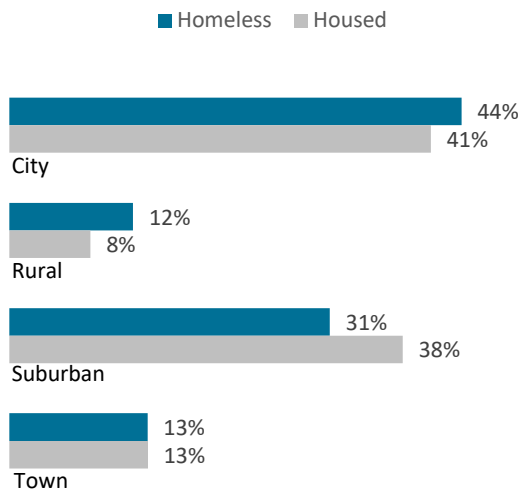
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A4](#) for more information.

Location

Students experiencing homelessness were overrepresented in city and rural locations and underrepresented in suburban locations, when compared to the distribution of housed students (Figure 18).

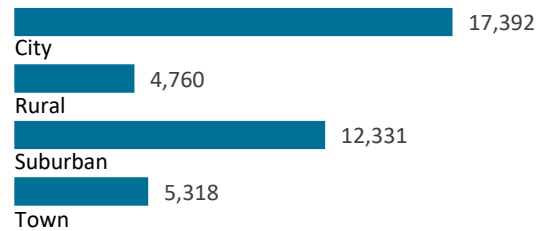
Cities and suburbs, which had the largest share of the overall student population, also enrolled the largest number of students experiencing homelessness (Figure 19). On a per-capita basis, however, students in rural areas were the most likely to be experiencing homelessness (Figure 20).

*Figure 18.
Distribution of Students by Location and Housing Status, 2022.*



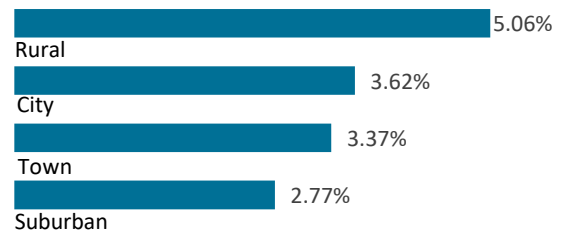
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. Percentages may not equal 100 due to rounding. See [Appendix Table A5](#) for more information.

*Figure 19.
Number of Students Experiencing Homelessness by Location, 2022.*



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

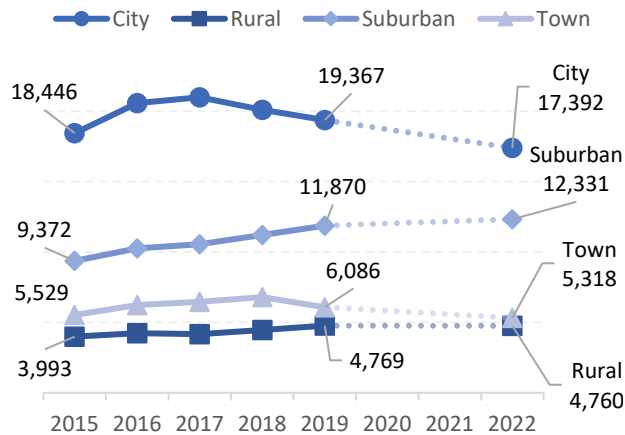
*Figure 20.
Percentage of Students Experiencing Homelessness by Location, 2022.*



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

From 2019 to 2022, suburban locations had the only numeric increase (461). All other locations saw decreases, with city locations seeing the largest decrease (-1,975) (Figure 21).

Figure 21.
*Number of Students Experiencing Homelessness by Location, 2015–2022.**

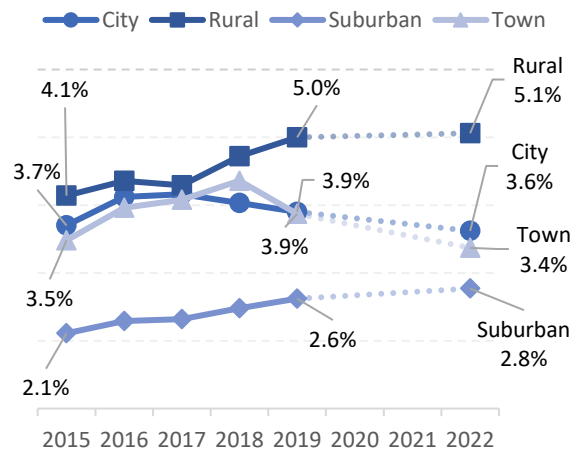


* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A5](#) for more information.

Over the same period, the percentage of students experiencing homelessness increased in suburban and rural locations (0.2 and 0.1 percentage points, respectively), and decreased in town and city locations (-0.5 and -0.3 percentage points, respectively) (Figure 22).

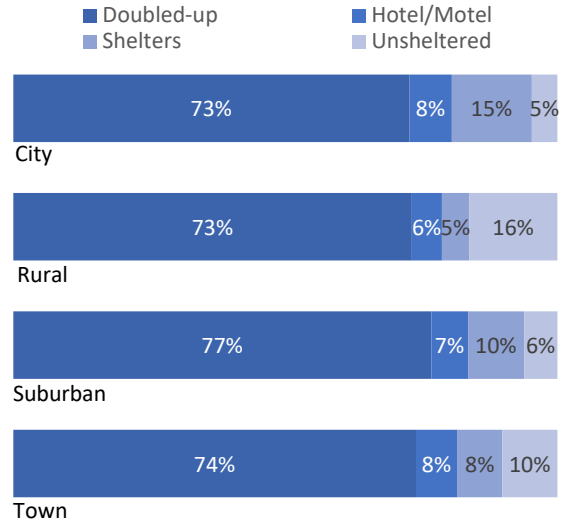
In 2022 in city locations, a higher proportion of students experiencing homelessness were living in shelters and a lower proportion unsheltered, compared to other locations. Rural locations had the highest proportion of students experiencing homelessness who were unsheltered (Figure 23).

Figure 22.
*Percentage of Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A5](#) for more information.

Figure 23.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2022.



Note: Student counts were 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.

From 2019 to 2022, the proportion of students living in shelters decreased in each location, except rural areas, which remained constant. The proportion of students living unsheltered increased in rural and town locations but

decreased in city and suburban locations. The largest change overall was an increase of 5 percentage points for students living unsheltered in rural locations (Table 7).

*Table 7.
Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2015–2022.**

	Nighttime residence	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Doubled-Up	67%	68%	70%	70%	72%	73%	+1
	Hotel/Motel	6%	6%	7%	6%	6%	8%	+2
	Shelters	23%	21%	19%	19%	16%	15%	-1
	Unsheltered	4%	4%	5%	6%	6%	5%	-1
Rural	Doubled-Up	85%	83%	79%	77%	76%	73%	-3
	Hotel/Motel	4%	4%	5%	6%	8%	6%	-2
	Shelters	5%	4%	5%	4%	5%	5%	0
	Unsheltered	7%	9%	11%	13%	11%	16%	+5
Suburban	Doubled-Up	75%	73%	75%	75%	76%	77%	+1
	Hotel/Motel	8%	8%	7%	7%	7%	7%	0
	Shelters	13%	13%	11%	10%	11%	10%	-1
	Unsheltered	4%	6%	8%	8%	7%	6%	-1
Town	Doubled-Up	81%	81%	78%	77%	76%	74%	-2
	Hotel/Motel	4%	5%	5%	5%	5%	8%	+3
	Shelters	10%	10%	9%	9%	9%	8%	-1
	Unsheltered	5%	5%	8%	9%	9%	10%	+1

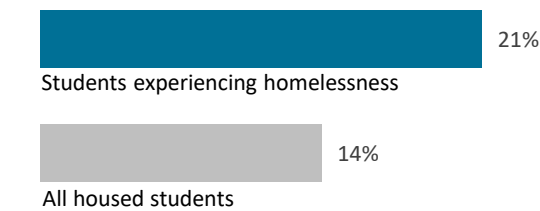
* Data unavailable for 2020 and 2021.

Note: Student counts were 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 2022, students experiencing homelessness were more likely to be enrolled in special education programs than their housed peers (Figure 24).

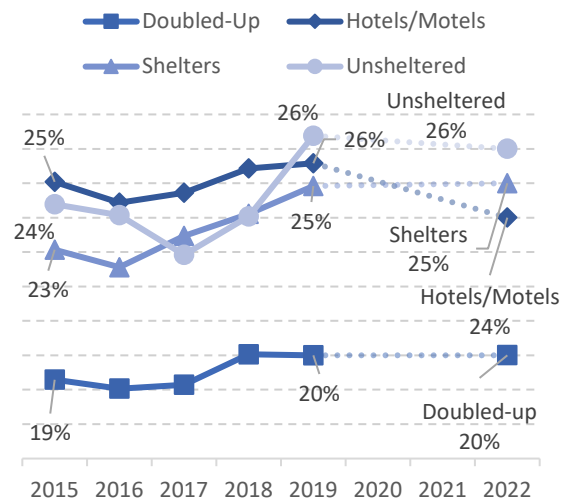
*Figure 24.
Percentage of Students in Special Education by Housing Status, 2022.*



Note: Student counts were 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 remained steady from 2019 to 2022 for students experiencing homelessness as whole; however, students in hotels/motels saw a decrease of 2 percentage points. (Figure 25 and Table 8).

*Figure 25.
Percentage of Students Experiencing Homelessness in Special Education by Nighttime Residence, 2015–2022.**



* Data unavailable for 2020 and 2021.

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

*Table 8.
Percentage of Students in Special Education by Housing Status, 2015–2022.**

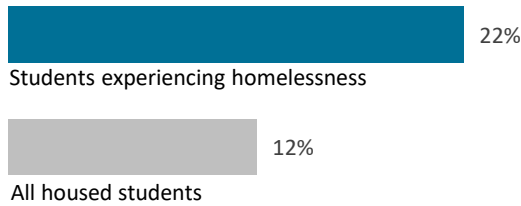
	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	20%	20%	20%	21%	21%	21%	0
All housed students	13%	13%	13%	13%	14%	14%	0

* Data unavailable for 2020 and 2021.

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

In 2022, students experiencing homelessness were more likely to be enrolled in English language learner programs than their housed peers (Figure 26).

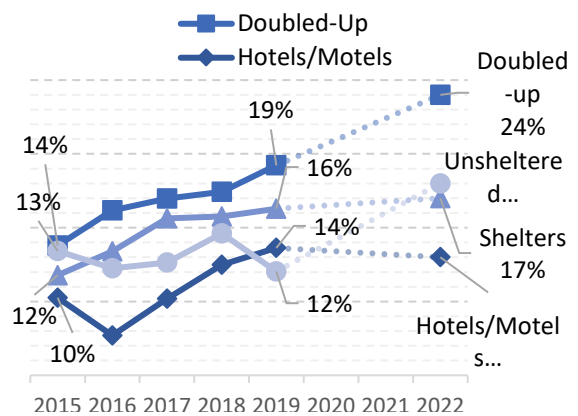
*Figure 26.
Percentage of Students Who Were English Language Learners by Housing Status, 2022.*



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

From 2019 to 2022, the percentage of students experiencing homelessness who were English language learners increased for each type of nighttime residence, except hotels/motels (Figure 27). Overall, the percentage who were English language learners increased by 4 points (Table 9).

*Figure 27.
Percentage of Students Experiencing Homelessness Who Were English Language Learners by Nighttime Residence, 2015–2022.**



* Data unavailable for 2020 and 2021.

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

*Table 9.
Percentage of Students Who Were English Language Learners by Housing Status, 2019–2022.*

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	13%	15%	16%	17%	18%	22%	+4
All housed students	10%	11%	11%	12%	12%	12%	0

Note: Student counts were 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.²⁰ The available data allowed us to analyze outcomes based on the Washington School Improvement Framework accountability measures developed under the federal Every Student Succeeds Act.²¹

For each measure, we analyzed 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 in the following sections:

- Regular Attendance ([p. 32](#))
- Suspensions ([p. 38](#))
- English Language Arts Proficiency ([p. 44](#))
- Mathematics Proficiency ([p. 51](#))
- 9th Graders On-Track ([p. 58](#))
- Dual Credit Enrollment ([p. 63](#))
- High School Graduation ([p. 68](#))

²⁰ The data in this section were computed using administrative datasets that Building Changes obtained from OSPI.

²¹ For more information on the Washington School Improvement Framework, see <https://ospi.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa/washington-school-improvement-framework>. 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.²² Students with attendance rates less than 90% are considered chronically absent, a status that has been linked to a variety of poor academic outcomes.²³

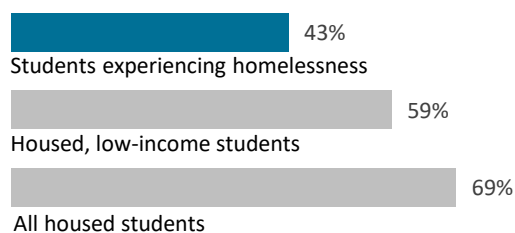
Decreased attendance rates because of the pandemic has been a well-documented trend for all students across the country.²⁴

Housing Status, Income, and Nighttime Residence

In 2022, about 43% of students experiencing homelessness attended school regularly, considerably less than the 69% rate for all housed students and 60% for housed, low-income students (Figure 28).

All groups, however, saw sharp declines from 2019 to 2022. Regular attendance rates declined by 15 percentage points for students experiencing homelessness as well as housed students. Housed, low-income students saw the largest decline of 18 percentage points. (Table 10).

*Figure 28.
Regular Attendance Rates by Housing Status and Income, 2022.*



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

*Table 10.
Regular Attendance Rates by Housing Status and Income, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	64%	64%	62%	62%	58%	43%	-15
Housed, low-income students	82%	81%	81%	81%	78%	59%	-19
All housed students	86%	86%	86%	86%	84%	69%	-15

* Data unavailable for 2020 and 2021.

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

²² 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.

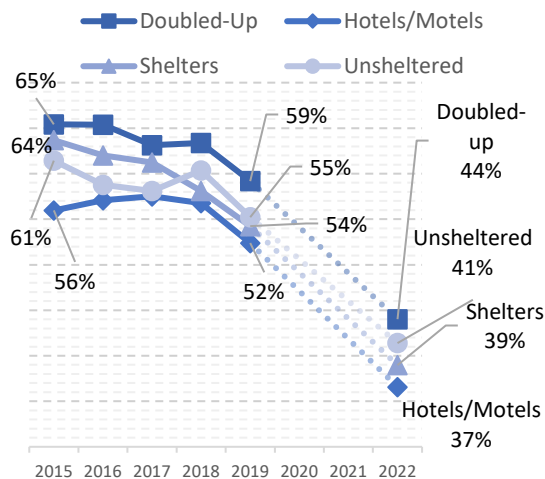
²³ For more information on attendance and chronic absenteeism, see www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy. For a brief review of research on chronic

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.

²⁴ For more information on attendance and COVID-19, see <https://www.attendanceworks.org/pandemic-causes-alarming-increase-in-chronic-absence-and-reveals-need-for-better-data/>.

Across all types of nighttime residences, fewer than half of students experiencing homelessness in 2022 attended school regularly, ranging from 37% for students living in hotels/motels to 44% for students living doubled-up. Regular attendance rates declined mostly proportionately for students regardless of nighttime residence, ranging from a 14-percentage point drop for students living unsheltered to a 16 percentage point drop for students living in hotels/motels compared to 2019 (Figure 29).

Figure 29.
*Regular Attendance Rates by Nighttime Residence, 2015–2022.**



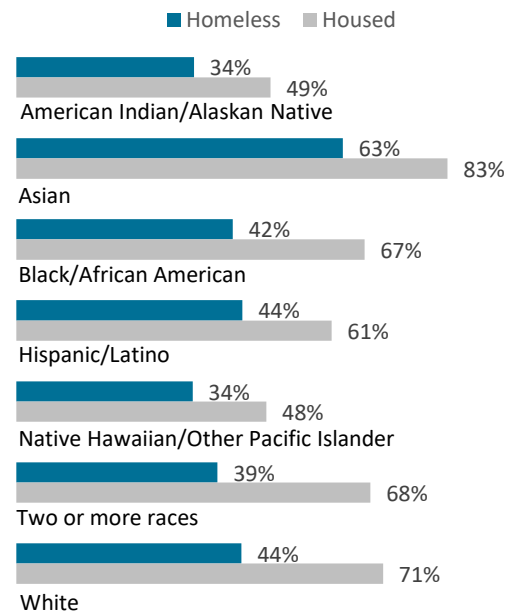
* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A8](#) for more information.

Race and Ethnicity

In 2022, regular attendance rates were considerably lower for students across all racial/ethnic groups experiencing homelessness than their housed peers, ranging from 15 percentage points lower for American Indian/Alaska Native students to 29 points lower for students of two or more races (Figure 30).

Attendance rates declined from before the pandemic to 2022 for all subgroups of students experiencing homelessness as well as all housed students. Of students experiencing homelessness, American Indian/Alaska Native and Hispanic/Latino students saw the biggest decrease at 17 percentage points. However, the largest declines overall were for housed students—American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students saw declines of 17 percentage points. The disparity between homeless and housed students shrunk in 2022 for all races except for Asian students, who maintained the same difference of 20 percentage points (Table 11, next page).

Figure 30.
Regular Attendance Rates by Housing Status and Race/Ethnicity, 2022.



Note: Student counts were 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, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	52%	53%	53%	49%	51%	34%	-17
	Housed	71%	70%	71%	68%	70%	49%	-21
	<i>Homeless-Housed</i>	-19	-17	-18	-19	-19	-15	-4
Asian	Homeless	79%	78%	72%	69%	71%	63%	-8
	Housed	92%	92%	92%	92%	91%	83%	-8
	<i>Homeless-Housed</i>	-13	-14	-20	-23	-20	-20	0
Black/African American	Homeless	64%	62%	63%	62%	55%	42%	-13
	Housed	84%	83%	83%	84%	81%	67%	-14
	<i>Homeless-Housed</i>	-20	-21	-20	-22	-26	-25	-1
Hispanic/Latino	Homeless	68%	67%	65%	65%	61%	44%	-17
	Housed	84%	83%	83%	83%	81%	61%	-20
	<i>Homeless-Housed</i>	-16	-16	-18	-18	-20	-17	-3
Native Hawaiian/Other Pacific Islander	Homeless	53%	62%	54%	54%	46%	34%	-12
	Housed	77%	76%	75%	75%	69%	48%	-21
	<i>Homeless-Housed</i>	-24	-14	-20	-21	-23	-14	-9
Two or More Races	Homeless	62%	61%	58%	59%	53%	39%	-14
	Housed	86%	85%	85%	85%	83%	68%	-15
	<i>Homeless-Housed</i>	-24	-24	-27	-26	-30	-29	-1
White	Homeless	64%	64%	62%	62%	59%	44%	-15
	Housed	87%	87%	87%	87%	85%	71%	-14
	<i>Homeless-Housed</i>	-23	-23	-25	-25	-26	-24	-2

* Data unavailable for 2020 and 2021.

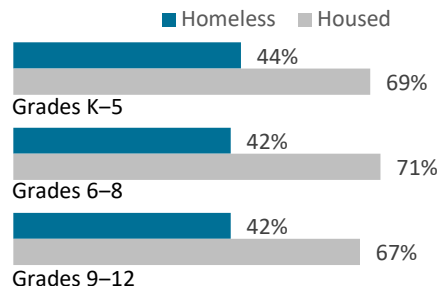
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A9](#) for more information.

Grade Level

Regular attendance rates in 2022 were lower for students experiencing homelessness than their housed peers across all grade levels, with a difference of 25 percentage points for kindergarten through grade 5 and grade 9 through grade 12 and 29 percentage points for grades 6 through 8 (Figure 31).

Attendance rates once again declined for all students regardless of housing status. Lower grade bands saw the largest decreases overall. In these grades, students experiencing homelessness saw larger declines from rates in 2019 when compared to their housed peers. In grades 9 through 12, however, students experiencing homelessness saw a smaller decrease in regular attendance rates compared to those of housed students (Table 12).

Figure 31.
Regular Attendance Rates by Housing Status and Grade Band, 2022.



Note: Student counts were 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, 2015–2022.**

Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022	
K-5	Homeless	74%	73%	71%	71%	65%	44%	-21
	Housed	91%	91%	90%	90%	88%	69%	-19
	<i>Homeless-Housed</i>	-17	-18	-19	-19	-23	-25	+2
6-8	Homeless	63%	64%	62%	62%	58%	42%	-16
	Housed	87%	87%	87%	87%	85%	71%	-14
	<i>Homeless-Housed</i>	-24	-23	-25	-25	-27	-29	+2
9-12	Homeless	50%	51%	49%	50%	48%	42%	-6
	Housed	79%	79%	78%	79%	78%	67%	-11
	<i>Homeless-Housed</i>	-29	-28	-29	-29	-30	-25	-5

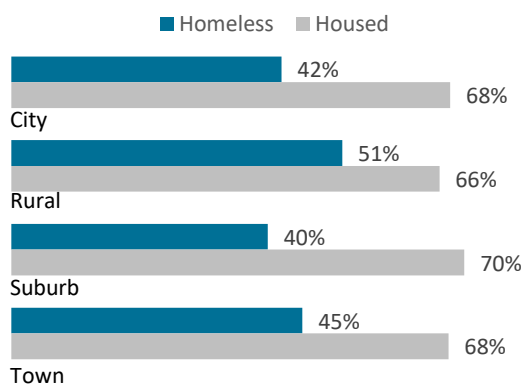
* Data unavailable for 2020 and 2021.

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

Location

Regular attendance rates for students experiencing homelessness were lower than for their housed peers across all types of locations, ranging from 15 percentage points lower in rural areas to 30 percentage points lower in suburban areas (Figure 32).

Figure 32.
Regular Attendance Rates by Housing Status and Location, 2022.

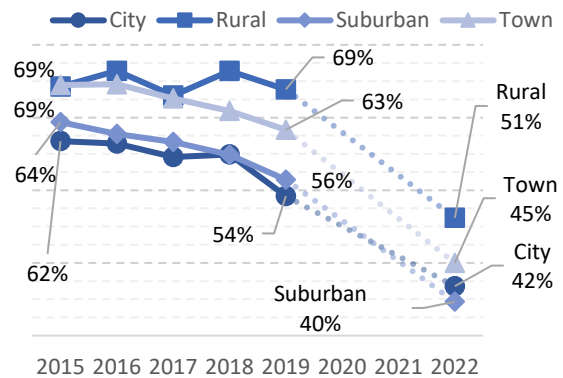


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A11](#) for more information.

Regular attendance rates for students experiencing homelessness declined significantly in all areas from 2019 to 2022 with the most significant drops in rural and town locations (18 percentage points) and the smallest drop in city locations (12 percentage points) (Figure 33).

While attendance rates decreased for all students, they decreased 3 percentage points less for students experiencing homelessness in city districts, but 1 percentage point more for students experiencing homelessness in suburban and town districts, while remaining the same for students in rural districts (Table 13, next page).

Figure 33.
*Regular Attendance Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.

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

*Table 13.
Regular Attendance Rates by Housing Status and Location, 2015–2022.**

Status		2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	62%	61%	60%	60%	54%	42%	-12
	Housed	86%	86%	85%	85%	83%	68%	-15
	<i>Homeless-Housed</i>	-24	-25	-25	-25	-29	-26	-3
Rural	Homeless	69%	71%	68%	71%	69%	51%	-18
	Housed	85%	85%	84%	85%	84%	66%	-18
	<i>Homeless-Housed</i>	-16	-14	-16	-14	-15	-15	0
Suburban	Homeless	64%	63%	62%	60%	56%	40%	-16
	Housed	88%	87%	87%	87%	85%	70%	-15
	<i>Homeless-Housed</i>	-24	-24	-25	-27	-29	-30	+1
Town	Homeless	69%	70%	68%	66%	63%	45%	-18
	Housed	86%	86%	86%	86%	85%	68%	-17
	<i>Homeless-Housed</i>	-17	-16	-18	-20	-22	-23	+1

* Data unavailable for 2020 and 2021.

Note: Student counts were 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 suspended at least once during a school year.²⁵ Previous research and analyses found that suspensions and other disciplinary actions were handed out with more frequency and disproportionately to students of color, a pattern also found in the data reported here.²⁶

As discussed previously, OSPI released guidance for school districts related to adjusting expectations around student behavior during the pandemic and to utilize other forms of discipline prior to administering suspensions or expulsions.²⁷

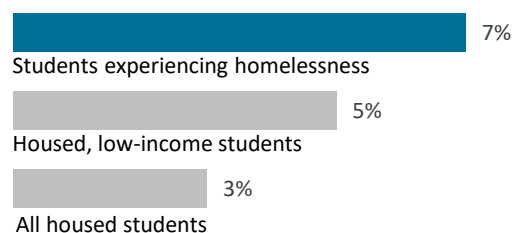
Housing Status, Income, and Nighttime Residence

In 2022, the rate of students experiencing homelessness who were suspended at least one time (7%) was more than 2 times higher than the rate for all housed students (3%) and higher

than the rate for housed, low-income students (5%) (Figure 34).

The suspension rate for all students decreased after 2019, although the largest decrease (4 percentage points) was for students experiencing homelessness. Suspensions dropped at the same rate for housed students and housed, low-income students (Table 14).

Figure 34.
Suspension Rates by Housing Status and Income, 2022.



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

Table 14.
*Suspension Rates by Housing Status and Income, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	9%	9%	10%	10%	11%	7%	-4
Housed, low-income students	6%	6%	7%	6%	7%	5%	-2
All housed students	4%	4%	5%	4%	5%	3%	-2

* Data unavailable for 2020 and 2021.

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

²⁵ 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.

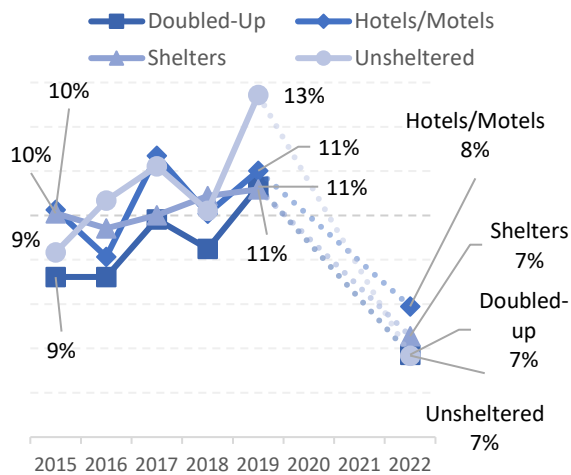
²⁶ See www.k12.wa.us/student-success/support-programs/student-discipline/equity-student-discipline for more information on statewide efforts to improve equity in student discipline.

²⁷ For more information, see [Impacts of COVID-19](#).

Among students experiencing homelessness, suspension rates were mostly equal, though students in hotels/motels had a 1 percentage point higher rate (8%) than students in other nighttime residences (7%) (Figure 35).

From 2019 to 2022, the rate decreased for students living in each type of nighttime residence, with the largest decrease (6 percentage points) for students living unsheltered.

Figure 35.
*Suspension Rates by Nighttime Residence, 2015–2022.**



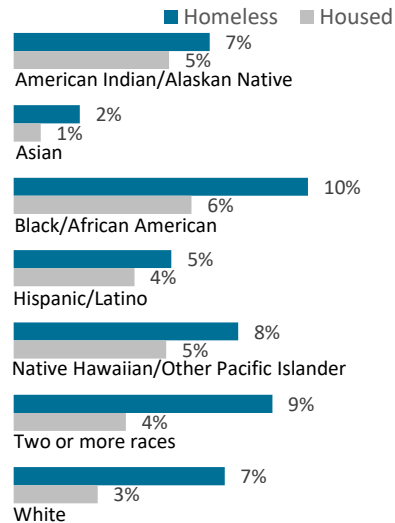
* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A12](#) for more information.

Race and Ethnicity

In 2022, suspension rates were higher for students experiencing homelessness across all racial/ethnic groups than for their housed peers. Rates for students experiencing homelessness were double the rate or more compared to their housed peers for Asian, students of two or more races, and white

students. Black/African American students (10%) experiencing homelessness were suspended at the highest rate (Figure 36).

Figure 36.
Suspension Rates by Housing Status and Race/Ethnicity, 2022.



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

Although rates fluctuated from 2015 to 2019, both homeless and housed students among all subgroups saw declines, though students experiencing homelessness saw larger declines overall. The largest decline was for Black/African American students experiencing homelessness (6 percentage points). The overall decrease in rates closed the gap between housed and homeless students for all groups except American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students, for whom the gap stayed the same as in 2019 (Table 15, next page).

*Table 15.
Suspension Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	11%	9%	12%	13%	11%	7%	-4
	Housed	8%	7%	9%	9%	9%	5%	-4
	<i>Homeless-Housed</i>	+3	+2	+3	+4	+2	+2	0
Asian	Homeless	3%	4%	4%	4%	6%	2%	-4
	Housed	1%	1%	2%	2%	2%	1%	-1
	<i>Homeless-Housed</i>	+2	+3	+2	+2	+4	+1	-3
Black/African American	Homeless	14%	14%	13%	14%	16%	10%	-6
	Housed	9%	9%	9%	9%	9%	6%	-3
	<i>Homeless-Housed</i>	+5	+5	+4	+5	+7	+4	-3
Hispanic/Latino	Homeless	7%	7%	9%	8%	9%	5%	-4
	Housed	5%	5%	6%	5%	6%	4%	-2
	<i>Homeless-Housed</i>	+2	+2	+3	+3	+3	+1	-2
Native Hawaiian/Other Pacific Islander	Homeless	7%	7%	9%	7%	10%	8%	-2
	Housed	6%	5%	6%	6%	7%	5%	-2
	<i>Homeless-Housed</i>	+1	+2	+3	+1	+3	+3	0
Two or More Races	Homeless	10%	10%	11%	11%	13%	9%	-4
	Housed	5%	5%	5%	5%	6%	4%	-2
	<i>Homeless-Housed</i>	+5	+5	+6	+6	+7	+5	-2
White	Homeless	9%	9%	10%	9%	11%	7%	-4
	Housed	4%	4%	4%	4%	4%	3%	-1
	<i>Homeless-Housed</i>	+5	+5	+6	+5	+7	+4	-3

* Data unavailable for 2020 and 2021.

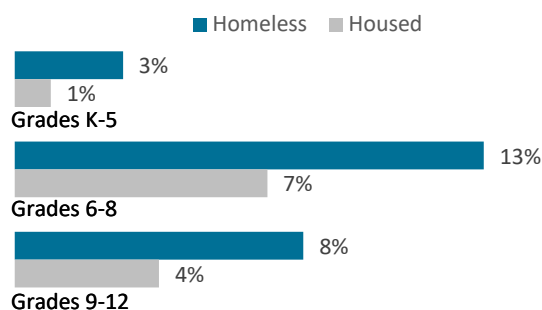
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A13](#) for more information.

Grade Level

Students experiencing homelessness were suspended at higher rates across all grade bands: students in grades 9 through 12 were suspended at rates 2 times higher than their housed peers, and students in kindergarten through grade 5 were suspended at rates 3 times higher (Figure 37). Overall, rates of suspension were highest in middle school, with slightly more than one in eight students experiencing homelessness receiving a suspension.

Suspension rates for students experiencing homelessness decreased in all grade bands from 2019 to 2022, including a decrease of 6 percentage points for students in grades 6 through 8 (Table 16).

Figure 37.
Suspension Rates by Housing Status and Grade Band, 2022.



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

Table 16.
*Suspension Rates by Housing Status and Grade Band, 2015–2022.**

Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022	
K–5	Homeless	5%	5%	5%	5%	6%	3%	-3
	Housed	2%	2%	2%	2%	2%	1%	-1
	<i>Homeless-Housed</i>	+3	+3	+3	+3	+4	+2	-2
6–8	Homeless	16%	16%	18%	17%	19%	13%	-6
	Housed	7%	7%	8%	7%	9%	7%	-2
	<i>Homeless-Housed</i>	+9	+9	+10	+10	+10	+6	-4
9–12	Homeless	11%	10%	12%	11%	13%	8%	-5
	Housed	5%	5%	6%	5%	6%	4%	-2
	<i>Homeless-Housed</i>	+6	+5	+6	+6	+7	+4	-3

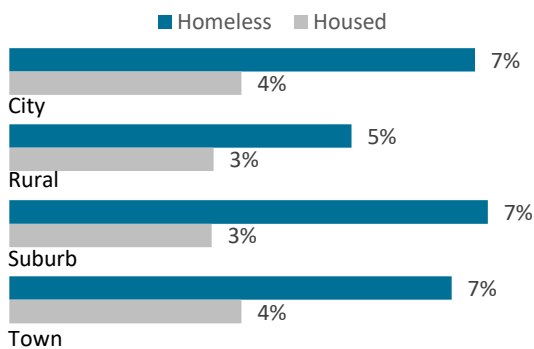
* Data unavailable for 2020 and 2021.

Note: Student counts were 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 in 2022 were suspended at higher rates than their housed peers across all types of locations. The suspension rates for students experiencing homelessness were 1.7 to 2.3 times higher in each location (Figure 38).

Figure 38.
Suspension Rates by Housing Status and Location, 2022.

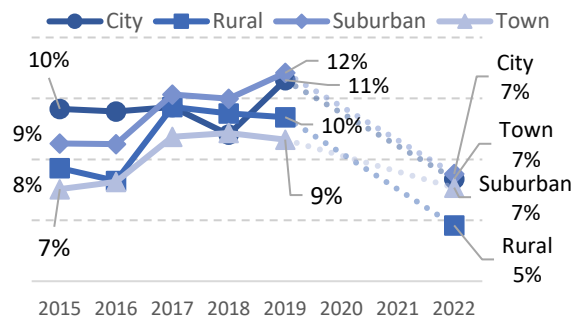


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A15](#) for more information.

Suspension rates for students experiencing homelessness decreased by 4 or 5 percentage points for all locations except for towns, where suspension rates decreased by 2 percentage points from 2019 to 2022 (Figure 39).

The gap between housed and homeless students decreased by 1 to 3 percentage points across all location types from 2019 to 2022 (Table 17, next page).

Figure 39.
*Suspension Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.

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

Table 17.
*Suspension Rates by Housing Status and Location, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	10%	10%	10%	9%	11%	7%	-4
	Housed	5%	5%	5%	4%	5%	4%	-1
	<i>Homeless-Housed</i>	+5	+5	+5	+5	+6	+4	-2
Rural	Homeless	8%	7%	10%	10%	10%	5%	-5
	Housed	4%	4%	5%	6%	5%	3%	-2
	<i>Homeless-Housed</i>	+4	+3	+5	+4	+5	+2	-3
Suburban	Homeless	9%	9%	11%	10%	12%	7%	-5
	Housed	4%	4%	4%	4%	5%	3%	-2
	<i>Homeless-Housed</i>	+5	+5	+7	+6	+7	+4	-3
Town	Homeless	7%	7%	9%	9%	9%	7%	-2
	Housed	4%	5%	5%	5%	5%	4%	-1
	<i>Homeless-Housed</i>	+3	+2	+4	+4	+4	+3	-1

* Data unavailable for 2020 and 2021.

Note: Student counts were 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 met academic standards as measured by the annual statewide assessment.²⁸ Students are tested in grades 3 through 8 and one time in high school.²⁹ In the 2017-18 school year, the tested grade in high school was switched from grade 11 to grade 10.³⁰

Housing Status, Income, and Nighttime Residence

In 2022, less than one-quarter (24%) of students experiencing homelessness were proficient in ELA. This was 29 percentage points lower than the rate for housed students and 13 points lower than the rate for housed, low-income students (Figure 40).

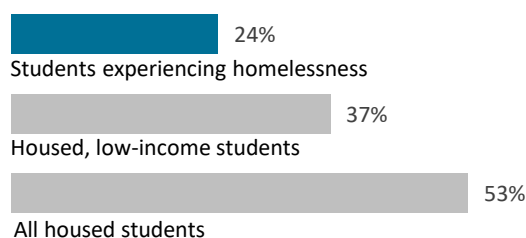
The ELA proficiency rates first increased in 2015, the first year all students were tested using the Smarter Balanced assessment.³¹

The rates for all student groups remained relatively flat from 2016 to 2019 but decreased

sharply after the start of the COVID-19 pandemic (Table 18).

Proficiency rates for students experiencing homelessness increased by 10 percentage points from 2019 to 2022, 5 percentage points lower than rates were originally in 2015. All housed students and housed, low-income students also saw decreases, although smaller (7 percentage points) than that of students experiencing homelessness.

Figure 40.
English Language Arts Proficiency Rates by Housing Status and Income, 2022.



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

Table 18.
English Language Arts Proficiency Rates by Housing Status and Income, 2015–2022.*

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	29%	35%	34%	34%	34%	24%	-10
Housed, low-income students	38%	45%	44%	44%	45%	37%	-7
All housed students	52%	61%	60%	61%	62%	53%	-7

* Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A16](#) for more information.

²⁸ The English language arts 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.

²⁹ For more information, see ospi.k12.wa.us/student-success/testing/state-testing/washington-state-smarter-balanced-assessment-consortium.

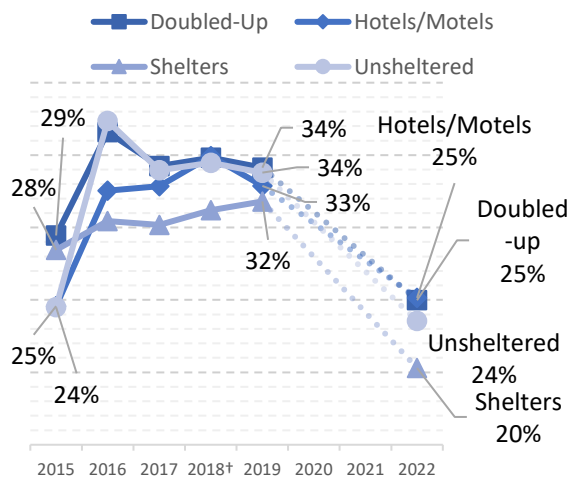
³⁰ The tested grade was switched due to requirements in ESHB 2224, Chapter 31, Laws of 2017. For more information, see www.k12.wa.us/sites/default/files/public/assessment/statetesting/pubdocs/grade10elaandmathtestingandcontent.pdf.

³¹ For more information, see the state testing timeline at www.k12.wa.us/student-success/testing/state-testing-overview.

ELA proficiency rates were lowest for students living in shelters in 2022 (20%). Students living doubled-up, in hotels/motels, or unsheltered had slightly higher ELA proficiency rates than their peers in shelters, although only by 4 to 5 percentage points (Figure 41).

The decline in ELA proficiency rates was greatest for students in shelters, at 12 percentage points below their 2019 rates and 8 points below 2015 rates. The smallest drop (8 points) was for students living in hotels/motels, which put them exactly at their 2015 rate (25%).

Figure 41.
*English Language Arts Proficiency Rates by Nighttime Residence, 2015–2022.**

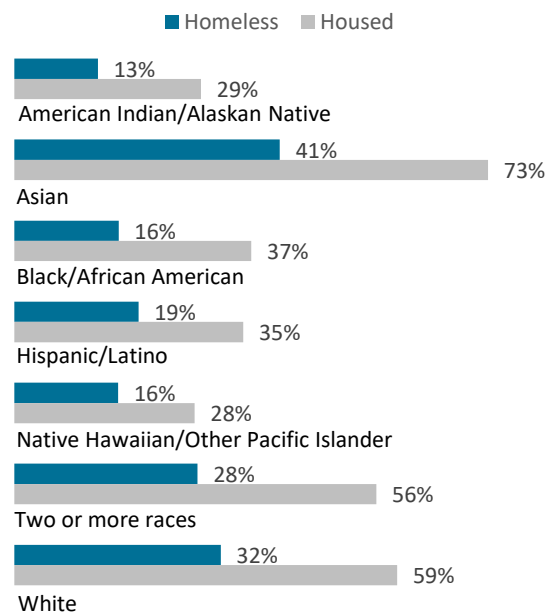


* Data unavailable for 2020 and 2021.
 † The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.
 Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A16](#) for more information.

Race and Ethnicity

In 2022, ELA proficiency rates were substantially lower for students across all racial/ethnic groups experiencing homelessness than for their housed peers. Proficiency rates for students experiencing homelessness ranged from 13% for American Indian/Alaska Native students to 41% for Asian students. Native Hawaiian/Other Pacific Islander students had the smallest gap compared to their housed peers, at 12 percentage points, and Asian students had the largest gap, at 32 points (Figure 42).

Figure 42.
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2022.



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

From 2019 to 2022, ELA proficiency rates decreased for all subgroups of students regardless of housing status, except for a 2 percentage point increase for Asian students experiencing homelessness. The largest decreases were for both housed and homeless Native Hawaiian/Pacific Islander students (11 percentage points). Gaps within each subgroup either stayed the same or grew larger (Table 19).

*Table 19.
English Language Arts Proficiency Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	20%	19%	19%	22%	21%	13%	-8
	Housed	29%	35%	33%	33%	35%	29%	-6
	<i>Homeless-Housed</i>	<i>-9</i>	<i>-16</i>	<i>-14</i>	<i>-11</i>	<i>-14</i>	<i>-16</i>	<i>+2</i>
Asian	Homeless	45%	53%	55%	48%	39%	41%	+2
	Housed	67%	78%	77%	78%	78%	73%	-5
	<i>Homeless-Housed</i>	<i>-22</i>	<i>-25</i>	<i>-22</i>	<i>-30</i>	<i>-39</i>	<i>-32</i>	<i>-7</i>
Black/African American	Homeless	19%	25%	23%	24%	24%	16%	-8
	Housed	35%	44%	43%	43%	44%	37%	-7
	<i>Homeless-Housed</i>	<i>-16</i>	<i>-19</i>	<i>-20</i>	<i>-19</i>	<i>-20</i>	<i>-21</i>	<i>+1</i>
Hispanic/Latino	Homeless	23%	29%	27%	28%	28%	19%	-9
	Housed	35%	43%	42%	43%	44%	35%	-9
	<i>Homeless-Housed</i>	<i>-12</i>	<i>-14</i>	<i>-15</i>	<i>-15</i>	<i>-16</i>	<i>-16</i>	<i>0</i>
Native Hawaiian/Other Pacific Islander	Homeless	23%	19%	21%	26%	27%	16%	-11
	Housed	36%	42%	40%	40%	39%	28%	-11
	<i>Homeless-Housed</i>	<i>-13</i>	<i>-23</i>	<i>-19</i>	<i>-14</i>	<i>-12</i>	<i>-12</i>	<i>0</i>
Two or More Races	Homeless	34%	40%	37%	39%	37%	28%	-9
	Housed	55%	64%	63%	64%	64%	56%	-8
	<i>Homeless-Housed</i>	<i>-21</i>	<i>-24</i>	<i>-26</i>	<i>-25</i>	<i>-27</i>	<i>-28</i>	<i>+1</i>
White	Homeless	35%	44%	42%	42%	42%	32%	-10
	Housed	58%	68%	67%	68%	69%	59%	-10
	<i>Homeless-Housed</i>	<i>-23</i>	<i>-24</i>	<i>-25</i>	<i>-26</i>	<i>-27</i>	<i>-27</i>	<i>0</i>

* Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A17](#) for more information.

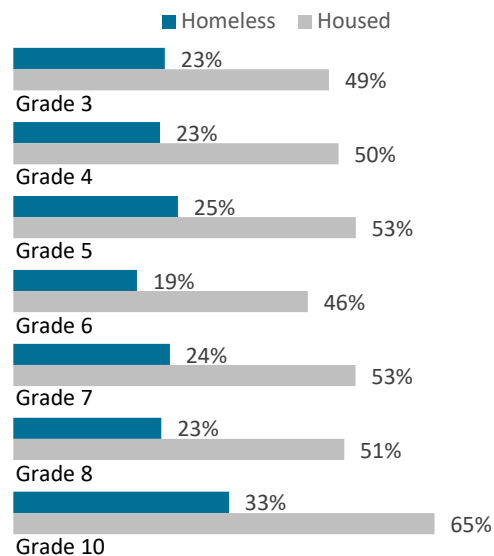
Grade Level

On average, less than one-quarter of students experiencing homelessness in grades 3 through 8 were proficient in ELA in 2022, ranging from 19% in grade 6 to 25% in grade 5. The proficiency rates were substantially less than for their housed peers in each grade, with gaps ranging from 25 percentage points to 32 points (Figure 43).

Among students experiencing homelessness, those in grade 10 had the highest ELA proficiency rate at 33%, but also had the largest gap compared to their housed peers.

Proficiency rates for students experiencing homelessness decreased sharply across the board: the smallest decline was for grade 3 (5 percentage points) and the largest for grade 6 (12 percentage points). However, the largest decline among all students was for housed students in grade 6 (13 points). Grades 3 and 6 were the only grades in which students experiencing homelessness had smaller declines in proficiency rates than their housed peers. (Table 20, next page).

*Figure 43.
English Language Arts Proficiency Rates by
Housing Status and Grade, 2022.*



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

*Table 20.
English Language Arts Proficiency Rates by Housing Status and Grade, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
3	Homeless	29%	30%	30%	31%	28%	23%	-5
	Housed	53%	56%	54%	57%	57%	49%	-8
	<i>Homeless-Housed</i>	-24	-26	-24	-26	-29	-26	-3
4	Homeless	29%	34%	30%	33%	33%	23%	-10
	Housed	56%	58%	57%	59%	59%	50%	-9
	<i>Homeless-Housed</i>	-27	-24	-27	-26	-26	-27	+1
5	Homeless	32%	33%	34%	35%	37%	25%	-12
	Housed	58%	61%	60%	61%	62%	53%	-9
	<i>Homeless-Housed</i>	-26	-28	-26	-26	-25	-28	+3
6	Homeless	28%	30%	29%	31%	31%	19%	-12
	Housed	55%	58%	57%	58%	59%	46%	-13
	<i>Homeless-Housed</i>	-27	-28	-28	-27	-28	-26	-2
7	Homeless	30%	33%	33%	34%	35%	24%	-11
	Housed	58%	60%	61%	62%	63%	53%	-10
	<i>Homeless-Housed</i>	-28	-27	-28	-28	-28	-26	-2
8	Homeless	32%	34%	33%	35%	32%	23%	-9
	Housed	57%	61%	60%	61%	60%	51%	-9
	<i>Homeless-Housed</i>	-25	-27	-27	-26	-28	-28	0
10	Homeless	-	-	-	42%	42%	33%	-9
	Housed	-	-	-	72%	72%	65%	-7
	<i>Homeless-Housed</i>	-	-	-	-30	-30	-32	+2
11	Homeless	19%	56%	50%	-	-	-	-
	Housed	27%	77%	76%	-	-	-	-
	<i>Homeless-Housed</i>	-8	-21	-26	-	-	-	-

* Data unavailable for 2020 and 2021.

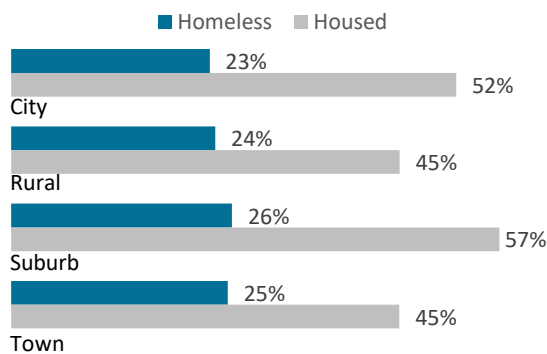
Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A18](#) for more information.

Location

English language arts proficiency rates for students experiencing homelessness were similar across all types of locations, ranging from 23% in city locations to 26% in suburban locations (Figure 44).

The gaps between students experiencing homelessness and their housed peers ranged from 20 percentage points lower in town locations to 31 points lower in suburban locations.

Figure 44.
English Language Arts Proficiency Rates by Housing Status and Location, 2022.

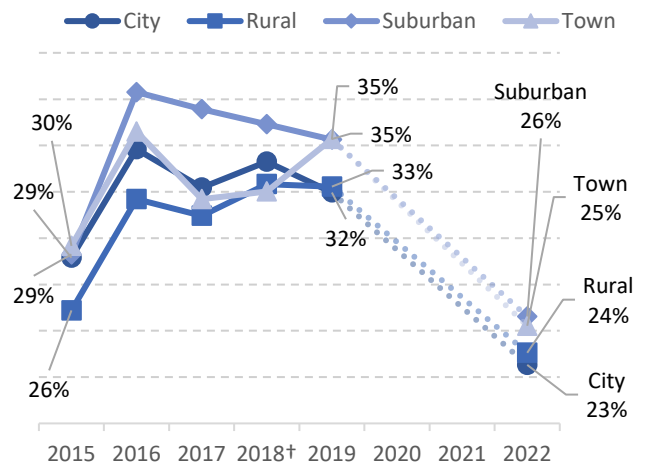


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A19](#) for more information.

ELA proficiency rates declined across all locations from 2019 to 2022, ranging from 9 percentage points lower in city and rural locations to 10 points lower in suburban and town locations. Proficiency rates had climbed in 2016 and generally held constant; however, all rates in 2022 ranged from 2 to 6 percentage points lower than they had initially been in 2015 (Figure 45).

ELA proficiency rates fell relatively evenly between housed and homeless students across all location types. The gap between homeless and housed students in rural locations decreased by 1 percentage point, the only location that had a change (Table 21, next page).

Figure 45.
*English Language Arts Proficiency Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.

† The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.

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

*Table 21.
English Language Arts Proficiency Rates by Housing Status and Location, 2015–2022.**

Status		2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	29%	35%	33%	34%	32%	23%	-9
	Housed	52%	61%	61%	61%	61%	52%	-9
	<i>Homeless-Housed</i>	-23	-26	-28	-27	-29	-29	0
Rural	Homeless	26%	32%	31%	33%	33%	24%	-9
	Housed	47%	54%	53%	54%	55%	45%	-10
	<i>Homeless-Housed</i>	-21	-22	-22	-21	-22	-21	-1
Suburban	Homeless	29%	38%	37%	36%	35%	26%	-9
	Housed	55%	65%	64%	65%	66%	57%	-9
	<i>Homeless-Housed</i>	-26	-27	-27	-29	-31	-31	0
Town	Homeless	30%	36%	32%	33%	35%	25%	-10
	Housed	46%	54%	53%	55%	55%	45%	-10
	<i>Homeless-Housed</i>	-16	-18	-21	-22	-20	-20	0

* Data unavailable for 2020 and 2021.

Note: Student counts were 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 met academic standards as measured by the annual statewide assessment.³² Students are tested in grades 3 through 8 and one time in high school.³³ In the 2017-18 school year, the tested grade in high school was switched from grade 11 to 10.³⁴

Housing Status, Income, and Nighttime Residence

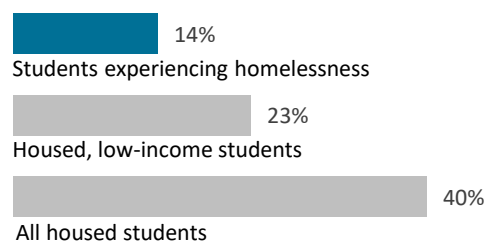
In 2022, fewer than one in seven students experiencing homelessness were proficient in mathematics. This was 26 percentage points lower than the rate for housed students and 9 points lower than the rate for housed, low-income students (Figure 46).

Mathematics proficiency rates for all students increased between 2015 and 2016, which was the first year all students were tested using the Smarter Balanced assessment (Table 22).³⁵

The mathematics proficiency rate for students experiencing homelessness decreased 10 percentage points from 2019 to 2022, 1 percentage point less than the decrease in the rates for all housed and housed, low-income students (11 points).

Similar to ELA proficiency rates, the math proficiency rates in 2022 for all students, regardless of housing status, were significantly lower than the rates in 2015.

*Figure 46.
Mathematics Proficiency Rates by Housing Status and Income, 2022.*



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

*Table 22.
Mathematics Proficiency Rates by Housing Status and Income, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	23%	26%	24%	25%	24%	14%	-10
Housed, low-income students	33%	35%	34%	35%	34%	23%	-11
All housed students	46%	49%	49%	51%	51%	40%	-11

* Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A20](#) for more information.

³² 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.

³³ For more information, see ospi.k12.wa.us/student-success/testing/state-testing/washington-state-smarter-balanced-assessment-consortium.

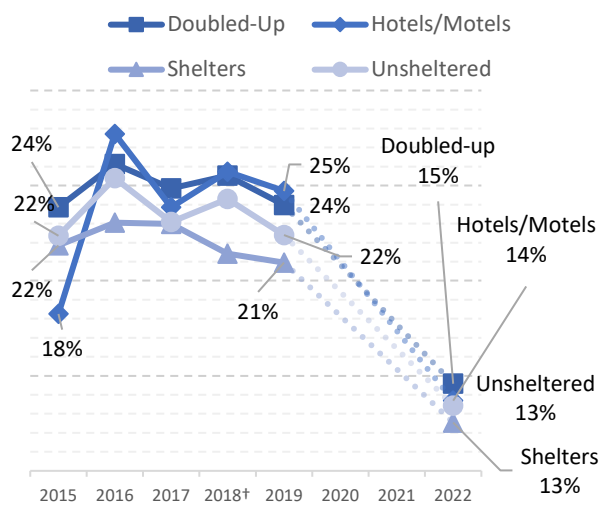
³⁴ The tested grade was switched due to requirements in ESHB 2224, Chapter 31, Laws of 2017. For more information, see www.k12.wa.us/sites/default/files/public/assessment/statetesting/pubdocs/grade10elaandmathtestingandcontent.pdf.

³⁵ For more information, see the state testing timeline at www.k12.wa.us/student-success/testing/state-testing-overview.

About one-seventh or fewer of the students experiencing homelessness across all types of nighttime residences were proficient in mathematics in 2022, ranging from 13% for students living in shelters and those living unsheltered to 15% for students living doubled-up.

The proficiency rate for students living in hotels/motels had the largest decrease of 11 percentage points from 2019 to 2022, resulting in a rate 4 points lower than before its initial jump in 2016. The proficiency rate for students living in shelters had the smallest decrease of 8 percentage points (Figure 47).

Figure 47.
*Mathematics Proficiency Rates by Nighttime Residence, 2015–2022.**



* Data unavailable for 2020 and 2021.

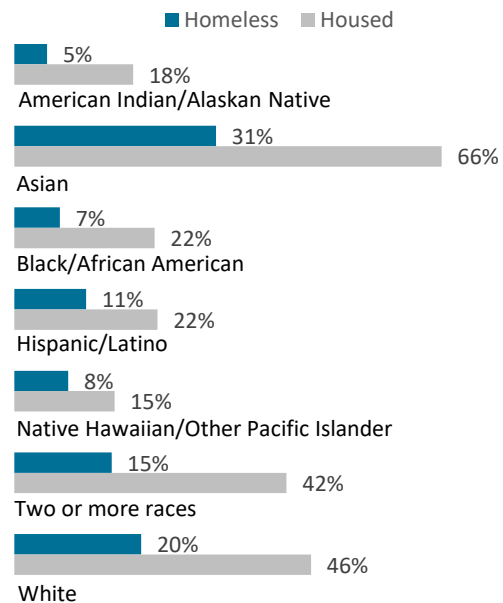
† The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.

Note: Student counts were 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 2022, the mathematics proficiency rates for students experiencing homelessness across all racial/ethnic groups were substantially lower than for their housed peers. Proficiency rates for students experiencing homelessness ranged from 5% for American Indian/Alaska Native to 31% for Asian students. The smallest gap (7 percentage points) occurred among Native Hawaiian/Other Pacific Islander students compared to their housed peers, while the largest gap was among Asian students, at 35 points (Figure 48).

Figure 48.
Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2022.



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

From 2019 to 2022, mathematics proficiency rates decreased for all groups regardless of housing status. The largest decreases were for housed students; both Native Hawaiian/Other Pacific Islander and white students saw decreases (13 and 12 percentage points, respectively) larger than the declines in proficiency rates of students experiencing homelessness. Of homeless students, Asian and white students both saw decreases of 11 points.

The gap between students experiencing homelessness and their housed peers decreased for each group except for American Indian/Alaska Native students (remained the same) and Asian students (grew 3 percentage points) (Table 23).

Table 23.
*Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	10%	12%	13%	13%	14%	5%	-9
	Housed	24%	25%	25%	25%	27%	18%	-9
	<i>Homeless-Housed</i>	-14	-13	-12	-12	-13	-13	0
Asian	Homeless	46%	43%	45%	44%	42%	31%	-11
	Housed	66%	69%	70%	75%	74%	66%	-8
	<i>Homeless-Housed</i>	-20	-26	-25	-31	-32	-35	+3
Black/African American	Homeless	16%	18%	17%	16%	14%	7%	-7
	Housed	28%	30%	30%	31%	30%	22%	-8
	<i>Homeless-Housed</i>	-12	-12	-13	-15	-16	-15	-1
Hispanic/Latino	Homeless	19%	22%	20%	20%	19%	11%	-8
	Housed	30%	32%	32%	34%	33%	22%	-11
	<i>Homeless-Housed</i>	-11	-10	-12	-14	-14	-11	-3
Native Hawaiian/Other Pacific Islander	Homeless	17%	14%	14%	16%	16%	8%	-8
	Housed	30%	31%	29%	31%	28%	15%	-13
	<i>Homeless-Housed</i>	-13	-17	-15	-15	-12	-7	-5
Two or More Races	Homeless	28%	28%	26%	27%	24%	15%	-9
	Housed	48%	52%	52%	54%	53%	42%	-11
	<i>Homeless-Housed</i>	-20	-24	-26	-27	-29	-27	-2
White	Homeless	27%	31%	30%	31%	31%	20%	-11
	Housed	51%	55%	55%	58%	58%	46%	-12
	<i>Homeless-Housed</i>	-24	-24	-25	-27	-27	-26	-1

* Data unavailable for 2020 and 2021.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A21](#) for more information.

Grade Level

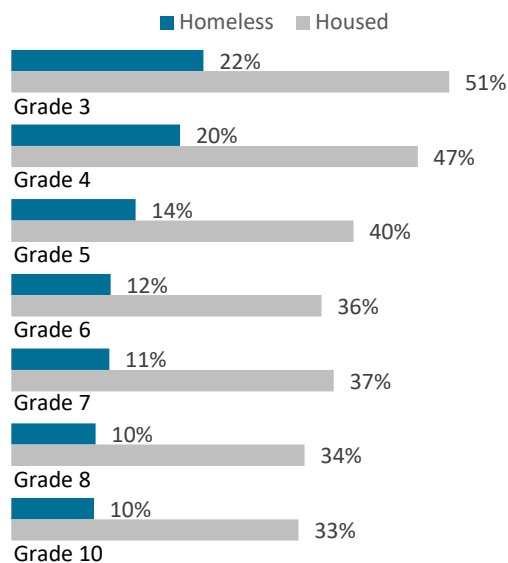
In 2022, fewer than one-quarter (22%) of students experiencing homelessness in grade 3 were proficient in mathematics. The proficiency rate declined as grade level increased for both housed and unhoused students; only 10% of students experiencing homelessness were proficient in mathematics in grade 10 (Figure 49).

These rates were substantially lower than rates among their housed peers, ranging from 24 percentage points lower for students in grades 6, 8, and 10 to 29 percentage points lower for students in grade 3.

Mathematics proficiency rates for all students declined for all grades compared to the pre-pandemic years, with the largest decrease for students experiencing homelessness in grade 7 (11 percentage points) and the largest decrease for housed students in grades 7 and 8 (14 percentage points). The smallest decrease was for students experiencing homelessness in grade 10 (5 percentage points). Housed students in grade 10 saw a decrease in proficiency rates double that of their homeless peers (10 points) (Table 24, next page).

The gaps between students experiencing homelessness and their housed peers fell in grades 6, 7, 8, and 10 but stayed the same in grades 3 and 5. The only grade where the gap increased was grade 4.

Figure 49.
Mathematics Proficiency Rates by Housing Status and Grade, 2022.



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

Table 24.
*Mathematics Proficiency Rates by Housing Status and Grade, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
3	Homeless	32%	36%	36%	35%	31%	22%	-9
	Housed	58%	60%	59%	59%	60%	51%	-9
	<i>Homeless-Housed</i>	-26	-24	-23	-24	-29	-29	0
4	Homeless	28%	33%	29%	30%	30%	20%	-10
	Housed	55%	57%	56%	56%	56%	47%	-9
	<i>Homeless-Housed</i>	-27	-24	-27	-26	-26	-27	+1
5	Homeless	24%	24%	25%	25%	24%	14%	-10
	Housed	49%	51%	50%	50%	50%	40%	-10
	<i>Homeless-Housed</i>	-25	-27	-25	-25	-26	-26	0
6	Homeless	20%	24%	22%	23%	22%	12%	-10
	Housed	47%	49%	50%	50%	49%	36%	-13
	<i>Homeless-Housed</i>	-27	-25	-28	-27	-27	-24	-3
7	Homeless	24%	25%	23%	23%	22%	11%	-11
	Housed	49%	51%	52%	51%	51%	37%	-14
	<i>Homeless-Housed</i>	-25	-26	-29	-28	-29	-26	-3
8	Homeless	22%	23%	23%	22%	19%	10%	-9
	Housed	47%	49%	49%	50%	48%	34%	-14
	<i>Homeless-Housed</i>	-25	-26	-26	-28	-29	-24	-5
10	Homeless	-	-	-	15%	15%	10%	-5
	Housed	-	-	-	44%	43%	33%	-10
	<i>Homeless-Housed</i>	-	-	-	-29	-28	-23	-5
11	Homeless	7%	11%	11%	-	-	-	-
	Housed	15%	24%	28%	-	-	-	-
	<i>Homeless-Housed</i>	-8	-13	-17	-	-	-	-

* Data unavailable for 2020 and 2021.

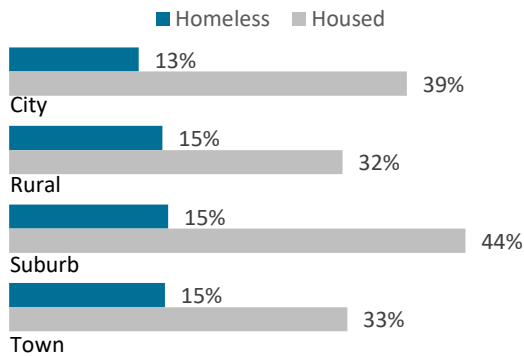
Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A22](#) for more information.

Location

Mathematics proficiency rates for students experiencing homelessness were 15% for all locations except city, where they were slightly lower at 13% (Figure 50).

The gaps between students experiencing homelessness and their housed peers ranged from 17 percentage points lower in rural locations to 29 percentage points lower in suburban locations.

Figure 50.
Mathematics Proficiency Rates by Housing Status and Location, 2022.

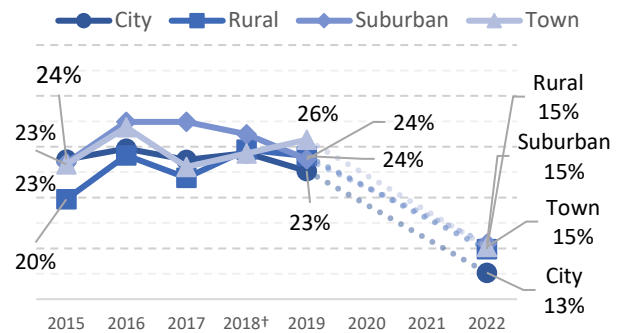


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A23](#) for more information.

From 2019 to 2022, mathematics proficiency rates decreased in all locations, ranging from 9 percentage points lower in suburban locations to 11 points lower in town locations (Figure 51).

The decreases in mathematics proficiency rates were slightly higher for housed students, which resulted in the gap between housed and homeless students closing by 1 to 2 percentage points (Table 25, next page).

Figure 51.
*Mathematics Proficiency Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.

† The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year.

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

Table 25.
*Mathematics Proficiency Rates by Housing Status and Location, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	24%	25%	24%	24%	23%	13%	-10
	Housed	46%	49%	49%	51%	51%	39%	-12
	<i>Homeless-Housed</i>	-22	-24	-25	-27	-28	-26	-2
Rural	Homeless	20%	24%	22%	25%	24%	15%	-9
	Housed	39%	41%	41%	43%	43%	32%	-11
	<i>Homeless-Housed</i>	-19	-17	-19	-18	-19	-17	-2
Suburban	Homeless	23%	27%	27%	26%	24%	15%	-9
	Housed	49%	53%	53%	55%	55%	44%	-11
	<i>Homeless-Housed</i>	-26	-26	-26	-29	-31	-29	-2
Town	Homeless	23%	27%	23%	24%	26%	15%	-11
	Housed	39%	42%	43%	45%	45%	33%	-12
	<i>Homeless-Housed</i>	-16	-15	-20	-21	-19	-18	-1

* Data unavailable for 2020 and 2021.

Note: Student counts were 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

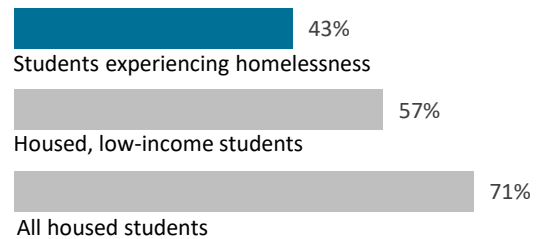
The “on-track” rate measures the percentage of students who earned all attempted credits during their grade 9 year.³⁶ In other words, they passed all their ninth grade classes. “On-track” has been associated with a much higher likelihood of graduation. The measure is used as an early warning indicator for students who may need additional support.³⁷

Housing Status, Income, and Nighttime Residence

In 2022, fewer than half (43%) of students experiencing homelessness in grade 9 passed all their courses. This was 28 percentage points lower than all housed students and 14 percentage points lower than housed, low-income students (Figure 52).

The on-track rate for students experiencing homelessness increased 1 percentage point from 2019 to 2022; however, rates decreased by 3 points for all housed students and housed, low-income students, bringing them to their lowest rates since 2015 (Table 26).

Figure 52.
9th Grader On-Track Rates by Housing Status and Income, 2022.



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

Table 26.
*9th Grader On-Track Rates by Housing Status and Income, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	40%	42%	43%	42%	42%	43%	+1
Housed, low-income students	57%	58%	60%	60%	60%	57%	-3
All housed students	71%	73%	73%	74%	74%	71%	-3

* Data unavailable for 2020 and 2021.

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

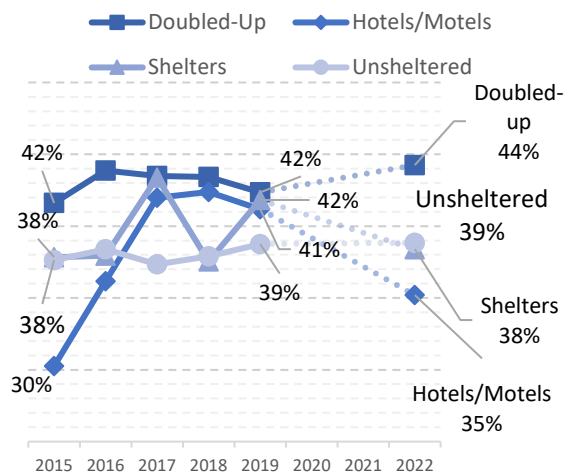
³⁶ The on-track rate is calculated by dividing the sum total number of first-time grade 9 students who earned all credits attempted by the sum total number of first-time grade 9 students who attempted a credit during the school year.

³⁷ See www.k12.wa.us/student-success/support-programs/ninth-grade-success for more information.

The on-track rate was the lowest for students living in hotels/motels among those experiencing homelessness in 2022, at 35% (Figure 53). The rate was highest for students living doubled-up (44%).

On-track rates had been relatively steady from 2015 to 2019 for students living in doubled-up situations and students living unsheltered. In 2022, students living unsheltered remained the same as they had pre-pandemic, while students living doubled-up saw a 2 percentage point increase, the only increase for homeless students in any nighttime residence. The largest decrease was for students living in hotels/motels (6 points).

Figure 53.
*9th Grader On-Track Rates by Nighttime Residence, 2015–2022.**



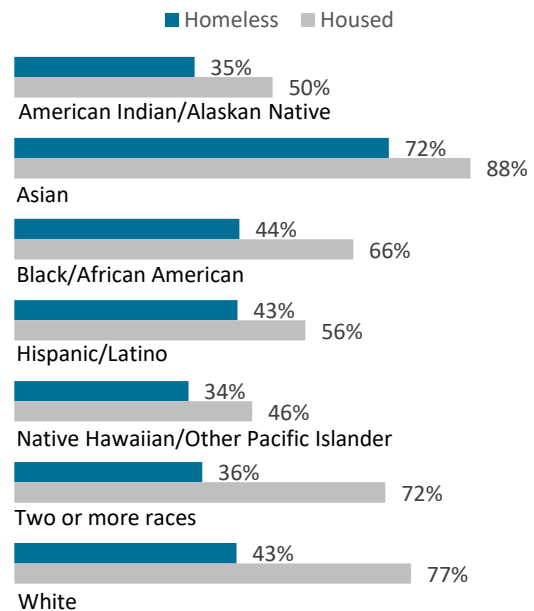
* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A24](#) for more information.

Race and Ethnicity

In 2022, on-track rates for students experiencing homelessness across all racial/ethnic groups were substantially lower than for their housed peers, ranging from 12 percentage points lower for Native Hawaiian/Other Pacific Islander students to 36 points lower for students of two or more races (Figure 54).

On-track rates among students experiencing homelessness ranged from 34% for Native Hawaiian/Other Pacific Islander students to 72% for Asian students.

Figure 54.
9th Grader On-Track Rates by Housing Status and Race/Ethnicity, 2022.



Note: Student counts were 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 fluctuated from year to year for most racial/ethnic groups between 2015 and 2019. This trend mostly continued in 2022, with the exception of Asian students experiencing homelessness, who saw a massive increase of 20 percentage points between 2019 and 2022. Of students experiencing homelessness, the second largest increase was only 3 percentage points for Black/African American and Native Hawaiian/Other Pacific Islander students (Table 27).

Between 2019 and 2022, on-track rates for students experiencing homelessness improved or stayed the same for all student subgroups

except white students. Conversely, housed students of all subgroups except for Black/African American students, saw a decrease in on-track rates.

Due to the increases in on-track rates for students experiencing homelessness in 2022, the gap between homeless and housed students decreased for all groups except for Native Hawaiian/Other Pacific Islander students (remained constant) and Black/African American students (increased by 1 percentage point).

Table 27.
*9th Grader On-Track Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	33%	28%	36%	28%	34%	35%	+1
	Housed	48%	47%	52%	52%	51%	50%	-1
	<i>Homeless-Housed</i>	<i>-15</i>	<i>-19</i>	<i>-16</i>	<i>-24</i>	<i>-17</i>	<i>-15</i>	<i>-2</i>
Asian	Homeless	60%	76%	62%	61%	52%	72%	+20
	Housed	87%	89%	90%	91%	89%	88%	-1
	<i>Homeless-Housed</i>	<i>-27</i>	<i>-13</i>	<i>-28</i>	<i>-30</i>	<i>-37</i>	<i>-16</i>	<i>-21</i>
Black/African American	Homeless	41%	42%	48%	47%	41%	44%	+3
	Housed	58%	61%	63%	65%	62%	66%	+4
	<i>Homeless-Housed</i>	<i>-17</i>	<i>-19</i>	<i>-15</i>	<i>-18</i>	<i>-21</i>	<i>-22</i>	<i>+1</i>
Hispanic/Latino	Homeless	41%	41%	41%	40%	43%	43%	0
	Housed	57%	59%	60%	61%	60%	56%	-4
	<i>Homeless-Housed</i>	<i>-16</i>	<i>-18</i>	<i>-19</i>	<i>-21</i>	<i>-17</i>	<i>-13</i>	<i>-4</i>
Native Hawaiian/Other Pacific Islander	Homeless	39%	45%	48%	44%	31%	34%	+3
	Housed	58%	57%	57%	57%	55%	46%	-9
	<i>Homeless-Housed</i>	<i>-19</i>	<i>-12</i>	<i>-9</i>	<i>-13</i>	<i>-24</i>	<i>-12</i>	<i>0</i>
Two or More Races	Homeless	43%	37%	36%	35%	35%	36%	+1
	Housed	70%	73%	73%	73%	73%	72%	-1
	<i>Homeless-Housed</i>	<i>-27</i>	<i>-36</i>	<i>-37</i>	<i>-38</i>	<i>-38</i>	<i>-36</i>	<i>-2</i>
White	Homeless	38%	43%	43%	43%	44%	43%	-1
	Housed	76%	78%	78%	79%	79%	77%	-2
	<i>Homeless-Housed</i>	<i>-38</i>	<i>-35</i>	<i>-35</i>	<i>-36</i>	<i>-35</i>	<i>-34</i>	<i>-1</i>

* Data unavailable for 2020 and 2021.

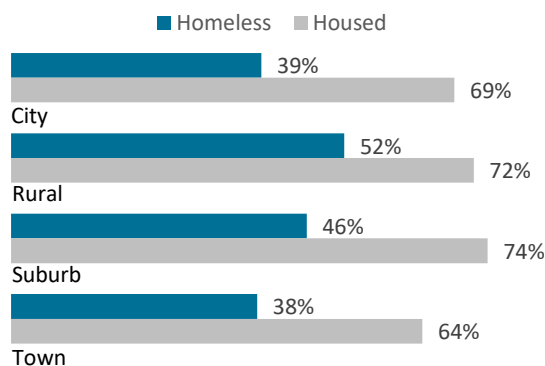
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A25](#) for more information.

Location

In 2022, fewer than half of grade 9 students experiencing homelessness passed all of their courses in most locations. Just more than half (52%) experiencing homelessness in rural locations were on track (Figure 55).

The gaps between students experiencing homelessness and their housed peers ranged from 20 percentage points lower in rural locations to 30 points lower in city locations.

Figure 55.
9th Grader On-Track Rates by Housing Status and Location, 2022.

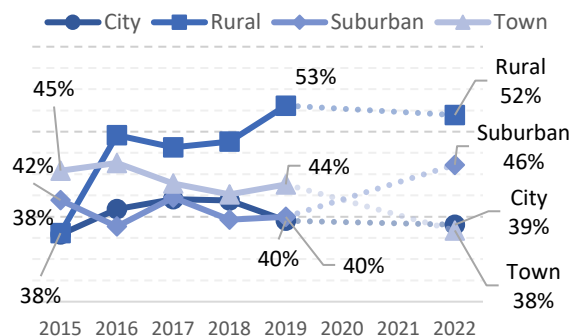


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A26](#) for more information.

Differences in on-track rates from 2019 to 2022 varied by location. Rates rose by 6 percentage points in suburban locations. Rates decreased the most in town districts (5 percentage points), followed by rural and city districts (1 percentage point each) (Figure 56).

All students regardless of housing status saw decreases in on-track rates, with the exception of students experiencing homelessness in suburban districts, who saw a 6 percentage point increase from 2019 to 2022. The gap between housed and homeless students decreased in all location types except for town, which saw a 1 point increase (Table 28, next page).

Figure 56.
*9th Grader On-Track Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.

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

Table 28.
*9th Grade On-Track Rates by Housing Status and Location, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	38%	41%	42%	42%	40%	39%	-1
	Housed	69%	71%	72%	74%	71%	69%	-2
	<i>Homeless-Housed</i>	-31	-30	-30	-32	-31	-30	-1
Rural	Homeless	38%	50%	48%	49%	53%	52%	-1
	Housed	72%	74%	76%	74%	75%	72%	-3
	<i>Homeless-Housed</i>	-34	-24	-28	-25	-22	-20	-2
Suburban	Homeless	42%	39%	42%	40%	40%	46%	+6
	Housed	75%	77%	77%	77%	77%	74%	-3
	<i>Homeless-Housed</i>	-33	-38	-35	-37	-37	-28	-9
Town	Homeless	45%	46%	44%	43%	44%	38%	-6
	Housed	66%	67%	68%	69%	68%	64%	-4
	<i>Homeless-Housed</i>	-21	-21	-24	-26	-24	-26	+2

* Data unavailable for 2020 and 2021.

Note: Student counts were 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 through 12 who are enrolled in a course that provides the potential to earn both high school and college credits.³⁸ The courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.³⁹

OSPI has reported equity gaps in dual credit access and completion,⁴⁰ and as a result, introduced the Consolidated Equity and Sustainability Dual Credit Grant, which is aimed at providing funding to LEAs who are working to increase access to dual credit among historically underrepresented groups, including students experiencing homelessness.⁴¹ These grants were disbursed during the 2021-22 school year and are one factor that may have impacted dual credit outcomes.

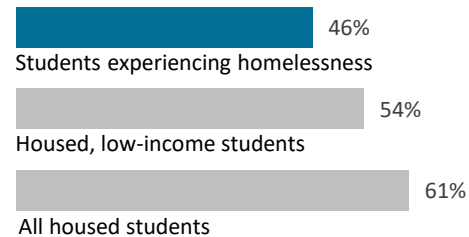
Housing Status, Income, and Nighttime Residence

In 2022, less than half (46%) of students experiencing homelessness enrolled in dual

credit courses. This was 15 percentage points lower than the rate for all housed students and 8 points lower than the rate for housed, low-income students (Figure 57).

The dual credit enrollment rates for students experiencing homelessness remained relatively constant from 2015 to 2019 but increased by 6 percentage points in 2022. All housed students and housed, low-income students also saw increases, though smaller than those of homeless students (4 and 2 points, respectively) (Table 29, next page).

*Figure 57.
Dual Credit Enrollment Rates by Housing Status
and Income, 2022.*



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

³⁸ The dual credit enrollment rate is calculated by dividing the sum total number of students in grades 9 through 12 who enrolled in a dual credit course by the sum total number of students in grades 9 through 12 who attempted a credit during the school year.

³⁹ See www.k12.wa.us/student-success/support-programs/dual-credit-programs for more information.

⁴⁰ See Miller, M., Boatwright, J., Mahoney K., et al. (2019). *Covering the Costs of Dual Credit for Students and Families*. Olympia, WA: OSPI.

Retrieved from <https://www.k12.wa.us/sites/default/files/public/communications/2019-11-Covering-the-Costs-of-Dual-Credit.pdf>.

⁴¹ See www.k12.wa.us/sites/default/files/public/ossi/k12supports/pubdocs/Consolidated%20Equity%20and%20Sustainability%20Dual%20Credit%20Grant%20Package.pdf for more information.

Table 29.
*Dual Credit Enrollment Rates by Housing Status and Income, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	39%	39%	38%	40%	40%	46%	+6
Housed, low-income students	47%	48%	48%	49%	50%	54%	+4
All housed students	54%	56%	56%	58%	59%	61%	+2

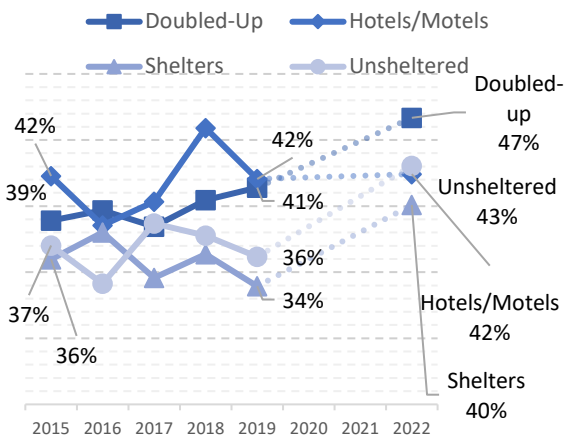
* Data unavailable for 2020 and 2021.

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

Fewer than half of students experiencing homelessness across all types of nighttime residences enrolled in dual credit courses in 2022, ranging from 40% for students in shelters to 47% for students living doubled-up.

The dual credit rate for students experiencing homelessness increased for all nighttime residences except students living in hotels/motels. Students living unsheltered saw the largest increase of 7 percentage points, followed by those in shelters and those living doubled-up (6 points each) (Figure 58).

Figure 58.
*Dual Credit Enrollment Rates by Nighttime Residence, 2015–2022.**



* Data unavailable for 2020 and 2021.

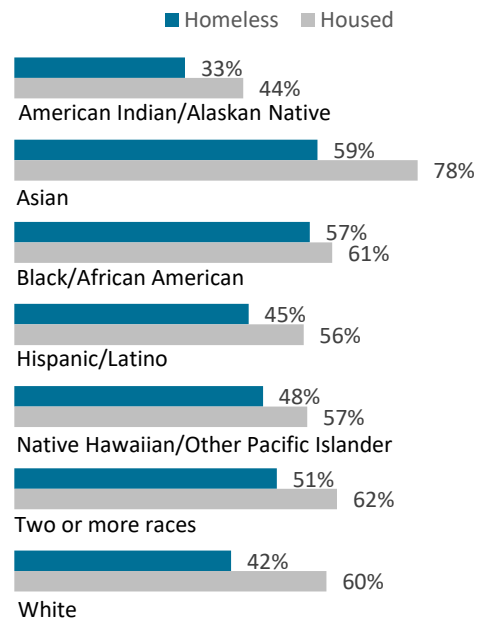
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A27](#) for more information.

Race and Ethnicity

In 2022, dual credit enrollment rates were substantially lower for students experiencing homelessness across all racial/ethnic groups than for their housed peers, ranging from 4 percentage points lower for Black/African American students to 18 points lower for white students (Figure 59).

Dual credit enrollment rates among students experiencing homelessness ranged from 33% for American Indian/Alaska Native students to 59% for Asian students.

Figure 59.
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2022.



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

From 2019 to 2022, dual credit enrollment rates increased for all subgroups of students experiencing homelessness, including an increase of 9 percentage points for Black/African American students and 1 point for American Indian/Alaska Native and Asian students. Dual credit enrollment rates also rose for all subgroups of housed students during the same period, with the rates for Hispanic/Latino

housed students having the greatest increase of 4 percentage points. The gap between students experiencing homelessness and their housed peers increased for American Indian/Alaska Native and Asian students and decreased for all groups (Table 30).

*Table 30.
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
American Indian/Alaska Native	Homeless	33%	25%	29%	28%	32%	33%	+1
	Housed	36%	39%	37%	38%	41%	44%	+3
	<i>Homeless-Housed</i>	-3	-14	-8	-10	-9	-11	+2
Asian	Homeless	47%	48%	49%	53%	58%	59%	+1
	Housed	69%	71%	71%	74%	75%	78%	+3
	<i>Homeless-Housed</i>	-22	-23	-22	-21	-17	-19	+2
Black/African American	Homeless	45%	46%	46%	47%	48%	57%	+9
	Housed	55%	56%	57%	59%	58%	61%	+3
	<i>Homeless-Housed</i>	-10	-10	-11	-12	-10	-4	-6
Hispanic/Latino	Homeless	37%	38%	39%	40%	40%	45%	+5
	Housed	46%	49%	49%	50%	52%	56%	+4
	<i>Homeless-Housed</i>	-9	-11	-10	-10	-12	-11	-1
Native Hawaiian/Other Pacific Islander	Homeless	41%	48%	41%	42%	40%	48%	+8
	Housed	52%	56%	54%	56%	56%	57%	+1
	<i>Homeless-Housed</i>	-11	-8	-13	-14	-16	-9	-7
Two or More Races	Homeless	40%	39%	38%	41%	43%	51%	+8
	Housed	56%	57%	57%	59%	60%	62%	+2
	<i>Homeless-Housed</i>	-16	-18	-19	-18	-17	-11	-6
White	Homeless	38%	38%	35%	38%	38%	42%	+4
	Housed	55%	56%	56%	58%	59%	60%	+1
	<i>Homeless-Housed</i>	-17	-18	-21	-20	-21	-18	-3

* Data unavailable for 2020 and 2021.

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

Location

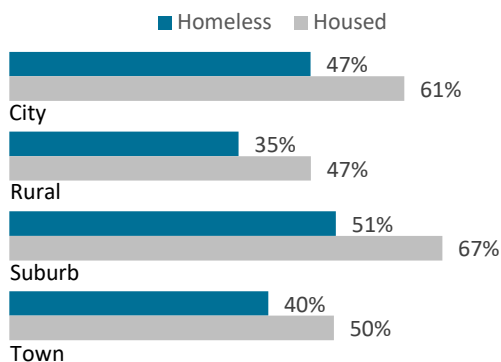
Just more than half of students experiencing homelessness in suburban (51%) locations enrolled in dual credit courses in 2022, while rates were lower for other locales. Just more than one-third of students experiencing homelessness in rural locations enrolled in dual credit courses in the same year (Figure 60).

The gaps between students experiencing homelessness and their housed peers ranged from 10 percentage points lower in town locations to 16 points lower in suburban locations.

From 2019 to 2022, dual credit enrollment rates among students experiencing homelessness increased by 6 percentage points in city, suburban, and town locations and remained constant in rural locations (Figure 61).

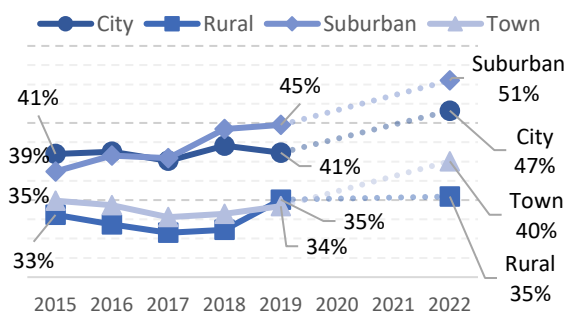
As a result of the increases in rates for students experiencing homelessness in city, suburban, and town locations, the gap between housed and homeless students closed by 3 to 4 percentage points in each location type. The gap between homeless and housed students in rural locations increased by 1 percentage point (Table 31, next page).

Figure 60.
Dual Credit Enrollment Rates by Housing Status and Location, 2022.



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

Figure 61.
*Dual Credit Enrollment Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.

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

*Table 31.
Dual Credit Enrollment Rates by Housing Status and Location, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	41%	41%	40%	42%	41%	47%	+6
	Housed	58%	58%	59%	59%	59%	61%	+2
	<i>Homeless-Housed</i>	-17	-17	-19	-17	-18	-14	-4
Rural	Homeless	33%	32%	31%	31%	35%	35%	0
	Housed	38%	38%	38%	43%	45%	47%	+2
	<i>Homeless-Housed</i>	-5	-6	-8	-12	-10	-11	+1
Suburban	Homeless	39%	41%	40%	44%	45%	51%	+6
	Housed	56%	60%	59%	62%	64%	67%	+3
	<i>Homeless-Housed</i>	-17	-19	-19	-18	-19	-16	-3
Town	Homeless	35%	34%	33%	33%	34%	40%	+6
	Housed	46%	47%	47%	48%	48%	50%	+2
	<i>Homeless-Housed</i>	-11	-13	-14	-15	-14	-10	-4

* Data unavailable for 2020 and 2021.

Note: Student counts were 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 completed statewide requirements and graduated from high school.⁴² The measures presented below include both four-year (on-time) and five-year (extended) rates based on when a student first entered grade 9.⁴³

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 encompassed all students who were identified as homeless at least once during grades 9 through 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.”

As mentioned previously, the Graduation Requirements Emergency Waiver (GREW) was put in place during the COVID-19 pandemic.⁴⁴ This policy likely affected the increase in graduation rates, although more research and specific data are needed to understand the magnitude of impact.

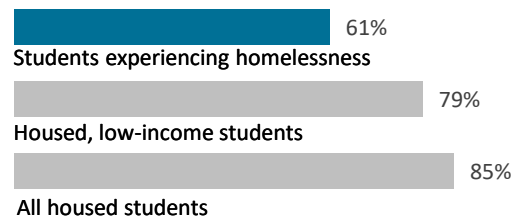
⁴² See www.k12.wa.us/student-success/graduation for more information.
⁴³ The four-year (on-time) graduation rate is calculated by dividing the sum total number of students who graduated in a given year and were members of the class of that year by the sum total number of students in that year’s class. 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 graduated by

Housing Status, Income, and Nighttime Residence

In 2022, 61% of students experiencing homelessness graduated within four years. This was considerably lower than the 85% rate for all housed students and the 79% rate among housed, low-income students (Figure 62).

In the same year, 64% of students experiencing homelessness graduated within five years, also considerably less than the comparable rates for their housed peers, regardless of income (Figure 63, next page).

*Figure 62.
Four-Year (On-Time) Graduation Rates by
Housing Status and Income, 2022.*

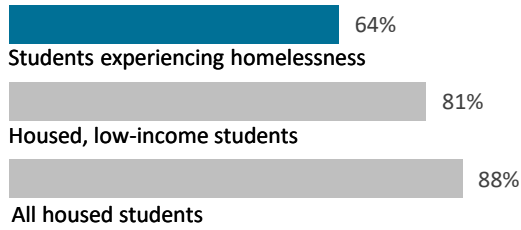


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A30](#) for more information.

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 who graduated in four years, plus any who graduated in five years. The counts are adjusted for students who transferred into or out of public schools in Washington.

⁴⁴ See [Impacts of COVID-19](#).

*Figure 63.
Five-Year (Extended) Graduation Rates by
Housing Status and Income, 2022.*



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

All students regardless of housing or income status saw increases in four-year graduation rates, though the increase for students experiencing homelessness was nearly three times that of the increase for housed students. Four-year graduation rates among students experiencing homelessness increased from 56% to 61% from 2019 to 2022 (Table 32).

Five-year graduation rates increased by 4 percentage points from 2019 to 2022, two times the increases for housed students regardless of income level (Table 33).

*Table 32.
Four-Year (On-Time) Graduation Rates by Housing Status and Income, 2015–2022.**

	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	50%	53%	55%	56%	56%	61%	+5
Housed, low-income students	70%	71%	72%	75%	75%	79%	+4
All housed students	80%	81%	81%	83%	83%	85%	+2

* Data unavailable for 2020 and 2021.

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

*Table 33.
Five-Year (Extended) Graduation Rates by Housing Status and Income, 2015–2022.**

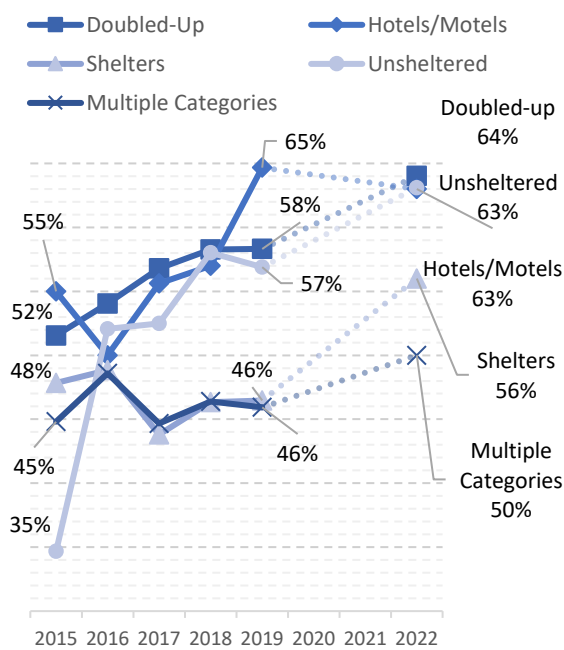
	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
Students experiencing homelessness	56%	57%	61%	59%	60%	64%	+4
Housed, low-income students	73%	75%	75%	77%	79%	81%	+2
All housed students	82%	83%	84%	85%	86%	88%	+2

* Data unavailable for 2020 and 2021.

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

From 2019 to 2022, the four-year graduation rate for students living in all types of nighttime residences increased, except the rate for those in hotels/motels, which decreased by 2 percentage points. The largest increase (10 points) was for students living in shelters. The smallest increase (4 points) was for students who had lived in multiple categories of nighttime residences (Figure 64).

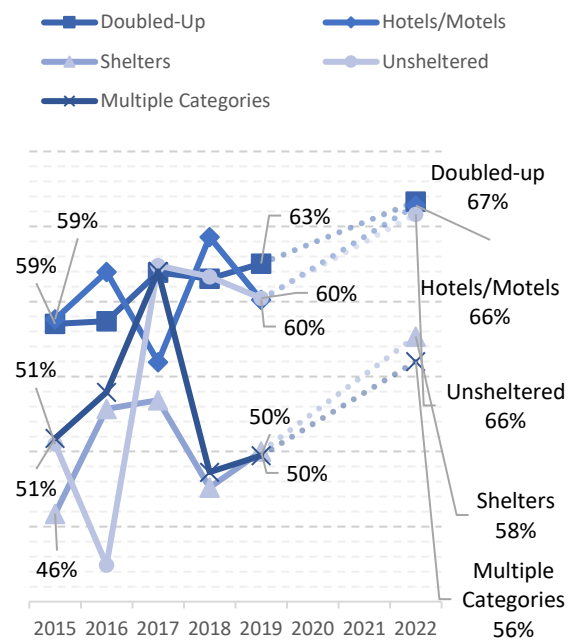
Figure 64.
*Four-Year (On-Time) Graduation Rates by Nighttime Residence, 2015–2022.**



* Data unavailable for 2020 and 2021.
Note: Student counts were 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 fluctuated over time before seeing large increases in 2022. From 2019 to 2022, the largest increase was for students living in shelters (8 percentage points) and the smallest was for students living doubled-up (4 percentage points). In 2022, all categories had the highest rates since 2015, with the exception of students who had been in multiple categories (peaked at 62% in 2017) (Figure 65).

Figure 65.
*Five-Year (Extended) Graduation Rates by Nighttime Residence, 2015–2022.**

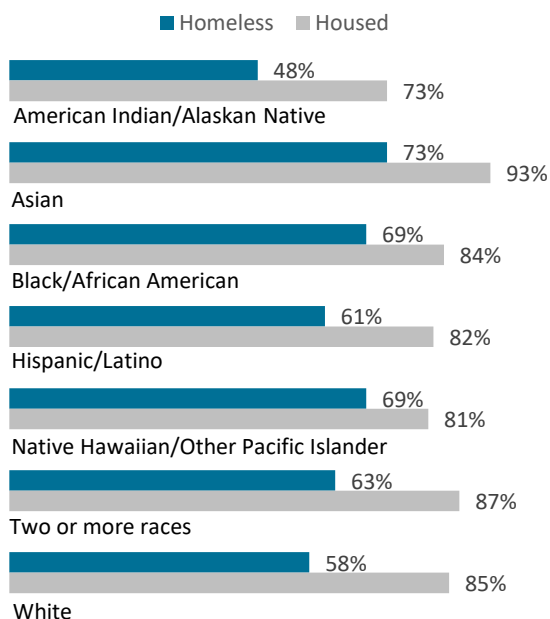


* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A31](#) for more information.

Race and Ethnicity

In 2022, graduation rates were substantially lower for students experiencing homelessness across all racial/ethnic groups than for their housed peers. Among students experiencing homelessness, four-year graduation rates for Asian, Black/African American, two or more races, and Native Hawaiian/Other Pacific Islander were greater than the overall average of 61%, ranging from 63% to 73%. The smallest gap was for Native Hawaiian/Other Pacific Islander students compared to their housed peers, at 12 percentage points, and the largest was for white students, at 27 points (Figure 66).

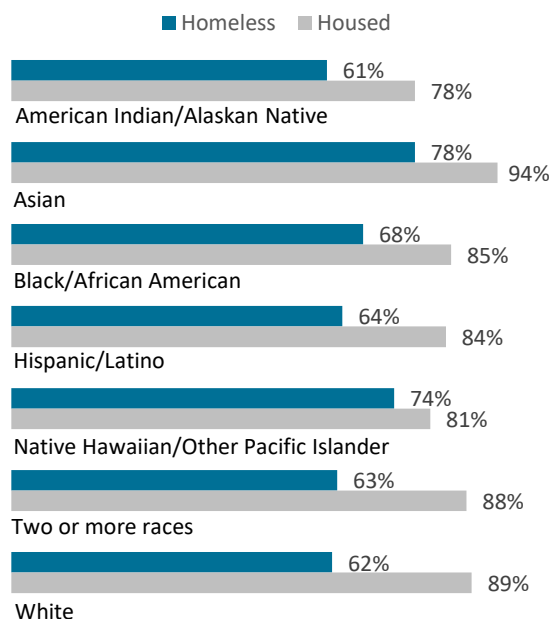
Figure 66.
Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2022.



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

Among students experiencing homelessness, five-year graduation rates for Asian, Black/African American, and Native Hawaiian/Other Pacific Islander were greater than the overall average of 64% in 2022, ranging from 68% to 78%. The smallest gap was Native Hawaiian/Other Pacific Islander students compared to their housed peers, at 7 percentage points, and the largest was white students, at 27 points (Figure 67).

Figure 67.
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2022.



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

Compared to 2019, four-year graduation rates increased for all students regardless of housing status except for white, housed students, whose rate remained constant. The largest increase was for Black/African American students experiencing homelessness, at 12 percentage points. Of students experiencing homelessness, the smallest increase was for Asian students (2 points). These increases reduced the gap between students experiencing homelessness and their housed peers across all groups except Asian students, which remained the same as 2019. The largest gap decrease was 6 percentage points for Native Hawaiian/Other Pacific Islander students (Table 34, next page).

Similar to four-year graduation rates, all students regardless of housing status saw increases in five-year graduation rates except for housed Native Hawaiian/Other Pacific

Islander students, who saw a 1 percentage point decrease, and homeless students of two or more races, who remained at 2019 rates. The largest increase in five-year graduation rates was for American Indian/Alaska Native students experiencing homelessness (13 points). Disparities in five-year graduation rates between housed and homeless students varied widely among groups. Asian students, students of two or more races, and white students all saw increases in the difference between students experiencing homelessness and their housed peers. American Indian/Alaska Native, Black, Hispanic/Latino, and Native Hawaiian/Pacific Islander all had decreases in gaps between students of different housing status. Native Hawaiian/Other Pacific Islander students saw a 12 point decrease in the gap between housed and homeless students (Table 35, page 74).

*Table 34.
Four-Year (On-Time) Graduation Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019-2022
American Indian/Alaska Native	Homeless	34%	40%	44%	41%	37%	48%	+11
	Housed	59%	64%	63%	65%	66%	73%	+7
	<i>Homeless-Housed</i>	-25	-24	-19	-24	-29	-25	-4
Asian	Homeless	58%	65%	64%	75%	71%	73%	+2
	Housed	88%	89%	88%	90%	91%	93%	+2
	<i>Homeless-Housed</i>	-30	-24	-24	-15	-20	-20	0
Black/African American	Homeless	49%	57%	57%	59%	57%	69%	+12
	Housed	71%	73%	74%	78%	77%	84%	+7
	<i>Homeless-Housed</i>	-22	-16	-17	-19	-20	-15	-5
Hispanic/Latino	Homeless	48%	51%	53%	55%	55%	61%	+6
	Housed	71%	74%	74%	78%	78%	82%	+4
	<i>Homeless-Housed</i>	-23	-23	-21	-23	-23	-21	-2
Native Hawaiian/Other Pacific Islander	Homeless	51%	59%	66%	60%	60%	69%	+9
	Housed	68%	69%	68%	77%	78%	81%	+3
	<i>Homeless-Housed</i>	-17	-10	-2	-17	-18	-12	-6
Two or More Races	Homeless	54%	53%	57%	57%	58%	63%	+5
	Housed	80%	80%	82%	83%	84%	87%	+3
	<i>Homeless-Housed</i>	-26	-27	-25	-26	-26	-24	-2
White	Homeless	52%	53%	55%	55%	55%	58%	+3
	Housed	82%	83%	83%	85%	85%	85%	0
	<i>Homeless-Housed</i>	-30	-30	-28	-30	-30	-27	-3

*Data unavailable for 2020 and 2021.

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

*Table 35.
Five-Year (Extended) Graduation Rates by Housing Status and Race/Ethnicity, 2015–2022.**

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019-2022
American Indian/Alaska Native	Homeless	41%	44%	49%	44%	48%	61%	+13
	Housed	60%	65%	69%	68%	69%	78%	+9
	<i>Homeless-Housed</i>	-19	-21	-20	-24	-21	-17	-4
Asian	Homeless	65%	60%	76%	68%	83%	78%	-5
	Housed	90%	91%	91%	91%	93%	94%	+1
	<i>Homeless-Housed</i>	-25	-31	-15	-23	-10	-16	+6
Black/African American	Homeless	56%	58%	68%	59%	64%	68%	+4
	Housed	76%	77%	77%	78%	82%	85%	+3
	<i>Homeless-Housed</i>	-20	-19	-9	-19	-18	-17	-1
Hispanic/Latino	Homeless	54%	57%	58%	58%	59%	64%	+5
	Housed	74%	77%	78%	79%	81%	84%	+3
	<i>Homeless-Housed</i>	-20	-20	-20	-21	-22	-20	-2
Native Hawaiian/Other Pacific Islander	Homeless	56%	60%	65%	70%	63%	74%	+11
	Housed	72%	73%	74%	74%	82%	81%	-1
	<i>Homeless-Housed</i>	-16	-13	-9	-4	-19	-7	-12
Two or More Races	Homeless	58%	59%	60%	60%	63%	63%	0
	Housed	81%	83%	83%	85%	86%	88%	+2
	<i>Homeless-Housed</i>	-23	-24	-23	-25	-23	-25	+2
White	Homeless	58%	58%	61%	59%	58%	62%	+4
	Housed	85%	85%	85%	86%	87%	89%	+2
	<i>Homeless-Housed</i>	-27	-27	-24	-27	-29	-27	+2

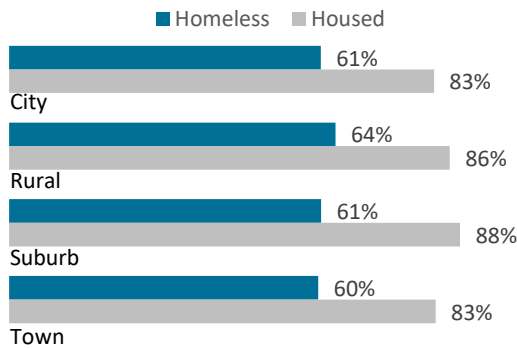
*Data unavailable for 2020 and 2021.

Note: Student counts were 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 were substantially lower for students experiencing homelessness compared to their housed peers across all types of locations in 2022, with gaps ranging from 22 percentage points in city and rural locations to 27 percentage points in suburban locations. Among students experiencing homelessness, the highest rate was for rural locations, at 64%, while the lowest rate was for city locations (61%) (Figure 68).

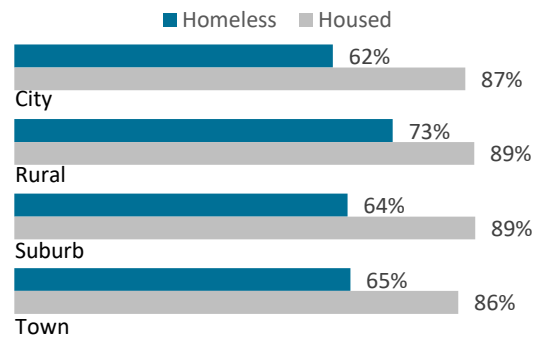
*Figure 68.
Four-Year (On-Time) Graduation Rates by
Housing Status and Location, 2022.*



Note: Student counts were 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 in 2022 followed a similar pattern. Gaps ranged from 16 percentage points lower in rural locations to 25 points lower in city and suburban locations. Rates among students experiencing homelessness were highest in rural locations, at 73%, and lowest in city locations, at 62% (Figure 69).

*Figure 69.
Five-Year (Extended) Graduation Rates by
Housing Status and Location, 2022.*

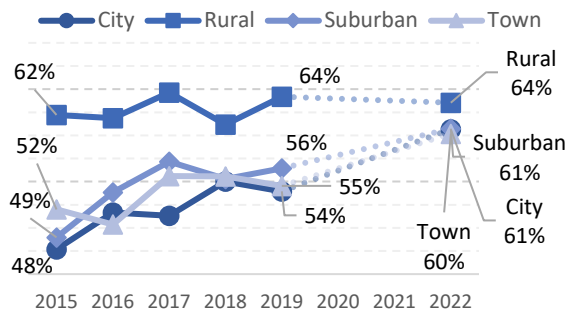


Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A35](#) for more information.

In 2022, four-year graduation rates for students experiencing homelessness remained the same in rural locations, but increased in all other locations, ranging from 7 points in city districts and 5 points in suburban districts. (Figure 70).

The gap between housed and homeless students closed for all location types except rural where it stayed the same (Table 36, next page).

Figure 70.
*Four-Year (On-Time) Graduation Rates for Students Experiencing Homelessness by Location, 2015–2022.**

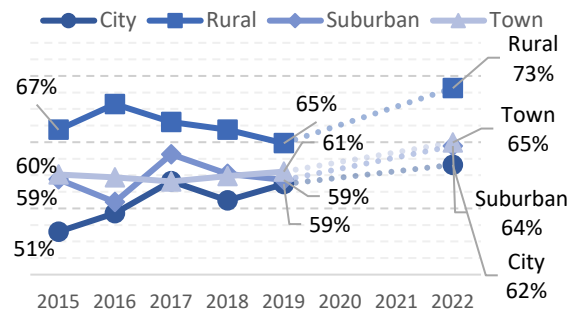


* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A34](#) for more information.

Five-year graduation rates among students experiencing homelessness increased in all location types between 2019 and 2022. The largest increase was in rural districts (8 percentage points) and the smallest was in city districts (3 percentage points). Rates in all locations were the highest they had been since 2015 (Figure 71).

Although the gap between housed and homeless students in rural districts did not change for four-year graduation, it had the largest decrease for five-year graduation rates (7 percentage points). The gap closed by 1 to 3 percentage points in each other location type (Table 37, next page).

Figure 71.
*Five-Year (Extended) Graduation Rates for Students Experiencing Homelessness by Location, 2015–2022.**



* Data unavailable for 2020 and 2021.
Note: Student counts were duplicated across schools in some cases and percentages may vary from other reported sources. See [Appendix Table A35](#) for more information.

Table 36.
Four-Year (On-Time) Graduation Rates by Housing Status and Location, 2015–2022.*

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	48%	52%	51%	55%	54%	61%	+7
	Housed	79%	80%	80%	82%	82%	83%	+1
	<i>Homeless-Housed</i>	-31	-28	-29	-27	-28	-22	-6
Rural	Homeless	62%	62%	65%	61%	64%	64%	0
	Housed	78%	83%	83%	85%	86%	86%	0
	<i>Homeless-Housed</i>	-16	-21	-18	-24	-22	-22	0
Suburban	Homeless	49%	54%	57%	55%	56%	61%	+5
	Housed	82%	83%	83%	85%	85%	88%	+3
	<i>Homeless-Housed</i>	-33	-29	-26	-30	-29	-27	-2
Town	Homeless	52%	50%	56%	56%	55%	60%	+5
	Housed	77%	77%	79%	81%	79%	83%	+4
	<i>Homeless-Housed</i>	-25	-27	-23	-25	-24	-23	-1

* Data unavailable for 2020 and 2021.

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

Table 37.
Five-Year (Extended) Graduation Rates by Housing Status and Location, 2015–2022.*

	Status	2015	2016	2017	2018	2019	2022	Diff. 2019–2022
City	Homeless	51%	54%	59%	56%	59%	62%	+3
	Housed	81%	83%	83%	84%	85%	87%	+2
	<i>Homeless-Housed</i>	-30	-29	-24	-28	-26	-25	-1
Rural	Homeless	67%	71%	68%	67%	65%	73%	+8
	Housed	84%	83%	86%	86%	88%	89%	+1
	<i>Homeless-Housed</i>	-17	-12	-18	-19	-23	-16	-7
Suburban	Homeless	59%	56%	63%	60%	59%	64%	+5
	Housed	84%	85%	85%	86%	87%	89%	+2
	<i>Homeless-Housed</i>	-25	-29	-22	-26	-28	-25	-3
Town	Homeless	60%	60%	59%	60%	61%	65%	+4
	Housed	79%	81%	81%	83%	84%	86%	+2
	<i>Homeless-Housed</i>	-19	-21	-22	-23	-23	-21	-2

* Data unavailable for 2020 and 2021.

Note: Student counts were 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 in the report. Results were computed from an administrative dataset that Building Changes obtained from the Washington State Office of Superintendent of Public Instruction⁴⁵ through a data-sharing agreement.

Abbreviations:

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

⁴⁵ For more information on OSPI, please see www.k12.wa.us.

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

Table A1.
Nighttime Residences of Students Experiencing Homelessness, 2015–2022.

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%
2019	Doubled-up	31,329	74%
	Hotels/Motels	2,670	6%
	Shelters	5,193	12%
	Unsheltered	2,964	7%
2020/2021	No data		
2022	Doubled-up	29,558	74%
	Hotels/Motels	2,854	7%
	Shelters	4,507	11%
	Unsheltered	2,879	7%

Note: Student counts were 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 due to rounding.

*Table A2.
Students Experiencing Homelessness by Race/Ethnicity, 2015–2022.*

Year	Race/Ethnicity	HMLS N	HMLS %	HOU N	HOU %	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%
	White	15,798	42%	657,974	57%	2.3%
2016	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%
	White	16,602	40%	647,946	56%	2.5%
2017	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%
	White	16,906	40%	645,093	55%	2.6%
2018	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%
2019	American Indian/Alaska Native	1,092	3%	14,021	1%	7.2%
	Asian	827	2%	91,521	8%	0.9%
	Black/African American	4,564	11%	52,446	5%	8.0%
	Hispanic/Latino	13,671	32%	273,127	24%	4.8%
	Native Hawaiian/Other Pacific Islander	1,244	3%	13,783	1%	8.3%
	Two or More Races	4,460	11%	97,138	8%	4.4%
	White	16,295	39%	620,010	53%	2.6%
2020/2021	No data					
2022	American Indian/Alaska Native	1,056	3%	13,125	1%	7.5%
	Asian	871	2%	97,653	9%	0.9%
	Black/African American	3,693	9%	55,024	5%	6.3%
	Hispanic/Latino	14,381	36%	287,059	25%	4.8%
	Native Hawaiian/Other Pacific Islander	1,558	4%	15,589	1%	9.2%
	Two or More Races	3,888	10%	99,481	9%	3.8%
	White	14,274	36%	569,110	50%	2.5%

Note: Student counts were 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 due to rounding.

*Table A3.
Distribution of Nighttime Residences of Students Experiencing Homelessness
by Race/Ethnicity, 2015–2022.*

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
2019	American Indian/Alaska Native	73%	5%	12%	9%	1,092
	Asian	82%	6%	11%	2%	827
	Black/African American	65%	7%	24%	4%	4,561
	Hispanic/Latino	78%	6%	10%	6%	13,671
	Native Hawaiian/Other Pacific Islander	80%	8%	9%	3%	1,244
	Two or More Races	71%	7%	13%	8%	4,460
	White	74%	6%	11%	9%	16,295
2020/2021	No data					
2022	American Indian/Alaska Native	75%	8%	12%	6%	1,056
	Asian	80%	6%	11%	3%	871
	Black/African American	68%	8%	21%	3%	3,692
	Hispanic/Latino	78%	6%	9%	7%	14,379
	Native Hawaiian/Other Pacific Islander	78%	7%	11%	5%	1,588
	Two or More Races	72%	10%	12%	6%	3,888
	White	72%	8%	11%	9%	14,274

Note: Student counts were 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 due to rounding.

Table A4.

Distribution of Nighttime Residences of Students Experiencing Homelessness by Grade Level, 2015–2022.

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	

(Table continues on next page)

Year	Grade	DU %	HM %	SH %	UN %	N
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	
2019	K	73%	7%	14%	6%	3,483
	1	71%	6%	15%	7%	3,187
	2	72%	7%	14%	7%	3,228
	3	70%	8%	14%	8%	3,126
	4	72%	8%	13%	8%	3,179
	5	72%	8%	13%	7%	3,123
	6	73%	7%	13%	8%	3,143
	7	73%	7%	12%	8%	2,972
	8	73%	7%	12%	8%	2,784
	9	76%	6%	11%	7%	2,818
	10	76%	5%	12%	8%	2,859
	11	79%	4%	11%	6%	3,493
12	83%	3%	8%	7%	4,761	
2020/2021	No data					
2022	K	72%	8%	14%	6%	2,984
	1	72%	7%	14%	7%	2,884
	2	73%	7%	13%	7%	2,946
	3	72%	8%	13%	8%	2,901
	4	71%	8%	13%	8%	2,823
	5	71%	8%	13%	8%	2,838
	6	72%	8%	11%	8%	2,751
	7	73%	8%	12%	8%	2,763
	8	72%	9%	11%	7%	3,001
	9	77%	7%	9%	7%	3,104
	10	75%	8%	11%	7%	3,006
	11	79%	5%	8%	7%	3,457
12	81%	4%	8%	6%	4,340	

Note: Student counts were 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 due to rounding.

*Table A5.
Students Experiencing Homelessness by Location, 2015–2022.*

Year	Location	HMLS N	HMLS %	HOUS N	HOUS %	HMLS rate
2015	City	17,538	47%	454,546	39%	3.7%
	Rural	3,925	11%	90,086	8%	4.2%
	Suburban	10,289	28%	460,527	40%	2.2%
	Town	5,598	15%	156,650	13%	3.5%
2016	City	19,606	47%	453,714	39%	4.1%
	Rural	4,173	10%	90,008	8%	4.4%
	Suburban	11,254	27%	463,256	40%	2.4%
	Town	6,304	15%	155,101	13%	3.9%
2017	City	19,785	47%	457,924	39%	4.1%
	Rural	4,098	10%	90,277	8%	4.3%
	Suburban	11,803	28%	470,728	40%	2.5%
	Town	6,547	16%	155,561	13%	4.0%
2018	City	19,021	45%	453,565	39%	4.0%
	Rural	4,348	10%	86,913	7%	4.8%
	Suburban	12,322	29%	467,603	40%	2.6%
	Town	6,908	16%	152,914	13%	4.3%
2019	City	18,327	43%	453,061	39%	3.9%
	Rural	4,687	11%	86,401	7%	5.1%
	Suburban	12,977	31%	467,505	40%	2.7%
	Town	6,168	15%	155,194	13%	3.8%
2020/2021	No data					
2022	City	17,392	44%	463,577	41%	3.6%
	Rural	4,760	12%	89,244	8%	5.1%
	Suburban	12,331	31%	432,715	38%	2.8%
	Town	5,318	13%	152,349	13%	3.4%

Note: Student counts were 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 due to rounding.

Table A6.

Distribution of Nighttime Residences of Students Experiencing Homelessness by Location, 2015–2022.

Year	Location	DU %	HM %	SH %	UN %	N
2015	City	67%	6%	23%	4%	17,537
	Rural	85%	4%	5%	7%	3,925
	Suburban	75%	8%	13%	4%	10,284
	Town	81%	4%	10%	5%	5,598
2016	City	68%	6%	21%	4%	19,603
	Rural	83%	4%	4%	9%	4,173
	Suburban	73%	8%	13%	6%	11,254
	Town	81%	5%	10%	5%	6,304
2017	City	70%	7%	19%	5%	19,785
	Rural	79%	5%	5%	11%	4,098
	Suburban	75%	7%	11%	8%	11,803
	Town	78%	5%	9%	8%	6,547
2018	City	70%	6%	19%	6%	19,021
	Rural	77%	6%	4%	13%	4,348
	Suburban	75%	7%	10%	8%	12,322
	Town	77%	5%	9%	9%	6,908
2019	City	72%	6%	16%	6%	18,325
	Rural	76%	8%	5%	11%	4,687
	Suburban	76%	7%	11%	7%	12,976
	Town	76%	5%	9%	9%	6,168
2020/2021	No data					
2022	City	73%	8%	15%	5%	17,389
	Rural	73%	6%	5%	16%	4,760
	Suburban	77%	7%	10%	6%	12,331
	Town	74%	8%	8%	10%	5,318

Note: Student counts were 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 due to rounding.

*Table A7.
Special Education and English Language Learner Rates by Housing Status and Nighttime Residence,
2015–2022.*

Year	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%
2019	All housed students	1,162,161	14%	12%
	Students experiencing homelessness	42,159	21%	18%
	Homeless: Doubled-up	31,329	20%	19%
	Homeless: Hotels/motels	2,670	26%	14%
	Homeless: Shelters	5,193	25%	16%
	Homeless: Unsheltered	2,964	26%	12%
2020/2021	No data			
2022	All housed students	1,137,885	14%	12%
	Students experiencing homelessness	39,801	21%	22%
	Homeless: Doubled-up	29,558	20%	24%
	Homeless: Hotels/motels	2,854	24%	13%
	Homeless: Shelters	4,507	25%	17%
	Homeless: Unsheltered	2,879	26%	18%

Note: Student counts were 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, 2015–2022.

Year	Student group	Total students*	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%

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Year	Student group	Total students*	Attendance rate**
2019	All students	1,124,959	83%
	All housed students	1,090,752	84%
	Housed low-income students	491,871	78%
	Students experiencing homelessness	34,207	58%
	Homeless: Doubled-up	25,666	59%
	Homeless: Hotels/motels	2,174	52%
	Homeless: Shelters	3,971	54%
	Homeless: Unsheltered	2,396	55%
2020/2021	No data		
2022	All students	1,098,670	68%
	All housed students	1,065,919	69%
	Housed low-income students	494,887	59%
	Students experiencing homelessness	32,571	43%
	Homeless: Doubled-up	24,548	44%
	Homeless: Hotels/motels	2,256	37%
	Homeless: Shelters	3,505	39%
Homeless: Unsheltered	2,440	41%	

* 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 were duplicated across schools in some cases and may vary from other reported sources.

*Table A9.
Regular Attendance Rates by Housing Status and Race/Ethnicity, 2015–2022.*

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%
2019	American Indian/Alaska Native	841	51%	12,435	70%
	Asian	730	71%	88,038	91%
	Black/African American	3,706	55%	46,681	81%
	Hispanic/Latino	10,983	61%	254,058	81%
	Native Hawaiian/Other Pacific Islander	1,000	46%	12,084	69%
	Two or More Races	3,676	53%	90,988	83%
	White	13,272	59%	586,388	85%
2020/2021	No data				
2022	American Indian/Alaska Native	917	34%	11,801	49%
	Asian	719	63%	93,198	83%
	Black/African American	2,962	42%	50,183	67%
	Hispanic/Latino	12,069	44%	267,492	61%
	Native Hawaiian/Other Pacific Islander	1,297	34%	13,911	48%
	Two or More Races	3,270	39%	93,024	68%
	White	11,472	44%	535,506	71%

* 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 were duplicated across schools in some cases and may vary from other reported sources.

*Table A10.
Regulars by Housing Status and Grade Level, 2015–2022.*

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%
2019	K–5	15,896	65%	501,040	88%
	6–8	7,407	58%	252,416	85%
	9–12	10,906	48%	337,296	78%
2020/2021	No data				
2022	K–5	14,411	44%	471,139	69%
	6–8	7,091	42%	248,625	71%
	9–12	11,249	42%	346,155	67%

* 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 were duplicated across schools in some cases and may vary from other reported sources.

*Table A11.
Regular Attendance Rates by Housing Status and Location, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	14,135	62%	433,947	86%
	Rural	3,202	69%	83,389	85%
	Suburban	7,528	64%	403,637	88%
	Town	4,273	69%	137,387	86%
2016	City	15,881	61%	435,935	86%
	Rural	3,447	71%	84,086	85%
	Suburban	8,392	63%	408,528	87%
	Town	4,948	70%	139,426	86%
2017	City	16,573	60%	441,596	85%
	Rural	3,482	68%	84,532	84%
	Suburban	8,849	62%	414,773	87%
	Town	5,142	68%	140,341	86%
2018	City	16,305	60%	446,426	85%
	Rural	3,768	71%	84,319	85%
	Suburban	9,498	60%	419,413	87%
	Town	5,523	66%	139,883	86%
2019	City	15,444	54%	445,009	83%
	Rural	4,028	69%	84,940	84%
	Suburban	9,736	56%	418,391	85%
	Town	4,941	63%	141,131	85%
2020/2021	No data				
2022	City	13,877	42%	431,663	68%
	Rural	4,216	51%	83,331	66%
	Suburban	10,181	40%	408,649	70%
	Town	4,475	45%	142,276	68%

* 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 were duplicated across schools in some cases and may vary from other reported sources.

*Table A12.
Suspension Rates by Housing Status, Income, and Nighttime Residence, 2015–2022.*

Year	Student group	Total students*	Outcome 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%
2019	All students	1,204,317	5%
	All housed students	1,162,161	5%
	Housed low-income students	530,434	7%
	Students experiencing homelessness	42,156	11%
	Homeless: Doubled-up	31,329	11%
	Homeless: Hotels/motels	2,670	11%
	Homeless: Shelters	5,193	11%
	Homeless: Unsheltered	2,964	13%
2020/2021	No data		
2022	All students	1,177,686	4%
	All housed students	1,137,885	3%
	Housed low-income students	528,731	5%
	Students experiencing homelessness	39,801	7%
	Homeless: Doubled-up	29,558	7%
	Homeless: Hotels/motels	2,854	8%
	Homeless: Shelters	4,507	7%
	Homeless: Unsheltered	2,879	7%

* Students enrolled at the relevant school.

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

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

*Table A13.
Suspension Rates by Housing Status and Race/Ethnicity, 2015–2022.*

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%	645,094	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%
2019	American Indian/Alaska Native	1,092	11%	14,021	9%
	Asian	827	6%	91,521	2%
	Black/African American	4,564	16%	52,446	9%
	Hispanic/Latino	13,671	9%	273,127	6%
	Native Hawaiian/Other Pacific Islander	1,244	10%	13,783	7%
	Two or More Races	4,460	13%	97,138	6%
	White	16,295	11%	620,010	4%
2020/2021	No data				
2022	American Indian/Alaska Native	1,056	7%	13,125	5%
	Asian	871	2%	97,653	1%
	Black/African American	3,693	10%	55,024	6%
	Hispanic/Latino	14,381	5%	287,059	4%
	Native Hawaiian/Other Pacific Islander	1,588	8%	15,589	5%
	Two or More Races	3,888	9%	99,481	4%
	White	14,274	7%	569,110	3%

* Students enrolled at the relevant school.

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

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

*Table A14.
Suspension Rates by Housing Status and Grade Level, 2015–2022.*

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%
2019	K–5	19,327	6%	528,846	2%
	6–8	8,901	19%	265,630	9%
	9–12	13,931	13%	367,685	6%
2020/2021	No data				
2022	K–5	17,379	3%	500,089	1%
	6–8	8,515	13%	263,861	7%
	9–12	13,907	8%	373,935	4%

* Students enrolled at the relevant school.

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

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

*Table A15.
Suspension Rates by Housing Status and Location, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	18,445	10%	480,195	5%
	Rural	3,993	8%	92,545	4%
	Suburban	9,367	9%	434,392	4%
	Town	5,529	7%	153,374	4%
2016	City	20,575	10%	479,247	5%
	Rural	4,231	7%	92,706	4%
	Suburban	10,251	9%	436,986	4%
	Town	6,245	7%	151,618	5%
2017	City	20,988	10%	483,103	5%
	Rural	4,177	10%	93,138	5%
	Suburban	10,558	11%	444,188	4%
	Town	6,461	9%	151,769	5%
2018	City	20,095	9%	478,022	4%
	Rural	4,452	10%	89,858	6%
	Suburban	11,216	10%	441,481	4%
	Town	6,796	9%	148,943	5%
2019	City	19,365	11%	477,591	5%
	Rural	4,769	10%	90,544	5%
	Suburban	11,869	12%	441,449	5%
	Town	6,086	9%	151,025	5%
2020/2021	No data				
2022	City	17,389	7%	463,577	4%
	Rural	4,760	5%	89,244	3%
	Suburban	12,331	7%	432,715	3%
	Town	5,318	7%	152,349	4%

* Students enrolled at the relevant school.

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

Note: Student counts were 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, 2015–2022.*

Year	Student group	Total students*	Outcome 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%

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Year	Student group	Total students*	Outcome rate**
2019	All students	554,496	61%
	All housed students	541,756	62%
	Housed low-income students	247,882	45%
	Students experiencing homelessness	12,740	34%
	Homeless: Doubled-up	9,251	34%
	Homeless: Hotels/motels	943	33%
	Homeless: Shelters	1,525	32%
	Homeless: Unsheltered	1,021	34%
2020/2021	No data		
2022	All students	529,057	52%
	All housed students	516,985	52%
	Housed low-income students	244,790	36%
	Students experiencing homelessness	12,072	24%
	Homeless: Doubled-up	8,868	25%
	Homeless: Hotels/motels	903	25%
	Homeless: Shelters	1,286	20%
	Homeless: Unsheltered	1,015	24%

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were 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, 2015–2022.*

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%
2019	American Indian/Alaska Native	314	21%	5,945	35%
	Asian	284	39%	44,032	78%
	Black/African American	1,461	24%	21,428	44%
	Hispanic/Latino	4,167	28%	128,692	44%
	Native Hawaiian/Other Pacific Islander	364	27%	5,427	39%
	Two or More Races	1,396	37%	45,734	64%
	White	4,754	42%	290,475	69%
2020/2021		No data			
2022	American Indian/Alaska Native	356	13%	5,629	29%
	Asian	246	41%	46,041	73%
	Black/African American	1,079	16%	23,012	37%
	Hispanic/Latino	4,547	19%	130,048	35%
	Native Hawaiian/Other Pacific Islander	442	16%	6,085	28%
	Two or More Races	1,268	28%	45,410	56%
	White	4,108	32%	260,345	59%

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were 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, 2015–2022.*

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	11	1,257	19%	69,058	27%
	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%
2017	10	-	-	-	-
	11	1,566	56%	72,285	77%
	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%
2018	8	1,678	33%	74,382	60%
	10	-	-	-	-
	11	1,604	50%	73,919	76%
	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%
2019	7	1,813	34%	75,156	62%
	8	1,709	35%	74,983	61%
	10	1,686	42%	73,145	72%
	11	-	-	-	-

(Table continues on next page)

Year	Grade	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2019	3	1,880	28%	76,197	57%
	4	1,954	33%	78,529	59%
	5	1,987	37%	80,454	62%
	6	1,926	31%	79,770	59%
	7	1,760	35%	77,195	63%
	8	1,712	32%	75,414	60%
	10	1,521	42%	74,147	72%
	11	-	-	-	-
2020/2021	No data				
2022	3	1,792	23%	71,853	49%
	4	1,797	23%	71,595	50%
	5	1,748	25%	72,910	53%
	6	1,698	19%	72,852	46%
	7	1,661	24%	75,315	53%
	8	1,764	23%	77,324	51%
	10	1,610	33%	75,086	65%
	11	-	-	-	-

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were 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, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	4,737	29%	205,348	52%
	Rural	1,226	26%	40,671	47%
	Suburban	2,802	29%	197,497	55%
	Town	1,420	30%	64,023	46%
2016	City	5,716	35%	209,329	61%
	Rural	1,346	32%	40,843	54%
	Suburban	3,131	38%	201,656	65%
	Town	1,726	36%	66,891	54%
2017	City	6,054	33%	214,093	61%
	Rural	1,397	31%	41,931	53%
	Suburban	3,394	37%	207,045	64%
	Town	1,729	32%	68,626	53%
2018	City	5,990	34%	217,027	61%
	Rural	1,486	33%	41,876	54%
	Suburban	3,608	36%	209,018	65%
	Town	1,907	33%	68,047	55%
2019	City	5,641	32%	218,720	61%
	Rural	1,620	33%	42,018	55%
	Suburban	3,768	35%	210,682	66%
	Town	1,689	35%	69,986	55%
2020/2021	No data				
2022	City	4,811	23%	206,495	52%
	Rural	1,768	24%	41,241	45%
	Suburban	3,819	26%	200,292	57%
	Town	1,674	25%	68,957	45%

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were 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, 2015–2019.

Year	Student group	Total students*	Outcome 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%

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Year	Student group	Total students*	Outcome rate**
2019	All students	554,327	50%
	All housed students	541,598	51%
	Housed low-income students	247,718	34%
	Students experiencing homelessness	12,729	24%
	Homeless: Doubled-up	9,249	24%
	Homeless: Hotels/motels	939	25%
	Homeless: Shelters	1,523	21%
	Homeless: Unsheltered	1,018	22%
2020/2021	No data		
2022	All students	528,982	39%
	All housed students	516,898	40%
	Housed low-income students	244,713	23%
	Students experiencing homelessness	12,084	14%
	Homeless: Doubled-up	8,881	15%
	Homeless: Hotels/motels	906	14%
	Homeless: Shelters	1,284	13%
	Homeless: Unsheltered	1,013	13%

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

*Table A21.
Mathematics Proficiency Rates by Housing Status and Race/Ethnicity, 2015–2022.*

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%
2019	American Indian/Alaska Native	313	14%	5,939	27%
	Asian	283	42%	44,150	74%
	Black/African American	1,461	14%	21,404	30%
	Hispanic/Latino	4,173	19%	128,630	33%
	Native Hawaiian/Other Pacific Islander	363	16%	5,411	28%
	Two or More Races	1,390	24%	45,697	53%
	White	4,746	31%	290,344	58%
2020/2021	No data				
2022	American Indian/Alaska Native	356	5%	5,625	18%
	Asian	247	31%	46,083	66%
	Black/African American	1,076	7%	23,005	22%
	Hispanic/Latino	4,563	11%	130,053	22%
	Native Hawaiian/Other Pacific Islander	443	8%	6,088	15%
	Two or More Races	1,268	15%	45,377	42%
	White	4,105	20%	260,253	46%

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

*Table A22.
Mathematics Proficiency Rates by Housing Status and Grade Level, 2015–2022.*

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	-	-	-	-
	11	1,238	7%	68,488	15%
2016	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%
	10	-	-	-	-
	11	1,493	11%	71,271	24%
2017	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%
	8	1,675	23%	74,360	49%
	10	-	-	-	-
	11	1,554	11%	73,422	28%
2018	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%
	7	1,808	23%	75,141	51%
	8	1,710	22%	74,980	50%
	10	1,667	15%	73,065	44%
	11	-	-	-	-

(Table continues on next page)

Year	Grade	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2019	3	1,881	31%	76,190	60%
	4	1,954	30%	78,513	56%
	5	1,987	24%	80,419	50%
	6	1,927	22%	79,732	49%
	7	1,752	22%	77,182	51%
	8	1,706	19%	75,395	48%
	10	1,522	15%	74,117	43%
	11	-	-	-	-
2020/2021	No data				
2022	3	1,791	22%	71,846	51%
	4	1,798	20%	71,565	47%
	5	1,748	14%	72,892	40%
	6	1,704	12%	72,843	36%
	7	1,662	11%	75,296	37%
	8	1,769	10%	77,313	34%
	10	1,610	10%	75,094	33%
	11	-	-	-	-

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

*Table A23.
Mathematics Proficiency Rates by Housing Status and Location, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	4,690	24%	204,721	46%
	Rural	1,226	20%	40,595	39%
	Suburban	2,780	23%	197,076	49%
	Town	1,405	23%	63,881	39%
2016	City	5,663	25%	208,689	49%
	Rural	1,341	24%	40,756	41%
	Suburban	3,105	27%	201,179	53%
	Town	1,702	27%	66,658	42%
2017	City	6,010	24%	213,763	49%
	Rural	1,390	22%	41,873	41%
	Suburban	3,371	27%	206,791	53%
	Town	1,724	23%	68,551	43%
2018	City	5,957	24%	216,938	51%
	Rural	1,482	25%	41,832	43%
	Suburban	3,605	26%	208,985	55%
	Town	1,907	24%	68,025	45%
2019	City	5,636	23%	218,642	51%
	Rural	1,620	24%	42,002	43%
	Suburban	3,759	24%	210,625	55%
	Town	1,693	26%	69,981	45%
2020/2021	No data				
2022	City	4,817	13%	206,451	39%
	Rural	1,770	15%	41,230	32%
	Suburban	3,820	15%	200,277	44%
	Town	1,677	15%	68,940	33%

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

** Percentage of students who met federal standards.

Note: The tested high school grade was switched from grade 11 to grade 10 in the 2017-18 school year. Student counts were duplicated across schools in some cases and may vary from other reported sources.

*Table A24.
9th Grade On-Track Rates by Housing Status, Income, and Nighttime Residence, 2015–2022.*

Year	Student group	Total students*	Outcome 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%

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Year	Student group	Total students*	Outcome rate**
2019	All students	86,714	73%
	All housed students	84,249	74%
	Housed low-income students	36,977	60%
	Students experiencing homelessness	2,465	42%
	Homeless: Doubled-up	1,877	42%
	Homeless: Hotels/motels	153	41%
	Homeless: Shelters	275	42%
	Homeless: Unsheltered	160	39%
2020/2021	No data		
2022	All students	90,609	70%
	All housed students	87,882	71%
	Housed low-income students	41,531	57%
	Students experiencing homelessness	2,727	43%
	Homeless: Doubled-up	2,106	44%
	Homeless: Hotels/motels	196	35%
	Homeless: Shelters	237	38%
	Homeless: Unsheltered	188	39%

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

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

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

*Table A25.
9th Grade On-Track Rates by Housing Status and Race/Ethnicity, 2015–2022.*

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%
2019	American Indian/Alaska Native	79	34%	1,038	51%
	Asian	60	52%	6,976	89%
	Black/African American	264	41%	3,633	62%
	Hispanic/Latino	853	43%	19,462	60%
	Native Hawaiian/Other Pacific Islander	71	31%	947	55%
	Two or More Races	230	35%	6,402	73%
	White	907	44%	45,784	79%
2020/2021	No data				
2022	American Indian/Alaska Native	66	35%	1,017	50%
	Asian	76	72%	7,251	88%
	Black/African American	216	44%	4,074	66%
	Hispanic/Latino	1,097	43%	22,747	56%
	Native Hawaiian/Other Pacific Islander	107	34%	1,160	46%
	Two or More Races	234	36%	7,470	72%
	White	925	43%	44,073	77%

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

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

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

*Table A26.
9th Grade On-Track Rates by Housing Status and Location, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	910	38%	33,190	69%
	Rural	197	38%	6,184	72%
	Suburban	534	42%	32,192	75%
	Town	284	45%	10,876	66%
2016	City	1,005	41%	33,200	71%
	Rural	232	50%	6,367	74%
	Suburban	533	39%	30,756	77%
	Town	326	46%	10,842	67%
2017	City	1,134	42%	32,698	72%
	Rural	218	48%	6,307	76%
	Suburban	611	42%	31,349	77%
	Town	353	44%	11,020	68%
2018	City	1,043	42%	33,559	74%
	Rural	256	49%	6,150	74%
	Suburban	681	40%	32,167	77%
	Town	413	43%	11,185	69%
2019	City	1,093	40%	34,094	71%
	Rural	309	53%	6,373	75%
	Suburban	713	40%	32,323	77%
	Town	347	44%	11,410	68%
2020/2021	No data				
2022	City	1,193	39%	35,485	69%
	Rural	331	52%	6,756	72%
	Suburban	846	46%	33,335	74%
	Town	357	38%	12,306	64%

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

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

Note: Student counts were 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, 2015–2022.

Year	Student group	Total students*	Outcome 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%

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Year	Student group	Total students*	Outcome rate**
2019	All students	343,939	58%
	All housed students	332,502	59%
	Housed low-income students	136,175	50%
	Students experiencing homelessness	11,437	40%
	Homeless: Doubled-up	9,085	41%
	Homeless: Hotels/motels	528	42%
	Homeless: Shelters	1,108	34%
	Homeless: Unsheltered	716	36%
2020/2021	No data		
2022	All students	351,858	60%
	All housed students	340,351	61%
	Housed low-income students	150,340	54%
	Students experiencing homelessness	11,507	46%
	Homeless: Doubled-up	9,078	47%
	Homeless: Hotels/motels	653	42%
	Homeless: Shelters	993	40%
	Homeless: Unsheltered	783	43%

* High school students who attempted a credit.

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

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. Dual credit courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.

*Table A28.
Dual Credit Enrollment Rates by Housing Status and Race/Ethnicity, 2015–2022.*

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%
2019	American Indian/Alaska Native	325	32%	3,949	41%
	Asian	296	58%	27,668	75%
	Black/African American	1,203	48%	14,826	58%
	Hispanic/Latino	3,403	40%	73,610	52%
	Native Hawaiian/Other Pacific Islander	292	40%	3,651	56%
	Two or More Races	1,059	43%	23,920	60%
	White	4,858	38%	184,853	59%
2020/2021	No data				
2022	American Indian/Alaska Native	312	33%	3,802	44%
	Asian	290	59%	28,966	78%
	Black/African American	973	57%	15,937	61%
	Hispanic/Latino	4,064	45%	85,002	56%
	Native Hawaiian/Other Pacific Islander	387	48%	4,379	57%
	Two or More Races	1,098	51%	26,986	62%
	White	4,366	42%	174,854	60%

* High school students who attempted a credit.

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

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. Dual credit courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.

*Table A29.
Dual Credit Enrollment Rates by Housing Status and Location, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	4,204	41%	127,350	58%
	Rural	913	33%	25,173	38%
	Suburban	2,302	39%	124,156	56%
	Town	1,358	35%	43,764	46%
2016	City	4,674	41%	128,373	58%
	Rural	948	32%	24,953	38%
	Suburban	2,304	41%	120,505	60%
	Town	1,538	34%	43,808	47%
2017	City	5,066	40%	129,046	59%
	Rural	985	31%	25,060	38%
	Suburban	2,736	40%	125,856	59%
	Town	1,678	33%	44,793	47%
2018	City	5,543	42%	134,138	59%
	Rural	1,118	31%	24,774	43%
	Suburban	3,126	44%	128,154	62%
	Town	2,030	33%	45,452	48%
2019	City	5,136	41%	134,635	59%
	Rural	1,284	35%	24,718	45%
	Suburban	3,234	45%	127,297	64%
	Town	1,778	34%	45,726	48%
2020/2021	No data				
2022	City	5,045	47%	138,502	61%
	Rural	1,331	35%	25,225	47%
	Suburban	3,562	51%	129,356	67%
	Town	1,569	40%	47,268	50%

* High school students who attempted a credit.

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

Note: Student counts were duplicated across schools in some cases and may vary from other reported sources. Dual credit courses include Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in the High School, and Career and Technical Education Dual Credit.

Table A30.

Four-Year (On-Time) Graduation Rates by Housing Status, Income, and Nighttime Residence, 2015–2022.

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%
	Homeless: Multiple categories	279	45%
2016	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%
	Homeless: Unsheltered	217	52%
	Homeless: Multiple categories	286	49%
2017	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%
	Homeless: Shelters	379	44%
	Homeless: Unsheltered	280	53%
	Homeless: Multiple categories	300	45%
2018	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%
	Homeless: Shelters	492	46%
	Homeless: Unsheltered	274	58%
	Homeless: Multiple categories	957	46%

(Table continues on next page)

Year	Student group	Total students*	Graduation rate**
2019	All students	84,313	81%
	All housed students	77,842	83%
	Housed low-income students	36,466	75%
	Students experiencing homelessness	6,471	56%
	Homeless: Doubled-up	4,632	58%
	Homeless: Hotels/motels	184	65%
	Homeless: Shelters	411	46%
	Homeless: Unsheltered	225	57%
	Homeless: Multiple categories	1,019	46%
2020/2021	No data		
2022	All students	85,058	82%
	All housed students	76,411	85%
	Housed low-income students	35,502	79%
	Students experiencing homelessness	8,647	61%
	Homeless: Doubled-up	5,867	64%
	Homeless: Hotels/motels	300	63%
	Homeless: Shelters	553	56%
	Homeless: Unsheltered	290	63%
	Homeless: Multiple categories	1,631	50%

* 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 were 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, 2015–2022.

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%
	Homeless: Multiple categories	169	51%
2016	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%
	Homeless: Unsheltered	172	42%
	Homeless: Multiple categories	278	54%
2017	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%
	Homeless: Shelters	408	53%
	Homeless: Unsheltered	226	62%
	Homeless: Multiple categories	279	62%
2018	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%

(Table continues on next page)

Year	Student group	Total students*	Graduation rate**
2019	All students	84,649	84%
	All housed students	78,089	86%
	Housed low-income students	37,015	79%
	Students experiencing homelessness	6,560	60%
	Homeless: Doubled-up	4,721	63%
	Homeless: Hotels/motels	178	60%
	Homeless: Shelters	436	50%
	Homeless: Unsheltered	274	60%
	Homeless: Multiple categories	951	50%
2020/2021	No data		
2022	All students	84,740	85%
	All housed students	76,863	88%
	Housed low-income students	34,808	81%
	Students experiencing homelessness	7,877	64%
	Homeless: Doubled-up	5,309	67%
	Homeless: Hotels/motels	253	66%
	Homeless: Shelters	515	58%
	Homeless: Unsheltered	275	66%
	Homeless: Multiple categories	1,521	56%

* 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 who graduated in five years.

Note: Student counts were 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, 2015–2022.*

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%
2019	American Indian/Alaska Native	186	37%	998	66%
	Asian	196	71%	6,616	91%
	Black/African American	678	57%	3,204	77%
	Hispanic/Latino	1,835	55%	16,426	78%
	Native Hawaiian/Other Pacific Islander	167	60%	765	78%
	Two or More Races	535	58%	5,202	84%
	White	2,873	55%	44,625	85%
2020/2021	No data				
2022	American Indian/Alaska Native	230	48%	901	73%
	Asian	241	73%	7,012	93%
	Black/African American	783	69%	3,157	84%
	Hispanic/Latino	2,985	61%	17,492	82%
	Native Hawaiian/Other Pacific Islander	234	69%	838	81%
	Two or More Races	777	63%	5,693	87%
	White	3,382	58%	41,280	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 were 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, 2015–2022.

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%
2019	American Indian/Alaska Native	203	48%	1,012	69%
	Asian	183	83%	6,347	93%
	Black/African American	648	64%	3,339	82%
	Hispanic/Latino	1,810	59%	15,565	81%
	Native Hawaiian/Other Pacific Islander	156	63%	759	82%
	Two or More Races	550	63%	5,184	86%
	White	3,010	58%	45,868	87%
2020/2021	No data				
2022	American Indian/Alaska Native	227	61%	970	78%
	Asian	214	78%	6,796	94%
	Black/African American	707	68%	3,134	85%
	Hispanic/Latino	2,534	64%	16,817	84%
	Native Hawaiian/Other Pacific Islander	207	74%	810	81%
	Two or More Races	712	63%	5,574	88%
	White	3,266	62%	42,746	89%

* 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 who graduated in five years.

Note: Student counts were 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, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	1,961	48%	30,192	79%
	Rural	426	62%	6,003	78%
	Suburban	1,021	49%	29,313	82%
	Town	704	52%	10,465	77%
2016	City	2,182	52%	30,364	80%
	Rural	430	62%	5,857	83%
	Suburban	1,157	54%	29,801	83%
	Town	703	50%	10,389	77%
2017	City	2,362	51%	31,068	80%
	Rural	458	65%	5,788	83%
	Suburban	1,316	57%	29,962	83%
	Town	892	56%	10,508	79%
2018	City	3,070	55%	30,857	82%
	Rural	631	61%	5,666	85%
	Suburban	1,946	55%	30,346	85%
	Town	1,123	56%	10,213	81%
2019	City	2,921	54%	31,399	82%
	Rural	617	64%	5,674	86%
	Suburban	1,910	56%	30,391	85%
	Town	1,014	55%	10,217	79%
2020/2021	No data				
2022	City	3,846	61%	30,742	83%
	Rural	817	64%	5,553	86%
	Suburban	2,584	61%	29,666	88%
	Town	1,361	60%	10,140	83%

* 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 were 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, 2015–2022.*

Year	Location	HMLS N*	HMLS rate**	HOUS N*	HOUS rate**
2015	City	1,719	51%	30,224	81%
	Rural	341	67%	6,001	84%
	Suburban	901	59%	28,910	84%
	Town	632	60%	10,085	79%
2016	City	2,036	54%	30,290	83%
	Rural	417	71%	5,999	83%
	Suburban	1,015	56%	29,354	85%
	Town	744	60%	10,492	81%
2017	City	2,231	59%	30,495	83%
	Rural	435	68%	5,880	86%
	Suburban	1,176	63%	30,042	85%
	Town	711	59%	10,390	81%
2018	City	2,815	56%	30,755	84%
	Rural	580	67%	5,689	86%
	Suburban	1,611	60%	29,917	86%
	Town	1,084	60%	10,353	83%
2019	City	2,988	59%	31,323	85%
	Rural	600	65%	5,723	88%
	Suburban	1,883	59%	30,548	87%
	Town	1,077	61%	10,298	84%
2020/2021	No data				
2022	City	3,402	62%	30,963	87%
	Rural	771	73%	5,450	89%
	Suburban	2,302	64%	30,012	89%
	Town	1,358	65%	10,157	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 who graduated in five years.

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