Analysis of Career and Technical Education (CTE) in SDP: 2013-14 and 2014-15 9th Graders Who Participated in CTE, With Comparisons to Those Who Did Not

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Office of Research and Evaluation

Overview

The Office of Research and Evaluation (ORE) conducts regular summaries of the outcomes of students who participate in the District's CTE offerings. This report summarizes analyses of two first-time 9th grade cohorts, and focuses on key comparisons between students who took CTE courses and those who did not. The report is divided into the following sections:

1. Cohort Characteristics including demographics, prior achievement, and attendance (begins on slide 7)
   - Definitions of CTE Sub-tracks – slide 5

2. Graduation Outcomes (begins on slide 27)

Cohort Characteristics: Main Findings

- CTE students' participation and trajectories varied (e.g., not all students began taking courses in 10th grade, and not all students took three years of CTE courses).

- Compared with non-CTE students, CTE students were more likely to be Black or Hispanic, more likely to be male, and more likely to be economically disadvantaged.

- Compared with non-CTE students, CTE students had similar prior attendance, and lower prior test scores.

- All of these findings are consistent with, and similar to, summaries of previous cohorts.

Who was included, and how were they categorized?

- This is a cohort-based study. It includes students who were first-time 9th graders in 2013-14 and 2014-15, and follows them for four years. It does not include students that joined these cohorts in later years.

- For each year, all included students are collectively referred to as the "Cohort," which is then divided into CTE and Non-CTE subgroups.

- A student was considered a CTE student if they "touched" CTE during the 4 year window. This includes all students that took a CTE course, or who had an all-CTE school as their last school of record. All other students are considered Non-CTE.
  - There are 5 all-CTE Schools in SDP. Students apply for admission to these schools, and all students in grades 10-12 participate in CTE. There are other schools that also offer CTE courses alongside more traditional academic curricula ("CTE Program").

- Depending on how many years a student participated in CTE, and which years, they are further divided into subgroups, which are fully defined on the next two slides.

Definitions of CTE Sub-Tracks

(There are four primary trajectories of CTE participation: On Track, Drop, Late Start, and Other - each feature sub-trajectories that are listed on the next slide)

- **ON TRACK** – A student is in the "ON TRACK" category if the student takes a CTE course during 10th, 11th, and 12th grades. This is the intended model for full CTE program completion.

- **CTE DROP** – A student is in the "CTE DROP" category if the student begins CTE in 10th grade (or, rarely, 9th grade), but discontinues CTE at some point before 12th grade.

- **CTE LATE START** – A student is in the "CTE LATE START" category if the student does not begin CTE until at least 11th grade, but is still participating in 12th grade.

- **CTE OTHER** – A student is in the "CTE OTHER" category if the student has an unusual trajectory that does not fit any of the above categories.

Definitions and totals for CTE subgroups

CTE Trajectory	# Years CTE	Took CTE During Grades…	2013-2014 # and (%) of CTE students in 2013-2014 1st time 9th grade cohort		2014-2015 # and (%) of CTE students in 2014-2015 1st time 9th grade cohort	
			#	%	#	%
CTE On-track*	3	10, 11, 12	1,167	50.2%	1,131	47.7%
CTE Drop						
Drop- Y1	1	10	528	22.7%	518	21.9%
Drop-Y2	2	10, 11	323	13.9%	422	17.8%
Early-Start Drop-Y1	1	9	6	0.3%	8	0.3%
Early-start Drop-Y2	2	9, 10	2	0.1%	4	0.2%
CTE Late Start						
Late-start Y2	2	11, 12	75	3.2%	105	4.4%
Late-start Y3	1	12	70	3.0%	20	0.8%
CTE Other						
CTE Interrupt	2	10, 12	12	0.5%	7	0.3%
CTE Late Start AND Drop	1	11	90	3.9%	105	4.4%
CTE non-start	0	N/A	45	1.9%	43	1.8%
CTE Early Start	3	9, 10, 11	7	0.3%	6	0.3%
Overall Totals						
Total CTE students			2,325	24.4%	2,369	25.7%
Non-CTE students			7,193	75.6%	6,847	74.3%
Full Cohort			9,518		9,216	

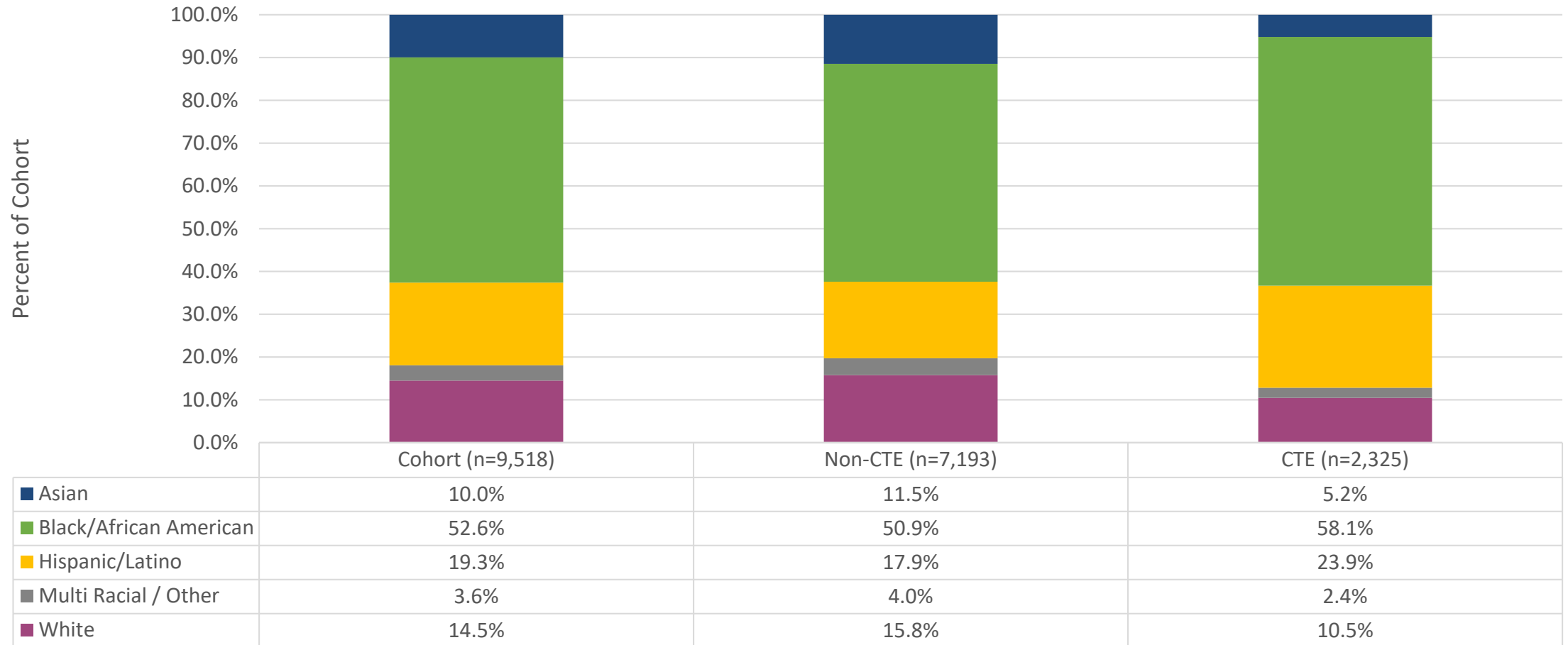# Career and Technical Education (CTE) Analysis Part 1

Characteristics of CTE and Non-CTE Students

2013-14 and 2014-15 Cohorts

April 2019

Office of Research and Evaluation

Distribution of Students by Race/Ethnicity: Subgroups of CTE students and Non-CTE, 2013-14

	Cohort (n=9,518)	Non-CTE (n=7,193)	CTE (n=2,325)
Asian	10.0%	11.5%	5.2%
Black/African American	52.6%	50.9%	58.1%
Hispanic/Latino	19.3%	17.9%	23.9%
Multi Racial / Other	3.6%	4.0%	2.4%
White	14.5%	15.8%	10.5%

Distribution of Students by Race/Ethnicity: Subgroups of CTE students and Non-CTE, 2014-15

Percent of Cohort

	Cohort (n=9,216)	Non-CTE (n=6,847)	CTE (n=2,369)
■ Asian	9.7%	11.4%	4.7%
■ Black/African American	54.5%	53.2%	58.1%
■ Hispanic/Latino	19.1%	17.9%	22.8%
■ Multi Racial / Other	2.9%	3.2%	2.1%
■ White	13.8%	14.3%	12.4%
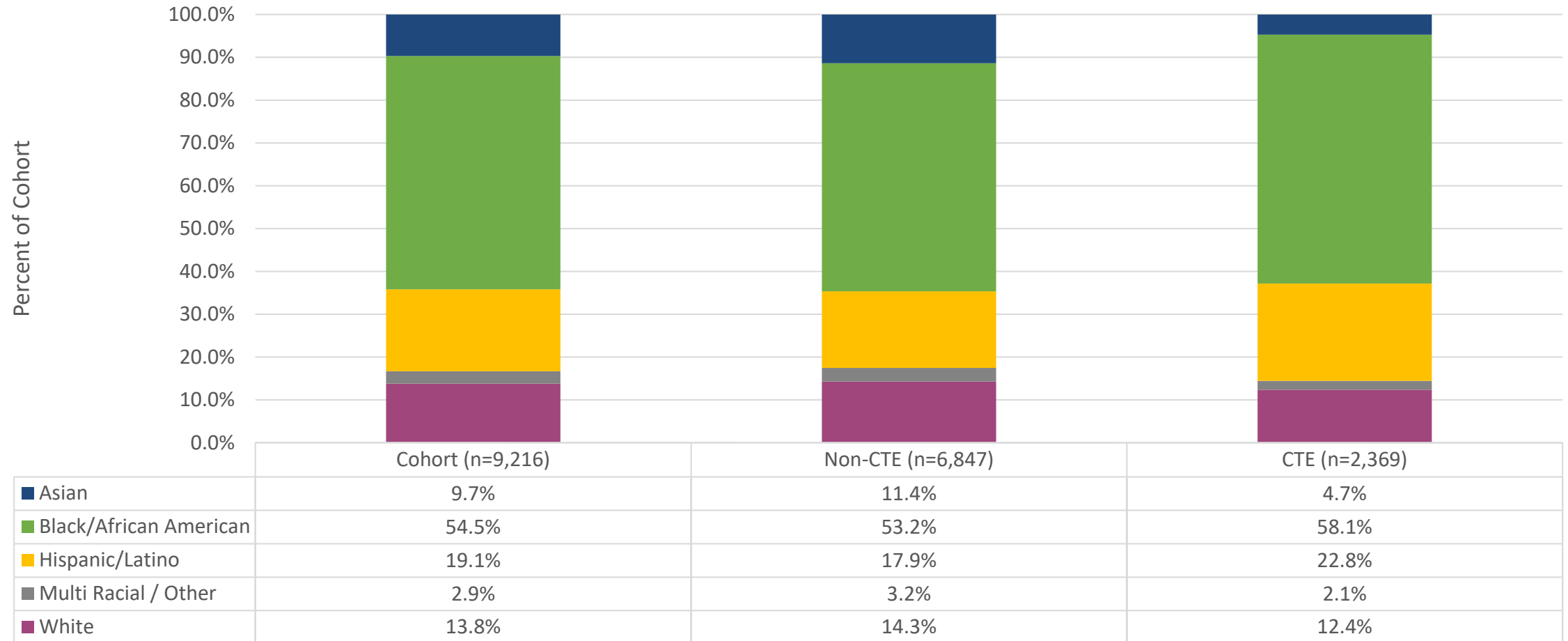
Demographic Characteristics: Full Cohort, CTE, and Non-CTE 2013-14 Cohort

Compared With Non-CTE, CTE students are more likely to be male and more likely to be economically disadvantaged. Unlike other cohorts, they were not statistically more likely to have IEP status.

Demographic Indicator	Category	Cohort	Non-CTE	CTE	Chi-Square
Gender	Male	50.9%	50.3%	54.6%	χ2(1) = 17.912**
	Female	49.1%	49.7%	45.4%	
Special Education Status	IEP	16.5%	16.3%	17.4%	χ2(1) = 0.912, ns
	No IEP	83.5%	83.7%	82.6%	
EL (English Learner) Status	ELL	12.2%	12.3%	12.1%	χ2(1) = 1.619, ns
	Not ELL	87.8%	87.7%	87.9%	
Free From Tape (Economically Disadvantaged)	FFT	54.7%	52.4%	62.1%	χ2(1) = 57.122**
	Not FFT	45.3%	47.6%	37.9%	

* Significant at p < .05;   ** Significant at p < .01

Demographic Characteristics: Full Cohort, CTE, and Non-CTE 2014-15 Cohort

Compared With Non-CTE, CTE students were more likely to be male, more likely to have IEP status, and more likely to be economically disadvantaged.

Demographic Indicator	Category	Cohort	Non-CTE	CTE	Chi-Square
Gender	Male	50.3%	48.9%	54.4%	χ2(1) = 21.191**
	Female	49.7%	51.1%	45.6%	
Special Education Status	IEP	16.7%	16.2%	18.3%	χ2(1) = 5.712*
	No IEP	83.3%	83.8%	81.7%	
EL (English Learner) Status	ELL	10.4%	10.4%	10.3%	χ2(1) = .019, ns
	Not ELL	89.6%	89.6%	89.7%	
Free From Tape (Economically Disadvantaged)	FFT	54.6%	51.6%	63.4%	χ2(1) = 97.965**
	Not FFT	45.4%	48.4%	36.6%	

* Significant at $p < .05$;   ** Significant at $p < .01$

Demographic Characteristics of Students in CTE Schools and CTE Programs, 2013-14 Cohort

Students in CTE-only Schools and students in other CTE programs had similar distributions of gender and IEP status. Students in CTE-only schools were less likely to have EL status (7.6%) compared with CTE program students (13.8%) and less likely to be economically disadvantaged (55.4% vs 64.5%)

Demographic Indicator	Category	CTE School	CTE Program	Non-CTE	Chi-Square (CTE School vs. Program)
Gender	Male	53.7%	55.0%	49.7%	$\chi 2(1) = .517$, ns
	Female	46.3%	45.0%	50.3%	
Special Education Status	IEP	17.4%	17.4%	16.3%	$\chi 2(1) = 0.065$, ns
	No IEP	82.6%	82.6%	83.7%	
EL (English Learner) Status	ELL	7.6%	13.8%	12.3%	$\chi 2(1) = 19.133$**
	Not ELL	92.4%	86.2%	87.7%	
Free From Tape (Economically Disadvantaged)	FFT	55.4%	64.5%	52.4%	$\chi 2(1) = 17.991$**
	Not FFT	44.6%	35.5%	47.6%	

* Significant at $p < .05$;   ** Significant at $p < .01$

Demographic Characteristics of Students in CTE Schools and CTE Programs, 2014-15 Cohort

Students in CTE-only Schools and students in other CTE programs had similar distributions of gender and IEP status. Students in CTE-only schools were less likely to have EL status (3.8%) compared with CTE program students (12.2%). Students in CTE-only schools were less likely to be economically disadvantaged (60.1%) compared with CTE Program Students (64.3%).

Demographic Indicator	Category	CTE School	CTE Program	Non-CTE	Chi-Square (CTE School vs. Program)
Gender	Male	52.1%	55.0%	48.9%	χ2(1) = 1.364, ns
	Female	47.9%	45.0%	51.1%	
Special Education Status	IEP	16.5%	18.8%	16.2%	χ2(1) = 1.349, ns
	No IEP	83.5%	81.2%	83.8%	
ELL (English Language Learner) Status	ELL	3.8%	12.2%	10.4%	χ2(1) = 30.318**
	Not ELL	96.2%	87.8%	89.6%	
Free From Tape (Economically Disadvantaged)	FFT	60.1%	64.3%	51.6%	χ2(1) = 4.677*
	Not FFT	39.9%	35.7%	48.4%	

* Significant at p < .05;   ** Significant at p < .01

CTE student demographics by Career Cluster, 2013-14 Cohort

How to Read This Table: The "#" and "%" columns indicate the number and percent of students in that category. For example, there were 169 female students in the Arts and Communications cluster, which meant that 44.7% of the students in that cluster were female. The last column ("Cluster % of All CTE") tells us that 16.3% of CTE students were in the Arts and Communication Cluster.

Career Cluster	Total Students	Female		IEP		EL		Black or Latino		Cluster % of all CTE
		#	%	#	%	#	%	#	%	
Arts and Communications	378	169	44.7%	62	16.4%	44	11.6%	299	79.1%	16.3%
Business, Finance and Information Technology	423	153	36.2%	76	18.0%	57	13.5%	313	74.0%	18.2%
Engineering and Industrial Technology	555	72	13.0%	128	23.1%	63	11.4%	495	89.2%	23.9%
Human Services	369	262	71.0%	71	19.2%	37	10.0%	329	89.2%	15.9%
Science and Health	532	368	69.2%	61	11.5%	37	7.0%	433	81.4%	22.9%
Multiple (2+) Clusters	23	12	52.2%	8	34.8%	5	21.7%	22	95.7%	1.0%
None (CTE Non-Start)	45	19	42.2%	7	15.6%	2	4.4%	35	77.8%	1.9%

Note: Clusters are assigned based on CTE course(s) taken during first year of CTE Enrollment. If a student took courses in more than one career cluster during their first year of CTE classes, they are categorized as "Multiple (2+) Clusters." 67 Students in the 2013-2014 cohort did not remain in the original cluster in subsequent years of CTE enrollment. Non-start students are not assigned clusters.

CTE student demographics by Career Cluster, 2014-15 Cohort

How to Read This Table: The "#" and "%" columns indicate the number and percent of students in that category. For example, there were 168 female students in the Arts and Communications cluster, which meant that 40.7% of the students in that cluster were female. The last column ("Cluster % of All CTE") tells us that 17.4% of CTE students were in the Arts and Communication Cluster.

Career Cluster	Total Students	Female		IEP		EL		Black or Latino		Cluster % of all CTE
		#	%	#	%	#	%	#	%	
Arts and Communications	413	168	40.7%	71	17.2%	32	7.7%	335	81.1%	17.4%
Business, Finance and Information Technology	525	208	39.6%	84	16.0%	76	14.5%	386	73.5%	22.2%
Engineering and Industrial Technology	469	77	16.4%	103	22.0%	52	11.1%	404	86.1%	19.8%
Human Services	371	252	67.9%	71	19.1%	37	10.0%	325	87.6%	15.7%
Science and Health	509	340	66.8%	76	14.9%	41	8.1%	400	78.6%	21.5%
Multiple (2+) Clusters	39	19	48.7%	11	28.2%	4	10.3%	36	92.3%	1.6%
None (CTE Non-Start)	43	17	39.5%	17	39.5%	3	7.0%	29	67.4%	1.8%

Note: Clusters are assigned based on CTE course(s) taken during first year of CTE Enrollment. If a student took courses in more than one career cluster during their first year of CTE classes, they are categorized as "Multiple (2+) Clusters." 83 Students in the 2014-2015 cohort did not remain in the original cluster in subsequent years of CTE enrollment. Non-start students are not assigned clusters.

Changes in demographics by Career Cluster

- *The Business, Finance and Information Technology career cluster saw the greatest percentage-point increase of CTE Students (4.0%) from the 2013-14 to 2014-15 cohorts.*
- *The Engineering and Industrial Technology cluster saw the largest percentage point decrease of CTE students (-4.1%).*
- *Both clusters saw a 3.4% increase in the number of female CTE students.*

Career Cluster	Total Students	Female Percentage Point Change	IEP Percentage Point Change	EL Percentage Point Change	Black or Latino Percentage Point Change	Cluster % of all CTE
Arts and Communications	35	-4.0%	0.8%	-3.9%	2.0%	1.2%
Business, Finance and Information Technology	102	3.4%	-2.0%	1.0%	-0.5%	4.0%
Engineering and Industrial Technology	-86	3.4%	-1.1%	-0.3%	-3.0%	-4.1%
Human Services	2	-3.1%	-0.1%	-0.1%	-1.6%	-0.2%
Science and Health	-23	-2.4%	3.5%	1.1%	-2.8%	-1.4%
Multiple (2+) Clusters	16	-3.5%	-6.6%	-11.5%	-3.3%	0.7%
None (CTE Non-Start)	-2	-2.7%	24.0%	2.5%	-10.3%	-0.1%

Note: Green tones correspond to increases from the 2013-14 cohort from 2014-15 cohorts, while red tones correspond to decreases, and yellow tones are neutral.

CTE Students Were Less Likely to Score Proficient or Advanced on 8th Grade PSSA Tests, Compared With Non-CTE Students: 2013-14 Cohort

Test	Proficiency Level	Cohort (n= 6,639)		Non-CTE (n=4,840)		CTE (n=1,799)	
8th Grade PSSA Reading	Below Basic	24.4%	40.8%	22.5%	37.8%	29.5%	49.2%
	Basic	16.4%		15.3%		19.6%	
	Proficient	22.8%	59.2%	21.5%	62.2%	26.4%	50.8%
	Advanced	36.3%		40.7%		24.4%	
	Proficiency Level	**Cohort (n=6,700)**		**Non-CTE (n=4,890)**		**CTE (n=1,810)**	
8th Grade PSSA Math	Below Basic	28.1%	46.4%	27.0%	42.7%	31.3%	56.3%
	Basic	18.3%		15.8%		25.0%	
	Proficient	25.7%	53.6%	25.4%	57.3%	26.6%	43.7%
	Advanced	27.9%		31.9%		17.1%	

Note: 8th grade PSSA data not available for all students

CTE Students Were Less Likely to Score Proficient or Advanced on 8th Grade PSSA Tests, Compared With Non-CTE Students: 2014-15 Cohort

Test	Proficiency Level	Cohort (n=6,020)		Non-CTE (n=4,309)		CTE (n=1,711)	
8th Grade PSSA Reading	Below Basic	23.2%	38.2%	21.2%	34.3%	28.2%	47.9%
	Basic	15.0%		13.2%		19.7%	
	Proficient	27.3%	61.8%	25.4%	65.7%	32.3%	52.1%
	Advanced	34.5%		40.3%		19.8%	
	Proficiency Level	**Cohort (n=6,077)**		**Non-CTE (n=4,352)**		**CTE (n=1,725)**	
8th Grade PSSA Math	Below Basic	32.5%	46.9%	29.4%	41.9%	40.3%	59.5%
	Basic	14.4%		12.5%		19.1%	
	Proficient	20.4%	53.1%	19.3%	58.1%	23.1%	40.5%
	Advanced	32.7%		38.8%		17.4%	

Note: 8th grade PSSA data not available for all students

Changes in PSSA Performance Levels: Full Cohort, Non-CTE, and CTE

For both CTE and non-CTE Students, the percentage of students scoring proficient or advanced on the 8th grade PSSA Reading test increased between the 2013-14 and 2014-15 cohorts (3.4 percentage points Non-CTE, 1.3 percentage points CTE). For the 8th Grade PSSA Math test, the percentage of students scoring proficient or advanced was virtually unchanged for non-CTE students (.8 percentage points) and decreased for CTE students (-3.1 percentage points).

Test	Proficiency Level	Cohort		Non-CTE		CTE	
8th Grade PSSA Reading	Below Basic	-1.2%	-2.7%	-1.3%	-3.4%	-1.4%	-1.3%
	Basic	-1.4%		-2.1%		0.1%	
	Proficient	4.5%	2.7%	3.8%	3.4%	5.9%	1.3%
	Advanced	-1.9%		-0.4%		-4.6%	
8th Grade PSSA Math	Below Basic	4.4%	0.5%	2.4%	-0.8%	9.0%	3.1%
	Basic	-3.9%		-3.3%		-5.9%	
	Proficient	-5.3%	-0.5%	-6.1%	0.8%	-3.5%	-3.1%
	Advanced	4.8%		6.9%		0.4%	

Notes: 8th grade PSSA data not available for all students. Green tones correspond to increases from the 2013-14 cohort from 2014-15 cohorts, while red tones correspond to decreases, and yellow tones are neutral.

CTE-Program Students Were Less Likely to Score Proficient or Advanced on 8th Grade PSSA Tests, Compared With CTE-Only Students: 2013-14 Cohort

Test	Proficiency Level	CTE School (n=512)		CTE Program (n=1,287)		Non-CTE (n=4,840)	
8th Grade PSSA Reading	Below Basic	22.2%	44.3%	32.4%	51.1%	22.5%	37.8%
	Basic	22.1%		18.7%		15.3%	
	Proficient	27.4%	55.7%	26.0%	48.9%	21.5%	62.2%
	Advanced	28.3%		22.9%		40.7%	
	Proficiency Level	**CTE School (n=511)**		**CTE Program (n=1,299)**		**Non-CTE (n=4,890)**	
8th Grade PSSA Math	Below Basic	21.1%	48.0%	35.3%	59.6%	27.0%	42.7%
	Basic	26.9%		24.3%		15.8%	
	Proficient	34.0%	52.0%	23.7%	40.4%	25.4%	57.3%
	Advanced	18.0%		16.7%		31.9%	

Note: 8th grade PSSA data not available for all students

CTE-Program Students Were Less Likely to Score Proficient or Advanced on 8th Grade PSSA Tests, Compared With CTE-Only Students: 2014-15 Cohort

Test	Proficiency Level	CTE School (n=398)		CTE Program (n=1,313)		Non-CTE (n=4,309)	
8th Grade PSSA Reading	Below Basic	19.3%	37.4%	30.8%	51.0%	21.2%	34.3%
	Basic	18.1%		20.2%		13.2%	
	Proficient	40.5%	62.6%	29.9%	49.0%	25.4%	65.7%
	Advanced	22.1%		19.1%		40.3%	
	Proficiency Level	**CTE School (n=400)**		**CTE Program (n=1,325)**		**Non-CTE (n=4,352)**	
8th Grade PSSA Math	Below Basic	33.8%	52.0%	42.3%	61.7%	29.4%	41.9%
	Basic	18.3%		19.4%		12.5%	
	Proficient	28.3%	48.0%	21.5%	38.3%	19.3%	58.1%
	Advanced	19.8%		16.8%		38.8%	

Note: 8th grade PSSA data not available for all students

Changes in PSSA Performance Levels: CTE-School vs CTE Program

Students in CTE Schools saw a greater percent increase in students scoring proficient or advanced on the 8th Grade PSSA Reading test (6.8%) compared to students in CTE Programs (.1%). Students in CTE Schools saw a greater percent decrease in students scoring proficient or advanced on the 8th Grade PSSA Math test (-4.0%) compared to students in CTE Programs (-2.2%).
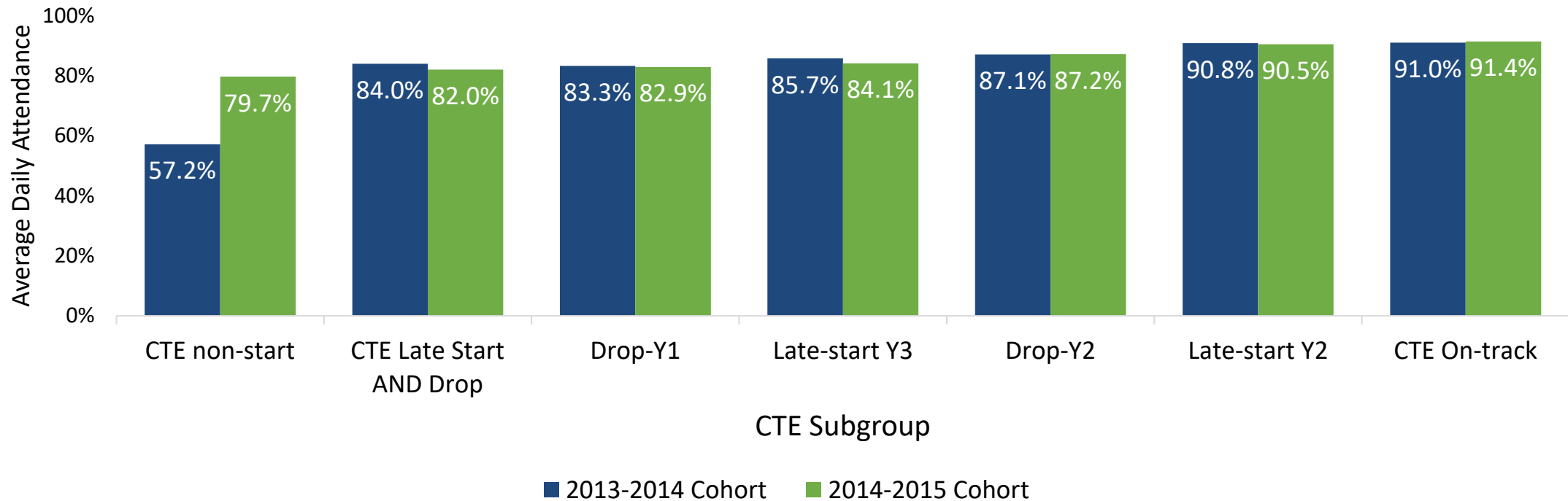
Test	Proficiency Level	CTE School		CTE Program		Non-CTE	
8th Grade PSSA Reading	Below Basic	-2.8%	-6.8%	-1.6%	-0.1%	-1.3%	-3.4%
	Basic	-4.0%		1.5%		-2.1%	
	Proficient	13.0%	6.8%	3.9%	0.1%	3.8%	3.4%
	Advanced	-6.2%		-3.8%		-0.4%	
8th Grade PSSA Math	Below Basic	12.6%	4.0%	7.1%	2.2%	2.4%	-0.8%
	Basic	-8.6%		-4.9%		-3.3%	
	Proficient	-5.8%	-4.0%	-2.2%	-2.2%	-6.1%	0.8%
	Advanced	1.8%		0.1%		6.9%	

Notes: 8th grade PSSA data not available for all students. Green tones correspond to increases from the 2013-14 cohort from 2014-15 cohorts, while red tones correspond to decreases, and yellow tones are neutral.

Prior Attendance for CTE and Non-CTE, as well as CTE Subgroups

CTE instruction begins in 10th grade, so 9th grade average daily attendance (ADA) provides baseline attendance patterns for students who choose to start CTE. CTE non-start students had the lowest baseline ADA and CTE On-Track students had the highest baseline ADA of any CTE student subgroup.

CTE Students: 9th Grade ADA by Subgroup

CTE Subgroup	2013-2014 Cohort	2014-2015 Cohort
CTE non-start	57.2%	79.7%
CTE Late Start AND Drop	84.0%	82.0%
Drop-Y1	83.3%	82.9%
Late-start Y3	85.7%	84.1%
Drop-Y2	87.1%	87.2%
Late-start Y2	90.8%	90.5%
CTE On-track	91.0%	91.4%

Average Daily Attendance (y-axis); CTE Subgroup (x-axis)
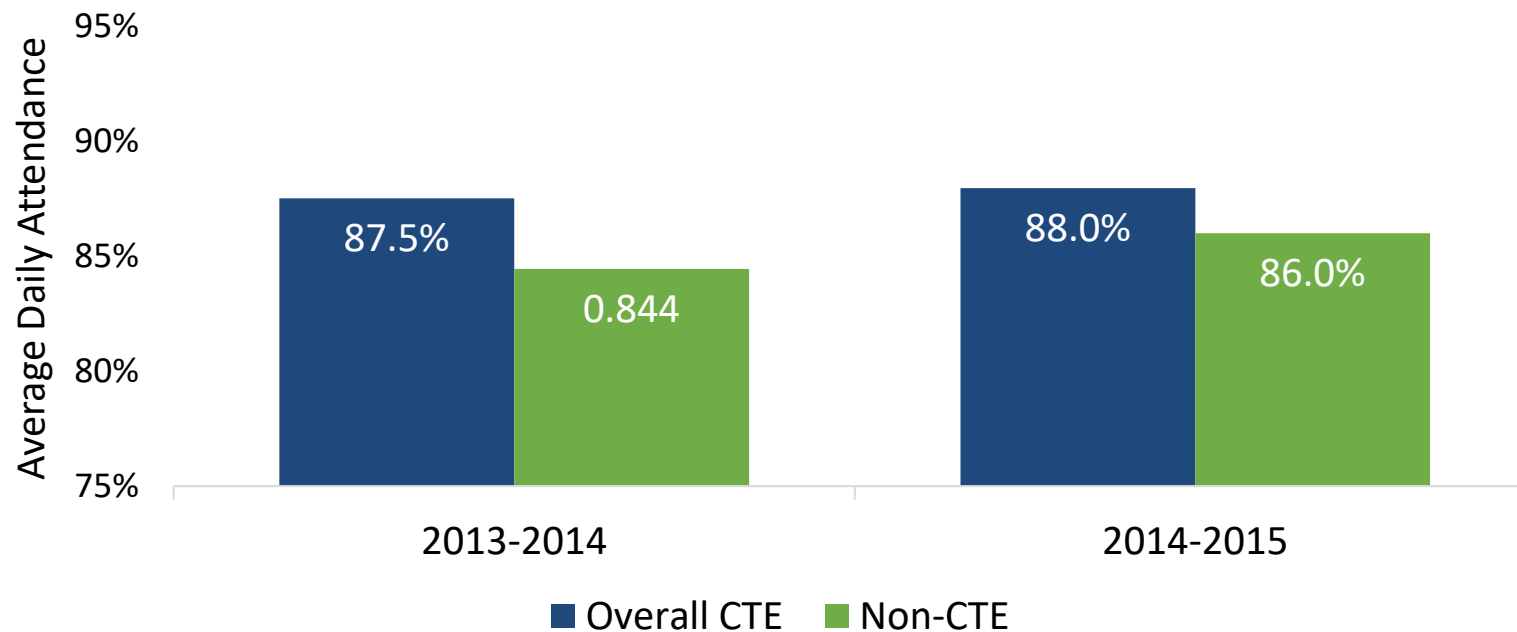
■ 2013-2014 Cohort   ■ 2014-2015 Cohort

Note: Subgroups with <20 responses excluded. See slide number 6 for information about the number of students in each group each year.

Prior Attendance for CTE and Non-CTE, as well as CTE Subgroups

CTE instruction begins in 10th grade, so 9th grade average daily attendance (ADA) provides baseline attendance patterns for students who choose to start CTE. Overall, CTE and non-CTE students have similar baseline ADA for both cohorts.
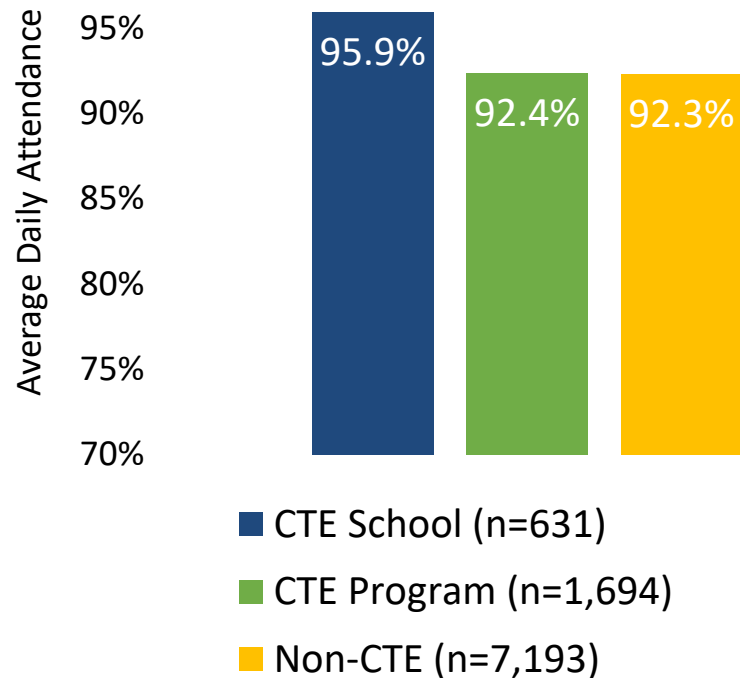
9th Grade ADA of CTE vs Non-CTE

Chart: Average Daily Attendance

- 2013-2014: Overall CTE 87.5%, Non-CTE 0.844
- 2014-2015: Overall CTE 88.0%, Non-CTE 86.0%
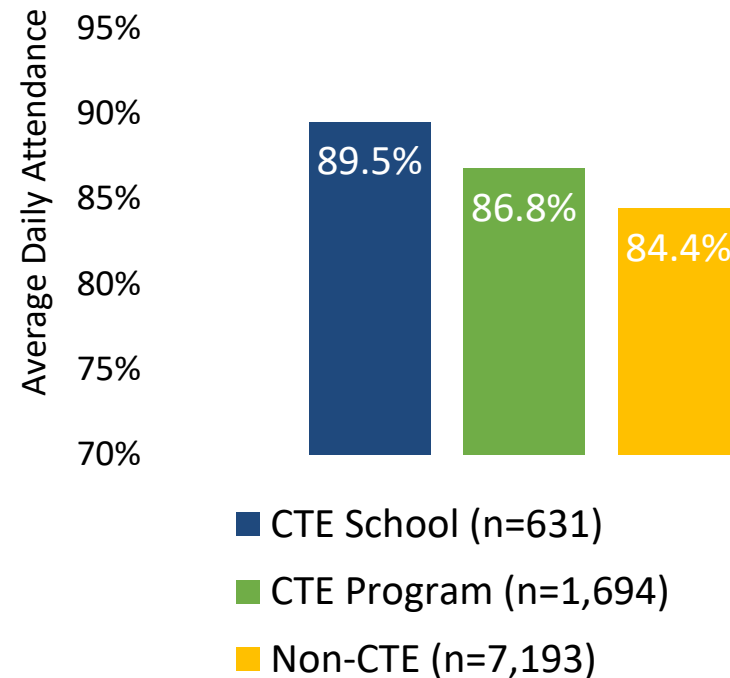
Legend: ■ Overall CTE ■ Non-CTE

Prior Attendance for CTE and Non-CTE, as well as CTE Subgroups, 2013-14

CTE classes begin in 10th grade, but students enroll in CTE-only schools in 9th grade. To compare attendance histories of students who enroll in CTE schools with those that do not, 8th grade ADA is summarized for CTE school, CTE program and non-CTE students. ADA is also calculated for these same groups of students one year later.

CTE School vs CTE Program: 8th Grade ADA

Average Daily Attendance

- 95.9% — CTE School
- 92.4% — CTE Program
- 92.3% — Non-CTE

■ CTE School (n=631)
■ CTE Program (n=1,694)
■ Non-CTE (n=7,193)

CTE School vs CTE Program: 9th Grade ADA

Average Daily Attendance

- 89.5% — CTE School
- 86.8% — CTE Program
- 84.4% — Non-CTE

■ CTE School (n=631)
■ CTE Program (n=1,694)
■ Non-CTE (n=7,193)

Prior Attendance for CTE and Non-CTE, as well as CTE Subgroups, 2014-15

CTE classes begin in 10th grade, but students enroll in CTE-only schools in 9th grade. To compare attendance histories of students who enroll in CTE schools with those that do not, 8th grade ADA is summarized for CTE school, CTE program and non-CTE students. ADA is also calculated for these same groups of students one year later.

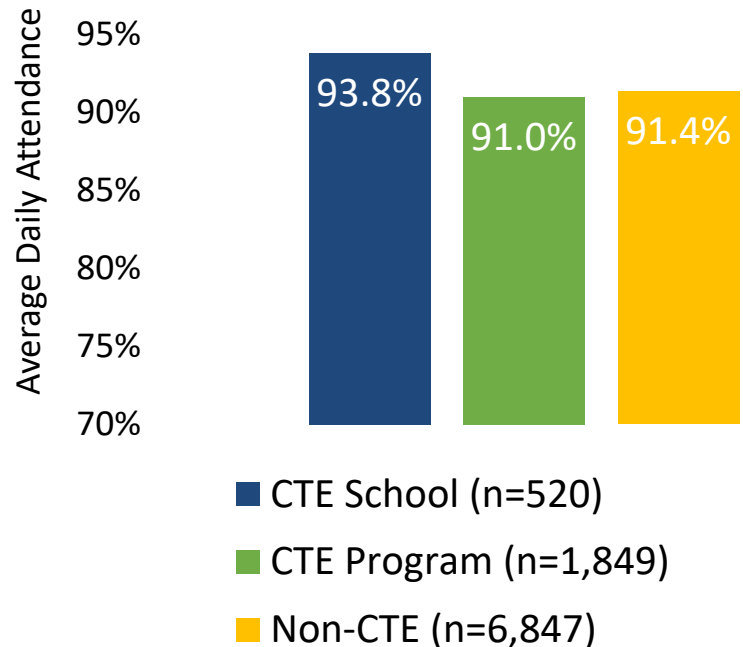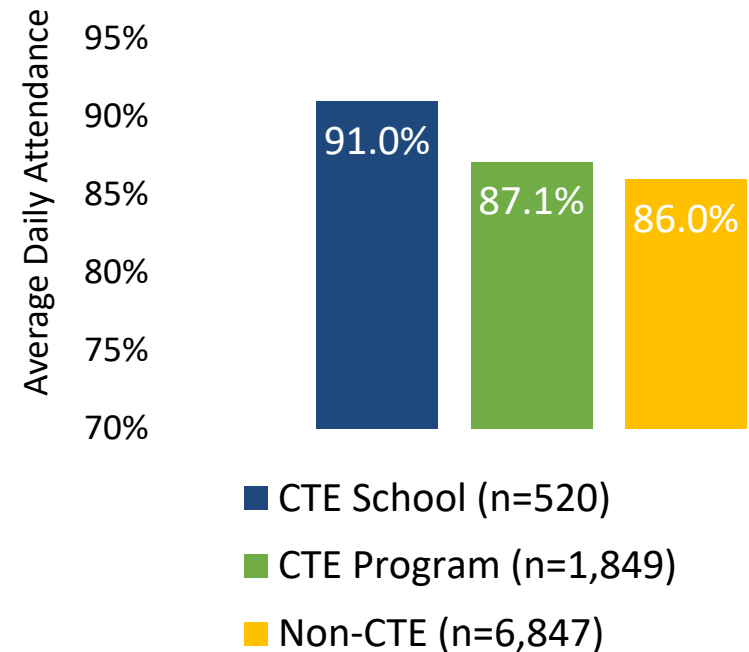
CTE School vs CTE Program: 8th Grade ADA

- CTE School (n=520): 93.8%
- CTE Program (n=1,849): 91.0%
- Non-CTE (n=6,847): 91.4%

CTE School vs CTE Program: 9th Grade ADA

- CTE School (n=520): 91.0%
- CTE Program (n=1,849): 87.1%
- Non-CTE (n=6,847): 86.0%

Analysis of Career and Technical Education (CTE) in SDP: Part 2, Graduation Outcomes
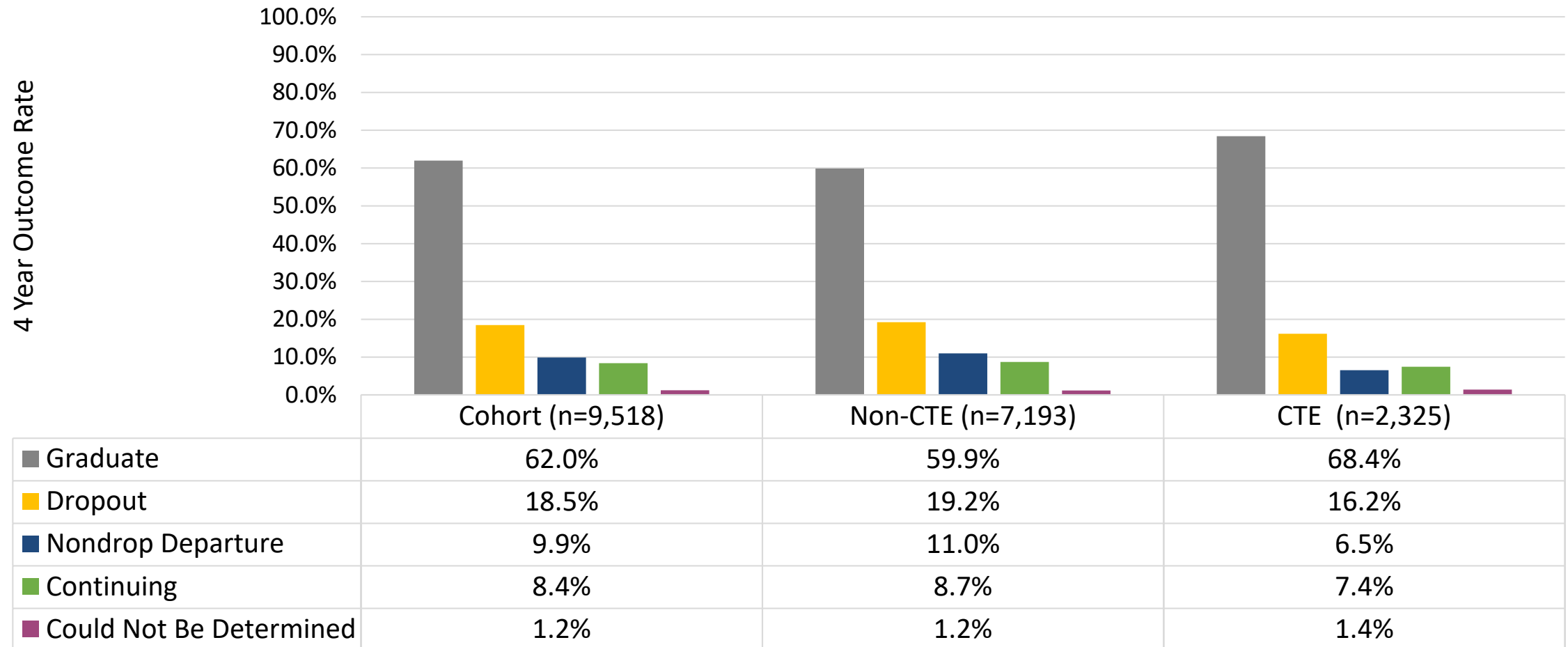
Cohort Graduation Outcomes

- CTE participants were more likely to persist in the District, and to graduate on time, than non-CTE students.

- CTE participants that were On Track, or Late Start had the highest graduation rates.

- Students that Dropped CTE had the lowest graduation rates.

- Overall, patterns were similar to prior years.

Some Definitions and Clarifications

- **Four Year Outcomes** describe the full range of possible circumstances that a cohort member might possess after four years in high school

- **Four Year Outcomes** include the category *Nondrop Departure*, which refers to students that leave the District, but do not drop out of school.

- **Could not be Determined** describes students whose 4-year graduation status could not be determined with available data.

- **Four Year Graduation Rate** excludes students in the *Nondrop Departure* and *Could not be Determined* categories and is the standard statistic that expresses the percentage of students that graduate on time (within four years of their first 9th grade year).

Four Year Outcomes 2013-14: Full Cohort, Non-CTE, and CTE

CTE students were more likely to graduate (68.4%) than Non-CTE students (59.9%); and less likely to be nondrop departures (6.5% compared with 11.0%)

	Cohort (n=9,518)	Non-CTE (n=7,193)	CTE (n=2,325)
■ Graduate	62.0%	59.9%	68.4%
■ Dropout	18.5%	19.2%	16.2%
■ Nondrop Departure	9.9%	11.0%	6.5%
■ Continuing	8.4%	8.7%	7.4%
■ Could Not Be Determined	1.2%	1.2%	1.4%

Four Year Outcomes 2014-15: Full Cohort, Non-CTE, and CTE

CTE students were more likely to graduate (68.1%) than Non-CTE students (62.4%); and less likely to be nondrop departures (5.9% compared with 10.8%)

	Cohort (n=9,216)	Non-CTE (n=6,847)	CTE (n=2,369)
■ Graduate	63.8%	62.4%	68.1%
■ Dropout	17.0%	17.2%	16.5%
■ Nondrop Departure	9.5%	10.8%	5.9%
■ Continuing	8.7%	8.6%	8.9%
■ Could not be determined	0.9%	1.0%	0.7%
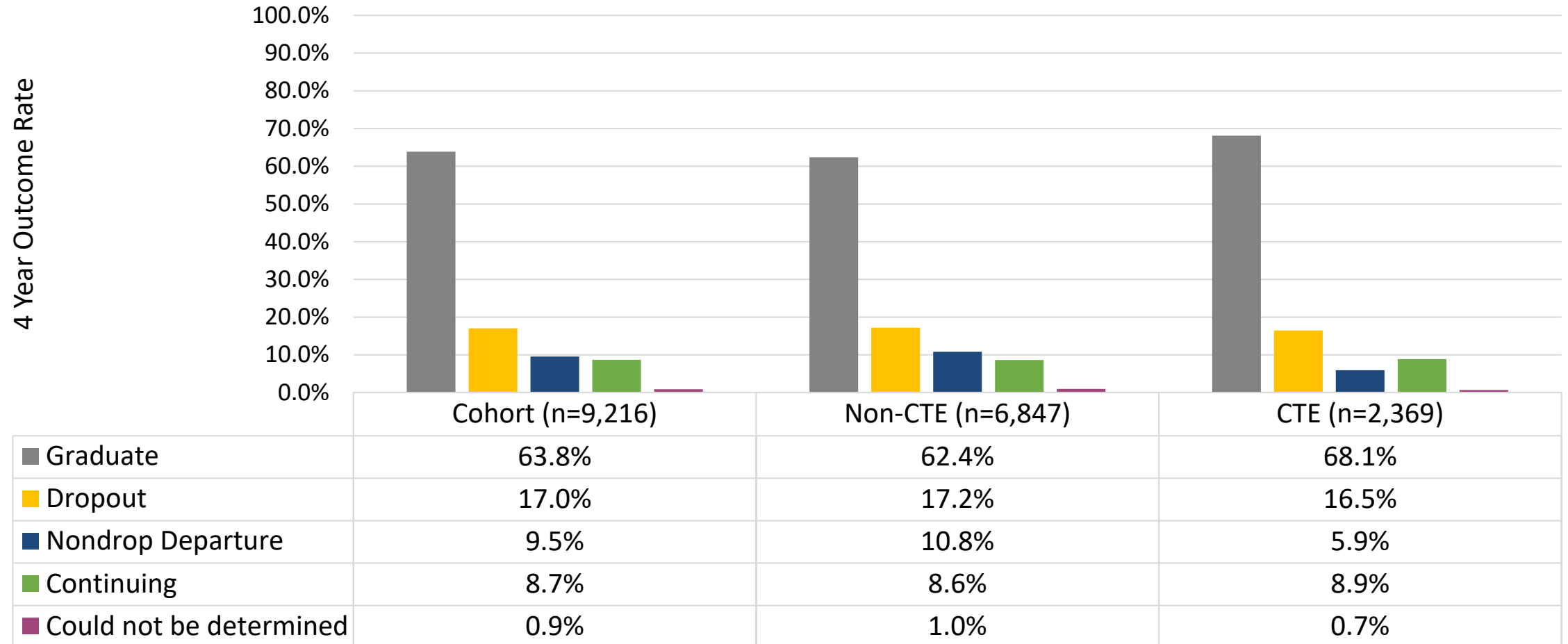
Four Year Graduation Rates for 2013-14 Cohort, Non-CTE, and CTE

CTE students had a higher graduation rate (74.3%) than Non-CTE students (68.2%)

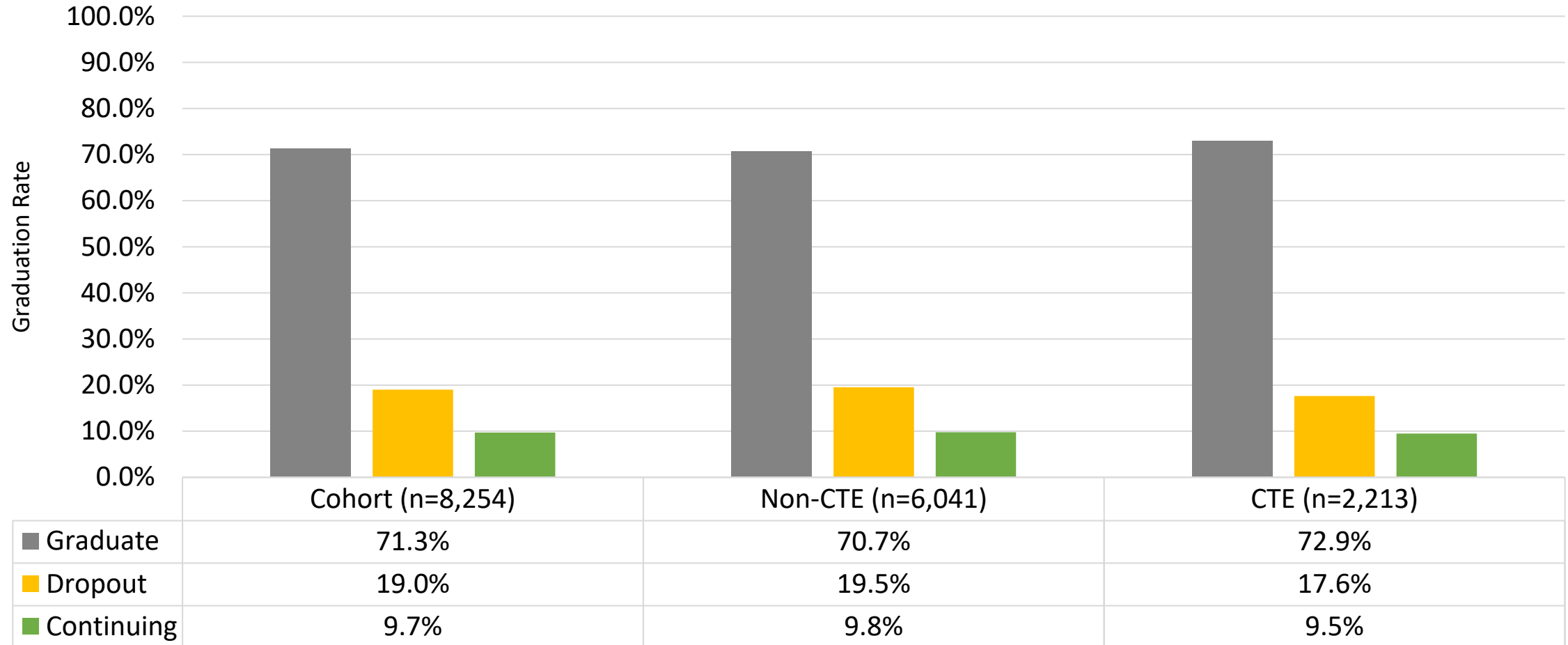|	Cohort (n=8,457)	Non-CTE (n=6,317)	CTE (n=2,140)
■ Graduate	69.7%	68.2%	74.3%
■ Dropout	20.8%	21.9%	17.6%
■ Continuing	9.5%	9.9%	8.1%
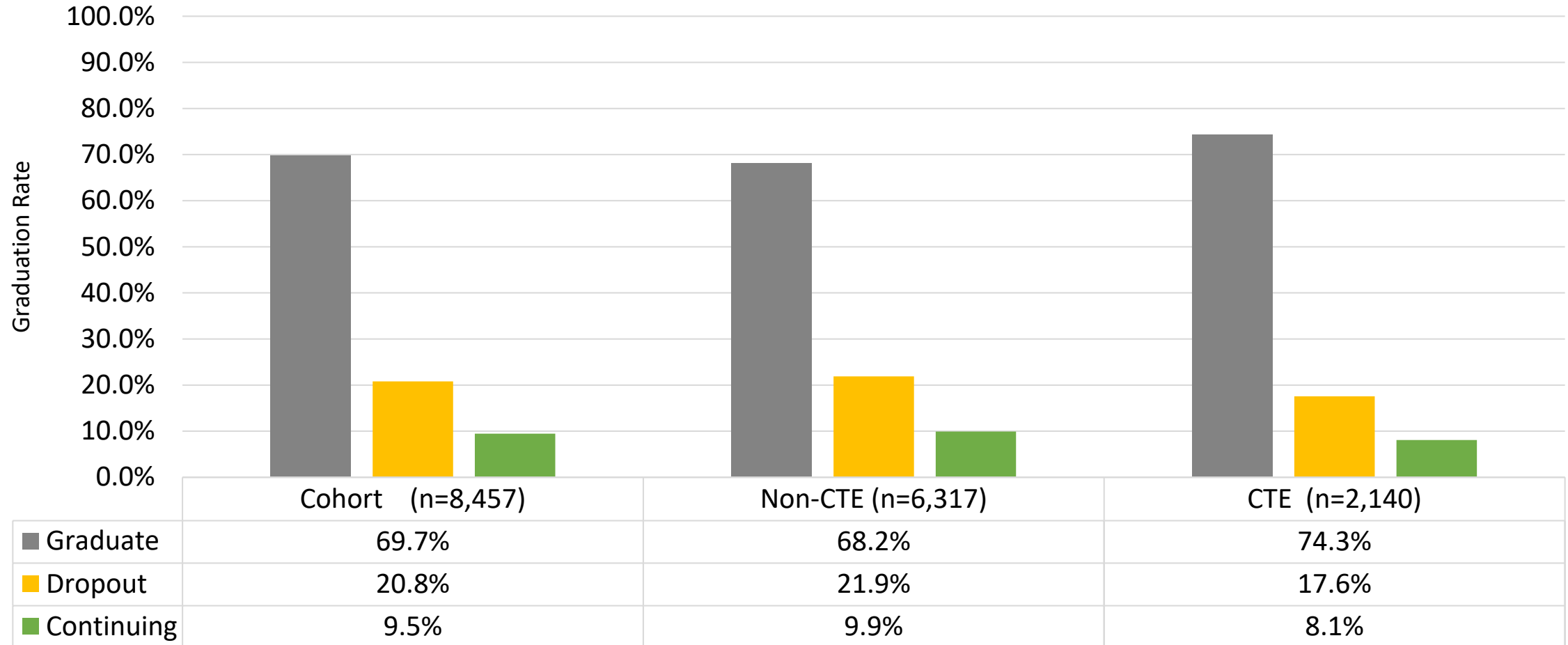
Four Year Graduation Rates for 2014-15 Cohort, Non-CTE, and CTE

CTE students had a higher graduation rate (72.9%) than Non-CTE students (70.7%)

	Cohort (n=8,254)	Non-CTE (n=6,041)	CTE (n=2,213)
■ Graduate	71.3%	70.7%	72.9%
■ Dropout	19.0%	19.5%	17.6%
■ Continuing	9.7%	9.8%	9.5%

Four Year Graduation Rates 2013-14: CTE School vs CTE Program

CTE School students had a higher graduation rate (92.7%) than CTE Program students (67.6%)

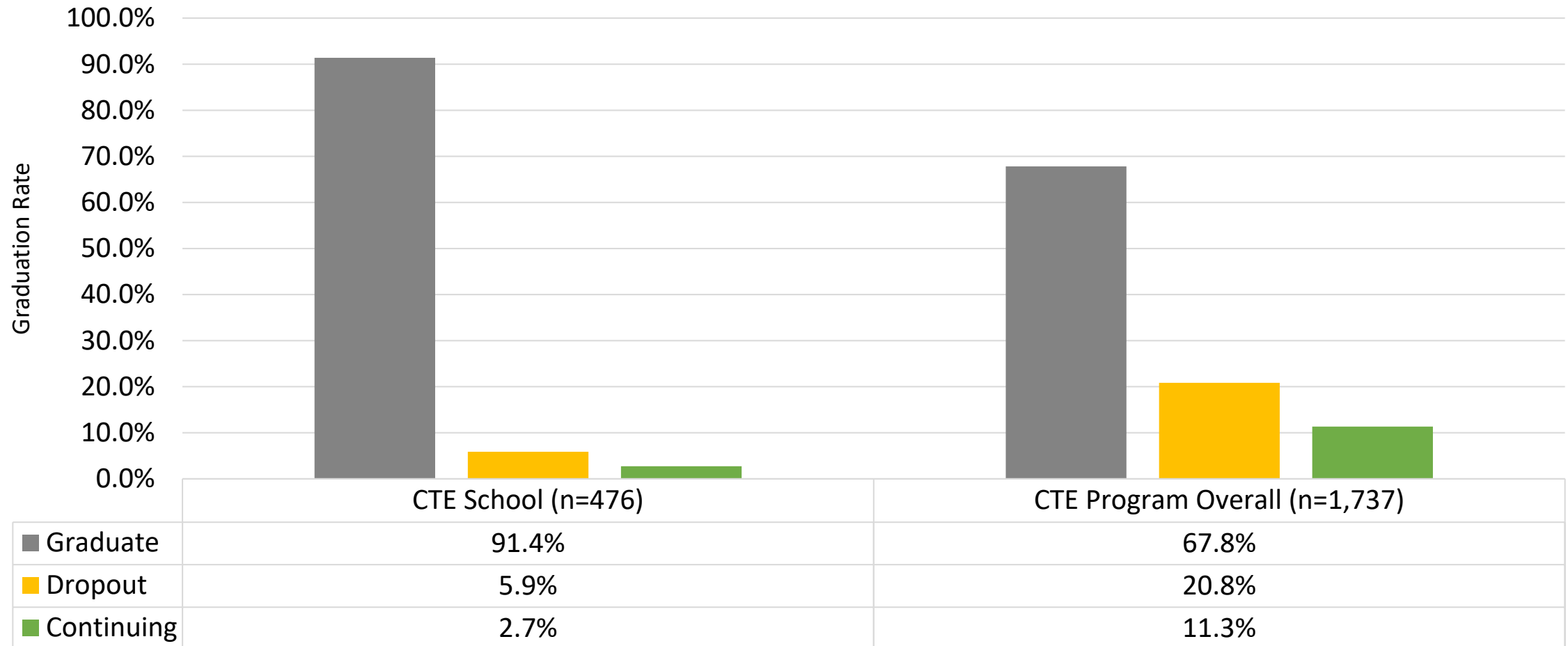|	CTE School (n=715)	CTE Program Overall (n=1,425)
■ Graduate	92.7%	67.6%
■ Dropout	5.9%	21.8%
■ Continuing	1.4%	10.5%
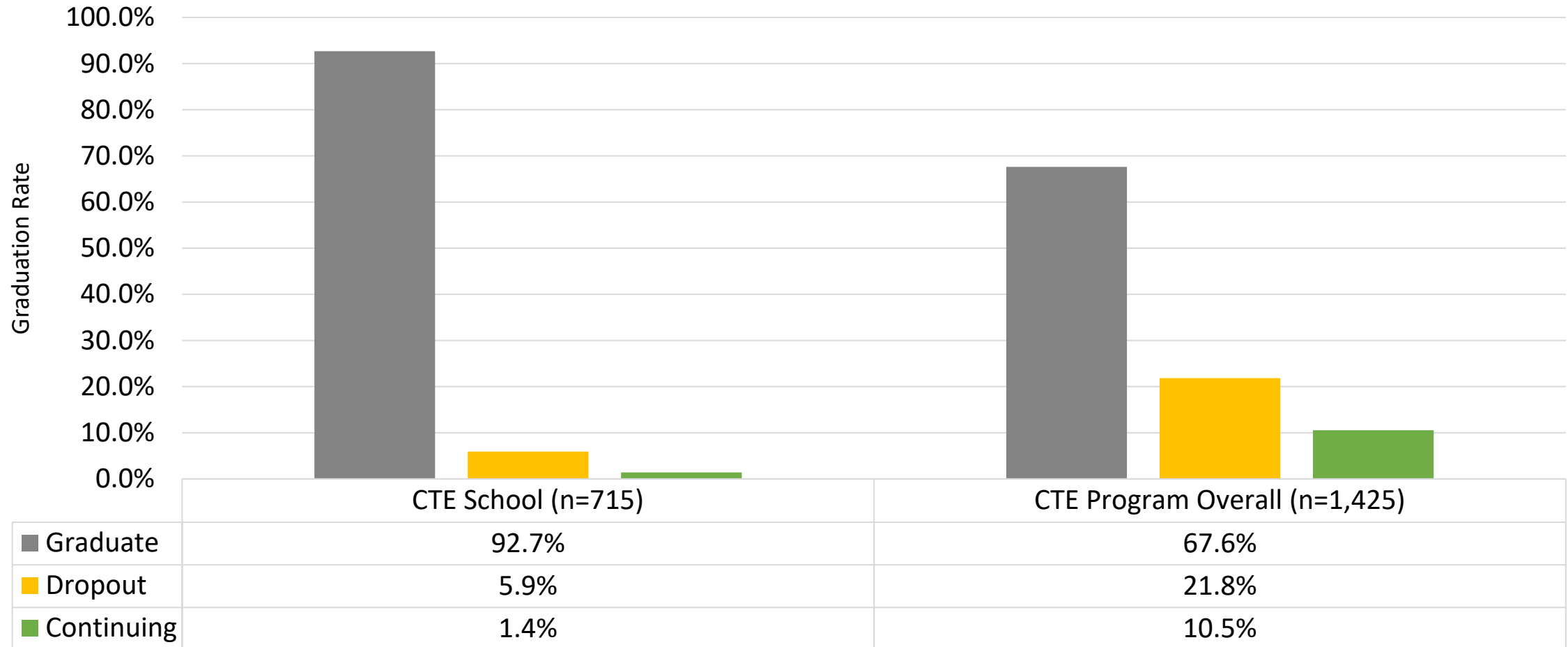
Four Year Graduation Rates 2014-15: CTE School vs CTE Program

CTE School students had a higher graduation rate (91.4%) than CTE Program students (67.8%)

	CTE School (n=476)	CTE Program Overall (n=1,737)
■ Graduate	91.4%	67.8%
■ Dropout	5.9%	20.8%
■ Continuing	2.7%	11.3%

Subgroup Graduation Rates by School Year:
2013-14 CTE School and CTE Program Cohorts

In this graph (and the one on the next slide), each data point represents a snapshot taken in a specific year. For example, if we identify all of the students who were enrolled in a CTE school in 2014-15, we find that those students eventually graduated at a rate of 95.6%. The rate for CTE school students in 2015-16 was 95.7%. Please note, since students might enter or exit CTE schools from year to year, these two groups of students are not identical.

	2014-15 (10th grade)	2015-16 (11th grade)	2016-17 (12th grade)
CTE School	95.6%	95.7%	96.4%
CTE Program	67.8%	76.1%	88.0%
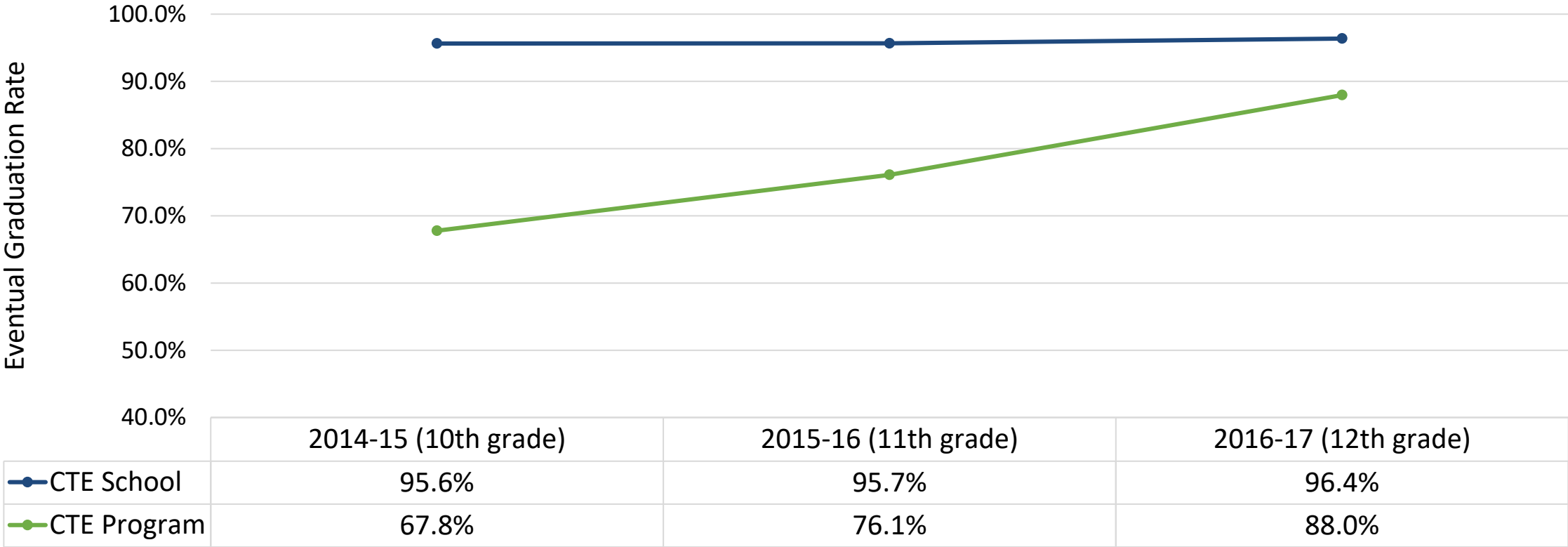
Subgroup Graduation Rates by School Year:
CTE School, CTE Program, Inactive CTE, and Non-CTE, 2013-2014

Here, two additional groups are added in order to provide more context - Non-CTE and students that participated in CTE in some OTHER year, but not during the specified year. In 2014-15 there was a group of students who were not enrolled in CTE, but who would enroll in CTE at some later point. Those eventually graduated at a 65.8% rate.

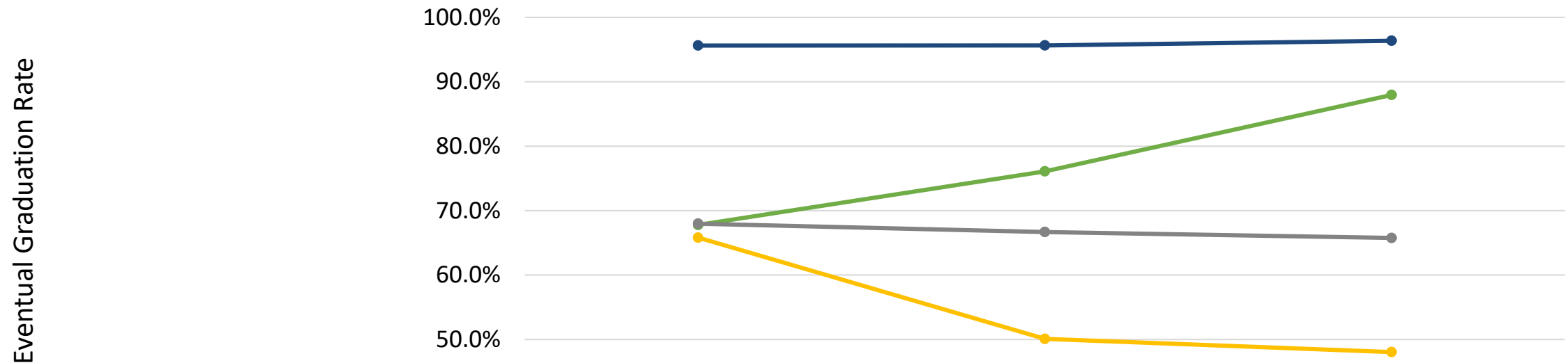|	2014-2015 (10th grade)	2015-2016 (11th grade)	2016-2017 (12th grade)
CTE School	95.6%	95.7%	96.4%
CTE Program	67.8%	76.1%	88.0%
Inactive CTE: Students Not Actively Enrolled in CTE, but active in CTE during some other year(s)	65.8%	50.1%	48.0%
Non-CTE, Enrolled in District School	68.0%	66.7%	65.8%

Subgroup Graduation Rates by School Year:
2014-15 CTE School and CTE Program Cohorts

In this graph (and the one on the next slide), each data point represents a snapshot taken in a specific year. For example, if we identify all of the students who were enrolled in a CTE school in 2015-16, we find that those students eventually graduated at a rate of 94.9%. The rate for CTE school students in 2016-17 was 95.3%. Please note, since students might enter or exit CTE schools from year to year, these two groups of students are not identical.

	2015-2016 (10th grade)	2016-2017 (11th grade)	2017-2018 (12th grade)
CTE School	94.9%	95.3%	96.6%
CTE Program	67.4%	76.6%	88.0%

Subgroup Graduation Rates by School Year:
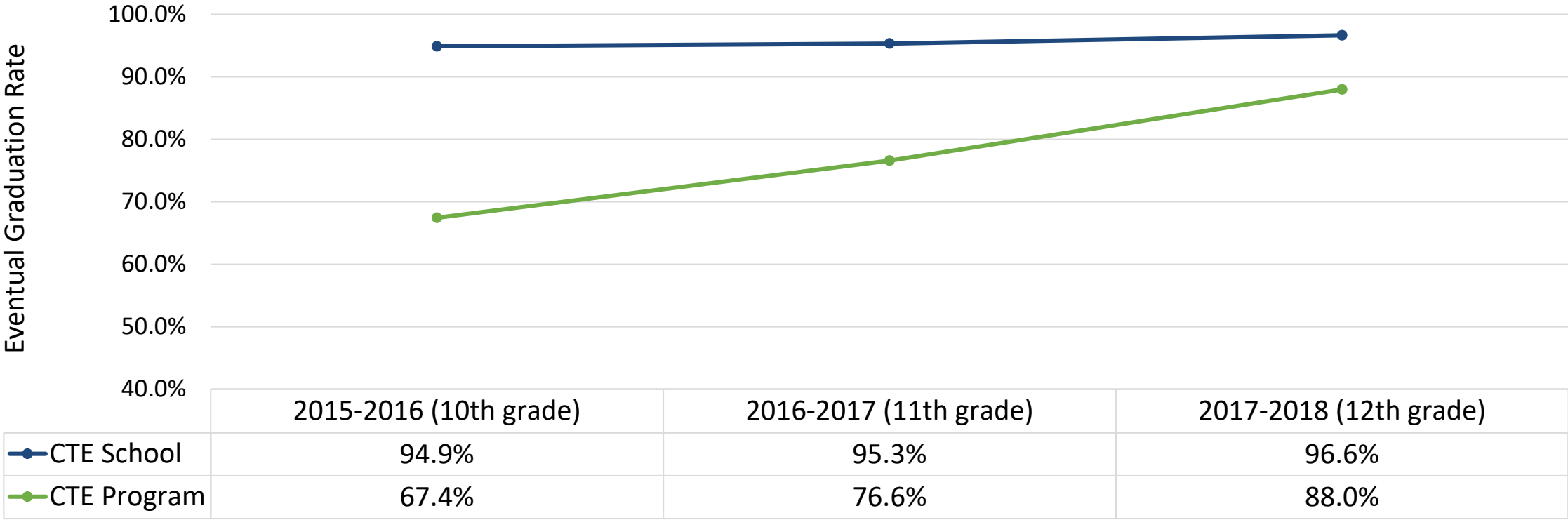# CTE School, CTE Program, Inactive CTE, and Non-CTE, 2014-15

Here, two additional groups are added in order to provide more context - Non-CTE, and students that participated in CTE in some OTHER year, but not during the specified year. In 2015-16 there was a group of students who were not enrolled in CTE, but who would enroll in CTE at some later point. Those eventually graduated at a 71.3% rate.

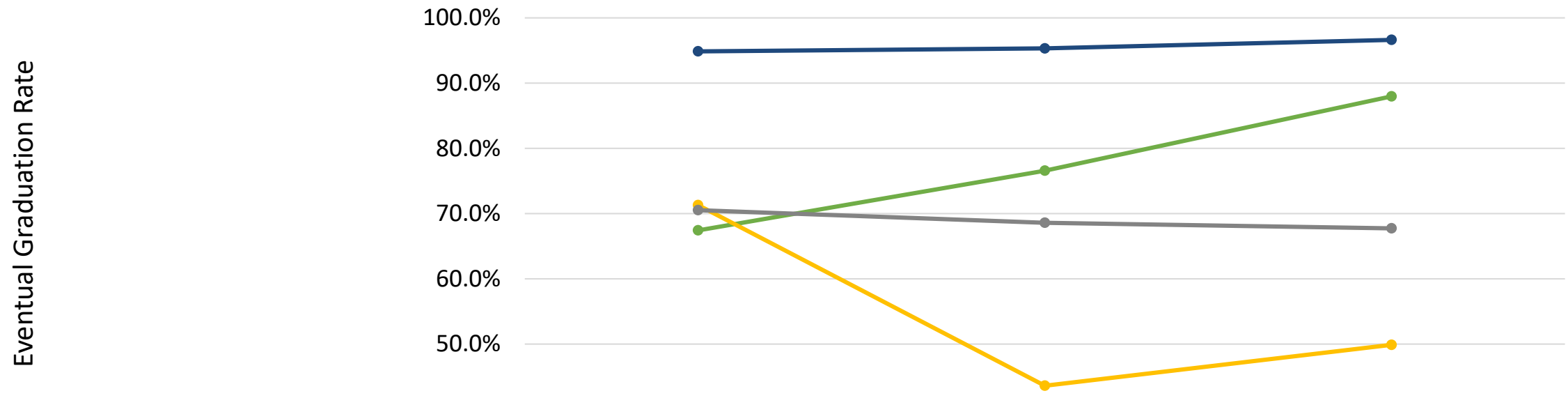|	2015-2016 (10th grade)	2016-2017 (11th grade)	2017-2018 (12th grade)
CTE School	94.9%	95.3%	96.6%
CTE Program	67.4%	76.6%	88.0%
Inactive CTE: Students Not Actively Enrolled in CTE, but active in CTE during some other year(s)	71.3%	43.6%	49.9%
Non-CTE, Enrolled in District School	70.5%	68.6%	67.7%

2013-14 Cohort Four Year Outcomes of Different CTE Tracks*

On Track (92.6%) and Late/Interrupt (73.2%) CTE students were most likely to graduate. Non-Start CTE students were most likely to be nondrop departures (71.1%)

	CTE On Track (n=1,090)	CTE Drop (n=951)	CTE Late/Interrupt (n=259)	CTE Non-Start (n=45)
■ Graduate	92.6%	40.2%	73.2%	2.2%
■ Dropout	4.7%	31.9%	10.2%	20.0%
■ Nondrop Departure	0.4%	12.8%	0.6%	71.1%
■ Continuing	1.3%	12.9%	15.9%	6.7%
■ No Ninth Grade Flag	0.9%	2.2%	0.0%	0.0%
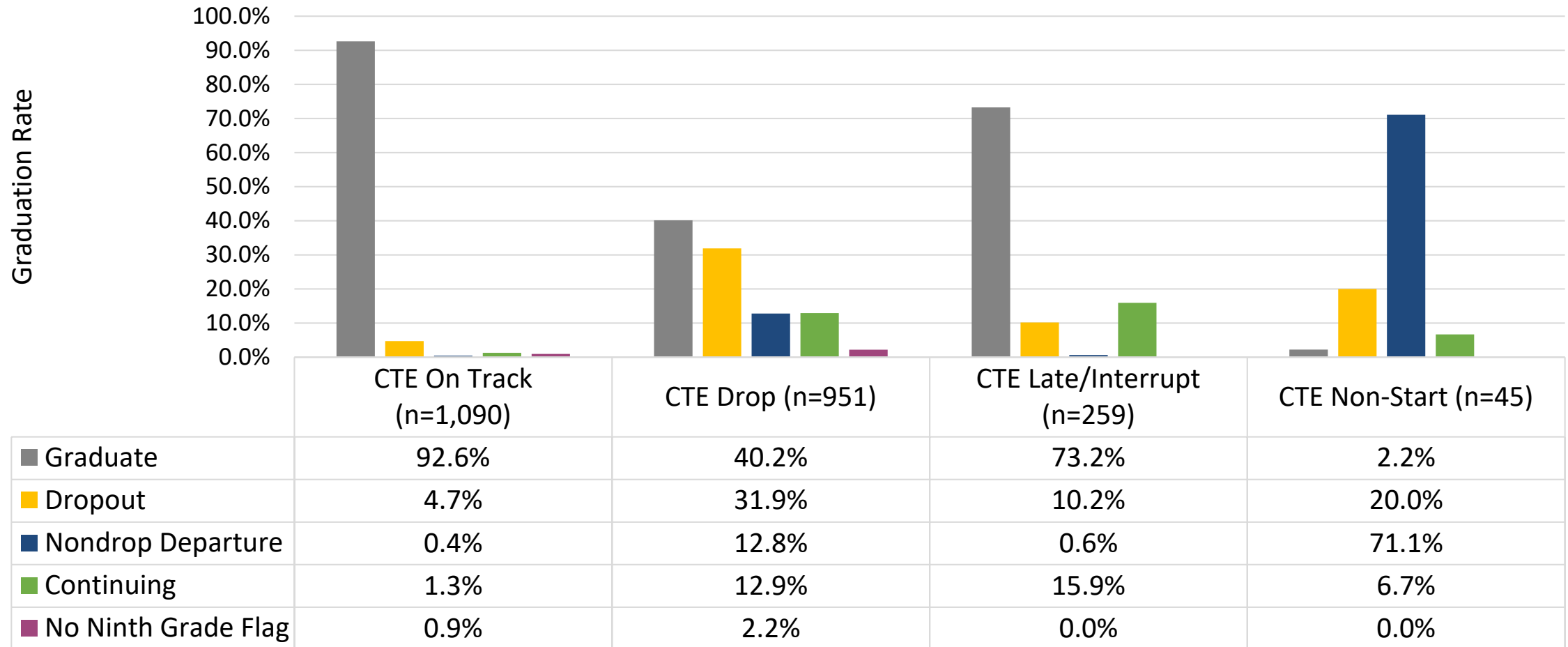
*Note: See Slides 4 and 5 for detailed definitions of different CTE tracks

2014-15 Cohort Four Year Outcomes of Different CTE Tracks*

On Track (90.8%) and Late/Interrupt (86.4%) CTE students were most likely to graduate. Non-Start CTE students were most likely to be nondrop departures (55.8%)

	CTE On Track (n=1,131)	CTE Drop (n=940)	CTE Late/Interrupt (n=132)	CTE Non-Start (n=43)
■ Graduate	90.8%	43.6%	86.4%	4.7%
■ Dropout	5.7%	30.3%	3.8%	16.3%
■ Nondrop Departure	0.8%	10.4%	0.8%	55.8%
■ Continuing	2.7%	14.1%	9.1%	23.3%
■ No Ninth Grade Flag	0.0%	1.5%	0.0%	0.0%
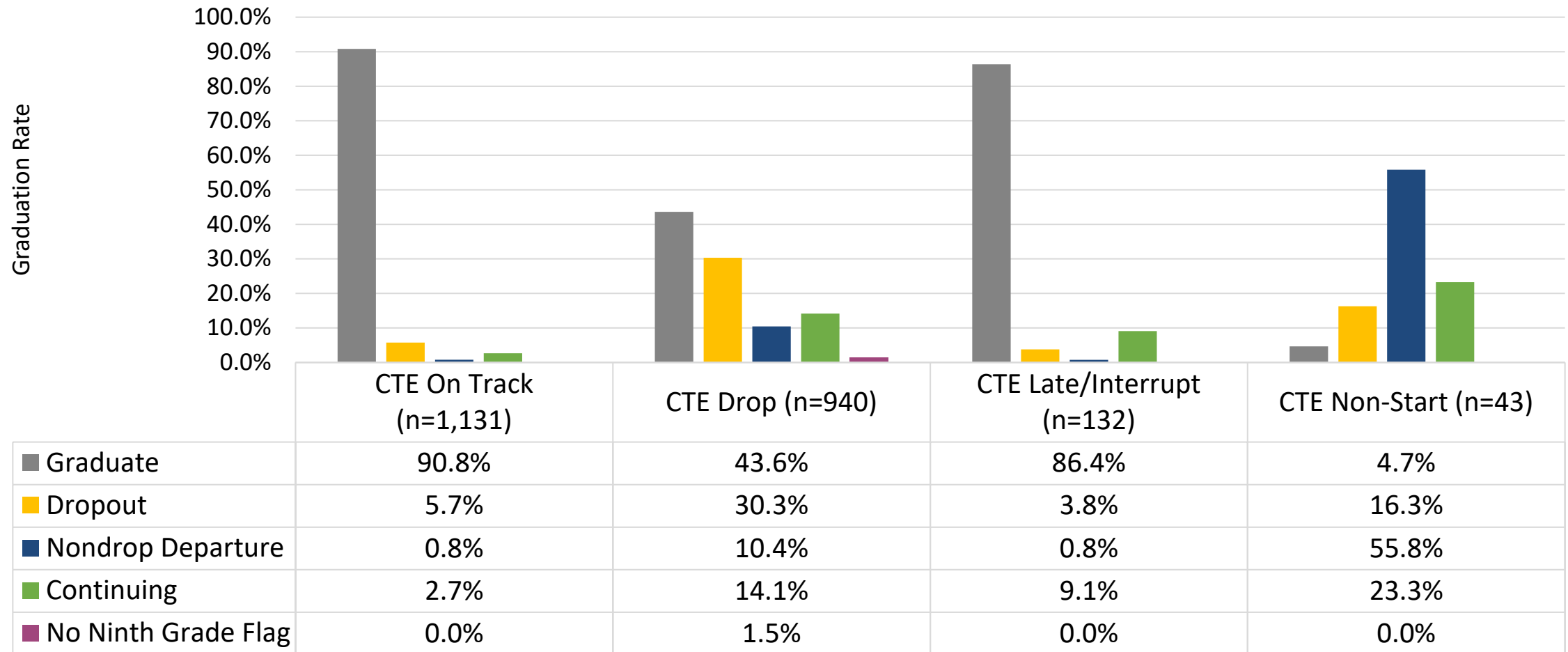
*Note: See Slides 4 and 5 for detailed definitions of different CTE tracks

Four Year Outcomes of Students in CTE in 2014-15 (10th grade) that were Below Grade Level in 2015-16: CTE-Drop Vs CTE-Continue

287 of the students who were enrolled in CTE during 2014-2015 did not earn promotion to 11th grade in 2015-2016. When those students continued their CTE programming (CTE Continue), they had better outcomes than if they discontinued CTE (CTE Drop). For example, 31.4% of those that continued were able to recover their grade level and graduate on time, compared with 19.5% of those that dropped CTE.

	CTE Below Grade Level 2015-2016 Overall (n=287)	CTE Drop / Below Grade Level 2015-2016 (n=169)	CTE Continue / Below Grade Level 2015-2016 (n=118)
Graduate	24.4%	19.5%	31.4%
Dropout	40.4%	46.2%	32.2%
Nondrop Departure	6.6%	7.1%	5.9%
Continuing	24.4%	22.5%	27.1%
Could Not Be Determined	4.2%	4.7%	3.4%

Graduation Rate
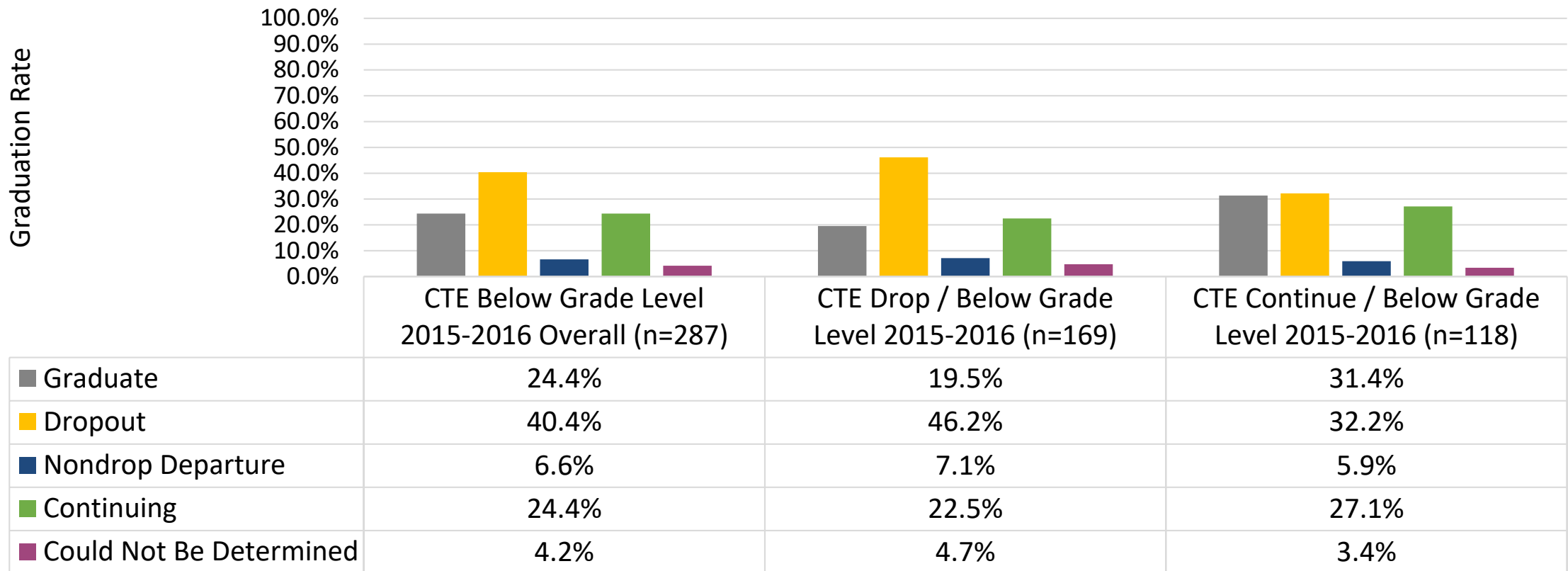
Four Year Outcomes of Students in CTE in 2015-16 (10th grade) that were Below Grade Level in 2016-17: CTE-Drop Vs CTE-Continue

335 of the students that were enrolled in CTE during 2015-2016 did not earn promotion to 11th grade in 2016-2017. When those students continued their CTE programming (CTE Continue), they had better outcomes than if they discontinued CTE (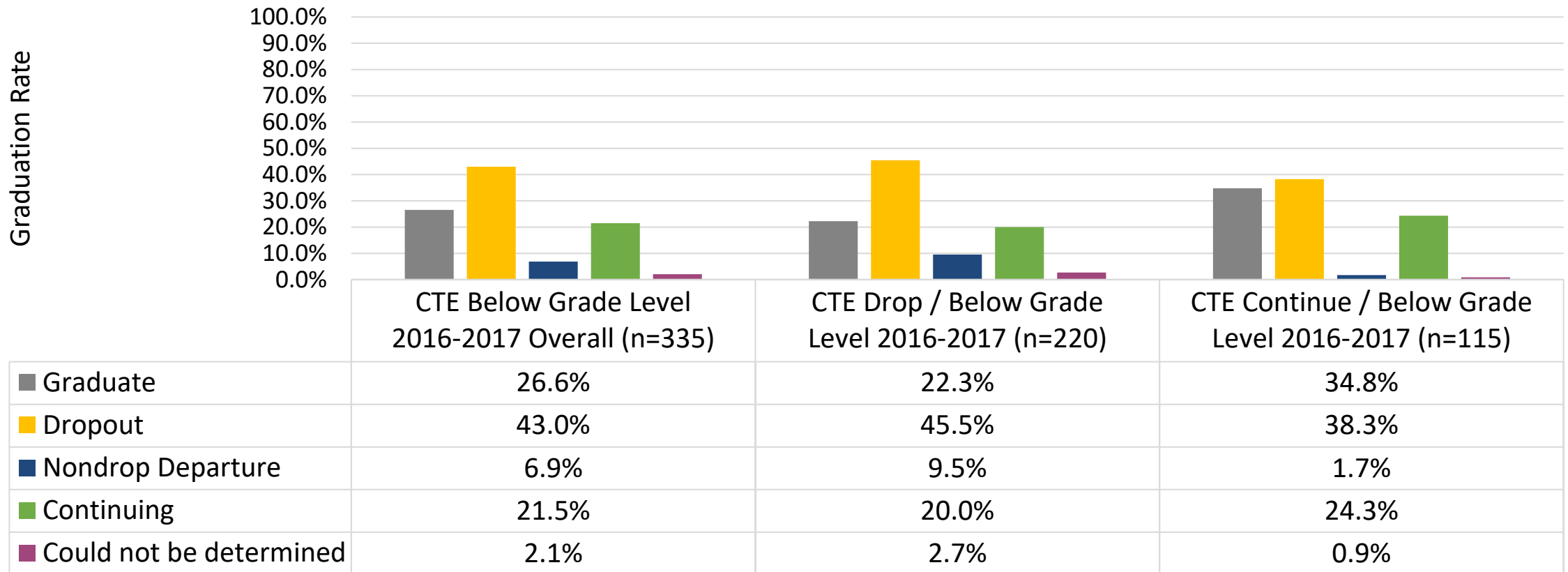CTE Drop). For example, 34.8% of those that continued were able to recover their grade level and graduate on time, compared with 22.3% of those that dropped CTE.

	CTE Below Grade Level 2016-2017 Overall (n=335)	CTE Drop / Below Grade Level 2016-2017 (n=220)	CTE Continue / Below Grade Level 2016-2017 (n=115)
■ Graduate	26.6%	22.3%	34.8%
■ Dropout	43.0%	45.5%	38.3%
■ Nondrop Departure	6.9%	9.5%	1.7%
■ Continuing	21.5%	20.0%	24.3%
■ Could not be determined	2.1%	2.7%	0.9%

Graduation Gap for 2013-14 9th Grade Cohort, Non-CTE and CTE

For each race/ethnicity, the graduation rate for CTE students was higher than the graduation rate for the cohort, except among Asian students (82.2% vs. 86.1%).

Ethnicity	Graduation Rate		
	Cohort	Non-CTE	CTE
Black/African American	67.2%	65.3%	72.1%
Hispanic/Latino	63.8%	58.6%	75.2%
White	74.8%	73.5%	80.7%
Asian	86.1%	86.7%	82.2%

Graduation Gap for 2014-15 9th Grade Cohort, Non-CTE and CTE

For each race/ethnicity, the graduation rate for CTE students was higher than the graduation rate for the cohort, except among White students (70.8% vs. 73.7%).

Race/Ethnicity	Graduation Rate		
	Cohort	**Non-CTE**	**CTE**
Black/African American	70.3%	69.4%	72.8%
Hispanic/Latino	62.5%	59.1%	69.7%
White	73.7%	74.6%	70.8%
Asian	89.7%	89.1%	94.1%

Ethnicity Distribution of Enrollment and Graduation for 2013-14 Ninth Grade Cohort: Full Cohort and CTE

- *Black/African American and Hispanic/Latino students represented smaller proportions of graduates than they did of the overall cohort, resulting in small "graduation gaps" (of 1.1 and 2.2 percentage points, respectively).*

- *These graduation gaps were smaller among CTE students (.7 and .6 percentage points, respectively)*

Race/Ethnicity	% of Full Cohort	% of Cohort Graduates	GAP (Percentage Points)	% of CTE Population	% of CTE Graduates	GAP (Percentage Points)
Black/African American	54.4%	53.3%	-1.1	59.7%	59.0%	-0.7
Hispanic/Latino	18.6%	16.4%	-2.2	23.2%	22.6%	-0.6
White	14.2%	14.8%	0.5	10.2%	10.7%	0.5
Asian	9.3%	11.9%	2.6	4.6%	5.2%	0.6
Multi Racial/Other	3.2%	3.4%	0.2	2.2%	2.5%	0.2

Ethnicity Distribution of Enrollment and Graduation for 2014-15 Ninth Grade Cohort: Full Cohort and CTE

- *Hispanic/Latino students represented smaller proportions of graduates than they did of the overall cohort, resulting in a small "graduation gap" (of 2.5 percentage points)*

- *This graduation gap was smaller among CTE students (0.8 percentage points)*

- *Unlike previous cohorts, the gap for Black/African students was negligible for the cohort (.3 percentage points), and reversed among CTE students (+0.4 percentage points)*

Race/Ethnicity	% of Full Cohort	% of Cohort Graduates	GAP (Percentage Points)	% of CTE Population	% of CTE Graduates	GAP (Percentage Points)
Black/African American	54.5%	54.2%	-0.3	58.1%	58.5%	0.4
Hispanic/Latino	19.1%	16.7%	-2.5	22.8%	21.9%	-0.8
White	13.8%	13.8%	0.0	12.4%	11.6%	-0.8
Asian	9.7%	12.5%	2.8	4.7%	6.0%	1.2
Multi Racial/Other	2.8%	2.8%	0.0	2.0%	2.0%	0.1

Appendix

4-Year Outcomes, Attributed to Last School of Record: 2013-14 Cohort

School Name	Student Counts			CTE Students Outcomes*					Non-CTE Student Outcomes*				
	CTE	Non-CTE	Total	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag
Overall (Schools with at least 10 CTE Students)	2,172	4,057	6,229	76.7%	16.4%	6.8%	7.1%	1.2%	56.6%	30.4%	13.0%	14.2%	1.4%
Agora Cyber	22	88	110	7.4%	71.1%	21.5%	17.2%	0.0%	0.0%	79.3%	20.7%	13.2%	6.3%
Aspira Olney	20	61	81	72.2%	23.3%	4.6%	0.0%	0.0%	53.8%	27.8%	18.4%	5.1%	3.5%
Bartram	57	109	166	79.3%	15.0%	5.7%	7.5%	0.0%	53.0%	30.1%	17.0%	25.8%	0.0%
Carver	43	145	188	95.2%	4.8%	0.0%	4.9%	0.0%	97.2%	2.8%	0.0%	11.1%	0.0%
Comm Connect	12	71	83	18.1%	36.5%	45.4%	0.0%	8.3%	33.3%	31.4%	35.3%	9.4%	2.6%
Dobbins	94	0	94	95.6%	2.1%	2.3%	3.6%	2.1%	0.0	0.0	0.0	0.0	0.0
Edison	155	105	260	82.8%	15.1%	2.1%	11.5%	2.3%	19.7%	61.7%	18.6%	36.2%	2.0%
El Centro	21	51	72	13.9%	23.7%	62.4%	0.0%	0.0%	9.7%	62.5%	27.8%	1.9%	0.0%
Excel North	16	51	67	37.3%	23.6%	39.1%	0.0%	0.0%	42.6%	30.4%	27.0%	0.0%	0.0%
Excel South	27	125	152	27.8%	19.5%	52.7%	0.0%	0.0%	38.6%	19.4%	42.0%	0.9%	0.0%
Fels	26	205	231	89.1%	3.7%	7.2%	0.0%	0.0%	72.3%	22.2%	5.5%	11.3%	0.0%
FLC	67	110	177	98.6%	1.4%	0.0%	0.0%	1.3%	88.4%	11.6%	0.0%	8.4%	2.7%
Frankford	31	224	255	78.2%	14.8%	7.0%	9.4%	0.0%	59.5%	31.3%	9.2%	15.6%	2.4%
Franklin EOP	15	46	61	7.0%	93.0%	0.0%	0.0%	6.5%	4.3%	86.4%	9.3%	1.8%	2.0%
Franklin HS	31	85	116	60.9%	30.4%	8.7%	7.1%	0.0%	37.8%	59.0%	3.1%	21.6%	1.0%
Furness	20	156	176	94.2%	5.8%	0.0%	16.1%	0.0%	66.1%	28.1%	5.8%	20.0%	0.7%

Notes: Only Schools with a minimum of 10 CTE students are included

*The total of % Graduated, % Dropped Out, and % Continuing add up to 100%, as these were calculated as a percentage of the number of students excluding Non-Drop Departures and students with no ninth-grade flag. This also means that in this table % Graduated corresponds to Graduation Rate. The % Non-Drop Departure and % ninth-grade flag was calculated as a percentage of all students, prior to removing these students from the denominator.

4-Year Outcomes, Attributed to Last School of Record: 2013-14 Cohort (Continued)

School Name	Student Counts			CTE Students Outcomes*					Non-CTE Student Outcomes*				
	CTE	Non-CTE	Total	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag
Overall (Schools with at least 10 CTE Students)	2,172	4,057	6,229	76.7%	16.4%	6.8%	7.1%	1.2%	56.6%	30.4%	13.0%	14.2%	1.4%
High School for Creative and Performing Arts School	13	0	13	92.8%	7.2%	0.0%	0.0%	0.0%	0.0	0.0	0.0	0.0	0.0
Kensington CAPA	37	85	122	83.6%	13.6%	2.8%	8.0%	0.0%	82.4%	14.8%	2.7%	18.5%	0.0%
Kensington H.S.	39	68	107	89.8%	5.0%	5.2%	5.5%	0.0%	72.8%	12.8%	14.4%	2.8%	0.0%
Kensington Health	40	53	93	88.8%	11.2%	0.0%	8.3%	0.0%	76.8%	16.0%	7.2%	24.4%	0.0%
Lincoln	102	180	282	84.3%	10.5%	5.2%	16.9%	0.9%	75.2%	20.1%	4.7%	29.5%	1.3%
Mastbaum	132	0	132	85.8%	14.2%	0.0%	8.0%	0.0%	0.0	0.0	0.0	0.0	0.0
MLK	72	121	193	63.7%	27.2%	9.1%	2.6%	0.0%	45.7%	48.4%	6.0%	21.0%	0.0%
NE High EOP	14	45	59	0.0%	93.6%	6.4%	0.0%	0.0%	2.8%	76.1%	21.0%	0.0%	0.0%
Northeast	86	594	680	86.2%	8.8%	5.0%	5.2%	0.0%	79.9%	15.5%	4.5%	13.4%	0.0%
OBR Elmwood	12	29	41	36.6%	25.6%	37.8%	0.0%	7.7%	37.7%	28.3%	34.0%	0.0%	8.0%
OBR Fairhill	25	74	99	47.5%	48.2%	4.4%	0.0%	15.6%	43.7%	28.8%	27.5%	0.0%	11.7%
OBR Simpson	10	56	66	11.9%	59.3%	28.8%	0.0%	0.0%	8.3%	38.0%	53.7%	0.0%	8.8%
OIC CADI	18	39	57	25.0%	36.0%	39.1%	0.0%	16.3%	38.5%	33.6%	27.8%	0.0%	7.2%
Overbrook High	44	75	119	74.9%	17.7%	7.4%	7.2%	0.0%	43.8%	43.6%	12.5%	20.5%	0.0%
PJJSCS	20	106	126	0.0%	90.7%	9.3%	5.6%	0.0%	0.0%	86.9%	13.1%	3.9%	0.0%

Notes: Only Schools with a minimum of 10 CTE students are included

*The total of % Graduated, % Dropped Out, and % Continuing add up to 100%, as these were calculated as a percentage of the number of students excluding Non-Drop Departures and students with no ninth-grade flag. This also means that in this table % Graduated corresponds to Graduation Rate. The % Non-Drop Departure and % ninth-grade flag was calculated as a percentage of all students, prior to removing these students from the denominator.

4-Year Outcomes, Attributed to Last School of Record: 2013-14 Cohort (Continued)

School Name	Student Counts			CTE Students Outcomes*					Non-CTE Student Outcomes*				
	CTE	Non-CTE	Total	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag
PLAN Hunting Park EOP	17	34	51	0.0%	93.6%	6.4%	5.6%	5.5%	14.6%	75.8%	9.6%	0.0%	3.7%
PVA	17	68	85	31.9%	30.5%	37.6%	21.0%	5.4%	29.3%	41.3%	29.4%	3.6%	8.4%
Randolph	101	0	101	92.3%	4.4%	3.3%	8.2%	1.0%	0.0	0.0	0.0	0.0	0.0
Robeson	17	42	59	93.9%	6.1%	0.0%	7.6%	0.0%	97.2%	2.8%	0.0%	9.6%	0.0%
Roxborough	72	37	109	82.4%	16.3%	1.4%	1.3%	0.0%	34.2%	42.1%	23.7%	23.0%	0.0%
Saul	161	0	161	95.6%	4.4%	0.0%	15.3%	0.0%	0.0	0.0	0.0	0.0	0.0
Sayre	13	93	106	60.4%	19.9%	19.7%	24.9%	0.0%	53.6%	32.5%	14.0%	8.6%	0.0%
SLA	22	100	122	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	13.1%	0.0%
South Phila EOP	15	27	42	12.2%	81.6%	6.3%	0.0%	0.0%	11.3%	85.4%	3.3%	3.6%	0.0%
South Philadelphia	77	52	129	67.4%	29.9%	2.7%	1.8%	0.0%	28.4%	58.7%	12.9%	10.5%	0.0%
Strawberry Mansion	39	47	86	60.9%	30.3%	8.8%	16.1%	0.0%	52.6%	37.5%	9.9%	15.0%	2.0%
Swenson	143	0	143	93.9%	4.0%	2.1%	6.4%	0.0%	0.0	0.0	0.0	0.0	0.0
The Workshop	39	0	39	89.2%	10.8%	0.0%	10.4%	0.0%	0.0	0.0	0.0	0.0	0.0
Washington, George	56	245	301	91.2%	7.0%	1.8%	5.6%	0.0%	74.9%	15.3%	9.8%	27.3%	1.1%
West Philadelphia	30	66	96	84.7%	7.9%	7.4%	0.0%	9.7%	57.6%	34.5%	7.8%	23.2%	4.1%
YES Philly	12	26	38	32.0%	10.9%	57.1%	0.0%	24.2%	24.2%	19.9%	55.9%	0.0%	12.0%
Youthbuild	20	63	83	4.6%	23.4%	72.0%	0.0%	0.0%	11.8%	28.3%	59.9%	0.0%	0.0%

Notes: Only Schools with a minimum of 10 CTE students are included

*The total of % Graduated, % Dropped Out, and % Continuing add up to 100%, as these were calculated as a percentage of the number of students excluding Non-Drop Departures and students with no ninth-grade flag. This also means that in this table % Graduated corresponds to Graduation Rate. The % Non-Drop Departure and % ninth-grade flag was calculated as a percentage of all students, prior to removing these students from the denominator.

4-Year Outcomes, Attributed to Last School of Record: 2014-15 Cohort

School Name	Student Counts			CTE Students Outcomes*					Non-CTE Student Outcomes*				
	CTE	Non-CTE	Total	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag
Overall (Schools with at least 10 CTE Students)	2,200	3,561	5,761	75.8%	15.9%	8.3%	6.4%	0.7%	59.7%	27.9%	12.5%	15.3%	1.0%
Agora Cyber	22	71	93	15.6%	62.1%	22.3%	9.2%	4.6%	3.8%	40.5%	55.7%	11.1%	8.4%
Aspira Olney	18	71	89	72.9%	16.4%	10.7%	4.9%	0.0%	69.6%	21.1%	9.3%	2.8%	0.0%
Bartram	42	100	142	88.9%	11.1%	0.0%	4.7%	0.0%	61.9%	23.3%	14.8%	22.4%	0.0%
CAPA	20	136	156	100.0%	0.0%	0.0%	0.0%	0.0%	93.5%	5.7%	0.8%	8.6%	0.0%
Carver	21	146	167	100.0%	0.0%	0.0%	10.0%	0.0%	98.5%	1.5%	0.0%	16.4%	0.0%
Dobbins	81	0	81	93.6%	6.4%	0.0%	2.7%	1.2%	0.0	0.0%	0.0%	0.0%	0.0%
Edison	158	76	234	68.2%	25.5%	6.3%	3.4%	0.0%	20.1%	69.9%	10.0%	41.5%	0.0%
El Centro	21	48	69	19.8%	24.5%	55.7%	5.5%	0.0%	16.5%	51.1%	32.5%	0.0%	0.0%
Excel North	18	42	60	38.7%	11.1%	50.2%	0.0%	0.0%	39.0%	39.8%	21.1%	2.2%	0.0%
Excel South	42	94	136	31.0%	19.8%	49.2%	2.1%	0.0%	32.3%	27.5%	40.2%	0.0%	1.2%
Fels	18	150	168	86.6%	13.4%	0.0%	25.2%	0.0%	68.7%	27.3%	4.0%	13.8%	0.0%
FLC	55	116	171	98.2%	1.8%	0.0%	3.5%	0.0%	80.6%	17.0%	2.4%	7.7%	0.0%
Frankford	40	237	277	67.1%	22.4%	10.5%	4.9%	0.0%	53.1%	32.7%	14.2%	14.8%	0.0%
Franklin EOP	23	32	55	4.8%	86.1%	9.1%	8.7%	0.0%	11.2%	88.8%	0.0%	22.5%	0.0%
Franklin HS	48	62	110	83.3%	10.3%	6.4%	7.5%	0.0%	34.2%	52.6%	13.2%	33.3%	0.0%

Notes: Only Schools with a minimum of 10 CTE students are included

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4-Year Outcomes, Attributed to Last School of Record: 2014-15 Cohort (Continued)

School Name	Student Counts			CTE Students Outcomes*					Non-CTE Student Outcomes*				
	CTE	Non-CTE	Total	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag
Overall (Schools with at least 10 CTE Students)	2,200	3,561	5,761	75.8%	15.9%	8.3%	6.4%	0.7%	59.7%	27.9%	12.5%	15.3%	1.0%
Furness	16	144	160	94.3%	5.7%	0.0%	11.0%	0.0%	70.0%	24.5	5.6%	34.2%	2.2%
Kensington CAPA	36	64	100	91.4%	5.7%	2.9%	6.5%	0.0%	74.3%	21.5	4.3%	17.9%	0.0%
Kensington H.S.	70	51	121	73.3%	22.1%	4.6%	8.9%	0.0%	38.4%	39.2%	22.4%	6.2%	0.0%
Kensington Health	47	46	93	91.8%	6.2%	2.0%	2.1%	0.0%	44.9%	39.5%	15.6%	25.5%	0.0%
Lincoln	128	155	283	78.3%	17.3%	4.4%	10.2%	1.5%	73.5%	20.7%	5.7%	20.9%	1.5%
Mastbaum	98	0	98	91.3%	8.7%	0.0%	4.8%	0.0%	0.0	0.0%	0.0%	0.0%	0.0%
MLK	47	89	136	71.0%	18.4%	10.6%	11.6%	0.0%	43.4%	41.6%	15.0%	26.0%	0.0%
NE High EOP	25	38	63	4.2%	86.3%	9.5%	11.6%	0.0%	5.1%	94.9%	0.0%	5.0%	0.0%
Northeast	187	571	758	87.8%	7.9%	4.2%	7.6%	0.5%	81.9%	13.7%	4.4%	13.3%	0.4%
OBR Elmwood	14	27	41	27.5%	9.5%	63.0%	16.5%	6.7%	22.3%	40.1%	37.5%	7.1%	11.2%
OBR Fairhill	22	61	83	24.3%	36.9%	38.9%	0.0%	8.5%	43.9%	13.1%	42.9%	1.6%	4.9%
OBR Simpson	28	62	90	43.1%	18.8%	38.0%	0.0%	6.6%	30.6%	39.4%	30.0%	1.6%	6.3%
OIC CADI	17	40	57	46.7%	34.2%	19.1%	0.0%	11.9%	37.5%	45.3%	17.2%	5.0%	7.3%
Overbrook High	21	91	112	42.0%	48.6%	9.4%	0.0%	0.0%	46.0%	42.0%	12.0%	21.5%	0.0%
PJJSCS	31	109	140	3.3%	87.1%	9.6%	3.1%	0.0%	2.1%	94.6%	3.3%	14.9%	0.0%

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4-Year Outcomes, Attributed to Last School of Record: 2014-15 Cohort (Continued)

School Name	Student Counts			CTE Students Outcomes*					Non-CTE Student Outcomes*				
	CTE	Non-CTE	Total	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag	% Graduated	% Dropped Out	% Continuing	% Non-Drop Departure	% No Ninth Grade Flag
Overall (Schools with at least 10 CTE Students)	2,200	3,561	5,761	75.8%	15.9%	8.3%	6.4%	0.7%	59.7%	27.9%	12.5%	15.3%	1.0%
PVA	14	63	77	50.6%	9.7%	39.7%	13.8%	10.1%	36.0%	32.1%	31.9%	7.8%	9.3%
Randolph	110	0	110	92.1%	5.9%	2.1%	9.7%	0.0%	0.0	0.0%	0.0%	0.0%	0.0%
Robeson	14	43	57	93.4%	6.6%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	7.5%	2.3%
Roxborough	101	29	130	85.3%	11.8%	2.9%	5.2%	0.0%	38.6%	34.6%	26.9%	22.8%	0.0%
Saul	93	0	93	94.6%	5.4%	0.0%	17.0%	0.0%	0.0	0.0%	0.0%	0.0%	0.0%
SLA	43	78	121	97.9%	0.0%	2.1%	0.0%	0.0%	96.3%	3.7%	0.0%	10.5%	0.0%
South Philadelphia	51	54	105	76.8%	12.0%	11.2%	3.5%	0.0%	29.2%	49.4%	21.4%	18.7%	1.6%
Strawberry Mansion	40	33	73	47.2%	45.1%	7.7%	2.8%	0.0%	45.8%	28.3%	25.9%	16.0%	0.0%
Swenson	138	0	138	87.4%	3.8%	8.7%	8.5%	0.6%	0.0	0.0%	0.0%	0.0%	0.0%
The Workshop	55	2	57	96.1%	1.9%	2.0%	7.1%	0.0%	0.0%	100.0%	0.0%	50.3%	0.0%
Washington, George	55	216	271	74.2%	20.5%	5.3%	4.4%	0.0%	71.2%	23.4%	5.3%	20.4%	0.0%
West Philadelphia	44	42	86	88.8%	11.2%	0.0%	2.2%	0.0%	47.5%	33.5%	19.0%	13.8%	0.0%
YES Philly	11	26	37	10.0%	28.2%	61.7%	0.0%	9.1%	23.4%	28.6%	48.1%	13.3%	3.7%
Youthbuild	17	46	63	17.1%	10.5%	72.5%	0.0%	0.0%	18.9%	18.3%	62.8%	0.0%	0.0%

Notes: Only Schools with a minimum of 10 CTE students are included

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