

Graduation and Dropout Trends in Chicago:

A look at cohorts of students from 1991 through 2004

January 2005

Elaine Allensworth

with Foreword by Duncan Chaplin



Consortium on Chicago School Research *at the University of Chicago* © 2005

Acknowledgments

This report benefited from the support and assistance of many colleagues. I am grateful to the research staff at the Consortium for providing feedback through all stages of this work, from data cleaning to analysis and presentation of findings. A number of people provided very helpful advice on the report content, including Consortium Directors John Easton and Melissa Roderick, and members of the Consortium Steering Committee, John Ayers, Vickie Chou, Donald Fraynd, Jim Pellegrino, Connie Wise, Josie Yanguas, and Martha Zurita. I am particularly grateful to Penny Sebring and Jenny Nagaoka for their careful review of the final report draft. I am also grateful to Stuart Luppescu for running biweighted regression analyses, as well as providing comments on an early draft of the report. I want to thank Duncan Chaplin at the Urban Institute for his thoughtful commentary.

This work would not have been possible without the data provided by the Chicago Public Schools (CPS). It is because of the district's efforts to collect and maintain detailed records on student performance that the Consortium can undertake thorough analyses of student outcomes. I owe particular thanks to the charter schools and the CPS Charter Schools Office for verifying the records of their graduates. I would also like to thank Amy Nowell of the CPS Department of Research and Evaluation for helping me verify student records, and answering a number of questions about how CPS is working with dropout and graduation statistics.

This study was made possible by grants supporting the Consortium's core research from the Joyce Foundation, the John D. and Catherine T. MacArthur Foundation, and the Spencer Foundation.

All of the tables from this report can be downloaded in Excel format at:
www.consortium-chicago.org/data/grad-droptrends.html

Graduation and Dropout Trends in Chicago: A Look at Cohorts of Students from 1991 through 2004

Elaine Allensworth
Consortium on Chicago School Research

January 2005

Table of Contents

Foreword	1
Executive Summary	3
Methodological Issues in Calculating Graduation and Dropout Rates	5
Systemwide Graduation and Dropout Trends	10
Graduation and Dropout Rates Disaggregated by Race/Ethnicity and Gender	20
Community Differences in Graduation and Dropout Rates	26
School-by-School Comparisons of Graduation and Dropout Rates	33
Summary	61
Appendix A	62
Appendix B	65
Appendix C	68
Endnotes	71
Works Cited	74

Foreword

High school graduation rates in the United States made remarkable jumps during the last century, moving from around 6 percent of all youth in 1900 to around 77 percent by 1969.¹ Since then, however, Americans have become increasingly concerned about the large number of high school graduates who lack basic skills and the fact that our students do not do well when compared with their counterparts in other developed countries. These concerns have generated increased pressure on schools to raise test scores, as exemplified in the No Child Left Behind Act of 2001 (NCLB), the latest reauthorization of the legislation that covers most of the federal spending on K-12 education. While the increased attention on test scores is important, the pressure to maintain and improve high graduation rates under NCLB is currently weak at best.

The pressure to raise test scores can also be seen in how most school systems focus their reporting—almost all school districts put a great deal of effort into reporting on test scores by school. In contrast, high school graduation rates are often measured poorly, if at all. Fortunately, the graduation rate issue has not gone unnoticed. Researchers at the Manhattan Institute, the Urban Institute, the Harvard Civil Rights Project, Johns Hopkins University, and elsewhere have all been working hard to highlight the fact that the rates are lower than commonly believed. Even the U. S. Department of Education has shown interest in this topic by putting together a national task force to “address conceptual, data, and implementation issues associated with calculation of graduation, completion, and dropout indicators.” The National Governors Association recently announced a yearlong initiative to redesign American high schools, based in large part on the growing evidence of low graduation rates. In view of these ongoing efforts, the continued work by the Consortium on Chicago School Research to report on and analyze data on graduation and dropout rates is both timely and on target.

This Consortium report is only the latest of a number of reports the Consortium has produced on graduation and dropout rates in Chicago’s public schools. This report provides a thorough look at graduation rates during the 1990s, based on data that come very close to the gold standard—individually tracked longitudinal records that follow students across all public schools within the district. The author devotes an entire chapter to methodological issues, focusing particularly on the measures currently being used by the Illinois State Board of Education (ISBE) and one other measure commonly cited in the press and developed by a colleague of mine here at the Urban Institute. In the second chapter, the author gives an in-depth look at trends over time in the graduation rates of students from the Chicago Public Schools (CPS) and possible explanations. Finally, in the remaining chapters, the author disaggregates the results by race/ethnicity, gender, community, and school and provides an in-depth description of each of these types of variation.

In addition to the major contributions relevant specifically to Chicago, this report makes at least two important contributions to the general area of research on graduation rates. First, it looks at value-added measures of high school graduation rates, rather than just level measures.² Second, it investigates the importance of considering graduation rates based on age cohorts rather than just ninth-grade cohorts.

¹ By 2000 the rates had dropped back to around 70 percent.

² The report refers to these as the adjusted graduation rates. The rates are adjusted for many student characteristics, including test scores upon school entry, a very strong predictor of eventual graduation.

Value-added test score measures are being investigated for accountability by entities such as the Council of Chief State School Officers. Value-added measures of graduation rates are far less common, but can also be used to help isolate the contribution of schools to the success of their students. A particularly interesting result of this report is that the schools with the highest and lowest graduation rates were not the highest and lowest in terms of value-added graduation rates.³ Thus, the value-added measures suggest a very different picture of school performance than a simple cross-sectional comparison of average graduation rates would suggest.

Many school districts calculate their graduation rates based on a cohort of entering ninth graders. These grade-cohort graduation rates can be affected by retention policies in earlier grades for two reasons. First, retention may impact which students eventually graduate and when. Second, retention can affect the mix of students who reach the ninth grade in a given year. The latter impact, which appears to have happened in Chicago during the mid-1990s, does not represent a real change in the productivity of the school system but rather a change in the mix of students in the cohort. Using age-cohort rather than grade-cohort rates helps to get around this problem. Age-cohort graduation rates can still be impacted by retention policies, but the composition of the students in the cohort will not change because of retention policies in earlier grades.

Finally, I would be remiss if I didn't make one final point not covered in the report. While the use of longitudinal data can facilitate the production of much more accurate graduation rates, it does not guarantee it. Even with longitudinal data many difficult decisions must be made about which students to classify as transfer students and which to classify as dropouts. If too many are classified as transfers the graduation rates will likely be biased upwards. Indeed, a great deal of evidence suggests that at least some states with longitudinal data continue to report implausibly high graduation rates. A simple check for this is to compare estimates produced by a given system with those produced using a method like the one used by Jay Greene of the Manhattan Institute. Greene estimates that the 1993 cohort of eighth graders in Chicago public schools had only a 47 percent graduation rate (http://www.manhattan-institute.org/html/cr_baeo_t6.htm).⁴ Figure 4 of the Consortium report suggests that around 48.7 percent of the 1992 age-13 cohort graduated by age 19. These numbers line up reasonably well. In contrast, the rates reported by ISBE appear implausibly high.

Measuring graduation rates accurately is a task fraught with difficulties. Nevertheless, not measuring them at all, or measuring them very poorly, is much worse than doing as good a job as one can reasonably do with existing data. This report represents an important step in this important area of research and in helping to better describe the rates currently found in CPS. I hope that this work will inspire other districts to take up the challenge and produce similarly in-depth and high-quality research on their own graduation rates.

Duncan Chaplin
Senior Research Methodologist
The Urban Institute
Education Policy Center
Washington, D.C.

³ The schools specifically designed for students likely to drop out (transition centers) all had graduation rates under 20 percent, well below all other CPS high schools. Nevertheless, most of these transition centers did about as well as the average CPS school in terms of graduating their students based on the value-added measures. At the other end of the spectrum, the two schools with the highest graduation rates were not the top schools in terms of the value-added measures of performance.

⁴ He calculates this by taking the ratio of graduates in 1999 divided by the number of eighth graders in 1993, adjusting for migration. Since all graduates are included, this can be thought of as an estimate of the fraction of 1993 eighth graders who eventually graduate.

Executive Summary

Graduation from high school is one of the most important indicators of students' success in later life, while failure to graduate from high school leads to numerous costs for both the individual and society.¹ Yet, up to this point it has been difficult for most people to get accurate information about the percentage of students that graduate from Chicago's public schools. Journalists, community groups, and social scientists have repeatedly questioned the accuracy of official graduation and dropout rates in Chicago, and raised concerns about the extent of racial or ethnic differences in school completion.² This report was written to disseminate accurate information about the incidence of graduating and dropping out among students in the Chicago Public Schools (CPS). It is intended to provide information about students' school outcomes to the many policy makers, community groups and educators who are working to improve opportunities for Chicago's children and young adults.

Key findings of this report include:

- Only 54 percent of the CPS students who were 13 years old in 1998 graduated from CPS by age 19 in 2004. Similarly, 54 percent of entering freshmen in 1999 graduated four years later in 2003. This is substantially lower than the officially recognized graduation rate

of 69.8 percent, because the formula set by the Illinois State Board of Education overestimates the true graduation rate.

- Among boys, only 39 percent of African-Americans graduated by age 19, compared to 51 percent of Latinos, 58 percent of whites, and 76 percent of Asians. Graduation rates were higher among girls: 57 percent for African-Americans, 65 percent for Latinas, 71 percent for whites, and 85 percent for Asians.
- Graduation rates have been improving steadily since the early 1990s, with the exception of the first two cohorts of students subject to the eighth-grade promotion standards.
- Dropout rates at age 16 have been declining steadily for the last five years. This suggests that graduation rates will also continue to improve for the next several years, as these students reach age 18.
- Graduation and dropout rates improved less among African-American students than among other groups of students over the last seven years.
- Graduation and dropout rates improved to a greater extent in Chicago's North Side communities than in its South Side communities.

- The evidence suggests that rising graduation rates are not simply a result of increasing numbers of “hidden dropouts” (e.g., eighth-grade dropouts or dropouts misclassified as transfer students).
- There are large differences in graduation rates across schools in Chicago. Many of the new charter and magnet schools, as well as several neighborhood high schools show exceptionally high graduation rates—beyond what would be expected based on the characteristics of their incoming freshmen.

The report is divided into three parts. The first chapter explains some of the difficulties in calculating graduation and dropout rates, and weaknesses in the statistics that have been most frequently used in Chicago. The methods used to calculate graduation and dropout rates for this report are described in the first chapter. The second chapter presents systemwide trends in graduation and dropout rates. The remaining chapters disaggregate the rates, showing graduation and dropout rates by race/ethnicity and gender, community, and school.

Methodological Issues in Calculating Graduation and Dropout Rates

There are numerous ways that graduation and dropout rates could be calculated. Judgments must be made about who to include in the base group of students being tracked, who to count as a graduate or dropout, how many years to follow these students, and how to construct the formula. Each decision substantially affects the resulting statistics. In 2001, the Consortium on Chicago School Research reported in detail the consequences of decisions about who to include in the calculation of dropout rates.³ The Consortium's 2001 report found that various methods produced substantially different dropout rates, although the trends in dropout rates remained the same. This report also presents graduation and dropout rates calculated in a number of different ways. Before describing the various methods used in this report and the rationale behind them, I explain why the Consortium has decided not to apply the methods that are most commonly used to calculate graduation and dropout rates for Chicago public schools.

Problems with Non-Cohort Methods

The most accurate way to represent dropout and graduation rates for schools and districts is to follow cohorts of individual students across multiple years and determine how many of them eventually drop out or graduate.⁴ Often, how-

ever, individual student records are not readily available. Because it is difficult to obtain detailed information about students across a number of years, researchers and policy makers have developed a number of methods for estimating cohort graduation and dropout rates using easy-to-collect counts of students at various points in time (e.g., number of ninth graders, number of graduates each year). Most of these methods are biased under a variety of conditions.⁵ Two such methods, the Illinois State Board of Education (ISBE) graduation rate and the Cumulative Promotion Index (CPI), have served as the basis for most of the public discussion of graduation and dropout rates in Chicago over the past year.

CPS calculates graduation and dropout statistics according to methods set by ISBE. The resulting statistics do not accurately reflect the percentage of students who graduate or drop out from school. Specifically, the graduation rate is greatly inflated for districts with high student mobility, such as CPS. For details about problems with ISBE methods, see Appendix A on page 62.

Recently, a new method for calculating and comparing graduation rates has gained popularity in Chicago. Gary Orfield and his colleagues used the CPI in their 2004 report, *Losing Our Future: How minority youth are being left behind by the graduation rate crisis*. Although the CPI produces a more accurate representation of the true graduation rate than the ISBE method, the CPI

also introduces its own set of systematic biases. In particular, the CPI underestimates graduation rates when many students repeat ninth grade, as is the case in CPS. For details about the CPI, see Appendix A on page 62.

The ISBE graduation rate and the CPI were developed to estimate cohort graduation rates from readily available counts of overall enrollment and numbers of graduates. Because they do not follow individual students to determine how many actually graduate or drop out over time, they are just estimates of the true cohort rate. The Consortium is fortunate to have access to semester-by-semester administrative records for CPS students, which allow us to follow the progress of individual students over time and determine if they eventually drop out or graduate.

METHODS USED BY THE CONSORTIUM ON CHICAGO SCHOOL RESEARCH

The Consortium's access to detailed information about individual students across time allows us to produce genuine cohort graduation and dropout rates. But even with a genuine cohort method, there are innumerable ways that dropout and graduation rates can be constructed. The statistics reported here might easily have been lower or higher, depending on decisions about how to classify and include students in the calculations.

The Consortium's access to detailed information about individual students across time allows us to produce genuine cohort graduation and dropout rates. But even with a genuine cohort method, there are innumerable ways that dropout and graduation rates can be constructed.

Here, the Consortium has chosen methods that are not biased in favor of certain types of schools, are stable enough to track over time, and give the most accurate assessment possible of how many students actually graduate or drop out.

The definitions of graduates, dropouts, and students who left CPS are consistent throughout the report, and are described in detail in Appendix B on page 65. In general, student outcomes are defined as follows:

- **Graduates**—students who received a regular high school diploma. Recipients of alternative school diplomas and GEDs are not counted as graduates.
- **Dropouts**—students who were recorded as dropouts or lost students, or left school without a leave reason, or enrolled in an alternative school and did not transfer back to a regular school.
- **Left CPS**—students no longer active in CPS, who were recorded as leaving for any of the following reasons: transferred to a regular (non-alternative) school, institutionalized, deceased.

While the definitions of graduates and dropouts remain the same throughout the report, graduation and dropout rates are constructed and presented in multiple ways to provide a comprehensive picture of student outcomes in CPS. All of the methods follow cohorts of students over a number of years to determine what eventually happened to each student in the cohort. The methods differ by: 1) how the cohorts are defined, 2) how long the cohorts are followed, and 3) who is included in the base count (i.e., denominator) of the statistics. The different methods used to compute dropout and graduation rates are summarized in Table 1.1. The biggest difference between the various statistics presented in this report is in how the cohorts are defined—as freshman cohorts or age 13 cohorts.

FRESHMAN COHORTS VERSUS AGE-13 COHORTS

The freshman cohort method follows cohorts of first-time ninth graders to determine the percentage that graduated, dropped out, left CPS,

or were still enrolled four years later.⁶ Students entering high school transition programs (i.e., transition centers, academic preparatory centers, and achievement academies) are included in the freshman cohorts as first-time ninth graders.⁷ The graduation statistics for freshman cohorts are calculations of the actual statistics that the ISBE method attempts to estimate. While it makes intuitive sense to define cohorts as incoming ninth-grade students, freshman cohorts are not the best statistics for following systemwide trends in graduation and dropout rates over time.

One limitation of freshman cohorts is that they miss what happens to students who drop out in eighth grade. Following implementation of the eighth-grade promotion standard in 1996, there was concern that eighth-grade dropout rates might rise. Dropout and leave rates from eighth grade are presented in this report to explore this possibility.

However, the composition of freshman cohorts is not only affected by students' attrition from eighth to ninth grade, but also by patterns in grade promotion throughout elementary school. Grade progression affects which students are

in each cohort and how old they are when they begin high school. Both of these factors affect dropout rates. For example, if large numbers of students are held back in elementary school one year (e.g., because of the implementation of promotion standards), the dropout rate for one freshman cohort may improve simply because many low-achieving students from that cohort have been moved into the following cohort. Freshman cohorts that have large numbers of students beginning high school at ages older than 14 will show high two-year dropout rates simply because many students have reached the age at which they can legally drop out. Even four-year dropout rates will be higher for these cohorts because students are more likely to remain in school until age 18 than until age 19.

An alternative way to look at trends in graduation and dropout rates is by following cohorts of students defined by their age. Regardless of the grade into which CPS classifies each student, we can show their likelihood of graduating or dropping out by age 18 or 19. This provides a picture of students' likelihood of dropping out or graduating that is not affected by changes in

How the Freshman and Age-13 Cohorts Were Defined

FRESHMAN COHORTS

Freshman cohorts follow first-time freshmen for four years. First-time freshmen are students who never enrolled at a CPS high school or transition center prior to the school year the cohort was defined, and met one of the following criteria in the cohort year: 1) they were actively enrolled in CPS as a ninth grader or transition center student on the 30th day of the school year; 2) they enrolled in CPS as a ninth grader after the 30th day and remained in school long enough to receive grades for at least one semester; or 3) they were actively enrolled in a CPS high school as an ungraded special education student on the 30th day of the school year. Students who transferred into CPS at a grade higher than nine are classified with the cohort corresponding to their grade (e.g., a student entering 10th grade in 1997 would be placed with the 1996 freshman cohort).

AGE-13 COHORTS

Age-13 cohorts follow students from age 13 until age 19. Students are included in a cohort if they were 13 years old on September 1 of the cohort year (i.e., a student's 13th birthday occurred within the 12 months prior to September 2). Students who transferred into CPS after age 13 are included with the cohort that corresponds with their age. New students are only included in statistics that represent outcomes a year or more after they entered CPS. For example, a student who entered CPS at age 16 would not be included in the dropout rate at age 16, but she would be included in the graduation rate at age 18.

grade progression, and thus provides a consistent comparison across cohorts. However, while age-13 cohorts are useful for looking at systemwide dropout rates, they cannot be used to evaluate individual high schools because students enter high school at different ages. To compare schools, cohorts need to be defined as incoming freshmen, which is why both methods are used in this report.

Detailed definitions of the freshman and age-13 cohorts are provided in the inset, “How the Freshmen and Age-13 Cohorts Were Defined.” Because most students are 13 years old at the beginning of their eighth-grade year, there is a rough correspondence between the students in the age-13 cohort of one year and the students in the freshman cohort of the following year (e.g., most of the students in the 1992 age-13 cohort are in the 1993 freshman cohort). Throughout this report, cohorts are referred to by their type and by the year in which they were defined. For example, the cohort in which students turned 13 by September 1, 1998 is referred to as the 1998 age-13 cohort. The cohort in which students were freshmen in the fall of 1998 is referred to as the 1998 freshman cohort.

With each type of cohort, decisions had to be made about whether and how to include students who transferred into CPS after ninth grade or age 13, whether and how to include alternative school students, and at what point in the year final outcomes should be determined. The following decisions were made for both types of cohorts:

- **Students who transferred into CPS after the cohorts were defined (after ninth grade or age 13) are included for systemwide report-**

ing, if they remained in the school long enough to receive grades for one semester.

New students are included in the cohorts because they are part of the total population that CPS educates. However, their inclusion produces graduation rates that are slightly higher than graduation rates calculated with only the original cohorts of students. This difference occurs because of self-selection—only students who have not yet dropped out can transfer into the system. Because new students only account for a small percentage of students, the effect is small. For example, including new students in freshman cohorts results in graduation rates that are about 0.5 percent higher than they would be without them. New students are not included in school-by-school statistics to avoid bias against neighborhood schools. Neighborhood schools must accept all students who live in their attendance area, while charter and magnet schools have discretion in accepting transfer students.

- **Students who entered CPS through an alternative school are not included in the cohorts.** These students most likely dropped out of a different school system and enrolled in CPS because of the programs offered in Chicago for dropouts. Their inclusion would artificially depress the CPS graduation rate.
- **Outcomes are calculated as of the end of September.** This allows summer graduates to be counted with those who graduated in the spring.

Table 1.1. Graduation and Dropout Statistics Used in This Report

Type of cohort	Indicator	Appears	Years followed <i>September-September</i>	Who is included in the numerator	Who is included in the denominator	Notes
Freshman Cohorts: System Base definition Students enrolled in 9th grade or a transition center for the first time in the cohort year, <i>plus</i> transfers into CPS after 9th grade included with the cohort in the corresponding grade	Percent graduated	Figures 1-2	4	Students in the base who graduated from CPS	All students in the base	These statistics show the percentage of students that graduate or drop out from CPS within four years, out of all students who start at CPS. Students who leave CPS for other school districts are included in the denominator.
	Percent dropped out	Figure 1	4	Students in the base who dropped out of CPS	All students in the base	
	Four-year graduation rate	Figure 2	4	Students in the base who graduated from CPS	Students in the base who did not leave CPS*	This figure best represents the four-year graduation rate for freshman cohorts because it does not count students who left CPS whose outcomes are not known.
Freshman Cohorts: School-by-School Base definition Students enrolled in 9th grade or a transition center for the first time in the cohort year	Percent graduated	Table 5.1	4	Students in the base who graduated from CPS	All students in the base	These statistics show the percentage of students that begin 9th grade at each school who either graduate or drop out from CPS within four years. Transfer students are classified with their original school. Because students are classified with their first school, statistics can be produced for schools that do not have 12th grades.
	Percent dropped out	Table 5.1	4	Students in the base who dropped out of CPS	All students in the base	
	Four-year graduation rate	Figure 8, Tables 5.1, 5.2	4	Students in the base who graduated from CPS	Students in the base who did not leave CPS*	
Age-13 Cohorts: Base definition Students who were 13 years old on September 1 of the cohort year, <i>plus</i> students who transferred into CPS after age 13 and were the correct age for the cohort	Graduation rate by age 19	Figures 4-6, Tables 3.1, 3.2, 4.3	6	Students in the base who graduated from CPS	Students in the base who did not leave CPS*	This best represents the total graduation rate for CPS because it includes students who drop out before entering high school, and follows students until they are beyond the expected age for graduation.
	Graduation rate by age 18	Figures 4, 7, Tables 3.1, 4.2	5	Students in the base who graduated from CPS	Students in the base who did not leave CPS*	These statistics include students still enrolled in school at age 18 in the denominator, so the percentage of students still enrolled at age 18 can be discerned by summing the graduation and dropout rates and taking the difference from 100%.
	Dropout rate by age 18	Figure 4, Table 3.1	5	Students in the base who dropped out of CPS	Students in the base who did not leave CPS*	
	Dropout rate by age 16	Figures 4-6, Tables 3.1, 4.1	3	Students who dropped out of CPS	Students in the base who did not leave CPS*	This statistic is provided to examine preliminary dropout trends among recent cohorts of students.
Eighth-Grade Cohorts: Base definition Students enrolled in 8th grade in the fall of the cohort year	Percent dropped out in 8th grade	Figure 3	1	Students who dropped out of CPS	All students in the base.	This is the percentage of all 8th graders that drop out each year. Students who repeat 8th grade are counted in multiple cohorts. This statistic is only used to discern whether increasing numbers of students are dropping out of 8th grade.

* Students who leave CPS are those no longer enrolled because of transfer, institutionalization, or death.

2

Systemwide Graduation and Dropout Trends

Systemwide trends are shown in two ways: the first method follows freshman cohorts to determine their outcomes four years after starting high school, while the second method follows cohorts of 13-year-old students to determine their outcomes by age 19. The first method produces the statistics that the ISBE rate is intended to estimate, but the second method is better for following systemwide trends.

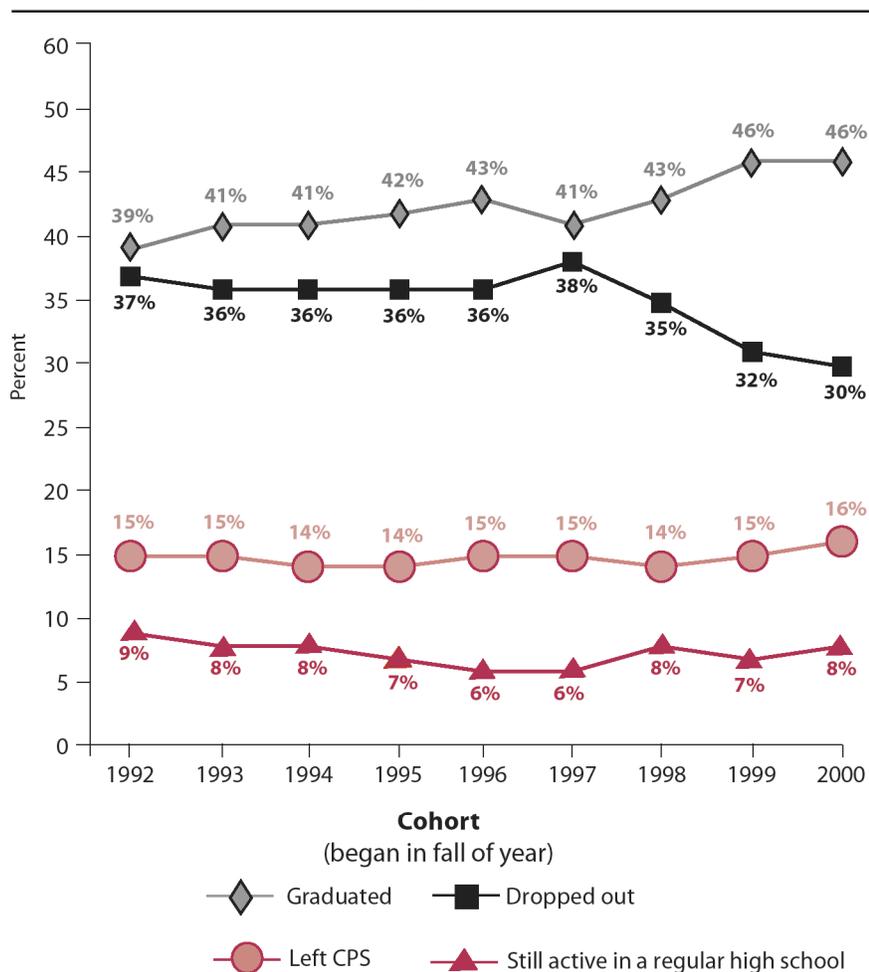
Graduation and Dropout Trends of Freshman Cohorts

Figure 1 shows the range of possible outcomes for students who began high school in CPS from 1992 to 2000. Of the students who began high school in CPS in fall 2000, 46 percent graduated from CPS within four years, by fall 2004; 30 percent dropped out; 16 percent left CPS; and 8 percent were still enrolled in a regular high school (see Appendix B on page 65 for descriptions of these classifications). Students who entered a CPS high school in 1999 or 2000 were more likely to graduate within four years than students in any of the seven preceding freshmen cohorts. The percentage of students that graduated increased continuously throughout the 1990s, with the exception of a dip with the 1997 cohort and a flattening with the 2000 cohort. Improvements occurred for two reasons: fewer students were

still enrolled in high school after four years, and fewer students dropped out of school. Among the 1992 to 1996 cohorts, improvements in the graduation rate occurred mostly because fewer students were taking longer than four years to graduate. More than 9 percent of the 1992 freshman cohort was still enrolled in school after four years, compared to only 6 percent of the 1996 freshman cohort. The percentage that dropped out declined only slightly among these cohorts. After 1997, the percentage of students that graduated improved mostly as a result of declining numbers of dropouts—from 38 percent in the 1997 cohort to 30 percent in the 2000 cohort. The percentage of students that left CPS, mostly students who transferred to other districts, remained fairly steady across the cohorts.

The graduation statistic in Figure 1 should not be considered the CPS graduation rate because it includes students who transferred to other school systems and could not have graduated from CPS. By removing these students from the calculation, we produce a fairer statistic that the Consortium considers to be the accurate graduation rate for the system. This type of graduation rate is displayed in the top line of Figure 2. It represents the graduation rate of students who did not leave CPS and therefore were capable of graduating from CPS.

Status of Beginning CPS Ninth Graders and APC Students, Four Years Later



The percentage of students who graduated shown in this chart should not be interpreted as the graduation rate (see details in Chapter 1). Instead, use the graduation rates shown in Figures 2 and 4. For details on the classifications (graduated, dropped out, left, still enrolled) see Appendix B on page 65.

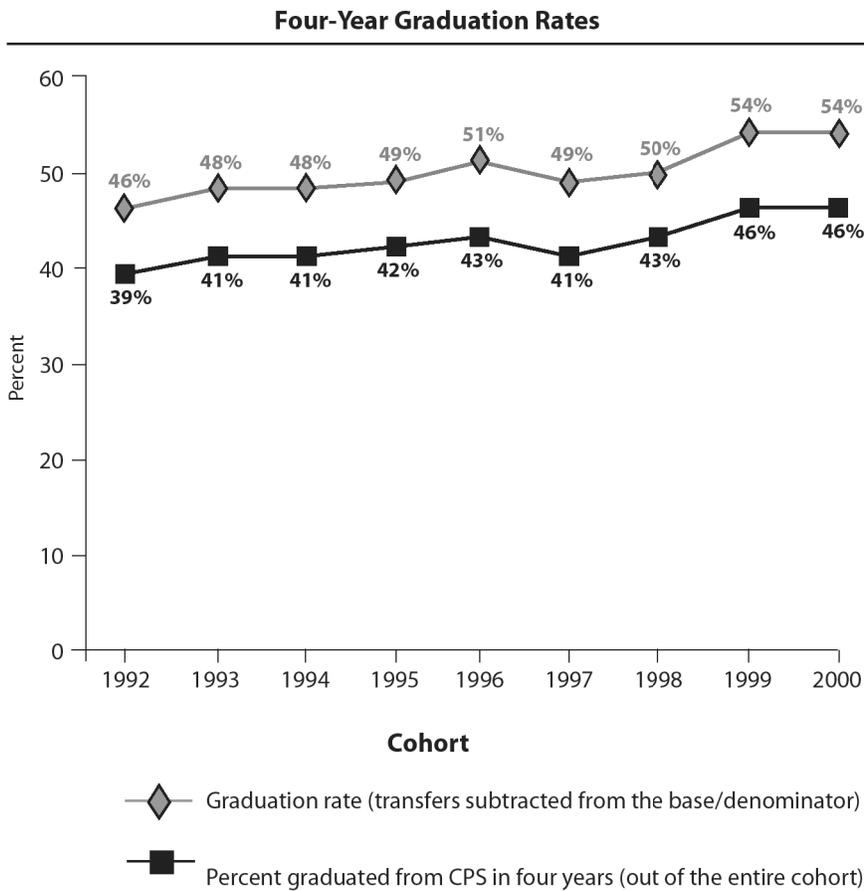
One disadvantage of excluding transfer students from the equation is that any increase in the misclassification of dropouts as transfers could produce inaccurate trends. In order to check for this possibility, we can compare graduation rates that exclude students who left CPS to the rates that include the entire cohort in the denominator. The bottom line in Figure 2 replicates the percentage of students who graduated displayed in Figure 1, while the top line displays graduation rates constructed without students who left CPS counted in the denominator. Both calculations produce the same trends in graduation rates: a rise throughout the decade, with a dip in 1997 and a flattening in 2000.⁸ Improvements in graduation rates should not be attributed simply to a rise in the misclassification of dropouts.

Of the students who began high school in fall 1992 and did not transfer out of CPS, 46 percent graduated in four years. In comparison, of the students who began in fall 2000 and did not transfer out, 54 percent graduated in four years. Four-year graduation rates have improved, but they are still low. Even if students are followed for more than four years, graduation rates are not substantially higher. The percentage of students that eventually graduate has never yet reached 60 percent.⁹ Graduation rates have improved over the last decade, but an alarming number of students still fail to earn a regular diploma.

EIGHTH-GRADE DROPOUT AND TRANSFER RATES

When freshman cohorts are used to measure systemwide dropout trends, increasing dropout rates may go undetected if students are dropping out in eighth grade. This became a particular concern in Chicago with the implementation of the eighth-grade promotion standard. Figure 3 presents evidence on whether increasing numbers of CPS students are dropping out in eighth grade. This figure shows the percentage of students that dropped out or left CPS among cohorts of eighth-grade students, from the fall of eighth grade to

FIGURE 2



rates in eighth grade. Once the promotion standard was implemented in 1996, more than twice as many students repeated the eighth grade as in the previous year. These eighth-grade repetition rates remained high for the next two cohorts. The 1999 cohort had fewer eighth-grade retentions because fewer students were held back by the promotion standard in this year, and because this was the first cohort subject to the sixth-grade promotion standard. Thus, a greater proportion of students who failed the standard went on to transition centers instead of repeating eighth grade. Many of the patterns in graduation, dropout, and still-active rates seen in Figure 1 can be attributed to the influence of the eighth-grade promotion standard.

the fall of the following year. Cohorts are labeled by spring of the eighth-grade year so that they correspond to the entering freshman cohort in fall of the same year. All students were followed for one year to determine whether they 1) enrolled in a high school or a transition center, 2) transferred out of CPS, 3) dropped out of school, or 4) remained in eighth grade.

Neither eighth-grade dropout rates nor leave rates rose with implementation of the eighth-grade promotion standard in spring 1996. Dropout rates fell slightly when the promotion standard was implemented, probably because the transition to high school was delayed for many low-achieving students who were retained in the eighth grade. Transfer rates out of CPS also declined over the 1990s, most notably with the opening of new magnet schools in 1998.

The largest influence on freshman graduation and dropout rates was the change in retention

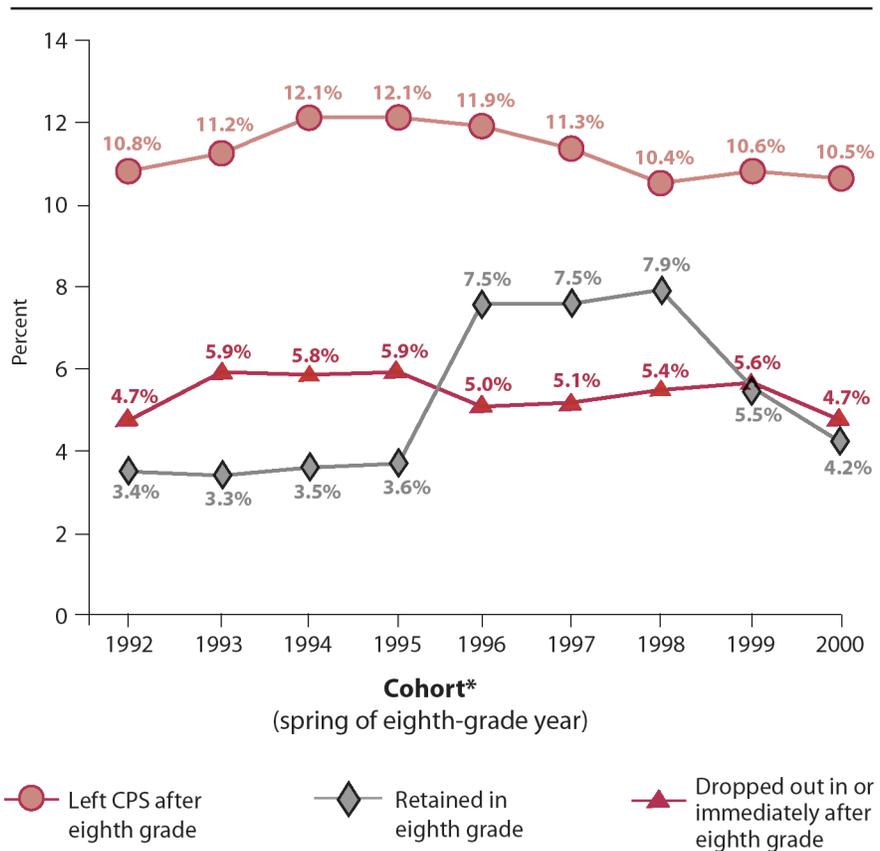
THE INFLUENCE OF THE EIGHTH-GRADE PROMOTION STANDARD ON FRESHMAN COHORTS

Trends in graduation rates among the freshman cohorts were substantially influenced by students' progression through elementary school, especially the introduction of the eighth-grade promotion standard (for details on the promotion standards, see the inset "The Context: Changes in CPS High Schools since 1991"). The 1996 freshman cohort was the first subject to the eighth-grade standard for promotion into high school. The promotion standard kept many of the lowest-achieving students, who otherwise would have been in this cohort, from entering high school. Without these low-achieving students, it is not surprising that this freshman cohort shows a sizable increase in graduation rates compared to the previous cohort, as well as a decrease in dropout rates and students still enrolled after four years (see Figure 1). Many of the students retained in 1996 became part of

the 1997 freshman cohort. Therefore, the 1997 cohort had more students retained in eighth grade than any of the previous cohorts—those who were held back from entering the 1996 cohort, plus a large number of transition center students who failed the promotion standard in 1997. This freshman cohort showed a large increase in dropout rates, as well as a sharp decrease in graduation rates. Transition center enrollment increased in 1998, and the percentage of students still active after four years rose considerably. This rise is not surprising since students in transition centers took few classes for credit toward graduation.

Evaluating dropout and graduation trends over time is complicated from the 1996 cohort forward because the composition of each cohort was strongly affected by the eighth-grade promotion policy. Not only were students shuffled among cohorts by the promotion standard, but the average age at which students entered high school increased. The promotion policy caused a dramatic shift in the composition of students entering high school. However, even before the policy was implemented, not all students were promoted to the next grade every year. Until enactment of the promotion standards, rates of teacher-initiated retention in elementary school had been decreasing. This affected trends in graduation and dropout rates among cohorts in the early 1990s by shaping the composition of who was included in each cohort, although these changes in enrollment were not as sudden and dramatic as those caused by the promotion standards. To provide a

Eighth-Grade Cohorts:
What happened to students who did not go on to high school or an APC in the fall



* Cohorts were defined in the fall of the eighth-grade year, but the labels represent the spring of students' eighth-grade year in order to correspond with the figures for the freshman cohorts. For example, students who were in eighth grade in the spring of 1992 should have been freshmen in the fall of 1992.

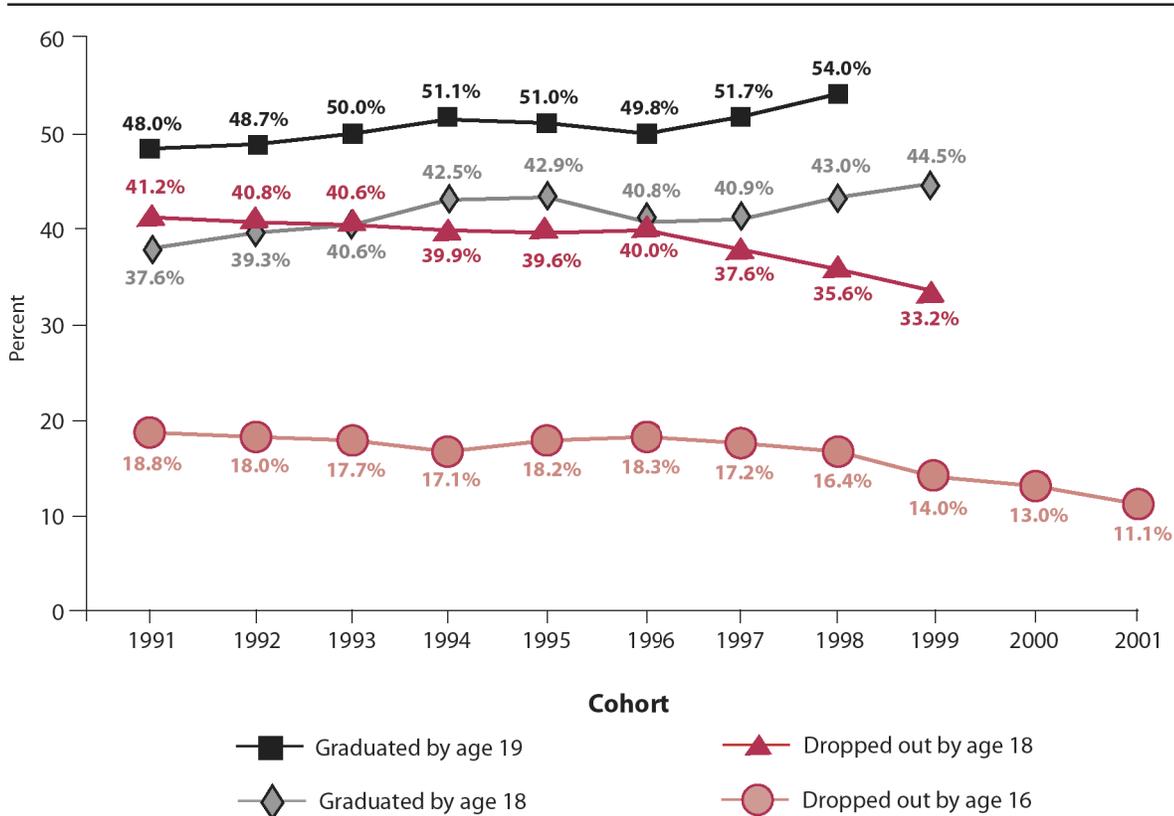
clearer picture of how CPS students' likelihood of graduating from school has changed across the years, the following section shows graduation and dropout trends with cohorts defined by age rather than grade. The age-13 cohorts are unaffected by changes in the movement of students through elementary school.

Graduation and Dropout Trends of Age-13 Cohorts

The Consortium defined age-13 cohorts as all CPS students who were 13 years old on September 1 of each year, regardless of their grade level, as described in Chapter 1. Each cohort was

FIGURE 4

Graduation and Dropout Rates for Age-13 Cohorts of CPS Students



followed for as many as six years, until students were 19 years old. The latest cohort for which six years of information is available is the 1998 cohort, whose members turned 19 by the fall of 2004.

Dropout and graduation rates are presented at different ages to provide different types of information. Graduation rates at age 18 correspond most closely to the four-year graduation rates of the freshman cohorts. However, many students in CPS have not yet graduated at age 18, and it is unclear how to count still-enrolled students, since we do not know if they will graduate. Therefore, both graduation and dropout rates at age 18 are presented, with students still enrolled counted in the denominator of each statistic. The percentage still enrolled can be calculated by subtracting the sum of the graduation rate and dropout rate from 100 percent. Graduation rates at age 19 are also presented because large numbers of CPS students do not graduate until age 19. Although graduation rates at age 18 or 19 tell us about students' even-

tual outcomes, calculating these figures requires at least five years of data, so we can only examine trends for students who began school over half a decade ago. In order to show timelier trends, dropout rates by age 16 are also displayed.

Figure 4 shows what happened to each cohort by age 16, 18 and 19. The earliest age-13 cohort shown in Figure 4 corresponds to the earliest freshman cohort shown in Figure 1, since most students who were 13 years old in 1991 were freshmen in fall 1992. About 19 percent of the students in the 1991 age-13 cohort dropped out of school within the next three years, by age 16.¹⁰ By the time students in this cohort were 18 years old in 1996, 41 percent had dropped out of school and only 38 percent had graduated. The remaining 21 percent of students were still enrolled in school at age 18. One year later, by age 19, an additional 10 percent had graduated, producing a graduation rate of 48 percent. The graduation rate at age 19 is higher than at age 18 because many students enter high school at age 15 or older, and because some

students who begin at age 14 take more than five years to graduate.

The trends for age-13 cohorts are much smoother than those for freshman cohorts in Figure 1 and Figure 2 because they are not affected by shifts over time in the composition of students at each grade. Regardless of the length of time that students were followed, there seems to be a steady trend of improvements in graduation and dropout rates, with the exception of a flattening and setback with the 1995 and 1996 cohorts.

Graduation rates were already improving in the early 1990s. Forty-three percent of students in the 1994 age-13 cohort graduated by the time they were 18, compared to just 38 percent of the 1991 age-13 cohort. This was partly due to a decline in dropout rates, from 41 percent to 40 percent. But the improvements occurred primarily because more students were finishing school by age 18. Graduation rates at age 19, which allow students an extra year to complete school, were up somewhat less—about 3 percentage points higher in the 1994 age-13 cohort than the 1991 age-13 cohort.

The 1995 age-13 cohort, the first subject to the eighth-grade promotion policy in spring 1996, showed no improvements in dropout and graduation rates. Graduation and dropout rates for this cohort were slightly worse than those in the previous cohort. Outcomes were even worse for the second cohort subject to the standard. Graduation rates at age 18 declined more than dropout rates grew, because students in the first two cohorts subject to the standard were not only more likely to drop out, but those who stayed in school were also less likely to finish by age 18.

Both dropout and graduation rates began to improve again with the third cohort through the policy, and continued to improve with the following two cohorts. While graduation rates did not

improve with the final *freshman* cohort (the 2000 freshman cohort), graduation rates at age 18 did improve with the corresponding *age-13 cohort* (the 1999 age-13 cohort). This suggests that the lack of improvement in the final freshman cohort was an artifact of patterns in grade promotion.¹¹

If students are followed only until age 16, more recent cohorts of students can be examined. The downward trend in dropping out seems to be continuing. Of the students in the 1999 age-13 cohort, 14 percent dropped out by the time they were 16 years old in 2002. In comparison, only 13 percent of the students in the 2000 cohort dropped out by the time they were 16 in 2003, and only 11 percent of the students in the 2001 cohort dropped out by the time they were 16 in 2004. The last two age-13 cohorts are still too young to graduate from high school, but the decline in dropout rates at age 16 suggests that they will have higher graduation rates than any of the nine preceding cohorts. This means that graduation rates should continue to rise for at least the next two years.

Disaggregated Graduation and Dropout Rates

Dropout and graduation rates have been improving systemwide since the beginning of the 1990s, but these rates vary widely by student race, gender, community, and school. Most of the differences between groups have widened over the last decade. In the next three chapters, systemwide trends are disaggregated to show these differences. Race/ethnicity, gender, and neighborhood comparisons are based on age-13 cohorts, because these cohorts are better than the freshman cohorts for looking at trends over time. School-by-school comparisons are based on freshman cohorts.

THE CONTEXT: CHANGES IN CPS HIGH SCHOOLS SINCE 1991

Over the past decade, elementary and high schools in Chicago have been affected by a number of new policies. In several reports, the Consortium has examined the effects of specific policy changes on dropout and graduation rates. The current report does not study the effects of individual policies, but focuses instead on overall trends in school completion. Still, it is not possible to interpret the student outcome trends without considering the forces that have shaped them. There have been three distinct high school initiatives that could have affected school completion rates: high school redesign, accountability, and new school creation. In addition, Chicago has experienced demographic and economic shifts that could have influenced dropout rates. There have also been changes in the elementary schools that have affected students' readiness for high school and consequently their likelihood of obtaining a diploma.

High school redesign. High school redesign was introduced in the latter part of the 1990s. As one part of this redesign, CPS mandated that students take more challenging coursework in high school and restructured schools to improve personalized help by introducing advisories, junior academies, and schools within schools. Contrary to some predictions, higher standards helped improve graduation rates.¹ Students attempted more classes once they were required to do so, and this allowed them to accumulate more credits for graduation. Other than the changes in course taking, there is no evidence that school restructuring had a substantial effect on students' experiences in school.²

Accountability. The more rigorous standards initiated by high school redesign were accompanied by efforts to improve academic achievement by holding schools accountable for student learning and holding students accountable for meeting minimum standards. In 1996, CPS instituted sanctions and supports for schools and students who were not performing at set standards on academic achievement tests.

High schools with fewer than 15 percent of their students meeting national norms in reading were placed on academic probation. Schools on probation were mandated to develop corrective action plans for improvement, assigned a probation manager, and given substantial extra resources for professional development through school partners. Schools that did not demonstrate improvement could be subject to reconstitution, including the possible dismissal or reassignment of all school personnel. In the first year of the policy, 38 of the 66 high schools were placed on probation. While these consequences brought additional resources into struggling high schools, they also brought substantial stress and uncertainty among staff, both of which could have affected the climate in schools and students' likelihood of persisting in school.³

Efforts at improving accountability for students began with the implementation of promotion standards for eighth graders in spring 1996. These standards required students to attain a minimum score on the Iowa Tests of Basic Skills (ITBS) in order to enroll in high school.⁴ About 1,800 eighth graders were held back from entering ninth grade in the first year of the promotion policy; 3,000 students were held back the next year; 3,900 students in the fall of

¹ Miller, Allensworth, and Kochanek (2002).

² See Hess and Cytrynbaum (2002) for an analysis of changes in high schools resulting from high school reform and the probation policy.

³ School accountability policies with severe sanctions also could have encouraged school staff to push low achieving students to leave school. However, this does not appear to have happened. Dropout rates did not increase in schools on probation after the policy, even among students at the bottom of their class (see Roderick, Allensworth, and Nagaoka, 2004).

⁴ The eighth-grade cutoff score in the first year was two years below grade level, or 6.8 grade equivalents (GEs). In spring 1997 the cutoff score was raised to 7.0, then 7.2 in 1998, 7.4 in 1999, and 7.7 in 2000, which was about one year behind grade level.

1998; and 3,300 students in the fall of 1999.⁵ In the spring of 1997, promotion standards were also implemented in the third and sixth grades. New schools were created for students who failed to meet eighth-grade standards but were too old to remain in elementary school.⁶ The new schools, originally called transition centers, then renamed academic preparatory centers, and now called achievement academies, enrolled 30 to 40 percent of the eighth graders held back each year.

One goal of the promotion standards was to ensure that students had the skills they would need to succeed in their high school courses. Students did enter high school with better average test scores after introduction of the standards, and improved elementary achievement helped to increase high school graduation rates. However, students held back by the promotion standards were more likely to drop out of school than they otherwise would have been because their progression through school was delayed.⁷

The policy to enact eighth-grade promotion standards also brought several unintended structural changes to neighborhood high schools. One of these changes was a dramatic decline in enrollment at neighborhood high schools.⁸ Another consequence was a rise in the proportion of special education students among incoming freshmen in neighborhood high schools.⁹ The Consortium has not specifically studied how these unintended consequences affected graduation and dropout rates. Declining enrollment and the increasing concentration of special education students in neighborhood schools were aggravated by the loss of regular education students to new schools.¹⁰

New school creation. New high schools were created in the late 1990s to serve a variety of functions. Some were designed for very high-achieving students and others were created for very low-achieving students. Seven new magnet schools for high-achieving students opened between 1996 and 2001, located in all six regions of the city. There is evidence that these schools encouraged high-achieving students to remain in CPS for high school rather than move from the city or attend private schools. The magnet schools also attracted some students from private elementary schools.¹¹ The addition of high-achieving students in CPS high schools should have had a beneficial effect on overall dropout rates in the system. New transition centers were created for very low-achieving students who did not meet the promotion standards for high school but were too old to remain in elementary school. Eight transition centers opened across all regions of the city. In addition, a number of new charter schools opened during this period, and several elementary schools began to offer ninth-grade classes. Most recently, under the Chicago High School Redesign Initiative, a number of large high schools have been subdivided into new, smaller high schools that exist within the building of the original school.

Because students' likelihood of dropping out varies considerably across schools (as shown in Chapter 5, "School-by-School Comparisons") many students' decisions to stay in or drop out of school might have been different without

⁵ These numbers include all students who repeated eighth grade or enrolled in a transition center, including double-retainees and students who entered CPS through a transition center.

⁶ Students who will turn 15 years old by December 1 of the school year are not allowed to enroll in elementary school.

⁷ Allensworth (2004).

⁸ Allensworth and Miller (2002).

⁹ Miller and Gladden (2002).

¹⁰ Miller and Gladden (2002); Allensworth and Miller (2002).

¹¹ Allensworth and Rosenkranz (2000).

the new schools. Some students were able to enroll in schools with higher graduation rates than their neighborhood high school. But for students entering transition centers or new schools with high dropout rates, the likelihood of graduating was probably lower than if they had attended their neighborhood school. The introduction of magnet and charter schools also brings concern that the most motivated students will be “skimmed” from neighborhood schools, adversely affecting the graduation rates of the students remaining in the neighborhood schools by concentrating more low-achieving students together. It has become increasingly important to untangle the positive and negative effects of new schools on student outcomes with the continued emphasis on new school creation.

Elementary school preparation. Students’ outcomes in high school are strongly affected by their elementary school preparation, and eighth-grade test scores improved substantially over the last half of the 1990s.¹² These improvements have been credited to a number of changes that occurred in Chicago, including the accountability policies of the mid-1990s and the decentralization reforms of the early 1990s.¹³ Regardless of the source of improvements in achievement, students entering CPS high schools in the latter part of the 1990s were better prepared to do high-school-level work than those entering in the early 1990s. As a result, high school outcomes improved, including graduation and dropout rates.¹⁴

Demographic and economic shifts. There were also changes occurring outside of CPS that affected the composition of students entering the high schools.¹⁵ From 1990 to 2000, the city experienced economic improvements, resulting in fewer children living in poverty. This should have reduced dropout rates. The racial/ethnic composition of the city also changed, as the number of Latino residents increased considerably. Latino students in Chicago are more likely to graduate than African-American students, and graduation rates improved more among Latino students than among African-American students over this period. This change in racial/ethnic composition also contributed slightly to rising graduation rates.

¹² Rosenkranz (2002).

¹³ Debates about the causes of test score improvements have been occurring since the start of accountability policies in the late 1990s. See Lenz (1997), Hinz (1998), and Smith (1998). Recently, Bryk (2003) systematically analyzed the improvements in test scores, and concluded that much of the improvement could be attributed to the decentralization reforms at the beginning of the 1990s.

¹⁴ Miller, Allensworth, and Kochanek (2002).

¹⁵ Details on demographic changes in the city are available in a Consortium web report (Correa et al., 2004).

WHY HAVE GRADUATION AND DROPOUT RATES BEEN IMPROVING?

The decline in dropout rates since 1995 is mostly explained by substantial improvements in academic achievement among students leaving elementary school.¹ Eighth-grade test scores improved dramatically between 1995 and 2000. Students have been entering high school better prepared to do high school work, which has translated into lower dropout rates as students experience more success in high school. These improvements in achievement have more than offset the increased risk of dropping out that resulted from students' augmented risk of retention in eighth grade. Dropout rates increased immediately after introduction of the promotion standards because achievement had not yet improved enough to offset the adverse effects of retaining large numbers of students.

Declining *dropout* rates bring about improving *graduation* rates, but graduation rates also improve if students do not remain in school beyond four years, or age 18. Graduation rates improved in CPS not only because fewer students dropped out, but also because more students were taking and passing the courses they needed to graduate. In fact, course taking and passing improved more than what would be expected simply because students were entering with higher achievement.² Even after accounting for incoming achievement, more students were on-track to graduate after their first year of high school in later cohorts than in earlier ones because more students were attempting and passing courses they needed for graduation.

While improved student achievement explains most of the improvements in dropout and graduation rates after the 1995 cohort, it does not explain the graduation and dropout rate improvements that occurred with the 1991 to 1994 cohorts because average achievement did not improve over this period. Instead, improvements in graduation and dropout rates prior to the 1995 cohort were driven by two factors: a decline in early-grade retention, and improvements in course taking in high school. The proportion of students who had been held back at any point in elementary school declined across these first four cohorts, before the introduction of promotion standards in 1996. This reduction in students repeating grades in elementary school explained most of the improvements in dropout rates among the early cohorts. Lower dropout rates brought about higher graduation rates. But graduation rates improved even more than dropout rates, because of improvements in course taking and passing, even among students in the first four cohorts.³

¹ See Allensworth (2004) for details.

² Miller, Allensworth, and Kochanek (2002)

³ To determine why graduation rates improved pre-policy (among the 1991 to 1994 cohorts), logistic regression models were run predicting the likelihood of graduating and dropping out. Variables entered as predictors included cohort, socioeconomic status, poverty, old for grade by age 13, age student began high school, high school credits attempted at age 16, high school credits earned at age 16, whether student attended magnet school, and adjusted (underlying) ITBS score at the end of eighth grade. Neither ITBS score nor magnet school attendance explained pre-policy cohort improvements in graduation rates. Demographic changes (SES) explained a small amount of the improvements. Together, credits earned and whether students were old for grade explained all of the improvements in graduation rates. Being old for grade was particularly influential for predicting dropout rates. After removing the effect of lower dropout rates, credits earned explained most of the improvements in graduation rates.

3

Graduation and Dropout Rates Disaggregated by Race/Ethnicity and Gender

Racial gaps in graduation rates widened over the last decade, especially between African-American and other students, as shown in Table 3.1, and in Figures 5 and 6. In the first part of the 1990s, prior to the promotion policy, dropout and graduation rates at age 19 were fairly steady among African-American boys and girls. There were improvements in graduation by age 18, however, because fewer students were entering high school after age 14, and because there were improvements in earning credits toward graduation. With the first cohort subject to the eighth-grade promotion standard (the 1995 age-13 cohort), more students dropped out by age 16, and dropout rates continued to rise with the next cohort. Graduation rates also fell with the second cohort through the policy, especially graduation rates at age 18. Dropout and graduation rates then began to improve with the third cohort through the policy. Although the most recent age-13 cohorts have not yet reached 18, their dropout rates at age 16 show continued improvement. Graduation rates at age 18 improved less than dropout rates or graduation rates at age 19 because many students' entry into high school was delayed by the promotion standard.

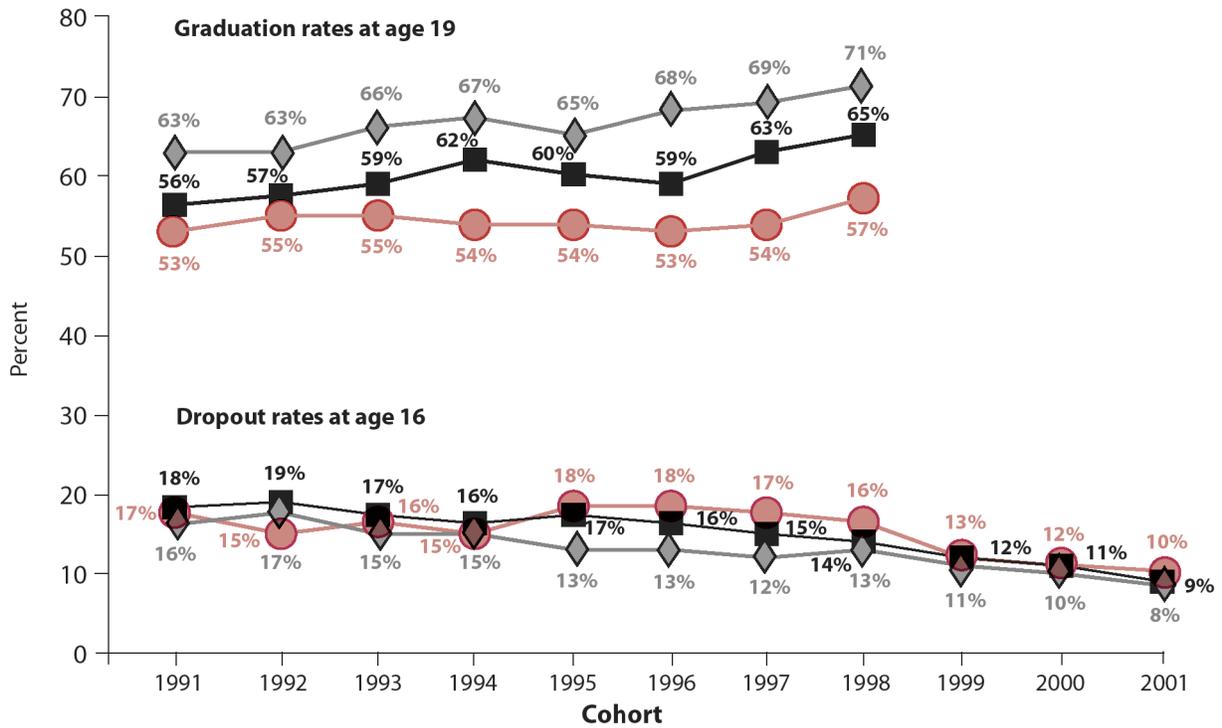
Among Latino students, graduation and dropout trends improved considerably in the early 1990s. From the 1991 to the 1994 cohort, graduation rates at age 19 improved by almost 6 percentage points among Latina girls, and by more than 4 percentage points among Latino boys.

These improvements slowed with the first cohort subject to the eighth-grade promotion policy (the 1995 age-13 cohort), and graduation rates fell considerably with the second cohort through the policy (the 1996 age-13 cohort). Graduation and dropout rates started to improve again with the third cohort through the policy, and showed stronger recovery than among African-American students. As a result, differences in graduation rates between Latino and African-American students widened across the decade.

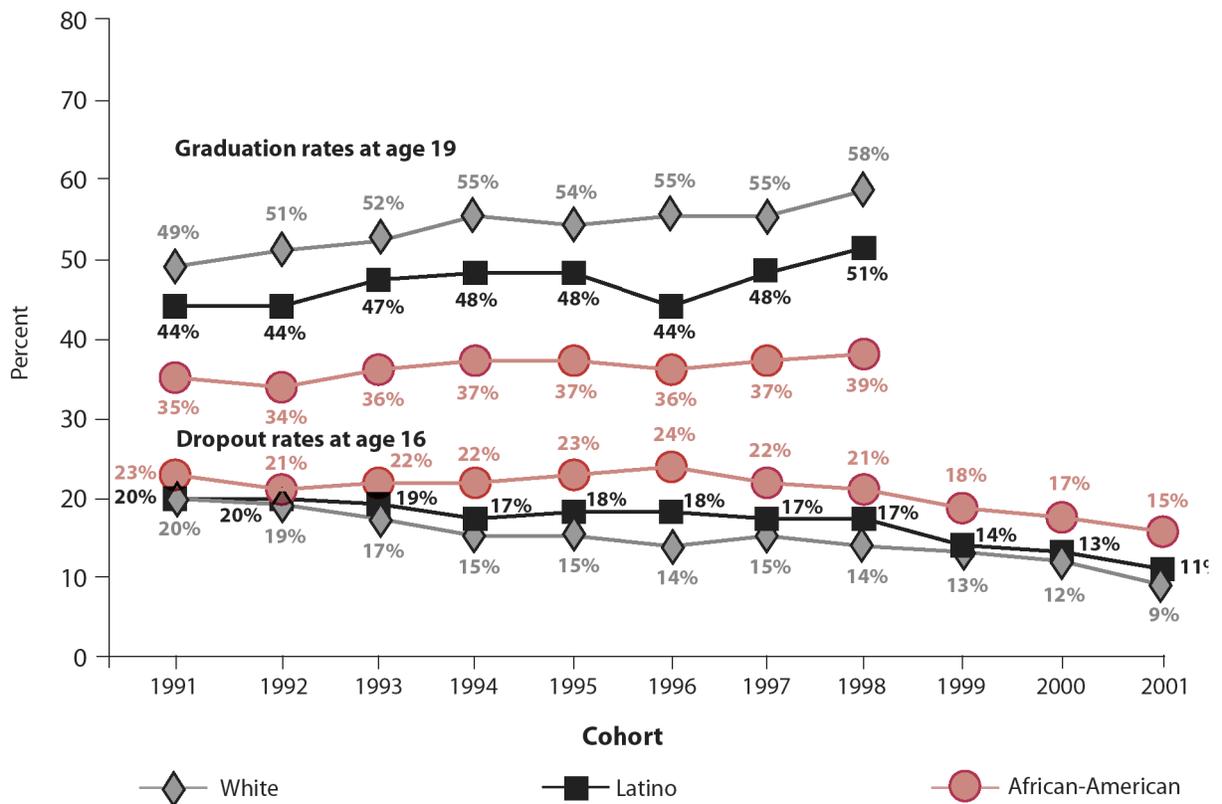
There were also improvements in graduation and dropout rates among white and Asian students in the 1991 through 1994 cohorts and the 1997 and 1998 cohorts. These improvements were larger than those of African-American students, so that at the end of the 1990s, gaps between the

Racial gaps in graduation rates widened over the last decade, especially between African-American and other students . . .

Graduation Rates at Age 19 and Dropout Rates at Age 16 for Cohorts of CPS Girls by Race/Ethnicity



Graduation Rates at Age 19 and Dropout Rates at Age 16 for Cohorts of CPS Boys by Race/Ethnicity



graduation rates of Asian and white students, compared to African-American students, were also larger than they had been during pre-policy years.

Over the 1990s, dropout and graduation rates improved substantially among all but African-American students, resulting in larger racial inequities in school completion by the end of the decade than at the beginning. Graduation rates among African-American students did show modest improvements. However, elementary test scores among these later cohorts of African-American students were also at a record high,¹² while graduation rates were still at about the same levels they had been before the promotion policy was implemented. For African-American students, substantial gains in achievement did not result in substantial improvements in overall graduation rates. The beneficial effects of higher achievement were offset by the adverse effects of many African-American students being retained in eighth grade by the promotion standard (for details on the promotion standards, see the inset,

“The Context: Changes in CPS High Schools since 1991”).¹³

Dropout rates at age 16 suggest that the racial gap in dropout rates may be declining in the most recent cohorts, especially among girls. It is too early to know if differences in the rates of students who eventually graduate will narrow as well. The most recent cohorts that have turned 18 (the 1999 age-13 cohort) or 19 (the 1998 age-13 cohort) show the gap in graduation rates continuing to widen.

GRADUATION RATES OF LIMITED-ENGLISH-PROFICIENT STUDENTS

Graduation rates among Latino students have been rising, but Latino students in CPS are a diverse group, and it is reasonable to suspect that trends in graduation have not been the same for all students. In particular, many Latino students begin school with limited English proficiency (LEP), and this may affect their likelihood of eventually receiving a diploma.¹⁴ Unfortunately, because of data constraints, graduation rates can

John Booz



only be calculated for one cohort of students that began school in CPS's bilingual/English as a Second Language programs (here referred to as LEP programs).¹⁵ Table 3.2 shows graduation rates at age 19 for this cohort of Latino students, the 1998 cohort, broken down by whether they were enrolled in an LEP program in the primary grades.¹⁶ This comparison shows that students who entered the primary grades at CPS in LEP programs were at least as likely to graduate as their peers who began school not in such programs. Graduation rates for girls who began school in an LEP program were 65.9 percent, compared to 64.4 percent among girls who were not in an LEP program. Graduation rates among boys who started in an LEP program were 51.6 percent, compared to 48.6 percent among those who were not in an LEP program.¹⁷

Comparison of students by LEP program participation after age nine is difficult to do without

bias. Those students who are still active in an LEP program in later years, particularly during high school, are more likely than students not in an LEP program to be low-achieving, or to have moved to the United States at a late age.¹⁸ Both of these factors are associated with a decreased likelihood of graduating. Graduation rates for students participating in an LEP program after age 13 are presented in Table 3.2 only to provide data about the rates of graduation among students with limited English proficiency. These figures should not be used for any evaluation of LEP programs in CPS because of the substantial selection bias that exists between the groups. Just 44 percent of Latino boys enrolled in LEP programs after age 13 graduated by age 19 in the most recent cohort. Graduation rates were much higher among Latina girls, but still only 60 percent of girls graduated with a regular diploma.

Table 3.1. Dropout and Graduation Rates by Race, Ethnicity, and Gender

		Age-13 Cohort (13 years old in fall of each year)								
Female		1991	1992	1993	1994	1995	1996	1997	1998	1999
African-American	Dropped out by age 16	16.7%	14.7%	15.5%	15.4%	17.7%	18.0%	16.8%	15.8%	12.8%
	Dropped out by age 18	37.6%	36.5%	37.1%	38.0%	37.9%	39.9%	36.9%	34.1%	31.8%
	Graduated by age 18	44.5%	47.4%	48.0%	48.3%	48.6%	45.8%	46.2%	48.2%	49.0%
	Graduated by age 19	52.6%	54.5%	55.2%	54.4%	54.4%	53.4%	53.6%	57.1%	
	Number of students	8,464	8,892	9,275	8,815	8,550	8,375	7,939	8,104	7,795
Asian	Dropped out by age 16	5.2%	6.2%	6.5%	5.1%	4.3%	2.4%	4.7%	3.3%	5.7%
	Dropped out by age 18	13.2%	9.0%	11.9%	12.8%	9.9%	8.0%	10.8%	9.0%	8.9%
	Graduated by age 18	59.9%	72.9%	69.5%	69.4%	72.0%	72.7%	68.0%	72.0%	74.7%
	Graduated by age 19	79.2%	87.1%	83.9%	82.1%	86.0%	84.5%	84.0%	84.8%	
	Number of students	426	439	507	492	489	460	552	481	507
Latina	Dropped out by age 16	18.2%	19.2%	17.3%	16.3%	16.8%	15.6%	15.2%	14.0%	12.4%
	Dropped out by age 18	36.6%	35.8%	35.3%	32.2%	32.9%	32.6%	30.0%	26.9%	25.6%
	Graduated by age 18	43.9%	45.7%	47.9%	51.5%	50.9%	47.8%	50.3%	52.5%	53.7%
	Graduated by age 19	55.8%	56.9%	58.6%	61.7%	60.5%	59.5%	63.0%	64.8%	
	Number of students	3,896	4,138	4,175	4,234	4,274	4,243	4,358	4,660	4,725
White	Dropped out by age 16	16.2%	16.6%	14.7%	15.3%	13.1%	13.0%	11.6%	12.7%	10.7%
	Dropped out by age 18	32.2%	31.0%	29.2%	28.6%	28.0%	27.0%	25.4%	23.5%	23.7%
	Graduated by age 18	49.5%	49.7%	52.9%	54.3%	53.2%	54.0%	53.1%	56.7%	60.2%
	Graduated by age 19	63.0%	63.3%	66.1%	66.7%	64.8%	67.9%	69.5%	71.2%	
	Number of students	1,685	1,679	1,690	1,600	1,497	1,567	1,484	1,505	1,487
Male		1991	1992	1993	1994	1995	1996	1997	1998	1999
African-American	Dropped out by age 16	22.5%	21.2%	21.6%	21.6%	22.8%	23.8%	22.2%	21.1%	18.4%
	Dropped out by age 18	50.4%	51.4%	51.5%	51.6%	50.4%	52.6%	47.9%	47.4%	43.6%
	Graduated by age 18	26.8%	26.3%	28.2%	29.6%	30.3%	27.9%	28.3%	29.0%	30.8%
	Graduated by age 19	35.0%	34.3%	35.5%	36.8%	37.3%	35.8%	37.5%	38.5%	
	Number of students	8,171	8,509	9,010	8,430	8,069	8,010	7,773	7,851	7,700
Asian	Dropped out by age 16	5.8%	7.5%	7.5%	6.9%	7.1%	6.9%	3.9%	6.7%	6.2%
	Dropped out by age 18	17.5%	20.7%	18.8%	15.7%	17.9%	19.8%	15.0%	16.8%	17.5%
	Graduated by age 18	52.9%	54.2%	57.8%	60.8%	58.6%	55.8%	59.6%	58.9%	59.2%
	Graduated by age 19	72.6%	72.6%	75.0%	76.5%	72.5%	71.3%	76.3%	76.2%	
	Number of students	534	531	522	576	533	582	538	555	578
Latino	Dropped out by age 16	20.3%	20.3%	18.5%	16.9%	17.7%	18.0%	17.0%	16.5%	13.6%
	Dropped out by age 18	43.9%	43.1%	42.0%	40.4%	40.4%	42.5%	39.4%	36.9%	34.6%
	Graduated by age 18	30.5%	33.4%	34.1%	37.9%	38.4%	32.7%	33.8%	37.9%	39.6%
	Graduated by age 19	44.1%	44.1%	47.0%	48.5%	48.3%	44.2%	47.8%	51.2%	
	Number of students	4,112	4,166	4,512	4,452	4,557	4,577	4,652	4,793	4,800
White	Dropped out by age 16	19.7%	18.8%	16.7%	15.4%	15.3%	14.2%	15.4%	14.0%	13.4%
	Dropped out by age 18	41.9%	40.5%	38.2%	35.7%	36.2%	35.4%	35.6%	32.2%	30.4%
	Graduated by age 18	35.9%	37.5%	39.0%	41.7%	41.5%	41.1%	41.1%	44.4%	46.2%
	Graduated by age 19	48.9%	50.7%	52.4%	55.1%	54.2%	55.0%	55.2%	57.5%	
	Number of students	1,824	1,775	1,731	1,683	1,635	1,613	1,664	1,603	1,564

Graduation and dropout rates include in the denominator students still enrolled in school.

The percentage still enrolled at age 18 is 100 percent minus the sum of graduates and dropouts.

The number of students is those who were used for calculation of dropout rates at age 16. Graduation and dropout rates at older ages are based on fewer students because they exclude students who transferred out of CPS after age 16.

The decline in African-American students between the 1994 and 1997 cohorts is mostly due to a decline in elementary school enrollment. However, transfer rates also rose slightly (0.4 percent) among African-American girls between 1994 and 1995 cohorts, and declined each subsequent year.

Table 3.2. Graduation Rates at Age 19 for Latino Students by Limited-English-Proficiency (LEP) Program Participation

Age-13 cohort
(13 years old in cohort year)

	1994	n	1995	n	1996	n	1997	n	1998	n
Female										
Not in bilingual program at age 9									64.4%	1,336
In bilingual program at age 9									65.9%	2,022
Not in bilingual program after age 13*	63.7%	2,726	62.9%	2,685	61.1%	2,673	66.3%	2,794	66.7%	3,172
In bilingual program after age 13	57.6%	1,361	56.1%	1,483	56.5%	1,415	56.6%	1,419	60.1%	1,288
Male										
Not in bilingual program at age 9									48.6%	1,356
In bilingual program at age 9									51.6%	2,046
Not in bilingual program after age 13*	50.9%	2,740	50.3%	2,796	46.6%	2,798	50.2%	2,77	54.3%	3,090
In bilingual program after age 13	44.2%	1,551	45.0%	1,615	40.1%	1,617	43.7%	1,615	44.3%	1,403

Information on participation in LEP programs is only available beginning in May 1994. Only students enrolled in CPS from age 9 to age 13 are used for the first set of comparisons (by program participation at age 9), so this is a subset of Latino students who were stably enrolled. These figures are presented only to show graduation rates of limited-English-proficient students, and should not be used for any evaluation of LEP programs. Program participation after age 9 is affected by a number of factors, such as academic achievement, and these factors also affect graduation rates.

* This includes Latino students who exited LEP programs and those who never participated.

4

Community Differences in Graduation and Dropout Rates

Chicago's neighborhoods tend to be highly segregated by race; therefore, the racial differences we have observed in graduation trends are mirrored across the city's communities.¹⁹ To show how students' likelihood of graduating or dropping out varies across Chicago's 77 community areas, Tables 4.1 through 4.3 show dropout rates at age 16, and graduation rates at age 18 and 19 over the last seven years for CPS students in each community. These statistics are based on where CPS students live, regardless of where they go to school. Dropout rates at age 16 provide an indication of whether students in the community are leaving school early. Graduation rates at age 18 show how likely students in the community are to graduate at the expected age; while graduation rates at age 19 show how likely students in the community are to eventually graduate with a regular diploma.²⁰

This information is presented particularly for the benefit of organizations that work with specific communities or develop programs to be responsive to particular community needs. Interpretation of trends by community area is somewhat complicated because it involves consideration of who lives in the area, whether children in the area attend public school, whether they attend their neighborhood school, and what types of schools are available in the neighborhood.

Graduation rates may improve in a community simply because many low-income students have moved out of the area, or because high-achieving students have decided to remain in CPS for high school due to the opening of a new magnet school.²¹ In general, graduation rates correspond closely with the economic status of community residents—communities with a greater percentage of children living in poverty have much lower graduation rates than communities with fewer children living in poverty.²²

Graduation rates are highest in the northwest and southwest areas of the city (see Figure 7), areas with little poverty and a majority white population. Improvements in graduation and dropout rates have been larger in North Side communities than in South Side communities, reflecting differences in their racial composition. Three North Side communities, North Center, Belmont Cragin, and Rogers Park, showed significantly larger declines in dropout rates at age 16 than other communities the city. A number of communities on the south side of the city showed significantly larger increases in dropout rates, or declines in graduation rates than was typical for the city as a whole.²³ These include Auburn Gresham, West Englewood, Englewood, Washington Park, Gage Park, Brighton Park, McKinley Park, and Austin.

Differences in graduation rates across Chicago's community areas are reflective of the schools that serve each community, but school-by-school graduation rates do not necessarily correspond with the graduation rate of the neighborhood in which the school is located. More than half of the high school students in Chicago do not attend their neighborhood school, and a number

of schools accept students from across different areas of the city. There are also substantial differences in graduation rates among schools that serve students from similar community areas. Across the city and even within neighborhoods, Chicago's schools have widely differing graduation and dropout rates.

John Booz

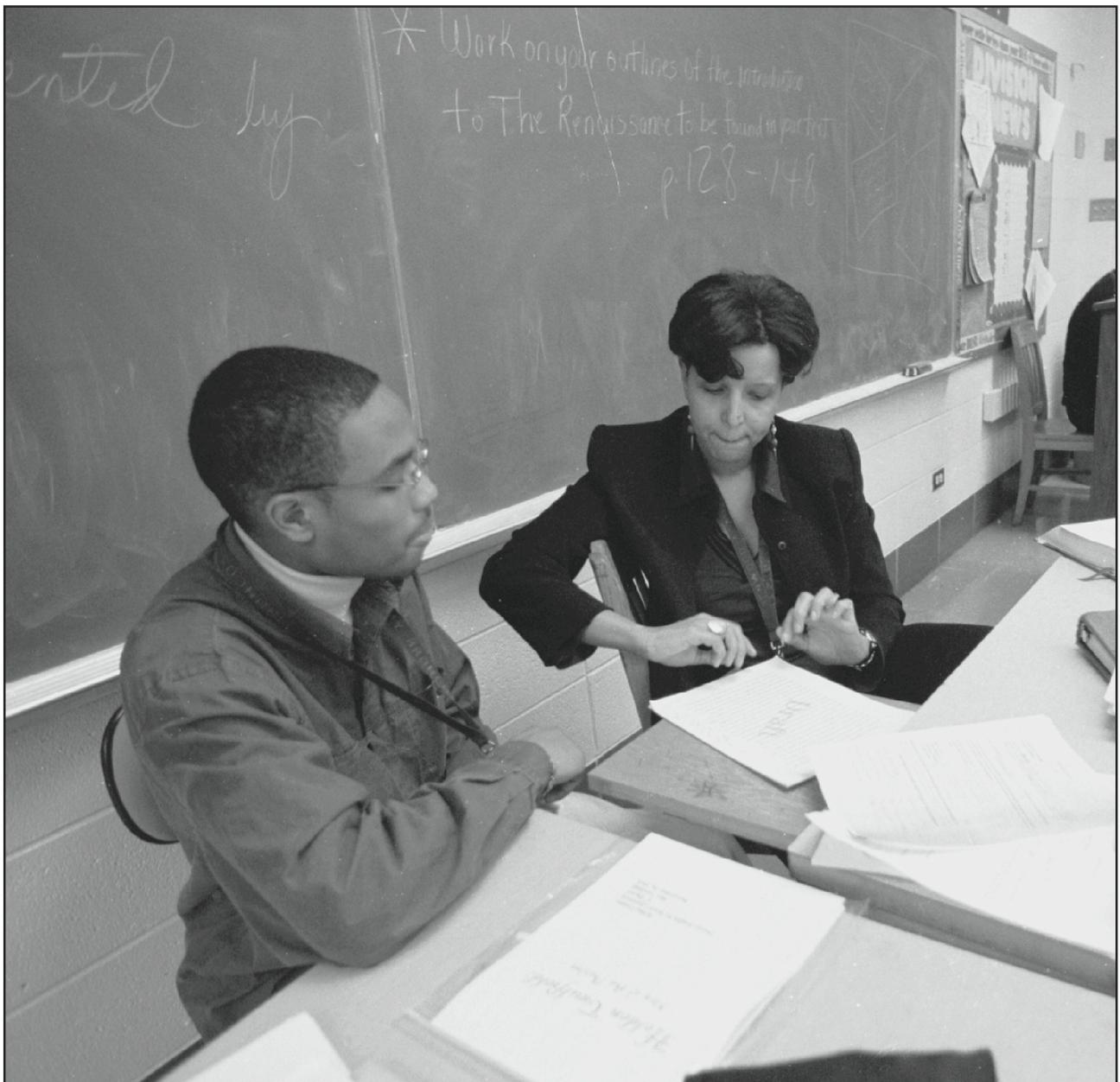
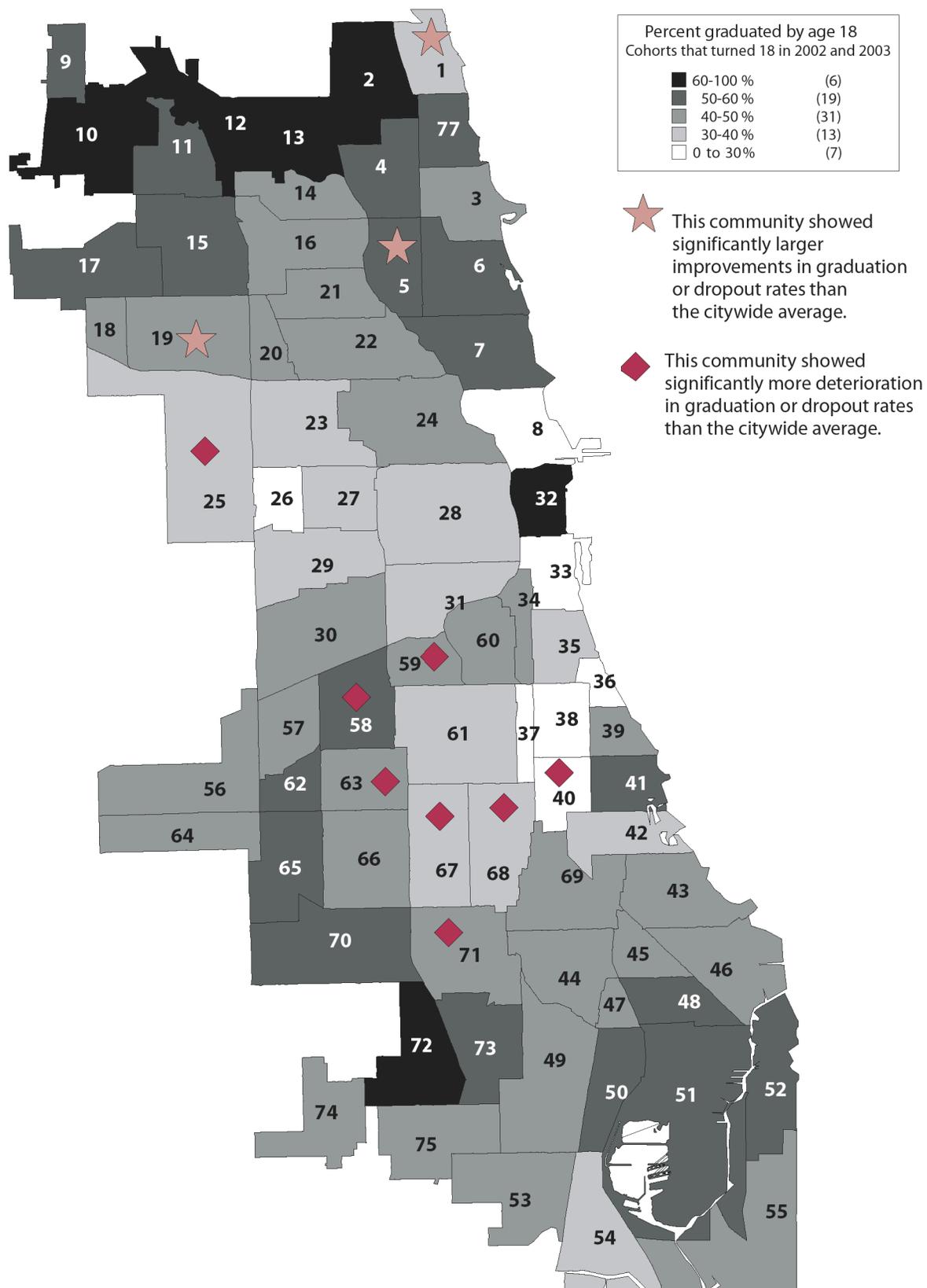


Figure 7

Graduation Rates by Community Area



Community Area

1	Rogers Park	27	East Garfield	53	West Pullman
2	West Ridge	28	Near West Side	54	Riverdale
3	Uptown	29	North Lawndale	55	Hegewisch
4	Lincoln Square	30	South Lawndale	56	Garfield Ridge
5	North Center	31	Lower West Side	57	Archer Heights
6	Lake View	32	Loop	58	Brighton Park
7	Lincoln Park	33	Near South Side	59	McKinley Park
8	Near North Side	34	Armour Square	60	Bridgeport
9	Edison Park	35	Douglas	61	New City
10	Norwood Park	36	Oakland	62	West Elsdon
11	Jefferson Park	37	Fuller Park	63	Gage Park
12	Forest Glen	38	Grand Boulevard	64	Clearing
13	North Park	39	Kenwood	65	West Lawn
14	Albany Park	40	Washington Park	66	Chicago Lawn
15	Portage Park	41	Hyde Park	67	West Englewood
16	Irving Park	42	Woodlawn	68	Englewood
17	Dunning	43	South Shore	69	Greater Grand Crossing
18	Montclare	44	Chatham	70	Ashburn
19	Belmont Cragin	45	Avalon Park	71	Auburn Gresham
20	Hermosa	46	South Chicago	72	Beverly
21	Avondale	47	Burnside	73	Washington Heights
22	Logan Square	48	Calumet Heights	74	Mount Greenwood
23	Humboldt Park	49	Roseland	75	Morgan Park
24	West Town	50	Pullman	76	O'Hare
25	Austin	51	South Deering	77	Edgewater
26	West Garfield	52	East Side		

Table 4.1. Dropout Rates at Age 16 by Community Area

	1992		1993		1994		1995		1996		1997		1998		1999		2000		2001		
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	
13 years old in:																					
14 Albany Park	17.5%	418	13.1%	482	13.3%	520	14.2%	515	11.4%	492	15.3%	497	12.7%	487	12.2%	510	10.7%	544	8.9%	508	
57 Archer Heights	15.7%	51	10.0%	60	12.1%	66	12.7%	71	9.0%	67	11.3%	71	16.2%	68	17.9%	95	9.4%	96	6.9%	116	
34 Armour Square	6.1%	99	8.7%	92	14.3%	77	8.6%	81	17.1%	76	8.3%	84	5.1%	98	9.3%	86	4.1%	98	4.6%	109	
70 Ashburn	14.0%	143	11.8%	186	9.0%	189	12.1%	224	17.7%	243	11.6%	258	12.2%	287	9.3%	335	9.1%	339	6.9%	403	
71 Auburn Gresham	17.9%	722	16.5%	758	18.5%	661	16.8%	655	19.6%	659	17.6%	641	19.3%	615	15.0%	645	14.6%	733	13.5%	736	
25 Austin	18.2%	1,640	16.8%	1,755	16.4%	1,637	20.0%	1,553	20.4%	1,523	19.4%	1,476	18.9%	1,516	17.4%	1,537	16.8%	1,676	15.6%	1,738	
45 Avalon Park	11.7%	111	13.5%	126	15.3%	111	19.2%	125	13.3%	128	13.6%	118	9.6%	104	12.0%	117	14.3%	105	9.8%	123	
21 Avondale	25.1%	275	17.8%	360	20.3%	330	17.6%	341	19.9%	381	15.4%	363	14.9%	424	16.0%	400	12.1%	428	10.5%	421	
19 Belmont Cragin	22.3%	417	20.0%	500	16.8%	536	14.6%	541	15.0%	579	12.1%	611	14.1%	668	11.9%	706	11.3%	812	13.3%	827	
72 Beverly	7.4%	95	8.6%	81	5.9%	85	6.5%	92	4.9%	103	5.2%	97	5.6%	89	5.2%	97	7.3%	96	5.3%	95	
60 Bridgeport	16.2%	204	18.1%	204	20.9%	196	20.7%	188	22.8%	184	15.2%	198	21.0%	214	15.9%	251	17.5%	268	9.2%	262	
58 Brighton Park	7.2%	221	13.9%	273	11.0%	283	7.9%	317	7.6%	331	9.6%	365	13.6%	413	13.2%	438	11.6%	441	8.7%	493	
47 Burnside	15.9%	44	7.3%	55	7.7%	52	25.0%	52	26.4%	53	12.5%	48	20.8%	53	21.4%	42	16.7%	48	10.5%	38	
48 Calumet Heights	8.9%	135	9.7%	154	5.8%	139	10.9%	147	16.2%	111	11.9%	126	16.1%	118	8.3%	120	10.9%	174	8.8%	148	
44 Chatham	15.2%	316	13.9%	310	13.8%	318	17.5%	337	14.4%	347	16.7%	312	18.0%	367	12.6%	317	13.6%	353	12.4%	370	
66 Chicago Lawn	18.2%	559	16.6%	632	15.1%	647	16.6%	734	15.2%	703	15.9%	760	13.6%	800	15.1%	748	12.5%	839	11.1%	827	
64 Clearing	16.4%	67	26.2%	65	13.6%	44	15.1%	73	12.2%	82	14.6%	89	10.2%	88	14.3%	98	7.2%	111	4.5%	110	
35 Douglas	16.3%	344	21.0%	353	15.4%	311	21.2%	316	23.6%	296	22.5%	312	21.5%	289	17.1%	246	12.3%	300	9.9%	284	
17 Dunning	21.3%	80	9.2%	87	12.4%	97	15.6%	109	15.7%	121	6.5%	107	8.9%	146	12.1%	157	9.1%	164	7.4%	188	
27 East Garfield	23.1%	368	20.2%	367	17.2%	379	19.6%	331	18.1%	343	17.4%	311	18.7%	332	16.8%	291	16.5%	357	13.1%	381	
52 East Side	15.1%	166	10.8%	185	8.9%	202	6.8%	191	11.2%	206	9.8%	204	12.4%	226	15.2%	191	13.2%	219	5.5%	238	
77 Edgewater	14.7%	283	14.7%	286	16.9%	307	15.8%	291	13.9%	294	13.7%	291	9.9%	283	13.1%	268	8.1%	271	8.2%	267	
68 Englewood	15.6%	754	14.8%	761	17.2%	726	21.4%	669	23.4%	654	19.0%	611	20.6%	661	17.4%	627	17.5%	675	15.7%	694	
12 Forest Glen									6.9%	29	2.9%	35	12.5%	48	6.5%	46	2.1%	48	4.6%	65	
37 Fuller Park	13.1%	84	10.5%	76	9.5%	63	19.2%	52	20.4%	54	14.7%	34	6.5%	31	13.3%	45	6.1%	49	5.7%	53	
63 Gage Park	15.2%	297	11.6%	327	11.3%	345	15.7%	343	15.2%	395	18.6%	415	17.4%	443	13.1%	457	14.8%	494	11.0%	500	
56 Garfield Ridge	14.1%	170	15.3%	144	11.1%	162	7.4%	162	14.0%	172	20.0%	205	11.0%	181	9.7%	196	7.0%	199	6.0%	248	
38 Grand Boulevard	19.1%	598	20.0%	689	21.3%	591	26.0%	573	27.2%	540	25.7%	491	24.5%	470	18.9%	392	16.4%	396	9.0%	399	
69 Greater Grand Crossing	14.8%	447	16.5%	497	13.6%	485	20.8%	443	18.7%	443	15.9%	446	16.4%	452	12.9%	418	15.3%	504	14.7%	559	
55 Hegewisch	18.2%	44	15.9%	44	9.1%	55	13.0%	54	22.2%	45	4.4%	45	26.1%	46	19.1%	47	14.0%	57	6.9%	58	
20 Hermosa	18.3%	273	17.5%	303	19.3%	322	16.4%	286	14.9%	329	16.2%	303	15.5%	336	12.0%	316	11.9%	312	6.7%	359	
23 Humboldt Park	21.9%	1,073	19.9%	1,073	21.8%	1,005	22.1%	1,033	20.3%	1,015	19.7%	914	15.0%	964	15.6%	985	13.9%	977	12.4%	1,026	
41 Hyde Park	14.4%	118	7.8%	141	10.0%	120	9.2%	98	16.1%	93	21.6%	111	14.3%	105	10.7%	103	12.4%	97	9.3%	108	
16 Irving Park	15.4%	318	19.0%	368	13.4%	404	17.0%	383	15.9%	408	12.4%	412	14.1%	398	12.9%	449	10.4%	469	12.5%	489	
11 Jefferson Park	13.2%	68	5.7%	53	8.9%	79	12.3%	65	13.9%	79	12.5%	80	5.9%	85	11.6%	86	10.5%	86	6.8%	103	
39 Kenwood	17.0%	147	16.5%	176	12.3%	155	12.6%	127	15.4%	143	14.7%	129	12.6%	143	8.9%	135	9.5%	148	8.6%	175	
6 Lake View	20.2%	188	19.1%	199	15.7%	172	15.7%	197	14.1%	142	20.2%	114	18.6%	102	7.0%	115	5.4%	111	6.9%	130	
7 Lincoln Park	22.6%	124	14.6%	103	13.5%	74	16.7%	90	16.7%	84	7.8%	77	8.9%	79	14.0%	86	12.1%	91	10.9%	101	
4 Lincoln Square	14.8%	277	11.5%	295	10.3%	292	13.5%	289	9.6%	312	13.7%	293	7.1%	238	9.7%	279	7.2%	265	5.9%	272	
22 Logan Square	20.5%	1,006	19.8%	968	21.1%	962	17.5%	916	17.8%	854	19.0%	898	16.4%	912	15.0%	887	12.1%	848	10.0%	857	
31 Lower West Side	24.6%	586	22.3%	521	21.6%	518	22.1%	488	23.0%	504	18.2%	501	22.1%	443	17.5%	456	16.1%	460	13.2%	517	
59 McKinley Park	10.0%	100	10.3%	107	10.3%	107	13.6%	110	5.9%	119	15.5%	129	18.3%	115	15.9%	138	15.1%	146	15.1%	159	
18 Montclare			14.0%	43	14.7%	34	30.8%	39	20.3%	59	11.9%	59	23.0%	61	18.8%	80	22.1%	86	13.3%	83	
75 Morgan Park	12.7%	244	12.0%	260	13.1%	251	12.9%	217	16.4%	232	12.1%	224	10.2%	197	8.3%	228	8.1%	259	4.5%	269	
74 Mount Greenwood	11.5%	26			14.3%	28	14.3%	35			11.1%	36	12.8%	39	7.4%	27	17.5%	40	16.2%	37	
8 Near North Side	23.7%	241	24.3%	247	24.9%	237	26.4%	216	21.3%	225	29.2%	212	27.2%	217	20.2%	228	15.5%	233	16.1%	254	
33 Near South Side	22.8%	114	19.5%	118	33.9%	109	29.4%	119	30.6%	98	21.9%	73	14.4%	90	13.2%	76	14.5%	69	11.3%	62	
28 Near West Side	19.4%	640	26.8%	609	22.9%	529	22.4%	505	24.0%	471	18.0%	460	19.4%	423	14.5%	366	16.5%	364	13.1%	434	
61 New City	18.8%	675	17.8%	691	21.0%	680	18.2%	688	16.0%	611	20.6%	649	19.1%	681	19.2%	600	11.9%	699	12.0%	681	
5 North Center	26.5%	185	21.0%	233	18.1%	199	19.6%	184	19.7%	157	12.3%	162	16.0%	150	7.9%	139	10.1%	148	7.9%	139	
29 North Lawndale	15.3%	776	20.3%	826	16.1%	702	20.1%	725	19.5%	692	17.4%	707	21.3%	628	16.5%	708	16.1%	707	15.6%	767	
13 North Park	5.4%	56	8.2%	85	2.4%	82	5.8%	69	7.8%	90	4.9%	81	5.2%	96	4.5%	112	3.2%	124	3.3%	91	
10 Norwood Park	16.7%	66	10.5%	57	13.8%	65	7.0%	71	9.3%	75	6.8%	59	4.7%	86	10.1%	69	2.9%	103	2.6%	117	
36 Oakland	16.9%	183	14.5%	186	20.1%	184	18.3%	153	16.1%	149	24.0%	125	22.0%	109	12.9%	101	13.9%	115	8.8%	113	
15 Portage Park	19.8%	217	19.8%	237	12.6%	231	9.2%	239	13.2%	280	14.7%	272	15.0%	341	12.2%	343	10.7%	382	10.5%	414	
50 Pullman	9.4%	96	10.6%	113	11.0%	100	13.7%	117	15.8%	101	17.6%	91	20.0%	90	10.3%	97	3.7%	108	9.6%	104	
54 Riverdale	20.9%	163	20.9%	153	21.8%	147	15.0%	153	19.1%	152	25.5%	149	26.1%	161	18.8%	154	24.1%	174	17.2%	180	
1 Rogers Park	19.9%	382	25.1%	374	24.0%	408	23.2%	414	22.3%	422	19.8%	379	18.9%	387	12.3%	408	13.5%	474	9.5%	443	
49 Roseland	16.1%	689	17.3%	729	15.8%	621	16.3%	577	20.5%	630	19.3%	596	14.6%	608	11.6%	585	13.7%	663	13.4%	663	
46 South Chicago	19.2%	522	16.1%	502	16.0%	505	14.8%	440	17.0%	459	15.3%	478	16.3%	502	15.0%	461	17.7%	513	12.0%	542	
51 South Deering	16.0%	200	19.4%	191	15.4%	195	18.6%	188	20.3%	177	20.2%	188	19.0%	184	12.6%	175	9.8%	183	6.7%	195	
30 South Lawndale	22.5%	953	20.1%	947	17.7%	926	21.8%	952	20.1%	948	23.1%	937	17.1%	910	10.8%	834	13.6%				

Table 4.2. Graduation Rates at Age 18 by Community Area

	1992		1993		1994		1995		1996		1997		1998		1999	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
13 years old in:																
14 Albany Park	44.6%	410	50.0%	474	49.4%	516	48.7%	507	48.0%	488	46.4%	470	48.5%	462	51.2%	496
57 Archer Heights	57.7%	52	60.0%	60	56.4%	55	48.5%	68	57.6%	66	35.9%	64	54.5%	66	44.0%	91
34 Armour Square	51.0%	96	51.7%	87	56.2%	73	51.3%	78	47.4%	76	45.8%	83	53.8%	91	43.9%	82
70 Ashburn	55.7%	140	61.6%	185	61.2%	183	64.5%	214	53.0%	236	53.9%	254	56.5%	283	55.4%	325
71 Auburn Gresham	44.5%	712	48.1%	746	41.2%	655	46.2%	652	38.4%	658	42.0%	633	40.0%	608	38.7%	639
25 Austin	36.9%	1,622	35.9%	1,740	37.6%	1,643	39.1%	1,540	33.8%	1,507	37.4%	1,477	38.1%	1,496	40.1%	1,510
45 Avalon Park	47.1%	104	49.2%	128	54.7%	106	49.2%	122	45.0%	129	53.0%	115	46.9%	98	54.9%	113
21 Avondale	39.6%	273	41.1%	350	42.4%	323	45.7%	324	40.3%	357	40.1%	362	41.9%	413	41.2%	388
19 Belmont Cragin	40.4%	408	43.8%	470	45.2%	524	44.9%	514	40.2%	552	41.5%	586	48.6%	640	49.1%	656
72 Beverly	73.7%	95	60.0%	80	73.8%	84	70.2%	94	75.5%	98	71.0%	93	74.7%	87	66.0%	94
60 Bridgeport	42.9%	198	44.7%	190	49.7%	191	45.5%	187	45.3%	179	50.5%	190	48.8%	207	56.8%	241
58 Brighton Park	55.7%	194	53.6%	233	59.0%	244	57.5%	287	44.6%	316	51.9%	341	52.3%	373	47.2%	386
47 Burnside	42.9%	49	47.3%	55	35.3%	51	38.5%	52	38.5%	52	47.1%	51	40.8%	49	50.0%	44
48 Calumet Heights	57.3%	131	54.9%	153	63.5%	137	60.4%	144	57.8%	109	55.1%	127	51.8%	114	52.1%	119
44 Chatham	46.9%	305	45.3%	307	46.0%	322	51.4%	331	53.4%	339	51.1%	313	48.0%	356	50.8%	309
66 Chicago Lawn	44.4%	550	47.4%	626	47.6%	635	44.6%	727	40.5%	692	45.4%	731	49.5%	762	48.0%	715
64 Clearing	52.9%	68	38.7%	62	54.5%	44	46.4%	69	50.6%	81	52.3%	86	46.8%	77	53.3%	90
35 Douglas	30.3%	340	35.5%	346	36.7%	313	31.0%	310	28.4%	296	31.1%	309	34.0%	291	37.7%	244
17 Dunning	56.0%	75	50.6%	85	58.5%	94	41.9%	105	42.6%	115	54.9%	102	55.9%	143	50.3%	149
27 East Garfield	28.2%	362	31.8%	362	36.8%	372	35.9%	334	36.9%	331	40.1%	297	33.9%	336	30.0%	283
52 East Side	50.3%	169	54.9%	182	56.8%	199	56.7%	187	51.0%	192	58.0%	193	60.5%	210	60.3%	174
77 Edgewater	44.2%	278	48.8%	281	43.8%	308	48.2%	282	49.1%	285	53.3%	285	55.1%	276	48.3%	259
68 Englewood	33.2%	735	36.3%	739	37.8%	723	38.2%	663	32.7%	664	30.5%	606	34.1%	639	35.7%	617
12 Forest Glen									70.4%	27	74.3%	35	73.5%	49	71.7%	46
37 Fuller Park	36.1%	83	36.4%	77	37.7%	61	43.6%	55	29.1%	55	30.3%	33	26.7%	30	45.2%	42
63 Gage Park	50.5%	289	55.4%	305	50.2%	333	51.8%	330	39.1%	373	43.0%	398	44.8%	420	53.6%	420
56 Garfield Ridge	40.6%	175	43.2%	139	51.0%	155	46.7%	167	41.3%	167	43.5%	200	53.9%	165	55.4%	184
38 Grand Boulevard	26.8%	583	29.6%	669	31.4%	605	27.7%	564	25.4%	532	26.3%	487	29.0%	459	32.5%	388
69 Greater Grand Crossing	38.1%	433	40.0%	477	41.6%	483	38.7%	437	39.0%	439	41.7%	434	40.1%	446	44.2%	396
55 Hegewisch	41.7%	48	47.6%	42	51.9%	54	46.2%	52	35.0%	40	62.8%	43	36.4%	44	42.2%	45
20 Hermosa	40.1%	274	42.4%	295	45.3%	316	48.0%	279	42.5%	322	41.2%	306	45.5%	325	46.9%	292
23 Humboldt Park	33.2%	1,056	33.9%	1,060	36.6%	1,007	39.1%	1,037	36.4%	993	35.9%	903	38.1%	959	38.2%	960
41 Hyde Park	51.3%	115	51.1%	135	59.3%	118	54.5%	101	52.3%	88	48.6%	105	60.6%	104	57.3%	103
16 Irving Park	49.0%	306	42.9%	366	52.5%	398	44.4%	378	48.2%	394	46.0%	398	50.9%	389	48.3%	445
11 Jefferson Park	50.0%	68	50.9%	53	40.0%	75	59.7%	67	53.5%	71	56.6%	76	60.5%	81	54.2%	83
39 Kenwood	44.8%	143	39.3%	178	49.0%	153	55.4%	130	43.4%	143	41.7%	127	52.6%	133	45.8%	131
6 Lake View	48.9%	184	45.9%	194	52.6%	171	51.0%	194	53.7%	134	48.2%	112	56.6%	99	64.5%	110
7 Lincoln Park	39.5%	124	44.6%	101	46.1%	76	40.9%	88	50.0%	84	50.6%	81	54.7%	75	60.2%	83
4 Lincoln Square	49.1%	273	52.1%	288	51.8%	284	55.1%	283	55.7%	300	55.4%	289	55.4%	224	60.2%	279
22 Logan Square	37.9%	977	37.6%	953	41.4%	946	41.4%	898	38.3%	846	40.0%	876	42.1%	862	44.4%	855
31 Lower West Side	36.8%	570	29.2%	513	39.2%	510	43.2%	486	33.1%	495	34.9%	479	34.8%	443	38.0%	447
59 McKinley Park	51.7%	89	51.0%	98	53.8%	93	53.1%	96	46.3%	108	38.5%	117	44.7%	103	44.4%	133
18 Montclare	20.0%	25	47.4%	38	45.5%	33	26.3%	38	49.1%	57	56.7%	60	40.3%	62	44.9%	78
75 Morgan Park	47.3%	239	53.9%	267	51.6%	250	53.6%	211	48.0%	229	49.5%	204	50.3%	187	57.3%	220
74 Mount Greenwood	57.7%	26			58.1%	31	57.6%	33			54.3%	35	42.4%	33	64.0%	25
8 Near North Side	23.4%	244	23.2%	246	32.5%	243	25.8%	221	25.7%	226	27.6%	217	23.4%	214	27.7%	224
33 Near South Side	23.2%	112	32.2%	115	25.7%	109	21.4%	117	26.0%	96	21.1%	71	36.7%	90	36.4%	77
28 Near West Side	30.7%	641	31.3%	607	27.7%	534	32.3%	501	32.6%	475	32.7%	456	32.5%	425	34.2%	357
61 New City	34.1%	642	38.8%	655	41.2%	648	39.9%	671	34.5%	603	35.7%	645	34.7%	651	33.5%	564
5 North Center	39.2%	181	47.4%	228	45.9%	194	44.2%	181	44.7%	152	58.3%	156	48.2%	141	58.1%	136
29 North Lawndale	33.3%	765	33.2%	795	35.7%	700	36.9%	719	35.6%	694	33.0%	694	31.1%	617	33.8%	665
13 North Park	63.6%	55	66.3%	83	71.3%	80	73.3%	60	62.6%	91	65.4%	81	69.8%	96	72.5%	109
10 Norwood Park	57.1%	63	57.1%	56	57.6%	66	69.6%	69	69.9%	73	57.1%	56	69.9%	83	68.3%	63
36 Oakland	25.7%	183	31.7%	186	31.4%	185	36.5%	159	29.0%	145	36.6%	123	21.3%	108	31.4%	102
15 Portage Park	43.5%	207	46.1%	228	53.1%	224	54.0%	226	48.3%	267	53.0%	264	48.8%	324	53.7%	326
50 Pullman	53.2%	94	58.4%	113	50.5%	99	59.3%	118	43.8%	96	54.4%	90	50.6%	89	54.8%	93
54 Riverdale	35.3%	156	36.4%	143	34.5%	142	37.5%	144	42.9%	147	32.2%	146	36.7%	147	43.1%	137
1 Rogers Park	36.9%	377	30.4%	381	33.8%	399	37.0%	405	35.8%	408	34.5%	374	43.3%	386	43.4%	399
49 Roseland	45.7%	678	44.6%	720	44.2%	616	46.7%	561	42.1%	618	38.2%	579	49.3%	590	43.7%	551
46 South Chicago	44.0%	518	49.2%	488	45.5%	503	43.6%	429	45.6%	452	45.2%	480	44.6%	491	42.4%	446
51 South Deering	50.2%	201	45.8%	192	45.1%	195	44.3%	183	42.8%	173	47.6%	185	52.8%	178	54.2%	166
30 South Lawndale	41.3%	913	40.5%	922	45.2%	901	43.9%	934	40.5%	925	40.1%	895	45.4%	878	46.6%	816
43 South Shore	39.3%	720	39.9%	736	41.6%	683	42.4%	609	43.8%	628	39.2%	604	42.1%	613	46.4%	593
3 Uptown	37.9%	438	37.3%	442	39.3%	476	45.9%	436	44.8%	411	42.5%	405	45.8%	384	52.9%	348
73 Washington Heights	47.8%	345	50.5%	325	48.1%	349	49.2%	301	45.7%	304	50.3%	294	50.8%	360	49.1%	271
40 Washington Park	30.5%	305	34.1%	346	27.3%	330	29.2%	288	23.8%	311	23.6%	267	26.0%	250	27.7%	249
62 West Elsdon	66.7%	48	59.0%	61	66.1%	59	58.8%	68	49.4%	85	53.9%	102	58.8%	97	56.9%	116
67 West Englewood	38.9%	906	39.7%	965	39.4%	831	37.5%	839	37.2%	795	34.2%	793	33.6%	727	37.2%	723
26 West Garfield	29.8%	429	29.6%	426	31.4%	395	35.1%	405	33.1%	375	29.0%	400	30.9%	333	35.4%	356
65 West Lawn	57.1%	98	60.4%	91	58.8%	119	56.9%	130	59.2%	147	50.4%	137	53.1%	162	59.6%	188
53 West Pullman	43.7%	563	44.7%	548	45.0%	478	43.5%	522	41.5%	509	44.6%	484	42.6%	500	45.7%	481
2 West Ridge	60.7%	280	56.7%	330	57.7%	345	63.6%	338	56.1%	376	56.1%	392	64.7%	394	61.9%	417
24 West Town	37.3%	901	39.1%	1,019	41.9%	916	43.1%	907	38.5%	829	41.0%	774	40.1%	778	43.1%	706
42 Woodlawn	28.6%	377	32.8%	411	34.6%	382	32.0%	341	31.4%	347	35.6%	348	29.3%	300	34.8%	328

Table 4.3. Graduation Rates at Age 19 by Community Area

	1992		1993		1994		1995		1996		1997		1998	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n
13 years old in:														
Albany Park	54.9%	415	61.3%	473	60.1%	514	58.7%	506	58.8%	488	58.7%	470	56.2%	459
Archer Heights	65.4%	52	71.0%	62	69.6%	56	62.7%	67	68.2%	66	56.3%	64	66.7%	66
Armour Square	71.3%	94	70.5%	88	67.1%	73	61.5%	78	57.9%	76	62.2%	82	68.9%	90
Ashburn	67.1%	140	69.4%	183	67.2%	183	68.2%	214	61.4%	236	62.4%	255	68.0%	281
Auburn Gresham	52.3%	713	53.7%	748	48.0%	654	52.9%	650	45.9%	660	48.2%	629	47.8%	604
Austin	43.4%	1,619	44.5%	1,741	43.8%	1,634	44.6%	1,541	41.2%	1,513	44.4%	1,478	47.0%	1,490
Avalon Park	56.7%	104	58.3%	127	58.5%	106	53.7%	121	55.0%	129	60.5%	114	52.5%	99
Avondale	47.3%	273	51.1%	348	50.5%	321	55.9%	324	50.3%	356	50.7%	357	55.2%	413
Belmont Cragin	52.3%	407	56.2%	463	55.9%	524	55.1%	517	52.8%	551	54.8%	578	63.4%	634
Beverly	77.7%	94	65.8%	79	78.8%	85	78.7%	94	82.7%	98	76.3%	93	80.5%	87
Bridgeport	55.6%	198	59.8%	189	57.8%	192	54.0%	187	58.7%	179	59.2%	191	61.7%	206
Brighton Park	71.1%	190	64.5%	228	67.3%	248	69.7%	284	58.3%	312	68.6%	334	66.6%	359
Burnside	49.0%	49	59.3%	54	46.0%	50	42.3%	52	47.1%	51	60.0%	50	48.0%	50
Calumet Heights	65.4%	130	60.1%	153	69.6%	138	68.1%	144	67.0%	109	59.1%	127	60.5%	114
Chatham	56.1%	305	53.3%	306	55.0%	320	58.1%	332	59.5%	338	58.7%	312	56.3%	352
Chicago Lawn	54.7%	548	56.4%	628	56.1%	631	53.9%	725	52.0%	688	54.5%	727	57.7%	757
Clearing	63.2%	68	50.0%	62	72.7%	44	58.0%	69	63.8%	80	62.4%	85	62.3%	77
Douglas	36.2%	343	44.5%	346	43.1%	313	35.4%	311	36.4%	294	37.2%	309	45.1%	288
Dunning	62.7%	75	64.7%	85	67.7%	93	49.5%	105	59.6%	114	67.6%	102	71.3%	143
East Garfield	33.8%	361	40.9%	362	42.5%	372	43.6%	330	46.1%	332	49.8%	297	43.2%	331
East Side	56.9%	167	66.3%	184	67.8%	199	67.4%	184	61.3%	191	68.6%	188	68.3%	208
Edgewater	52.3%	277	59.4%	276	53.1%	309	60.1%	278	59.6%	285	61.8%	285	65.7%	274
Englewood	42.6%	741	43.3%	742	44.3%	725	43.6%	665	40.2%	661	40.3%	600	45.0%	633
Forest Glen									77.8%	27	82.4%	34	83.7%	49
Fuller Park	43.9%	82	44.2%	77	45.9%	61	45.5%	55	30.9%	55	33.3%	33	33.3%	30
Gage Park	61.9%	289	63.8%	307	60.7%	333	57.3%	330	47.8%	370	55.0%	391	57.5%	421
Garfield Ridge	50.0%	174	52.5%	139	57.8%	154	55.6%	169	59.6%	166	56.6%	198	69.1%	165
Grand Boulevard	33.0%	587	37.7%	668	37.8%	609	32.6%	565	33.5%	531	33.3%	484	37.9%	456
Greater Grand Crossing	45.1%	437	46.2%	476	49.9%	479	46.0%	437	47.8%	441	51.5%	433	48.6%	440
Hegevisch	54.2%	48	63.4%	41	60.4%	53	56.0%	50	47.5%	40	81.0%	42	40.9%	44
Hermosa	51.1%	274	52.1%	292	56.3%	316	57.3%	281	53.6%	323	52.9%	293	58.2%	323
Humboldt Park	39.5%	1,058	41.1%	1,062	44.1%	1,009	44.5%	1,039	45.9%	994	46.4%	899	46.9%	959
Hyde Park	60.0%	115	60.6%	137	65.8%	117	61.4%	101	62.5%	88	52.4%	105	68.6%	102
Irving Park	56.7%	307	51.8%	367	63.3%	398	54.5%	376	57.8%	391	59.3%	396	61.5%	392
Jefferson Park	58.8%	68	60.8%	51	56.0%	75	69.2%	65	63.8%	69	66.2%	77	74.4%	82
Kenwood	52.4%	145	50.0%	178	55.6%	153	58.5%	130	51.4%	142	48.8%	125	60.3%	131
Lake View	59.8%	184	52.8%	195	59.1%	171	59.7%	191	64.9%	131	53.6%	112	66.3%	98
Lincoln Park	47.2%	125	48.0%	102	54.5%	77	46.6%	88	53.6%	84	59.3%	81	60.5%	76
Lincoln Square	54.9%	273	67.2%	287	62.8%	282	63.3%	283	65.0%	300	65.9%	287	68.8%	224
Logan Square	46.6%	972	46.9%	959	49.3%	939	51.8%	896	49.1%	844	51.1%	871	55.5%	856
Lower West Side	47.1%	571	42.4%	516	50.6%	510	50.5%	485	45.4%	491	47.0%	479	48.5%	439
McKinley Park	65.9%	85	66.0%	94	66.0%	94	62.5%	96	64.1%	103	51.3%	117	55.8%	104
Montclare	32.0%	25	57.9%	38	54.5%	33	35.1%	37	56.1%	57	61.7%	60	56.5%	62
Morgan Park	55.8%	240	62.0%	266	61.1%	252	58.5%	212	57.7%	227	58.8%	199	58.1%	186
Mount Greenwood	57.7%	26			54.8%	31	58.8%	34			65.7%	35	47.1%	34
Near North Side	31.3%	243	29.8%	245	41.2%	243	29.7%	222	34.7%	225	37.9%	219	31.5%	213
Near South Side	33.0%	112	37.4%	115	29.7%	111	30.8%	117	33.3%	96	25.4%	71	47.8%	90
Near West Side	38.4%	640	38.5%	610	34.3%	537	39.9%	496	38.8%	474	44.0%	455	43.4%	426
New City	45.0%	640	47.9%	651	49.2%	648	47.3%	674	42.2%	604	44.6%	637	44.3%	644
North Center	44.8%	181	55.8%	226	54.4%	195	52.2%	178	52.0%	152	66.9%	157	54.5%	143
North Lawndale	39.8%	763	39.7%	801	41.1%	701	44.2%	719	43.0%	693	41.4%	696	38.8%	616
North Park	76.4%	55	75.3%	81	83.5%	79	81.7%	60	73.3%	90	81.5%	81	80.2%	96
Northwood Park	69.8%	63	62.5%	56	67.7%	65	79.7%	69	81.9%	72	62.5%	56	81.9%	83
Oakland	36.4%	184	37.8%	185	39.1%	184	43.4%	159	39.9%	143	45.9%	122	36.1%	108
Portage Park	53.9%	206	56.6%	228	64.7%	224	63.8%	224	61.0%	267	65.3%	265	63.9%	324
Pullman	58.9%	95	67.3%	113	57.7%	97	64.1%	117	51.5%	97	59.6%	89	59.1%	88
Riverdale	43.6%	156	42.0%	143	41.5%	142	41.4%	145	50.3%	149	38.0%	142	43.4%	145
Rogers Park	45.4%	377	40.2%	381	41.1%	397	45.2%	403	42.7%	405	42.5%	374	51.0%	382
Roseland	51.7%	681	51.4%	718	51.7%	613	52.3%	560	50.1%	615	45.0%	578	58.3%	583
South Chicago	51.6%	517	57.1%	487	53.2%	502	52.1%	434	54.3%	451	56.6%	475	53.7%	486
South Deering	60.9%	197	52.4%	191	48.4%	192	47.6%	185	48.0%	171	61.2%	183	61.9%	176
South Lawndale	48.6%	907	52.6%	921	51.9%	900	50.7%	936	48.7%	917	53.0%	876	56.4%	871
South Shore	46.7%	723	45.2%	739	48.0%	683	50.0%	610	50.7%	627	47.4%	601	50.0%	612
Uptown	47.7%	438	47.3%	438	49.1%	475	55.4%	433	54.3%	411	55.0%	400	55.1%	383
Washington Heights	52.4%	347	57.5%	325	51.9%	347	55.7%	300	54.1%	305	56.5%	292	62.4%	343
Washington Park	39.5%	311	39.7%	348	34.6%	332	36.6%	287	30.9%	311	30.7%	264	33.6%	247
West Elsdon	75.0%	48	76.7%	60	76.3%	59	73.5%	68	63.5%	85	70.3%	101	70.8%	96
West Englewood	47.1%	913	47.2%	963	44.7%	833	44.1%	839	45.1%	793	44.6%	790	44.2%	721
West Garfield	35.4%	426	36.2%	428	36.5%	394	42.4%	403	41.1%	375	37.5%	400	41.1%	331
West Lawn	70.4%	98	71.9%	89	69.2%	120	70.0%	130	65.3%	147	62.2%	135	69.4%	157
West Pullman	51.5%	563	51.7%	549	50.3%	475	49.4%	522	48.5%	507	51.8%	481	51.7%	489
West Ridge	72.9%	280	64.5%	332	67.3%	343	71.0%	338	66.2%	376	68.5%	391	73.1%	394
West Town	46.7%	896	47.8%	1,022	51.4%	916	50.7%	904	48.7%	823	53.9%	766	50.5%	773
Woodlawn	39.5%	375	37.7%	411	41.7%	379	37.0%	341	40.6%	347	40.1%	349	41.9%	298

School-by-School Comparisons of Graduation and Dropout Rates

There are a number of reasons that people may be interested in the graduation rates of individual schools. Parents may wish to compare graduation rates when choosing where to send their child. School staff may want to judge the effects of particular policies and practices that have been newly implemented in their school, or to compare their school's performance to that of other schools serving similar students. Community agencies that work with dropouts may be interested in identifying schools with particularly high dropout rates. This chapter is designed to provide information on school graduation rates that can be used for a variety of objectives. This requires the data to be presented in a number of ways.

When studying high schools we generally want to know how many of the students who start in a given year graduate from high school four years later. This means that we need to examine freshman cohorts, rather than age-13 cohorts. However, as discussed in Chapter 1, the composition of freshman cohorts can change substantially from one year to the next. This can affect a school's graduation and dropout rates even if there are no substantive changes in how the school operates. Such changes in student composition make it difficult to judge schools relative to other schools, or to compare any individual school to its earlier performance, without considering who is entering

the freshman cohort. For this reason, graduation rates are presented with different types of adjustments for the characteristics of students entering each freshman class, as well as in their unadjusted form. Because the adjustments are technically complicated, a summary of the school-by-school information is presented in the first part of this chapter. The second part of the chapter discusses how to interpret the tables with school-by-school statistics.

Overview of School-by-School Graduation Rates

Figure 8 provides a comparison of the graduation rates of all schools that enroll ninth-grade students, showing the percentage of their first-time ninth graders that graduated from any CPS school within four years.²⁴ All schools with ninth-grade classes are included, even schools without twelfth grades that do not graduate students. This allows us to compare the outcomes of students who start high school at all types of schools, including extended elementary schools and transition centers. The vertical axis of Figure 8 shows the average of the graduation rates for the most recent five cohorts of students at each school. Schools at the top of the chart have higher graduation rates than schools at the bottom of the chart. Most of the schools at the top of the chart are magnet schools

that enroll very high-achieving students. The schools at the bottom of the chart are transition centers that enroll very low-achieving students.

The graduation rates shown on the vertical axis provide a useful overall picture of the school, but they are highly reflective of the characteristics of the students who enroll in the school. A magnet school that accepts only students who have shown exemplary academic performance may have a low dropout rate simply because it only enrolls students who have shown a strong attachment to school, not because it operates in a manner that is better than any other school. Often what we really want to know is how effective a school is in educating and supporting its students so that they graduate, given the characteristics of students who enroll in the school.

The characteristics of students in a school (e.g., achievement, residential mobility, economic status, age at entry into high school) can affect dropout rates in a number of ways. For purposes of discussion, consider the effects of achievement. First, high-achieving students are less likely to drop out than low-achieving students, regardless of which high school they attend. Second, the concentration of low- or high-achieving students in a high school affects individual students' likelihood of graduating beyond what would be expected based on their own achievement level.

There are peer effects on dropping out, *and* it is generally easier for school staff to enact good practices in schools with high-achieving students. For example, it is easier to attract qualified teachers or enact a demanding curriculum in a school that enrolls mostly high-achieving students. Therefore, to judge the performance of schools and their staff, it is more appropriate to compare schools that enroll similar students than to compare schools that serve very different student populations.

The horizontal axis of Figure 8 shows the degree to which graduation rates at each school were higher or lower than would be expected, based on the graduation rates at other schools serving similar types of students.²⁵ For example, Morgan Park and Kenwood serve student bodies that are fairly similar in terms of their elementary test scores, economic status, and racial composition. Yet, graduation rates at Morgan Park are almost 10 percentage points higher than at Kenwood. Morgan Park's graduation rates are about where we would expect them to be, given what we know about graduation rates of similar students at other schools. On the other hand, Kenwood's graduation rates are much lower than we would expect. Therefore, Kenwood is located farther to the left on the chart than Morgan Park.

WHY ARE THE GRADUATION RATES REPORTED HERE DIFFERENT FROM THE STATE REPORT CARD?

- These statistics do not use the calculation specified for a cohort graduation rate in the state report card. The calculations for the state report do not provide an accurate assessment of the percentage of students who graduate or drop out, as described in Appendix A on page 62.
- Here, the school-by-school graduation rates follow students who were part of the original freshman class, regardless of whether they transferred to a different CPS school. In the state report card, students who transfer and graduate are counted as graduates in their receiving school. Students who transfer and then drop out are not counted in the graduation rate of either the sending or receiving school. The Consortium has decided to classify students with the school in which they began their high school experience. Students who transfer and then graduate are counted as graduates with their original school's cohort; students who transfer and drop out are also counted as dropouts with their original school's cohort.
- The systemwide graduation rates in this report include charter schools. To date, CPS has not included charter schools in its aggregate reporting. CPS has said that it plans to begin including charter schools for district reporting.

For students and parents choosing a high school, it is probably more helpful to know at which schools students are most likely to graduate than whether a school has a better graduation rate than other schools like it. After all, a magnet school that performs below other magnet schools may still be a very good school. For example, Lane Tech has a lower graduation rate than we would expect it to have given that its incoming freshman tend to have very high elementary achievement (equivalent to students entering Jones, and higher than students entering Brooks) and come from relatively affluent neighborhoods (more affluent than the neighborhoods of students entering Jones or Brooks).

Even though graduation rates at Lane are not as high as we expect them to be in comparison to Jones and Brooks, a student would still be more likely to graduate from Lane than Roosevelt or Clemente. In Figure 8, schools are indicated in red if their students are significantly more likely to graduate than they would be at an average CPS high school. These schools serve high-achieving students, or are especially effective at retaining the students they have, or both.²⁶

Although not indicated in Figure 8, many schools in Chicago have shown improving graduation rates over the last five cohorts. There have been particularly large improvements at Austin, Carver, Hancock, Hope, Kelvyn Park, and Lake

WHY ARE TRANSFER STUDENTS' OUTCOMES ATTRIBUTED TO THEIR FIRST HIGH SCHOOL?

When calculating graduation rates, decisions must be made about how to incorporate students who transfer from one school to another. The way that transfer students are included in the calculations will affect comparisons among schools. Most critical is the question of which school should be credited with the transfer student's outcome. It may make intuitive sense to attribute the outcome to the student's final school, as is currently done with the ISBE calculation. However, this is problematic for several reasons:

- 1) Neighborhood schools are required to enroll any student in their attendance area, while charter and magnet schools are not. Schools that can choose whether to enroll a transfer student can boost their graduation rate by accepting students who have already shown some success in high school (e.g., 11th or 12th graders).¹ At the same time, the graduation rates of neighborhood schools are deflated when they enroll students who have been unsuccessful at other schools (e.g., third-year freshmen). Therefore, classifying students with their receiving school will bias the graduation statistics against neighborhood schools.
- 2) Transfers may occur for a variety of reasons, some of which are related to students' likelihood of graduating. If a student is leaving because of problems at their sending school, it may not be fair to credit that student's eventual withdrawal from school to the receiving school, especially if the student spent little time at the receiving school.
- 3) Attributing outcomes to the receiving school could encourage schools to push out their lowest-achieving students. Once students have transferred, they become another school's responsibility.

For these reasons, the Consortium decided to classify students with the school in which they began their high school experience. This provides a fair comparison across schools. It also allows us to compare the outcomes of students who began ninth grade in schools without twelfth grades (e.g., transition centers and extended elementary schools) to those of students who began in regular high schools. It may seem unfair to count a student who transferred and then dropped out against the graduation rate of their original school. However, unless students are systematically leaving a school for a particular reason (e.g., because of safety problems at the school), the dropout and graduation rates of the school's former students should balance each other and not substantially affect the dropout rate.

¹ Students who transfer in after ninth grade tend to boost graduation rates because they have already shown enough success to move on past ninth grade, and because they are followed for fewer years than students who enroll in ninth grade.

View.²⁷ Schools may have shown better graduation rates because they implemented better practices and policies, or simply because of a shift in the types of students enrolling in the school. Most schools with improving graduation rates showed improvements that went beyond what would be expected simply because of changes in the characteristics of their incoming students, including all of those listed above.²⁸

Overall, Figure 8 shows how widely graduation rates vary across schools in Chicago—from almost all students graduating in the top magnet schools, to about three-fourths of students graduating in the top neighborhood and charter schools, to only about half of students graduating in typical schools, only 30 percent graduating in the most poorly performing neighborhood schools, and 15 percent or less graduating among students entering transition centers. Much of this variability is a result of high school enrollment practices, since less than half of CPS students attend their neighborhood high school. There is a strong relationship between how well students achieve in elementary school and where they go to high school. To take extreme examples, selective enrollment high schools attract the strongest students and transition centers enroll the weakest students. There is also considerable sorting in the middle range, since magnet programs and vocational schools tend to accept strong students. High school enrollment is also influenced by parental involvement. Students enter charter schools on the basis of application and lottery, and better neighborhood schools on the basis of application for available spaces. This process of school selection makes it unreasonable to compare schools based on their overall achievement and graduation statistics, as is currently done under the federal NCLB Act, since they enroll such different types of students. Still, even among schools that enroll similar types of students, there are substantial differences in graduation rates. Schools differ in climate, social organization and instruction, and these differences affect their students' outcomes.

Several of the newest schools, including Best Practice, Chicago Military Bronzeville, Hancock, Noble Street, and Perspectives, have particularly high graduation rates, beyond what would be

There have been particularly large improvements at Austin, Carver, Hancock, Hope, Kelvyn Park, and Lake View.

expected based on the characteristics of students they enroll. Why these new schools are doing so well and what has happened to neighborhood schools over this period should be significant points of policy discussion. This report was not written to explain why some schools show better graduation rates than expected, or why graduation rates are improving more at some schools than at others, but these are critical questions that deserve attention.

School-by-School Tables

On a school-by-school basis, Table 5.1 shows what happened to students four years after starting in each freshman class—the percentage that graduated from the school, graduated from another CPS school, dropped out, left CPS, or was still actively enrolled in CPS after four years.²⁹ The four possible outcomes sum to 100 percent. For example, of the 404 students who entered ninth grade at Amundsen in 2000, 49 percent (196 students) had graduated from Amundsen four years later, by the end of the summer in 2004. Seven students, 2 percent of the freshman cohort, had transferred to another CPS high school and graduated. Twenty-two percent of the students in the original cohort (88 students) had either dropped out of Amundsen, or transferred to another CPS school and then dropped out. An additional 7 percent of the freshman cohort was still enrolled in high school for a fifth year, and 21 percent of the cohort had left CPS.

All non-alternative schools that have ninth-grade students are included in Table 5.1, even schools that do not graduate students themselves. For these schools, such as extended elementary schools and transition centers, it is informative to note how many students graduated from another

CPS high school. This allows us to compare the outcomes of students who start at these schools with the outcomes of students who start at regular high schools.

The final column in Table 5.1 shows the graduation rate for the school with transfers out removed from the calculation. These students are removed from the graduation rate because they could not have graduated from CPS, and we do not know their final outcome. However, removing transfer students has important implications for school-by-school comparisons. There are substantial differences across schools in the percentage of students who left CPS after beginning high school, and these differences may partially result from discrepancies in record keeping. If schools intentionally or accidentally miscode dropouts as transfer students, their graduation rates are inflated. Likewise, schools that miscode transfer students as dropouts deflate the school's graduation rate. For this reason, each school's graduation rate should be compared to the percentage of students who leave the school.

Table 5.1 is formatted to allow comparisons over time of individual schools, and to allow

comparisons across schools. However, comparisons should be made cautiously because outcomes are affected by the characteristics of students who enter in each cohort. For example, Austin High School shows improving outcomes over time—more students graduating and fewer students leaving CPS or still actively enrolled after four years. However, Austin also shows a declining number of students in each freshman cohort over time. It is possible that the improvements seen in the outcomes are a result of changes in who is entering the school, rather than changes in the school itself. This is particularly true in high schools that lost many potential students when the eighth-grade promotion standard delayed their entry into high school.³⁰ In the case of Austin, there were many changes in the characteristics of students entering its freshman cohorts, but the improvements seem to go beyond what would be expected just because of these changes.

DROPOUT RATES ADJUSTED FOR THE CHARACTERISTICS OF STUDENTS ENTERING NINTH GRADE

A school could show improvement in its dropout rates because it has developed more effective

John Booz



policies and practices, or because it is enrolling more students who are likely to graduate. To assess how a school is doing over a number of years, or to make comparisons across schools, dropout rates can be adjusted to compensate for characteristics of the students who make up each freshman cohort that are predictive of eventual graduation (e.g., their elementary achievement, age, gender, economic status, and mobility prior to high school). There are a number of ways that adjustments for student characteristics could be made. This report shows two types of adjustments. Descriptions of the statistical models used to make the adjustments are provided in Appendix C on page 68.

The first type of adjustment (Individual-Level/Type A) takes out differences in dropout rates that exist simply because we are comparing different types of students when we look at unadjusted rates. It is calculated by comparing the graduation rates of students with the same background characteristics who attend different schools. This comparison would be of interest to parents or students when they are choosing a school, because it shows how enrolling in a particular school affects the odds that a student will drop out, compared to that student's odds of dropping out at a typical CPS school.

For example, the unadjusted graduation rates of Lincoln Park and Westinghouse indicate that students are equally likely to graduate from either school. But, an average student at Lincoln Park is more affluent and has higher elementary achievement test scores than an average student at Westinghouse, so we are comparing the graduation rates of students with different backgrounds. If we compare students of the same backgrounds at the two schools—for example, only low-income boys with average elementary achievement—we find that these similar groups of students are generally less likely to drop out of Westinghouse than Lincoln Park.³¹ In addition to economic background and achievement in elementary school, adjustments are based on gender, race/ethnicity, age at which the student entered high school, school mobility in the three years prior to entering high school, and where the student attended elementary school (in CPS, a private school, or a different public school district).

A school could show improvement in its dropout rates because it has developed more effective policies and practices, or because it is enrolling more students who are likely to graduate.

The second adjustment (Group-Level/Type B) shows how the odds of graduating at a specific school are different from the odds of graduating at other schools that serve similar students. Like the first adjustment, this adjustment takes into account the characteristics of individual students, but it also adjusts for the characteristics of the cohort as a whole, particularly aggregate achievement and social status. This adjustment compensates for the advantages that result when schools serve either mostly high-achieving students from economically advantaged backgrounds, or disadvantages from serving mostly low-achieving students living in poverty. This is the comparison that an evaluator or researcher would prefer because differences across schools cannot be attributed to the characteristics of their students. Instead, this adjustment identifies schools that seem to have particularly successful policies and practices, given the type of students they serve.

Table 5.2 provides graduation rates for each school with both types of adjustments for the last five freshman cohorts. Each school's graduation rate is presented as a comparison to the system average using an "odds ratio."³² The odds ratios are calculated as the odds of graduating at the school compared to the system-average odds of graduating. Where the ratio is 1.0, a student's likelihood of graduating is exactly what would be expected at an average school. A ratio of 2.0 means that the odds of graduating were twice as high as expected, given graduation rates at other CPS schools. A ratio of 0.5 would mean that the odds of graduating for students at that school were half what they would be at a typical CPS school. Graduation rates are presented as odds

ratios so that they are applicable to students regardless of their background characteristics. For example, two students with different levels of incoming achievement have very different probabilities of graduating from school. However, for both of these students the odds of graduating are twice as high in a school with a ratio of 2.0 as they would be at a school with a ratio of 1.0.³³

Odds are calculated as the percentage of students that graduated over the percentage that did not graduate. For example, 74 percent of the students in the 1996 cohort at Hubbard graduated, so the odds of graduating were 2.8 (or $0.74/0.26$). In other words, students who began high school at Hubbard in 1996 were almost three times more likely to graduate than not. The odds ratios are calculated as a comparison to the system-average odds of graduating in 1996, which were 0.85 (corresponding to a 46 percent graduation rate, or $0.46/0.54$). Comparing the odds of graduating at Hubbard (2.8) with the system average odds (0.85) produces an odds ratio of 3.3 (or $2.8/0.85$), without any adjustments for students' backgrounds. This ratio is high in part because Hubbard students do not have background characteristics that are typical of students at CPS. The Type A ratios adjust for differences between students, so the Type A ratio for Hubbard's 1996 cohort is lower, 2.1 instead of 3.3. For a student with background characteristics typical for CPS, the odds of graduating would be twice as high if he or she went to Hubbard in 1996 as they would be at an average CPS school. Since the system-average odds of graduating in 1996 were 0.85, the odds of graduating for a student at Hubbard with background characteristics typical for CPS would be twice as high, or 1.7, corresponding to about a 63 percent probability of graduating.

To illustrate how to read the Type A section of the chart, compare Von Steuben to Curie. Their unadjusted graduation rates are the same: about 72 percent of the first-time ninth graders enrolled in these schools in 2000 graduated four years later (see Table 5.1). However, the 2000 freshman class at Von Steuben tended to come from more affluent neighborhoods than the freshman class at Curie, had fewer students starting high school older than age 14, and had higher elementary test

scores, on average, than the 2000 freshman class at Curie. The Type A ratios remove differences between the schools that result from different student backgrounds. A student with background characteristics typical for CPS (i.e., average economic status, achievement, and mobility) who enrolled in Von Steuben in 2000 would have been somewhat more likely to graduate than was typical for the system (the Type A odds ratio for the 2000 Von Steuben cohort was 1.2 or almost 20 percent higher than typical). But if the same student enrolled in Curie that year, his odds of graduating would be twice as high as typical for CPS (the Type A odds ratio for the 2000 Curie freshman cohort was 2.0).

Because the ratios all use the same base for comparison, they can be directly compared to each other. For example, the Type A odds ratio for Brook's 2000 freshman cohort is about twice as large as the odds ratio for Corliss's freshman 2000 cohort. This means that the odds of graduating were twice as high for a student beginning high school in 2000 at Brooks than for a student with the same background characteristics beginning in 2000 at Corliss. It does not necessarily mean that Brooks is doing a better job given the students it serves. The Type A difference between the schools exists, in part, because Brooks tends to enroll much higher-achieving students than Corliss, and the composition of the freshman class affects graduation rates beyond what would be expected based on individual students' background characteristics alone.

The Type B ratios eliminate these compositional effects. This is like comparing a school to other schools "like it" in terms of the population of students served. The Type B ratios show that Corliss is actually performing about the same as Brooks, given the types of students each school serves. Both have a Type B ratio of 1.1. Both schools' graduation rates are fairly typical of schools serving similar populations of students—their Type B odds ratios are close to one.

It should be noted that a high school may be unique in terms of the composition of students enrolled. That is, no other school is exactly "like it." Therefore, by necessity the adjustments are extrapolations. For example, a school that serves

students with average achievement at the 75th percentile nationally would be expected to have graduation rates between those of a school serving students with average achievement at the 70th percentile, and one with average achievement at the 80th percentile. It should also be noted that the Type A and B ratios are presented as if the relationship between students' characteristics and graduating was the same in all schools (e.g., as if

the relationship between race and graduating was the same, regardless of the school). However, in some schools, incoming achievement or student race or ethnicity was more salient for predicting a student's likelihood of graduating than in other schools. For these schools, the odds of graduating were calculated for an average student, and differences for students with particular backgrounds are noted in the table.

John Booz



ADJUSTING FOR STUDENT CHARACTERISTICS: TYPE A AND TYPE B EFFECTS

The two adjustments used here differentiate between types of school effects, described as “Type A” and “Type B” by Raudenbush and Willms (1995). In their conception, school effects can be attributed to two different sources, independent of the characteristics of individual students. First are the aggregate social, demographic, and economic characteristics of the student body and the community where the school is located. Second are the policies and practices within a school that contribute to its success or lack of success.

Type A effects include both contextual factors and policy and practice factors. The Type A effect quantifies the difference between a child’s actual performance and the performance that would have been expected had that child attended a more typical school. It removes differences that exist between schools simply as a result of comparing students with different background characteristics. This is done by controlling for the characteristics of individual students. However, the Type A effect does not remove any of the effects that result because of the aggregate characteristics of the student body. Therefore, a school may appear to perform well according to its Type A effect either because it offers a good program or because it enrolls many high-performing students.

Type B effects, on the other hand, are those that can be attributed to policy and practice above and beyond contextual factors. Type B effects are discerned by controlling for school-level contextual variables. Once these contextual effects are removed, the remaining effect is attributable to the school’s actions rather than who attends the school. In comparison to the Type A effect, the Type B effect is lower for highly advantaged schools because it has been adjusted to take out the benefits accrued by the positive contextual effects. For disadvantaged schools, the reverse pattern holds; the Type B effect is higher than the Type A effect because negative contextual effects have been removed.

In practice, it is not possible to fully differentiate the effects of context from those of school practice because the context influences policies and practices. For example, an affluent school that enrolls high-achieving students will likely have an easier time attracting top-notch faculty than a high-poverty school whose entering students have low achievement levels. The Type B adjustment will remove any effect of better practice (e.g., better teaching) that results because of the school context (e.g., ability to attract good faculty). For this reason, Raudenbush and Willms suggest that adjustments made for student composition could be considered upper or lower bounds for estimating the true effects of school practices and policies. For more advantaged schools, the Type B adjustment would produce the lower bound of the effectiveness of the school’s policies and practices because it removes any advantage that the school obtains from its context, including any beneficial effects the context has on school practices. The Type A adjustment would be the upper bound of effectiveness because it includes all of the beneficial effects of policies and practices in the school, but it also includes the beneficial effects of context that are unrelated to school practice. For disadvantaged schools, contextual factors make it more difficult to implement good practices. Therefore, for disadvantaged schools the Type B adjustment would produce the upper bound of the effectiveness of school policies and practices, with Type A as the lower bound.

For the reasons stated above, the Type B adjustment should be used in conjunction with the Type A adjustment for any evaluation of the effectiveness of school *practices and policies*. However, if one is primarily interested in evaluating how well the school has done with the population of students it serves, the Type B adjustment is appropriate by itself. Since it is easier for advantaged schools to achieve practices more amenable to learning, it could be argued that any improvements in practice that are attributable to context should not be attributed to the school. The Type B adjustment allows each school to be compared to schools that are similar to it, in terms of the types of students that enroll in the school.

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1780	ACORN/ Nuestra America (Outcomes could not be verified)	1997	85	-	-	-	-	-	
		1998	40	-	-	-	-	-	
		1999	27	-	-	-	-	-	
		2000	38	0.0%	31.6%	42.1%	7.9%	18.4%	38.7%
*1720	ACT	1997	74	2.7%	14.9%	48.6%	18.9%	14.9%	20.7%
		1998	23	0.0%	8.7%	43.5%	26.1%	21.7%	11.1%
		1999	46	17.4%	10.9%	52.2%	0.0%	19.6%	35.2%
		2000	39	28.2%	10.3%	30.8%	5.1%	25.6%	51.7%
1210	Amundsen	1992	548	31.9%	2.4%	39.8%	9.1%	16.8%	41.2%
		1993	464	34.9%	1.7%	34.1%	9.9%	19.4%	45.4%
		1994	496	40.7%	2.4%	30.4%	8.5%	17.9%	52.6%
		1995	507	41.8%	1.6%	32.0%	5.9%	18.7%	53.4%
		1996	494	44.9%	1.2%	25.7%	6.5%	21.7%	58.9%
		1997	500	46.2%	1.4%	24.8%	8.4%	19.2%	58.9%
		1998	531	39.9%	2.1%	27.7%	10.2%	20.2%	52.6%
		1999	446	46.4%	1.3%	24.2%	6.3%	21.7%	61.0%
2000	404	48.5%	1.7%	21.8%	6.9%	21.0%	63.6%		
*1220	Austin	1992	509	17.9%	4.1%	49.9%	15.3%	12.8%	25.2%
		1993	492	14.6%	7.9%	57.3%	6.7%	13.4%	26.0%
		1994	406	15.3%	3.7%	65.8%	8.6%	6.7%	20.3%
		1995	414	15.9%	2.2%	66.2%	4.1%	11.6%	20.5%
		1996	339	16.8%	2.4%	69.3%	3.8%	7.7%	20.8%
		1997	354	16.7%	2.5%	67.8%	2.8%	10.2%	21.4%
		1998	384	21.6%	5.5%	61.2%	3.1%	8.6%	29.6%
		1999	336	26.5%	3.0%	58.9%	3.6%	8.0%	32.1%
2000	482	30.3%	3.7%	51.0%	6.0%	8.9%	37.4%		
1020	Best Practice	1996	138	58.0%	4.3%	19.6%	2.9%	15.2%	73.5%
		1997	126	47.6%	8.7%	23.0%	4.8%	15.9%	66.9%
		1998	126	61.1%	3.2%	19.8%	3.2%	12.7%	73.7%
		1999	102	51.0%	5.9%	27.5%	3.9%	11.8%	64.4%
		2000	112	47.3%	16.1%	15.2%	12.5%	8.9%	69.6%
^1230	Bogan	1992	583	50.3%	2.9%	25.7%	5.8%	15.3%	62.8%
		1993	568	58.8%	3.5%	21.3%	4.4%	12.0%	70.8%
		1994	478	52.5%	3.3%	25.9%	4.8%	13.4%	64.5%
		1995	588	51.5%	3.4%	27.9%	3.6%	13.6%	63.5%
		1996	449	54.1%	2.7%	25.6%	3.1%	14.5%	66.4%
		1997	417	43.6%	2.6%	31.7%	4.6%	17.5%	56.0%
		1998	506	47.8%	2.8%	30.8%	4.2%	14.4%	59.1%
		1999	535	43.7%	3.4%	30.3%	5.4%	17.2%	56.9%
2000	662	42.7%	3.9%	30.8%	6.2%	16.3%	55.7%		
1240	Bowen	1992	427	27.2%	4.4%	41.2%	9.6%	17.6%	38.3%
		1993	492	30.9%	5.1%	38.4%	8.7%	16.9%	43.3%
		1994	484	31.6%	5.4%	40.9%	8.5%	13.6%	42.8%
		1995	422	30.6%	5.0%	42.2%	7.6%	14.7%	41.7%
		1996	376	34.3%	3.7%	41.0%	2.1%	18.9%	46.9%
		1997	338	35.2%	4.7%	38.2%	5.9%	16.0%	47.5%
		1998	313	33.2%	3.2%	39.9%	6.4%	17.3%	44.0%
		1999	345	16.5%	26.7%	35.7%	7.8%	13.3%	49.8%
2000	335	11.6%	22.4%	43.3%	7.8%	14.9%	40.0%		

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1500	Brooks, Gwendolyn	1997	63	54.0%	0.0%	23.8%	1.6%	20.6%	68.0%
		1998	99	74.7%	6.1%	5.1%	1.0%	13.1%	93.0%
		1999	141	66.7%	7.1%	16.3%	1.4%	8.5%	80.7%
		2000	144	66.0%	2.8%	18.8%	1.4%	11.1%	77.3%
1010	CVS	1992	811	35.1%	8.1%	35.0%	12.9%	8.8%	47.4%
		1993	805	38.0%	7.5%	32.5%	12.5%	9.4%	50.3%
		1994	851	39.5%	7.9%	32.3%	10.7%	9.6%	52.4%
		1995	692	41.8%	7.2%	34.5%	4.8%	11.7%	55.5%
		1996	702	41.3%	5.1%	30.9%	11.8%	10.8%	52.1%
		1997	728	39.6%	5.6%	42.0%	4.1%	8.7%	49.5%
		1998	621	48.0%	4.5%	29.8%	9.5%	8.2%	57.2%
		1999	740	41.4%	5.4%	37.4%	5.5%	10.3%	52.2%
1250	Calumet	1992	293	25.3%	6.8%	51.5%	7.8%	8.5%	35.1%
		1993	329	24.9%	6.1%	49.5%	6.7%	12.8%	35.6%
		1994	325	30.2%	4.9%	48.0%	5.5%	11.4%	39.6%
		1995	296	20.3%	3.7%	58.8%	6.1%	11.1%	27.0%
		1996	285	23.9%	3.2%	50.9%	7.0%	15.1%	31.9%
		1997	298	25.5%	4.0%	54.0%	5.4%	11.1%	33.2%
		1998	313	23.3%	2.9%	58.1%	4.5%	11.2%	29.5%
		1999	279	23.7%	2.2%	56.6%	5.0%	12.5%	29.6%
*1850	Carver	1992	250	28.8%	3.2%	38.0%	12.8%	17.2%	38.6%
		1993	289	29.4%	1.7%	43.6%	12.1%	13.1%	35.8%
		1994	263	31.9%	1.5%	37.6%	11.0%	17.9%	40.7%
		1995	254	29.9%	3.9%	35.0%	14.6%	16.5%	40.5%
		1996	196	24.0%	2.6%	43.4%	6.1%	24.0%	35.0%
		1997	190	30.5%	3.2%	41.6%	6.8%	17.9%	41.0%
		1998	209	34.4%	1.4%	42.6%	9.1%	12.4%	40.9%
		1999	245	26.9%	3.7%	41.2%	8.2%	20.0%	38.3%
5640	Chavez	1996	53	N/A	41.5%	11.3%	5.7%	41.5%	70.9%
		1997	60	N/A	26.7%	35.0%	15.0%	23.3%	34.8%
		1998	46	N/A	23.9%	45.7%	8.7%	21.7%	30.5%
		1999	40	N/A	42.5%	25.0%	5.0%	27.5%	58.6%
		2000	61	N/A	29.5%	32.8%	8.2%	29.5%	41.8%
^1790	Chicago Agricultural	1992	111	55.0%	4.5%	17.1%	3.6%	19.8%	74.2%
		1993	106	72.6%	2.8%	9.4%	0.9%	14.2%	88.0%
		1994	124	61.3%	4.8%	12.9%	5.6%	15.3%	78.1%
		1995	127	74.8%	3.1%	8.7%	3.1%	10.2%	86.8%
		1996	125	72.8%	6.4%	5.6%	5.6%	9.6%	87.6%
		1997	151	80.8%	3.3%	6.0%	0.7%	9.3%	92.6%
		1998	156	76.9%	1.9%	11.5%	2.6%	7.1%	84.8%
		1999	162	58.0%	8.0%	17.3%	4.3%	12.3%	75.3%
4910	Chicago Int. North (Bucktown)	1998	32	N/A	31.3%	28.1%	15.6%	25.0%	41.7%
		1999	46	N/A	32.6%	21.7%	4.3%	41.3%	55.6%
2420	Chicago Int. South (Longwood)	1997	80	20.0%	33.8%	27.5%	5.0%	13.8%	62.3%
		1999	41	17.1%	29.3%	17.1%	17.1%	19.5%	57.6%
		2000	59	30.5%	18.6%	23.7%	10.2%	16.9%	59.2%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1800	Chicago Military Bronzeville	1999	147	59.2%	6.8%	19.7%	2.7%	11.6%	74.7%
		2000	143	65.0%	6.3%	16.8%	3.5%	8.4%	77.8%
*1840	Clemente	1992	737	30.5%	1.6%	45.7%	7.9%	14.2%	37.5%
		1993	791	32.4%	3.3%	39.2%	9.4%	15.8%	42.3%
		1994	789	30.5%	2.8%	41.7%	6.5%	18.5%	40.9%
		1995	706	35.3%	2.0%	38.8%	7.2%	16.7%	44.8%
		1996	695	32.1%	2.2%	42.4%	6.5%	16.8%	41.2%
		1997	545	33.6%	1.5%	36.1%	12.3%	16.5%	42.0%
		1998	547	32.7%	1.5%	39.7%	12.2%	13.9%	39.7%
		1999	513	40.7%	1.0%	35.7%	8.4%	14.2%	48.6%
	2000	645	40.5%	2.8%	37.8%	6.4%	12.6%	49.5%	
1880	Collins	1992	379	27.4%	4.0%	50.9%	9.2%	8.4%	34.3%
		1993	374	25.9%	4.3%	47.6%	11.5%	10.7%	33.8%
		1994	306	31.4%	3.3%	48.4%	5.6%	11.4%	39.1%
		1995	365	32.9%	3.3%	50.1%	3.6%	10.1%	40.3%
		1996	298	32.9%	4.0%	46.6%	6.0%	10.4%	41.2%
		1997	224	37.5%	1.8%	44.2%	7.1%	9.4%	43.4%
		1998	277	36.1%	4.0%	47.3%	2.9%	9.7%	44.4%
		1999	255	32.9%	0.8%	52.9%	4.3%	9.0%	37.1%
	2000	239	36.0%	3.8%	45.6%	4.6%	10.0%	44.2%	
1860	Corliss	1992	416	30.5%	3.6%	38.2%	10.1%	17.5%	41.4%
		1993	470	31.1%	5.3%	38.1%	12.3%	13.2%	41.9%
		1994	420	29.8%	7.1%	39.8%	9.8%	13.6%	42.7%
		1995	333	30.3%	3.9%	43.5%	6.6%	15.6%	40.6%
		1996	339	36.3%	3.8%	37.8%	7.7%	14.5%	46.8%
		1997	318	30.8%	4.4%	42.5%	6.0%	16.4%	42.1%
		1998	340	34.7%	2.6%	38.8%	12.1%	11.8%	42.3%
		1999	304	34.9%	3.6%	40.1%	8.6%	12.8%	44.2%
	2000	285	36.1%	5.6%	38.2%	6.7%	13.3%	48.2%	
1270	Crane	1992	178	20.8%	2.2%	61.8%	9.0%	6.2%	24.5%
		1993	338	24.9%	3.8%	56.8%	7.7%	6.8%	30.8%
		1994	311	30.5%	2.6%	57.6%	4.8%	4.5%	34.7%
		1995	424	26.4%	4.2%	57.1%	7.5%	4.7%	32.1%
		1996	252	33.3%	1.6%	53.6%	6.0%	5.6%	36.9%
		1997	279	34.8%	1.8%	53.8%	3.9%	5.7%	38.8%
		1998	323	35.9%	3.1%	42.1%	11.5%	7.4%	42.1%
		1999	363	35.0%	3.3%	47.4%	9.6%	4.7%	40.2%
	2000	402	34.6%	3.5%	45.8%	9.0%	7.2%	41.0%	
1020	Cregier	1992	89	<i>N/A</i>	15.7%	67.4%	7.9%	9.0%	17.3%
		1993	126	<i>N/A</i>	14.3%	69.0%	9.5%	7.1%	15.4%
		1994	124	<i>N/A</i>	16.9%	65.3%	10.5%	7.3%	18.2%
1820	Curie	1992	807	44.6%	5.3%	29.6%	6.9%	13.5%	57.8%
		1993	898	46.0%	4.2%	27.5%	9.6%	12.7%	57.5%
		1994	1076	53.3%	5.1%	24.4%	4.1%	13.0%	67.2%
		1995	839	59.2%	4.3%	20.6%	3.6%	12.3%	72.4%
		1996	898	62.4%	1.6%	17.6%	5.0%	13.5%	73.9%
		1997	750	60.0%	2.5%	21.5%	3.1%	12.9%	71.8%
		1998	806	57.1%	2.2%	19.0%	9.9%	11.8%	67.2%
		1999	829	64.1%	2.5%	16.9%	3.7%	12.8%	76.4%
	2000	853	59.8%	2.1%	17.1%	6.0%	15.0%	72.8%	

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
6630	Douglass Middle	1996	137	N/A	37.2%	40.1%	8.0%	14.6%	43.6%
		1997	54	N/A	33.3%	51.9%	1.9%	13.0%	38.2%
		1998	69	N/A	37.7%	50.7%	5.8%	5.8%	40.0%
		1999	63	N/A	38.1%	49.2%	4.8%	7.9%	41.4%
		2000	90	N/A	43.3%	34.4%	10.0%	12.2%	49.4%
1030	Dunbar	1992	593	38.6%	5.2%	38.6%	8.1%	9.4%	48.4%
		1993	601	31.8%	7.0%	41.8%	7.8%	11.6%	43.9%
		1994	567	46.4%	7.1%	30.0%	9.3%	7.2%	57.7%
		1995	607	41.7%	7.1%	37.7%	6.4%	7.1%	52.5%
		1996	596	29.9%	9.4%	45.8%	5.0%	9.9%	43.6%
		1997	492	33.5%	3.9%	48.6%	5.9%	8.1%	40.7%
		1998	576	30.0%	7.1%	36.8%	16.0%	10.1%	41.3%
		1999	600	33.7%	4.3%	37.3%	12.2%	12.5%	43.4%
		2000	514	37.0%	3.5%	39.7%	7.0%	12.8%	46.4%
		1280	Dusable	1992	417	20.6%	2.2%	56.8%	14.4%	6.0%	24.3%
1993	508			22.0%	2.4%	51.8%	9.3%	14.6%	28.5%
1994	447			19.0%	4.0%	56.4%	9.2%	11.4%	26.0%
1995	492			23.0%	1.8%	54.9%	8.7%	11.6%	28.1%
1996	395			25.6%	1.8%	54.7%	5.8%	12.2%	31.2%
1997	362			23.2%	1.4%	63.3%	5.0%	7.2%	26.5%
1998	389			24.9%	2.8%	62.7%	4.4%	5.1%	29.2%
1999	260			25.4%	3.5%	53.8%	10.0%	7.3%	31.2%
2000	210			30.0%	6.7%	40.5%	12.9%	10.0%	40.7%
8070	Dyett			1999	104	N/A	29.8%	53.8%	1.9%	14.4%	34.9%
		2000	109	N/A	41.3%	56.0%	1.8%	0.9%	41.7%
1680	Englewood	1992	371	21.0%	2.7%	45.0%	11.3%	19.9%	29.6%
		1993	451	26.6%	3.3%	46.1%	10.2%	13.7%	34.7%
		1994	489	26.8%	6.5%	49.7%	6.5%	10.4%	37.2%
		1995	372	23.9%	4.0%	55.1%	7.8%	9.1%	30.7%
		1996	316	26.9%	1.6%	56.0%	7.6%	7.9%	30.9%
		1997	238	24.4%	0.8%	53.8%	9.7%	11.3%	28.4%
		1998	309	26.9%	2.3%	53.1%	8.1%	9.7%	32.3%
		1999	260	29.6%	1.5%	53.1%	5.8%	10.0%	34.6%
		2000	309	29.8%	2.3%	54.4%	5.2%	8.4%	35.0%
		*1300	Farragut	1992	574	18.1%	2.6%	58.9%	10.3%	10.1%	23.0%
1993	625			26.7%	2.4%	51.4%	8.3%	11.2%	32.8%
1994	604			21.9%	2.2%	51.7%	9.9%	14.4%	28.1%
1995	815			33.4%	2.2%	41.8%	8.3%	14.2%	41.5%
1996	773			29.9%	2.7%	46.2%	5.6%	15.7%	38.6%
1997	630			32.5%	2.1%	42.7%	5.7%	17.0%	41.7%
1998	698			34.5%	2.1%	38.8%	8.2%	16.3%	43.8%
1999	644			41.9%	3.9%	28.6%	8.2%	17.4%	55.4%
2000	705			37.4%	2.8%	31.5%	13.2%	15.0%	47.3%
1310	Fenger			1992	393	26.0%	3.8%	30.5%	11.5%	28.2%	41.5%
		1993	338	27.5%	5.3%	31.1%	10.1%	26.0%	44.3%
		1994	359	23.7%	3.3%	39.6%	17.0%	16.4%	32.3%
		1995	330	27.9%	4.5%	46.1%	3.0%	18.5%	39.8%
		1996	298	30.5%	3.4%	45.3%	3.4%	17.4%	41.0%
		1997	256	21.5%	3.5%	55.1%	3.5%	16.4%	29.9%
		1998	242	25.6%	3.7%	48.3%	7.9%	14.5%	34.3%
		1999	286	29.7%	4.9%	41.6%	5.2%	18.5%	42.5%
		2000	315	24.1%	4.1%	36.2%	15.2%	20.3%	35.4%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
*1040	Flower	1992	156	22.4%	5.8%	49.4%	14.7%	7.7%	30.6%
		1993	260	23.8%	8.8%	46.2%	12.3%	8.8%	35.8%
		1994	380	23.9%	7.6%	51.3%	9.5%	7.6%	34.1%
		1995	195	28.2%	4.6%	48.7%	13.3%	5.1%	34.6%
		1996	151	33.8%	5.3%	45.7%	9.3%	6.0%	41.6%
		1997	155	38.7%	4.5%	46.5%	2.6%	7.7%	46.8%
		1998	203	42.4%	1.5%	38.4%	4.9%	12.8%	50.3%
		1999	283	44.5%	4.6%	35.3%	1.4%	14.1%	57.2%
1330	Foreman	1992	581	32.5%	2.8%	36.5%	6.5%	21.7%	45.1%
		1993	640	35.3%	3.3%	34.1%	10.3%	17.0%	46.5%
		1994	536	34.7%	3.2%	29.7%	12.5%	20.0%	47.3%
		1995	560	40.2%	2.7%	25.2%	9.6%	22.3%	55.2%
		1996	484	38.8%	2.3%	25.6%	8.5%	24.8%	54.7%
		1997	386	32.4%	1.6%	30.8%	14.5%	20.7%	42.9%
		1998	392	34.2%	1.5%	29.6%	9.7%	25.0%	47.6%
		1999	425	40.5%	1.9%	29.6%	7.5%	20.5%	53.3%
		2000	547	41.3%	2.0%	24.5%	8.0%	24.1%	57.1%
1340	Gage Park	1992	423	30.5%	5.7%	37.1%	11.1%	15.6%	42.9%
		1993	459	38.3%	5.2%	31.8%	7.2%	17.4%	52.7%
		1994	470	34.0%	5.3%	27.9%	10.2%	22.6%	50.8%
		1995	456	37.5%	5.0%	32.7%	5.9%	18.9%	52.4%
		1996	354	38.7%	3.1%	40.1%	3.7%	14.4%	48.8%
		1997	316	37.7%	4.1%	37.0%	8.5%	12.7%	47.9%
		1998	521	38.8%	3.3%	39.0%	6.9%	12.1%	47.8%
		1999	481	43.0%	4.2%	36.4%	5.2%	11.2%	53.2%
		2000	427	44.5%	3.7%	30.2%	5.6%	15.9%	57.4%
1370	Graphic Arts	1996	92	21.7%	25.0%	33.7%	5.4%	14.1%	54.4%
7370	Hancock Elementary	1996	45	N/A	35.6%	31.1%	4.4%	28.9%	50.1%
*1200	Hancock High	1997	119	47.1%	4.2%	21.8%	5.0%	21.8%	65.7%
		1998	66	53.0%	0.0%	15.2%	9.1%	22.7%	68.6%
		1999	92	60.9%	1.1%	9.8%	2.2%	26.1%	83.8%
		2000	127	63.8%	3.1%	6.3%	2.4%	24.4%	88.5%
*1350	Harlan	1992	280	27.5%	5.0%	46.4%	7.9%	13.2%	37.4%
		1993	296	28.7%	3.0%	42.9%	8.8%	16.6%	38.0%
		1994	301	30.9%	7.0%	39.9%	8.0%	14.3%	44.2%
		1995	268	31.7%	4.5%	42.9%	6.3%	14.6%	42.4%
		1996	211	30.8%	2.8%	45.0%	3.8%	17.5%	40.8%
		1997	207	24.2%	3.4%	50.7%	5.3%	16.4%	33.0%
		1998	244	36.5%	4.1%	40.6%	6.1%	12.7%	46.5%
		1999	241	36.1%	2.1%	41.1%	5.8%	14.9%	44.9%
		2000	174	37.9%	5.2%	36.8%	4.0%	16.1%	51.4%
1360	Harper	1992	468	22.4%	2.8%	51.9%	9.2%	13.7%	29.2%
		1993	609	22.0%	5.7%	55.3%	5.6%	11.3%	31.3%
		1994	534	27.3%	3.9%	51.7%	6.7%	10.3%	34.8%
		1995	558	19.9%	1.6%	62.5%	5.9%	10.0%	23.9%
		1996	443	23.0%	2.9%	61.2%	3.2%	9.7%	28.7%
		1997	420	25.0%	2.1%	55.7%	6.7%	10.5%	30.3%
		1998	415	28.2%	1.9%	50.4%	10.6%	8.9%	33.0%
		1999	365	30.4%	2.7%	51.8%	6.0%	9.0%	36.4%
		2000	455	30.1%	2.2%	45.5%	11.2%	11.0%	36.3%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
3930	Hendricks	1995	60	<i>N/A</i>	40.0%	36.7%	10.0%	13.3%	46.1%
^1380	Hirsch	1992	284	29.9%	7.7%	38.7%	9.5%	14.1%	43.8%
		1993	308	38.0%	4.9%	40.9%	5.2%	11.0%	48.2%
		1994	307	35.2%	3.3%	42.7%	6.5%	12.4%	43.9%
		1995	170	32.4%	5.3%	42.9%	4.1%	15.3%	44.5%
		1996	168	41.1%	4.8%	33.9%	3.6%	16.7%	55.0%
		1997	178	41.6%	5.1%	35.4%	5.1%	12.9%	53.6%
		1998	195	36.9%	4.6%	36.4%	11.8%	10.3%	46.3%
		1999	160	38.1%	2.5%	31.9%	9.4%	18.1%	49.6%
		2000	207	27.5%	3.9%	42.5%	9.2%	16.9%	37.8%
*4130	Hope	1996	66	0.0%	34.8%	43.9%	7.6%	13.6%	40.3%
		1997	79	29.1%	10.1%	48.1%	2.5%	10.1%	43.7%
		1998	85	57.6%	5.9%	20.0%	2.4%	14.1%	73.9%
		1999	185	36.8%	13.0%	32.4%	2.2%	15.7%	59.0%
		2000	166	0.6%	51.8%	16.9%	12.7%	18.1%	63.9%
1670	Hubbard	1992	340	60.0%	2.4%	24.1%	1.2%	12.4%	71.2%
		1993	403	63.8%	1.2%	22.1%	2.2%	10.7%	72.8%
		1994	477	60.6%	3.8%	17.2%	3.1%	15.3%	76.0%
		1995	429	64.3%	2.1%	19.1%	0.5%	14.0%	77.2%
		1996	390	62.1%	2.1%	21.3%	0.8%	13.8%	74.4%
		1997	439	61.5%	2.3%	23.9%	0.9%	11.4%	72.0%
		1998	453	61.8%	1.3%	23.4%	0.4%	13.0%	72.6%
		1999	458	55.2%	1.5%	24.9%	2.0%	16.4%	67.8%
		2000	482	57.5%	2.3%	19.3%	2.7%	18.3%	73.1%
*1390	Hyde Park	1992	588	41.2%	4.6%	35.4%	9.0%	9.9%	50.8%
		1993	612	38.6%	5.2%	34.6%	11.1%	10.5%	48.9%
		1994	495	36.8%	3.6%	41.6%	8.7%	9.3%	44.5%
		1995	504	37.7%	3.4%	39.7%	10.1%	9.1%	45.2%
		1996	649	36.8%	5.1%	39.6%	10.0%	8.5%	45.8%
		1997	517	40.4%	2.7%	38.9%	7.4%	10.6%	48.2%
		1998	448	39.7%	4.2%	33.5%	11.8%	10.7%	49.2%
		1999	524	52.7%	2.7%	28.1%	7.6%	9.0%	60.8%
		2000	559	46.2%	3.0%	33.6%	7.3%	9.8%	54.6%
1060	Jones	1992	32	53.1%	21.9%	12.5%	0.0%	12.5%	85.7%
		1993	43	62.8%	7.0%	14.0%	4.7%	11.6%	78.9%
		1998	169	71.0%	4.7%	9.5%	0.0%	14.8%	88.8%
		1999	247	67.6%	7.7%	8.1%	6.9%	9.7%	83.4%
		2000	341	52.2%	6.2%	6.5%	10.6%	24.6%	77.4%
1890	Juarez	1992	660	33.8%	2.6%	40.9%	10.6%	12.1%	41.4%
		1993	518	39.2%	1.9%	40.2%	8.3%	10.4%	45.9%
		1994	543	35.9%	0.9%	42.0%	9.6%	11.6%	41.6%
		1995	569	38.1%	1.4%	36.4%	10.5%	13.5%	45.7%
		1996	489	38.0%	0.8%	40.5%	8.6%	12.1%	44.1%
		1997	412	35.0%	1.7%	35.9%	14.6%	12.9%	42.1%
		1998	468	33.3%	2.4%	38.0%	16.5%	9.8%	39.6%
		1999	423	36.6%	1.7%	36.9%	12.8%	12.1%	43.5%
		2000	499	40.7%	0.6%	33.3%	12.4%	13.0%	47.5%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
*1870	Julian	1992	370	24.9%	5.4%	36.8%	13.8%	19.2%	37.5%
		1993	492	32.9%	5.5%	30.1%	14.0%	17.5%	46.5%
		1994	567	36.9%	4.4%	27.3%	15.3%	16.0%	49.2%
		1995	480	33.5%	3.8%	37.5%	8.5%	16.7%	44.8%
		1996	433	30.3%	3.2%	40.2%	6.7%	19.6%	41.7%
		1997	446	31.6%	2.9%	38.6%	4.0%	22.9%	44.7%
		1998	501	36.5%	2.6%	28.3%	9.0%	23.6%	51.2%
		1999	316	35.1%	3.5%	20.9%	17.4%	23.1%	50.2%
		2000	262	35.5%	1.9%	20.6%	10.3%	31.7%	54.8%
1400	Kelly	1992	647	28.6%	4.2%	18.1%	10.4%	38.8%	53.5%
		1993	640	36.7%	1.4%	10.5%	5.8%	45.6%	70.0%
		1994	688	35.8%	4.1%	14.4%	8.3%	37.5%	63.7%
		1995	698	36.0%	2.7%	14.0%	6.7%	40.5%	65.2%
		1996	559	38.8%	0.7%	18.2%	7.2%	35.1%	60.9%
		1997	574	34.5%	1.9%	24.0%	10.5%	29.1%	51.3%
		1998	636	37.6%	1.1%	23.1%	11.9%	26.3%	52.5%
		1999	650	40.8%	1.4%	26.6%	8.3%	22.9%	54.7%
		2000	739	39.5%	1.9%	21.8%	11.6%	25.2%	55.3%
*1410	Kelvyn Park	1992	545	25.3%	2.0%	49.0%	9.9%	13.8%	31.7%
		1993	622	29.6%	2.3%	43.7%	8.2%	16.2%	38.1%
		1994	673	24.2%	1.9%	45.3%	11.6%	16.9%	31.4%
		1995	614	32.4%	2.0%	42.2%	9.6%	13.8%	39.9%
		1996	636	31.0%	0.8%	44.5%	10.1%	13.7%	36.8%
		1997	575	33.0%	1.0%	37.9%	16.2%	11.8%	38.6%
		1998	639	37.6%	1.6%	35.5%	11.9%	13.5%	45.3%
		1999	589	38.5%	1.7%	29.2%	11.2%	19.4%	49.9%
		2000	594	39.1%	1.9%	28.1%	9.6%	21.4%	52.1%
1420	Kennedy	1992	432	47.0%	5.1%	26.4%	7.6%	13.9%	60.5%
		1993	380	45.0%	4.7%	27.9%	6.3%	16.1%	59.2%
		1994	403	42.9%	4.2%	28.5%	4.7%	19.6%	58.7%
		1995	371	49.6%	2.7%	25.3%	4.9%	17.5%	63.4%
		1996	448	50.7%	2.5%	24.6%	4.9%	17.4%	64.3%
		1997	379	48.0%	1.1%	29.8%	6.1%	15.0%	57.8%
		1998	450	54.0%	2.0%	24.0%	4.2%	15.8%	66.5%
		1999	468	53.6%	1.7%	20.9%	4.5%	19.2%	68.5%
		2000	449	50.3%	2.4%	17.6%	6.2%	23.4%	68.9%
1710	Kenwood	1992	403	49.4%	3.2%	28.8%	2.5%	16.1%	62.7%
		1993	459	49.2%	4.4%	20.3%	11.8%	14.4%	62.5%
		1994	537	48.4%	3.9%	19.6%	11.5%	16.6%	62.7%
		1995	493	51.1%	3.0%	24.3%	4.3%	17.2%	65.4%
		1996	447	55.9%	3.6%	22.1%	2.0%	16.3%	71.2%
		1997	403	54.1%	2.2%	24.1%	2.0%	17.6%	68.3%
		1998	450	51.8%	2.4%	26.0%	8.7%	11.1%	61.0%
		1999	486	56.2%	4.1%	22.2%	4.3%	13.2%	69.5%
		2000	494	52.0%	3.0%	22.5%	8.1%	14.4%	64.3%
*1760	King, Martin Luther	1992	323	27.9%	4.0%	48.3%	13.9%	5.9%	33.9%
		1993	317	21.1%	6.0%	57.4%	7.9%	7.6%	29.3%
		1994	355	26.5%	5.9%	54.4%	7.6%	5.6%	34.3%
		1995	337	26.4%	9.8%	51.9%	5.6%	6.2%	38.6%
		1996	157	28.7%	4.5%	55.4%	3.2%	8.3%	36.2%
		1997	156	38.5%	3.2%	50.0%	4.5%	3.8%	43.3%
		1998	142	46.5%	4.2%	38.7%	1.4%	9.2%	55.8%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
*1430	Lake View	1992	432	34.5%	4.2%	42.4%	7.9%	11.1%	43.5%
		1993	312	35.9%	4.2%	39.7%	6.1%	14.1%	46.7%
		1994	360	36.7%	3.6%	41.7%	7.5%	10.6%	45.0%
		1995	366	45.6%	2.5%	35.5%	3.6%	12.8%	55.2%
		1996	392	39.0%	4.3%	41.1%	4.8%	10.7%	48.5%
		1997	344	45.3%	1.7%	31.7%	6.4%	14.8%	55.2%
		1998	288	51.7%	1.7%	20.8%	6.3%	19.4%	66.3%
		1999	320	51.9%	1.9%	16.6%	3.1%	26.6%	73.2%
	2000	276	59.1%	1.8%	12.7%	3.3%	23.2%	79.2%	
1440	Lane Tech	1992	856	62.6%	3.5%	19.2%	4.4%	10.3%	73.7%
		1993	799	71.8%	3.0%	13.5%	2.4%	9.3%	82.5%
		1994	942	72.5%	1.6%	15.5%	1.4%	9.0%	81.4%
		1995	925	70.6%	1.9%	12.9%	5.6%	9.0%	79.7%
		1996	938	78.9%	1.4%	12.5%	1.7%	5.5%	85.0%
		1997	965	74.4%	0.9%	15.0%	1.7%	8.0%	81.8%
		1998	1026	71.0%	1.8%	16.6%	2.7%	8.0%	79.0%
		1999	935	73.6%	2.0%	12.9%	1.5%	9.9%	84.0%
	2000	999	68.5%	3.0%	17.1%	1.8%	9.6%	79.1%	
1620	Lincoln Park	1992	589	41.3%	4.1%	28.4%	9.2%	17.1%	54.7%
		1993	558	43.5%	3.6%	32.8%	7.5%	12.5%	53.9%
		1994	528	35.2%	2.3%	40.0%	9.7%	12.9%	43.0%
		1995	497	44.7%	3.0%	31.4%	10.7%	10.3%	53.1%
		1996	406	44.8%	3.2%	30.3%	7.9%	13.8%	55.7%
		1997	470	50.0%	1.3%	34.3%	3.0%	11.5%	57.9%
		1998	500	49.8%	3.4%	31.0%	4.2%	11.6%	60.2%
		1999	448	51.8%	2.9%	33.7%	3.1%	8.5%	59.8%
	2000	429	55.9%	2.8%	28.4%	4.2%	8.6%	64.3%	
1450	Lindblom	1992	187	50.8%	7.0%	9.6%	15.0%	17.6%	70.1%
		1993	185	53.0%	2.7%	13.0%	15.1%	16.2%	66.5%
		1994	163	55.2%	7.4%	19.6%	6.7%	11.0%	70.4%
		1995	264	52.3%	7.6%	24.2%	3.0%	12.9%	68.8%
		1996	234	57.3%	4.3%	24.8%	0.4%	13.2%	71.0%
		1997	216	56.5%	3.7%	25.9%	4.2%	9.7%	66.7%
		1998	122	57.4%	4.1%	26.2%	3.3%	9.0%	67.6%
		1999	163	47.2%	6.7%	31.9%	1.2%	12.9%	62.0%
	2000	103	49.5%	6.8%	23.3%	10.7%	9.7%	62.3%	
4380	Lozano	1996	27	N/A	33.3%	48.1%	7.4%	11.1%	37.5%
		1997	20	N/A	20.0%	65.0%	5.0%	10.0%	22.2%
1460	Manley	1992	158	25.3%	2.5%	44.3%	15.2%	12.7%	31.8%
		1993	222	18.5%	3.2%	51.8%	4.5%	22.1%	27.8%
		1994	243	16.0%	4.1%	49.4%	12.8%	17.7%	24.4%
		1995	248	25.4%	3.6%	53.2%	7.7%	10.1%	32.3%
		1996	255	24.3%	2.7%	55.3%	3.5%	14.1%	31.5%
		1997	226	24.3%	4.0%	57.5%	3.5%	10.6%	31.7%
		1998	225	27.6%	3.6%	54.7%	3.6%	10.7%	34.9%
		1999	131	32.1%	3.1%	51.1%	5.3%	8.4%	38.4%
	2000	196	19.9%	2.6%	51.0%	5.1%	21.4%	28.6%	

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
*1470	Marshall	1992	576	27.1%	3.8%	51.6%	10.1%	7.5%	33.4%
		1993	622	30.1%	4.7%	48.4%	7.7%	9.2%	38.3%
		1994	639	21.3%	3.8%	52.4%	13.0%	9.5%	27.7%
		1995	437	28.1%	2.7%	53.3%	5.5%	10.3%	34.4%
		1996	438	29.0%	1.4%	54.3%	5.0%	10.3%	33.9%
		1997	397	27.5%	3.3%	56.7%	3.3%	9.3%	33.9%
		1998	398	35.9%	2.0%	45.0%	7.5%	9.5%	41.9%
		1999	305	40.7%	1.3%	42.3%	6.9%	8.9%	46.1%
	2000	365	35.9%	2.2%	46.0%	9.0%	6.8%	40.9%	
1480	Mather	1992	409	46.0%	1.7%	22.2%	6.6%	23.5%	62.4%
		1993	550	42.0%	1.1%	27.8%	5.6%	23.5%	56.3%
		1994	517	51.3%	1.2%	20.9%	6.4%	20.3%	65.8%
		1995	504	44.2%	1.8%	27.2%	6.2%	20.6%	57.9%
		1996	502	49.6%	1.0%	21.9%	3.8%	23.7%	66.3%
		1997	486	44.2%	1.2%	19.5%	7.2%	27.8%	63.0%
		1998	514	46.7%	1.6%	23.7%	4.5%	23.5%	63.1%
		1999	509	47.5%	2.0%	21.4%	5.1%	24.0%	65.1%
	2000	519	50.1%	0.8%	18.1%	6.2%	24.9%	67.7%	
1490	Morgan Park	1992	533	53.3%	4.5%	23.6%	6.2%	12.4%	66.0%
		1993	604	62.3%	4.5%	14.1%	6.0%	13.2%	76.9%
		1994	548	58.6%	4.6%	21.2%	5.3%	10.4%	70.5%
		1995	489	61.3%	3.7%	19.2%	6.3%	9.4%	71.8%
		1996	479	67.8%	2.9%	16.5%	3.1%	9.6%	78.3%
		1997	542	60.5%	1.5%	18.3%	9.4%	10.3%	69.1%
		1998	501	63.9%	3.2%	16.8%	4.6%	11.6%	75.8%
		1999	483	68.9%	1.4%	12.6%	3.3%	13.7%	81.6%
	2000	451	61.0%	2.0%	22.4%	3.8%	10.9%	70.6%	
1050	Near North	1992	313	29.7%	4.2%	48.6%	9.9%	7.7%	36.7%
		1993	357	21.8%	6.2%	52.9%	10.9%	8.1%	30.5%
		1994	227	33.5%	6.6%	46.7%	6.2%	7.0%	43.1%
		1995	266	35.3%	8.6%	42.1%	6.8%	7.1%	47.3%
		1996	254	41.3%	5.1%	39.8%	6.7%	7.1%	49.9%
		1997	219	33.3%	7.3%	44.3%	1.8%	13.2%	46.8%
1930	Noble St	1999	126	61.1%	4.8%	19.0%	4.0%	11.1%	74.1%
		2000	130	54.6%	6.9%	21.5%	6.9%	10.0%	68.4%
1105	North Lawndale	1998	86	38.4%	2.3%	22.1%	4.7%	32.6%	60.3%
		1999	77	39.0%	10.4%	39.0%	1.3%	10.4%	55.1%
		2000	69	44.9%	4.3%	31.9%	5.8%	13.0%	56.6%
1740	Northside Prep	1999	371	84.6%	1.1%	4.3%	2.7%	7.3%	92.4%
		2000	173	82.1%	1.2%	4.6%	2.3%	9.8%	92.4%
1830	Orr	1992	508	16.1%	3.5%	56.7%	13.0%	10.6%	21.9%
		1993	364	22.5%	1.9%	59.6%	8.0%	8.0%	26.5%
		1994	512	14.5%	3.7%	62.9%	11.9%	7.0%	19.6%
		1995	422	18.2%	2.1%	61.1%	10.9%	7.6%	22.0%
		1996	357	22.1%	3.6%	59.4%	7.0%	7.8%	27.9%
		1997	287	24.4%	1.7%	57.8%	4.2%	11.8%	29.6%
		1998	354	26.6%	1.4%	57.1%	5.9%	9.0%	30.8%
		1999	285	23.5%	4.6%	54.4%	8.1%	9.5%	31.0%
	2000	384	19.0%	12.0%	54.4%	6.3%	8.3%	33.8%	
1090	Payton	2000	315	61.0%	4.1%	14.0%	10.2%	10.8%	72.9%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1960	Perspectives	1997	26	42.3%	7.7%	34.6%	7.7%	7.7%	54.2%
		1998	30	53.3%	20.0%	6.7%	6.7%	13.3%	84.5%
		1999	24	66.7%	4.2%	12.5%	4.2%	12.5%	80.9%
		2000	22	63.6%	4.5%	13.6%	4.5%	13.6%	79.0%
*1510	Phillips	1992	386	24.6%	1.6%	58.5%	11.4%	3.9%	27.3%
		1993	384	18.5%	4.7%	62.5%	10.4%	3.9%	24.1%
		1994	458	23.8%	3.9%	60.0%	7.6%	4.6%	29.1%
		1995	420	18.3%	4.5%	64.8%	7.4%	5.0%	24.0%
		1996	283	26.1%	3.9%	63.3%	4.6%	2.1%	30.6%
		1997	185	18.9%	1.6%	62.7%	7.0%	9.7%	22.7%
		1998	199	22.1%	2.5%	56.8%	9.0%	9.5%	27.2%
		1999	219	27.9%	3.7%	53.4%	7.3%	7.8%	34.2%
		2000	243	42.8%	3.3%	38.3%	8.2%	7.4%	49.8%
1070	Prosser	1992	278	50.4%	3.6%	25.9%	4.3%	15.8%	64.1%
		1993	304	52.3%	6.6%	29.6%	3.9%	7.6%	63.7%
		1994	296	59.8%	6.4%	18.6%	6.1%	9.1%	72.8%
		1995	280	61.1%	6.4%	17.5%	3.9%	11.1%	75.9%
		1996	407	65.1%	2.2%	20.4%	3.7%	8.6%	73.6%
		1997	324	54.0%	2.2%	25.3%	5.9%	12.7%	64.3%
		1998	318	58.8%	1.9%	19.8%	8.2%	11.3%	68.4%
		1999	391	58.3%	4.3%	23.8%	4.3%	9.2%	69.0%
		2000	422	62.3%	1.4%	22.7%	2.4%	11.1%	71.7%
1110	Richards	1992	301	33.2%	9.6%	30.9%	11.3%	15.0%	50.4%
		1993	289	32.5%	10.0%	28.7%	8.3%	20.4%	53.5%
		1994	262	35.5%	9.2%	30.9%	8.0%	16.4%	53.5%
		1995	280	35.0%	12.9%	26.4%	6.1%	19.6%	59.6%
		1996	218	34.9%	7.8%	36.2%	6.4%	14.7%	50.1%
		1997	249	24.5%	7.2%	43.4%	4.4%	20.5%	39.9%
		1998	177	33.9%	7.9%	31.1%	7.9%	19.2%	51.7%
		1999	157	33.1%	6.4%	38.9%	6.4%	15.3%	46.6%
		2000	164	36.0%	3.0%	28.0%	12.2%	20.7%	49.2%
1320	Robeson	1992	386	24.6%	4.1%	45.9%	11.7%	13.7%	33.3%
		1993	384	24.0%	4.4%	44.8%	11.2%	15.6%	33.6%
		1994	452	26.5%	2.4%	49.3%	8.0%	13.7%	33.5%
		1995	486	20.4%	3.3%	55.1%	11.1%	10.1%	26.4%
		1996	360	20.3%	5.8%	58.9%	3.9%	11.1%	29.4%
		1997	247	28.7%	1.2%	53.4%	7.7%	8.9%	32.9%
		1998	253	26.5%	2.0%	57.3%	4.0%	10.3%	31.7%
		1999	264	25.4%	3.0%	50.8%	9.5%	11.4%	32.0%
		2000	405	23.5%	5.2%	47.2%	11.4%	12.8%	32.9%
1520	Roosevelt	1992	553	32.2%	5.8%	36.0%	11.0%	15.0%	44.7%
		1993	531	32.2%	3.2%	36.2%	9.8%	18.6%	43.5%
		1994	546	29.5%	3.3%	37.9%	9.3%	20.0%	41.0%
		1995	571	37.3%	3.0%	35.0%	7.5%	17.2%	48.7%
		1996	545	35.6%	2.4%	34.1%	9.2%	18.7%	46.7%
		1997	498	36.3%	1.4%	35.1%	9.6%	17.5%	45.8%
		1998	477	30.0%	0.6%	36.1%	13.0%	20.3%	38.4%
		1999	503	37.4%	1.2%	35.8%	9.9%	15.7%	45.8%
		2000	492	37.6%	1.4%	30.7%	10.6%	19.7%	48.6%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1530	Schurz	1992	935	30.8%	3.5%	42.5%	7.4%	15.8%	40.7%
		1993	1042	31.6%	3.0%	44.2%	6.0%	15.2%	40.8%
		1994	1030	30.7%	3.8%	39.5%	10.1%	15.9%	41.0%
		1995	965	30.8%	3.5%	39.1%	9.8%	16.8%	41.2%
		1996	809	26.9%	2.0%	38.8%	10.6%	21.6%	36.9%
		1997	752	27.0%	2.1%	38.3%	11.2%	21.4%	37.0%
		1998	818	28.0%	2.6%	37.0%	12.5%	19.9%	38.2%
		1999	822	34.5%	1.8%	30.0%	15.3%	18.2%	44.5%
		2000	734	33.5%	1.8%	37.6%	12.5%	14.6%	41.3%
*1540	Senn	1992	575	31.7%	3.3%	43.5%	9.9%	11.7%	39.6%
		1993	657	30.4%	4.0%	41.4%	9.7%	14.5%	40.2%
		1994	588	26.0%	4.8%	41.3%	15.3%	12.6%	35.2%
		1995	656	26.4%	4.1%	43.1%	12.2%	14.2%	35.5%
		1996	577	31.4%	4.0%	39.7%	9.0%	15.9%	42.1%
		1997	498	31.7%	2.2%	37.6%	9.8%	18.7%	41.7%
		1998	494	33.4%	2.8%	37.2%	10.7%	15.8%	43.0%
		1999	572	37.9%	2.1%	31.6%	11.0%	17.3%	48.4%
		2000	532	38.9%	2.4%	28.4%	10.2%	20.1%	51.7%
5820	Seward	1996	45	N/A	26.7%	26.7%	6.7%	40.0%	44.4%
		1997	44	N/A	47.7%	34.1%	2.3%	15.9%	56.7%
		1998	37	N/A	43.2%	29.7%	5.4%	21.6%	55.2%
		1999	26	N/A	42.3%	30.8%	11.5%	15.4%	50.0%
1150	Simeon	1992	467	43.0%	6.4%	29.1%	8.8%	12.6%	56.6%
		1993	433	40.2%	6.9%	34.2%	7.9%	10.9%	52.8%
		1994	566	39.4%	6.4%	31.6%	13.4%	9.2%	50.4%
		1995	466	45.5%	5.2%	34.5%	7.1%	7.7%	54.9%
		1996	382	48.4%	3.7%	29.8%	11.3%	6.8%	55.9%
		1997	354	48.6%	4.0%	33.1%	4.0%	10.5%	58.6%
		1998	391	46.0%	4.6%	30.9%	10.5%	7.9%	55.0%
		1999	438	46.8%	3.9%	29.5%	10.3%	9.6%	56.0%
		2000	418	44.0%	3.6%	33.7%	10.8%	7.9%	51.7%
*1550	South Shore	1992	448	23.4%	4.5%	50.9%	9.2%	12.1%	31.7%
		1993	411	26.5%	5.4%	45.5%	9.0%	13.6%	36.9%
		1994	472	20.6%	5.3%	55.1%	6.1%	12.9%	29.7%
		1995	475	18.7%	4.4%	50.7%	10.7%	15.4%	27.3%
		1996	372	24.5%	3.5%	51.1%	4.3%	16.7%	33.6%
		1997	289	28.7%	2.1%	49.5%	4.5%	15.2%	36.3%
		1998	384	31.0%	2.9%	46.1%	8.3%	11.7%	38.4%
		1999	322	32.0%	4.3%	45.0%	5.3%	13.4%	41.9%
		2000	343	9.3%	28.6%	41.7%	5.0%	15.5%	44.8%
1560	Steinmetz	1992	574	37.1%	1.7%	39.9%	7.0%	14.3%	45.3%
		1993	635	34.6%	3.8%	35.4%	8.5%	17.6%	46.7%
		1994	795	32.2%	3.1%	39.9%	6.9%	17.9%	43.0%
		1995	607	38.7%	2.5%	37.1%	6.1%	15.7%	48.8%
		1996	607	36.2%	2.0%	34.8%	7.4%	19.6%	47.5%
		1997	616	32.0%	1.1%	40.3%	4.7%	21.9%	42.4%
		1998	592	38.2%	1.4%	35.0%	8.6%	16.9%	47.6%
		1999	768	36.2%	3.4%	33.3%	11.2%	15.9%	47.1%
		2000	796	38.7%	3.6%	33.9%	6.8%	17.0%	51.0%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1570	Sullivan	1992	415	31.1%	3.4%	42.7%	3.6%	19.3%	42.7%
		1993	480	28.1%	4.2%	47.5%	5.0%	15.2%	38.1%
		1994	410	25.1%	3.2%	45.9%	7.6%	18.3%	34.6%
		1995	444	26.4%	4.5%	49.3%	3.6%	16.2%	36.9%
		1996	387	30.7%	3.4%	45.7%	4.7%	15.5%	40.4%
		1997	389	22.9%	3.1%	44.2%	3.9%	26.0%	35.1%
		1998	409	25.9%	3.9%	42.3%	6.6%	21.3%	37.9%
		1999	380	31.8%	5.0%	35.0%	5.0%	23.2%	47.9%
		2000	384	31.8%	3.9%	37.2%	6.5%	20.6%	45.0%
*1580	Taft	1992	485	31.5%	5.2%	38.8%	5.2%	19.4%	45.5%
		1993	553	36.3%	5.4%	34.0%	5.1%	19.2%	51.6%
		1994	540	30.0%	5.0%	35.7%	11.9%	17.4%	42.4%
		1995	560	25.7%	5.2%	40.5%	10.2%	18.4%	37.9%
		1996	540	31.7%	1.9%	35.6%	7.2%	23.7%	44.0%
		1997	482	27.8%	3.3%	37.3%	3.5%	28.0%	43.3%
		1998	634	32.3%	4.4%	32.3%	5.8%	25.1%	49.1%
		1999	476	36.6%	2.1%	28.4%	5.7%	27.3%	53.2%
		2000	388	36.9%	2.1%	24.0%	8.2%	28.9%	54.8%
*1260	Teacher Prep	1996	67	9.0%	37.3%	38.8%	4.5%	10.4%	51.7%
		1997	90	13.3%	27.8%	44.4%	6.7%	7.8%	44.6%
		1998	60	5.0%	53.3%	25.0%	8.3%	8.3%	63.6%
		1999	58	N/A	60.3%	20.7%	5.2%	13.8%	70.0%
1590	Tilden	1992	473	16.5%	3.6%	52.4%	15.9%	11.6%	22.7%
		1993	460	19.8%	2.8%	51.5%	9.8%	16.1%	26.9%
		1994	443	20.8%	3.8%	55.5%	5.6%	14.2%	28.7%
		1995	420	20.7%	4.5%	51.9%	6.0%	16.9%	30.3%
		1996	347	18.2%	4.3%	60.5%	5.5%	11.5%	25.4%
		1997	355	18.9%	2.0%	58.0%	6.2%	14.9%	24.6%
		1998	372	25.8%	1.9%	52.2%	6.2%	14.0%	32.2%
		1999	354	20.1%	4.0%	55.9%	5.4%	14.7%	28.2%
		2000	414	15.2%	6.5%	54.1%	5.6%	18.6%	26.7%
*1080	Transition A / Rodriguez	1996	135	N/A	9.6%	64.4%	14.1%	11.9%	10.9%
		1997	116	N/A	13.8%	67.2%	1.7%	17.2%	16.7%
		1998	157	N/A	11.5%	66.2%	7.0%	15.3%	13.6%
		1999	127	N/A	13.4%	59.8%	7.9%	18.9%	16.5%
		2000	177	N/A	19.2%	54.8%	8.5%	17.5%	23.3%
1100	Transition B / Harvey	1996	123	N/A	32.5%	53.7%	5.7%	8.1%	35.4%
		1997	185	N/A	9.2%	75.1%	4.3%	11.4%	10.4%
		1998	187	N/A	7.5%	72.2%	8.0%	12.3%	8.6%
		1999	263	N/A	13.3%	67.3%	5.3%	14.1%	15.5%
		2000	211	N/A	15.6%	67.3%	5.2%	11.8%	17.7%
1180	Transition C / Higher Learning	1996	116	N/A	27.6%	54.3%	3.4%	14.7%	32.4%
		1997	172	N/A	12.2%	73.3%	6.4%	8.1%	13.3%
		1998	184	N/A	8.7%	73.4%	7.1%	10.9%	9.8%
		1999	224	N/A	9.4%	72.8%	5.8%	12.1%	10.7%
		2000	149	N/A	17.4%	63.8%	8.7%	10.1%	19.4%
*1190	Transition D / Oakenwald	1996	121	N/A	33.1%	51.2%	7.4%	8.3%	36.1%
		1997	146	N/A	11.0%	75.3%	4.8%	8.9%	12.1%
		1998	220	N/A	14.1%	71.4%	8.2%	6.4%	15.0%
		1999	213	N/A	13.6%	69.0%	7.0%	10.3%	15.2%
		2000	230	N/A	17.0%	60.4%	8.7%	13.9%	19.7%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1290	Transition E / Hayes	1996	116	N/A	24.1%	59.5%	8.6%	7.8%	26.1%
		1997	131	N/A	9.2%	79.4%	3.8%	7.6%	10.0%
		1998	224	N/A	12.1%	71.4%	6.3%	10.3%	13.5%
		1999	194	N/A	7.2%	76.8%	5.2%	10.8%	8.1%
		2000	127	N/A	15.7%	66.1%	4.7%	13.4%	18.2%
1660	Transition F / Hernandez	1997	161	N/A	6.8%	70.2%	7.5%	15.5%	8.0%
		1998	200	N/A	15.0%	70.5%	3.5%	11.0%	16.9%
		1999	209	N/A	10.5%	66.0%	9.1%	14.4%	12.3%
		2000	175	N/A	9.7%	74.9%	5.7%	9.7%	10.7%
1990	Transition G / Proctor	1997	249	N/A	10.4%	69.9%	5.2%	14.5%	12.2%
		1998	182	N/A	12.6%	70.3%	6.6%	10.4%	14.1%
		1999	203	N/A	14.8%	67.0%	7.9%	10.3%	16.5%
		2000	210	N/A	18.6%	58.6%	10.0%	12.9%	21.3%
1980	Transition H / Phoenix	1997	157	N/A	12.1%	72.0%	4.5%	11.5%	13.7%
		1998	121	N/A	19.8%	57.9%	10.7%	11.6%	22.4%
		1999	137	N/A	16.1%	63.5%	8.8%	11.7%	18.2%
		2000	138	N/A	15.2%	58.7%	12.3%	13.8%	17.6%
1170	Transition I / Wmanzo	1997	101	N/A	7.9%	68.3%	5.9%	17.8%	9.6%
		1998	180	N/A	16.1%	64.4%	8.9%	10.6%	18.0%
		1999	214	N/A	15.0%	51.9%	15.9%	17.3%	18.1%
		2000	183	N/A	15.3%	53.6%	10.9%	20.2%	19.2%
^1610	Von Steuben	1992	346	58.4%	4.9%	19.9%	4.6%	12.1%	72.1%
		1993	370	66.5%	3.8%	11.9%	5.1%	12.7%	80.5%
		1994	375	61.1%	1.9%	19.5%	8.5%	9.1%	69.2%
		1995	363	60.9%	3.0%	13.2%	6.9%	16.0%	76.1%
		1996	360	68.6%	2.8%	12.2%	7.2%	9.2%	78.6%
		1997	387	63.6%	1.6%	20.7%	2.3%	11.9%	73.9%
		1998	406	66.3%	2.0%	15.8%	8.4%	7.6%	73.8%
		1999	379	58.8%	1.8%	15.6%	8.7%	15.0%	71.4%
		2000	366	60.9%	0.8%	15.0%	8.5%	14.8%	72.4%
*1630	Washington, George	1992	428	44.4%	1.2%	29.2%	9.6%	15.7%	54.0%
		1993	436	44.7%	2.3%	28.0%	9.9%	15.1%	55.4%
		1994	401	46.1%	1.2%	27.2%	10.0%	15.5%	56.0%
		1995	463	47.9%	2.8%	26.1%	8.6%	14.5%	59.4%
		1996	359	46.8%	1.1%	30.4%	7.0%	14.8%	56.2%
		1997	402	44.5%	0.5%	30.1%	9.7%	15.2%	53.1%
		1998	469	46.3%	1.3%	24.7%	9.0%	18.8%	58.5%
		1999	423	47.3%	1.7%	26.5%	6.1%	18.4%	60.0%
		2000	445	49.2%	1.1%	21.3%	7.0%	21.3%	64.0%
1640	Wells	1992	480	29.0%	3.3%	40.8%	9.8%	17.1%	39.0%
		1993	568	36.3%	2.3%	43.0%	7.7%	10.7%	43.2%
		1994	511	32.9%	2.9%	41.7%	5.7%	16.8%	43.0%
		1995	507	39.1%	2.6%	37.9%	5.3%	15.2%	49.1%
		1996	352	45.7%	3.4%	34.1%	3.1%	13.6%	56.9%
		1997	355	43.9%	3.4%	35.2%	4.2%	13.2%	54.6%
		1998	416	46.2%	3.4%	31.5%	5.5%	13.5%	57.3%
		1999	350	47.1%	2.9%	29.7%	6.6%	13.7%	57.9%
		2000	321	40.8%	3.1%	33.0%	7.8%	15.3%	51.8%

Table 5.1. Status of Beginning CPS Ninth Graders and APC Students, Four Years Later (cont'd)

Unit #	School Name	Began high school in fall	Number of students in entering class	% Graduated from original high school	% Graduated from another CPS high school	% Dropped out of CPS	% Still actively enrolled in CPS	% Left CPS	Graduation rate
1160	Westinghouse	1992	379	36.4%	6.3%	34.3%	7.9%	15.0%	50.3%
		1993	432	40.5%	6.0%	40.3%	3.2%	10.0%	51.7%
		1994	360	48.6%	6.4%	30.6%	5.8%	8.6%	60.2%
		1995	471	45.0%	7.4%	35.2%	4.0%	8.3%	57.2%
		1996	468	48.7%	4.5%	33.3%	3.0%	10.5%	59.4%
		1997	375	51.2%	4.5%	32.0%	2.9%	9.3%	61.5%
		1998	382	47.6%	3.9%	37.7%	4.2%	6.5%	55.1%
		1999	443	49.0%	6.1%	33.6%	2.0%	9.3%	60.7%
		2000	454	48.7%	5.9%	31.1%	4.8%	9.5%	60.3%
1810	Whitney Young	1992	417	77.7%	1.4%	4.1%	5.5%	11.3%	89.2%
		1993	446	79.6%	3.8%	5.2%	2.5%	9.0%	91.5%
		1994	478	77.4%	2.9%	6.9%	5.0%	7.7%	87.1%
		1995	433	80.6%	1.6%	4.8%	3.5%	9.5%	90.8%
		1996	450	80.0%	1.6%	6.9%	1.1%	10.4%	91.1%
		1997	445	80.7%	1.1%	7.4%	2.0%	8.8%	89.7%
		1998	490	80.8%	4.1%	8.0%	0.8%	6.3%	90.6%
		1999	485	80.0%	4.3%	5.8%	0.4%	9.5%	93.1%
				2000	456	80.7%	3.3%	7.9%	1.8%	6.4%	89.6%
2490	Young Women	2000	72	63.9%	2.8%	18.1%	1.4%	13.9%	77.4%

* These schools showed significant improvements in graduation rates over the last six cohorts.

^ These schools showed significant declines in graduation rates over the last six cohorts.

Students are classified into "Left CPS" if no longer enrolled because of transfer to a different school district, institutionalization, or death.

Graduates only include regular diplomas (not alternative diplomas or GEDs). Students classified as "still enrolled" are enrolled at regular high schools; those enrolled at alternative schools after four years in high school are classified as dropouts. For more details on classifications, see Appendix B on page 65.

Table 5.2. School-by-School Comparisons with Adjustments for Students' Background Characteristics

Odds Ratios: Odds of Graduating Compared to System Average

Unit #	School Name	Individual Student Adjustments (Type A) How much more likely would a student be to graduate at this school than at a typical CPS school? ¹					Group Adjustments (Type B) How much higher are graduation rates at this school than at schools serving similar students? ²				
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
1720	ACT	.	0.4	0.5	0.5	0.7	.	0.5	0.5	0.7	0.8
1210	Amundsen ^{5,7}	1.3	1.1	1.0	1.2	1.3	1.3	1.0	0.9	1.1	1.1
*1220	Austin	0.4	0.4	0.6	0.6	0.8	0.6	0.6	0.8	0.9	1.1
1020	Best Practice ⁷	2.1	1.9	2.0	2.0	1.8	1.7	1.4	1.6	1.5	1.3
^1230	Bogan ^{3,7}	1.5	1.1	1.1	1.0	1.0	1.1	0.8	0.8	0.8	0.8
^1240	Bowen ⁸	1.1	1.0	0.9	1.0	0.8	1.2	1.0	1.0	1.1	0.8
1500	Brooks, Gwendolyn	.	1.9	2.3	2.2	1.9	.	1.0	1.3	1.1	1.1
1010	CVS	1.0	0.8	1.0	0.9	1.0	0.9	0.7	0.8	0.8	0.9
1250	Calumet	0.7	0.6	0.5	0.5	0.5	0.9	0.7	0.6	0.7	0.7
*1850	Carver	0.8	0.7	0.9	0.9	1.2	0.9	0.8	0.9	1.0	1.3
5640	Chavez	1.3	0.8	0.7	0.8	0.9	1.4	0.9	0.8	0.9	0.9
^1790	Chicago Agricultural ³	4.0	3.4	2.8	2.7	1.8	2.6	1.9	1.7	1.5	1.1
4910	Chicago Intl North	.	.	0.9	1.0	.	.	.	0.8	1.0	.
2420	Chicago Intl South	.	1.2	1.4	1.4	1.4	.	1.1	1.3	1.3	1.3
1800	Chicago Military Bronzeville	.	.	.	2.0	2.0	.	.	.	1.2	1.3
1840	Clemente ⁸	0.9	0.7	0.8	0.9	1.0	1.0	0.8	0.8	1.1	1.1
1880	Collins	1.1	0.9	1.0	0.9	0.9	1.3	1.1	1.2	1.1	1.1
1860	Corliss	1.0	0.8	0.9	0.9	1.0	1.0	0.9	0.9	1.0	1.1
1270	Crane	1.1	0.9	1.0	0.9	0.9	1.4	1.2	1.2	1.2	1.1
1820	Curie ³	2.1	1.8	1.7	2.3	2.0	1.6	1.2	1.1	1.5	1.3
6630	Douglass Middle	1.0	0.8	0.8	0.8	0.9	1.1	0.9	0.9	1.0	1.0
1030	Dunbar	0.7	0.6	0.7	0.7	0.8	0.6	0.5	0.6	0.7	0.8
1280	Dusable	0.8	0.6	0.7	0.7	0.8	0.9	0.7	0.8	1.0	1.0
8070	Dyett	.	.	.	0.8	0.8	.	.	.	1.0	1.0
1680	Englewood ⁴	0.8	0.7	0.7	0.7	0.8	1.1	0.9	0.9	1.0	1.0

Table 5.2. School-by-School Comparisons with Adjustments for Students' Background Characteristics (cont'd)

Odds Ratios: Odds of Graduating Compared to System Average

Unit #	School Name	Individual Student Adjustments (Type A) How much more likely would a student be to graduate at this school than at a typical CPS school? ¹					Group Adjustments (Type B) How much higher are graduation rates at this school than at schools serving similar students? ²				
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
*1300	Farragut ⁸	0.7	0.8	0.9	1.1	1.0	0.8	0.8	0.9	1.2	1.0
1310	Fenger	0.8	0.6	0.6	0.7	0.7	0.9	0.7	0.7	0.9	0.8
*1040	Flower	0.9	1.0	1.2	1.3	.	1.0	1.0	1.3	1.5	.
1330	Foreman ⁵	1.0	0.7	0.8	0.9	1.2	1.0	0.7	0.7	0.9	1.2
*1340	Gage Park	1.1	1.0	1.1	1.2	1.4	1.1	1.0	1.1	1.3	1.5
1370	Graphic Arts	1.3	.	.	.	.	1.4	.	.	.	.
7370	Hancock Elementary	1.0	.	.	.	.	1.0	.	.	.	.
*1200	Hancock High	.	1.8	2.1	2.6	2.7	.	1.3	1.5	1.6	1.7
1350	Harlan	0.8	0.8	1.0	0.9	1.0	0.9	0.9	1.1	1.1	1.1
1360	Harper	0.7	0.6	0.7	0.8	0.8	0.9	0.8	0.9	1.0	1.0
^1380	Hirsch	1.3	1.1	1.0	1.0	0.8	1.4	1.2	1.1	1.2	1.0
4130	Hope	1.0	1.1	1.5	1.4	1.4	1.0	1.0	1.3	1.2	1.1
1670	Hubbard ^{3,5,7}	2.1	1.6	1.7	1.5	1.7	1.5	1.0	1.1	0.9	1.1
*1390	Hyde Park ³	0.7	0.7	0.8	1.0	0.9	0.5	0.5	0.5	0.7	0.7
1060	Jones	.	.	2.2	2.2	1.7	.	.	1.2	1.1	0.9
1890	Juarez	0.9	0.7	0.7	0.7	0.8	0.8	0.6	0.6	0.7	0.7
*1870	Julian ³	0.7	0.7	0.9	0.9	1.0	0.6	0.6	0.8	0.9	1.0
1400	Kelly ^{8,8}	1.5	1.0	1.0	1.1	1.1	1.3	0.9	0.9	1.1	0.9
*1410	Kelvyn Park ⁸	0.6	0.6	0.8	1.0	1.1	0.7	0.7	0.9	1.0	1.1
1420	Kennedy ^{3,8}	1.3	1.2	1.3	1.5	1.5	0.9	0.7	0.8	0.8	0.9
1710	Kenwood ^{3,5}	1.5	1.2	1.0	1.2	1.1	1.0	0.6	0.5	0.7	0.8
*1760	King, Martin Luther	1.0	1.3	1.7	.	.	1.3	1.4	1.9	.	.
*1430	Lake View ⁸	0.8	1.0	1.4	1.8	2.1	0.7	0.8	1.1	1.3	1.6
1440	Lane Tech ⁵	1.8	1.5	1.4	1.9	1.6	0.9	0.7	0.7	0.9	0.9
1620	Lincoln Park ^{3,5}	0.7	0.6	0.7	0.7	0.9	0.4	0.3	0.4	0.4	0.5
1450	Lindblom	1.5	1.3	1.3	1.5	1.5	1.0	0.8	0.8	1.0	1.0
4380	Lozano	0.7	0.6	0.6	0.6	.	0.8	0.7	0.8	0.9	.

Table 5.2. School-by-School Comparisons with Adjustments for Students' Background Characteristics (cont'd)

Odds Ratios: Odds of Graduating Compared to System Average

Unit #	School Name	Individual Student Adjustments (Type A) How much more likely would a student be to graduate at this school than at a typical CPS school? ¹					Group Adjustments (Type B) How much higher are graduation rates at this school than at schools serving similar students? ²				
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
1460	Manley	0.8	0.7	0.8	0.7	0.6	1.1	0.9	1.0	1.0	0.8
1470	Marshall	0.7	0.8	0.9	1.0	0.9	0.9	0.9	1.1	1.3	1.1
1480	Mather ^{5,7}	1.4	1.2	1.2	1.3	1.4	1.2	0.9	0.9	1.1	1.1
1490	Morgan Park ³	1.9	1.6	1.6	1.9	1.6	1.2	0.8	0.9	1.0	0.9
1050	Near North	1.2	1.1	.	.	.	1.4	1.1	.	.	.
1930	Noble St	.	.	.	1.7	1.6	.	.	.	1.4	1.3
1105	North Lawndale	.	.	1.2	1.2	1.2	.	.	1.1	1.1	1.2
1740	Northside Prep	.	.	.	3.1	2.6	.	.	.	1.3	1.4
1830	Orr	0.6	0.6	0.7	0.6	0.7	0.8	0.8	1.0	0.9	0.9
1090	Payton, Walter ³	.	.	.	.	1.0	.	.	.	.	0.6
*1960	Perspectives	.	2.1	2.6	3.0	2.7	.	1.5	1.9	2.0	1.9
*1510	Phillips	0.8	0.6	0.6	0.7	1.1	1.0	0.8	0.8	1.0	1.5
1070	Prosser	1.9	1.4	1.3	1.5	1.5	1.3	0.8	0.8	0.9	1.0
1110	Richards	1.0	0.8	0.9	0.9	0.9	1.1	0.8	1.0	0.9	1.0
1320	Robeson	0.8	0.7	0.7	0.7	0.7	0.9	0.8	0.9	0.9	1.0
1520	Roosevelt	0.9	0.7	0.6	0.7	0.8	0.9	0.6	0.5	0.6	0.7
1530	Schurz ⁸	0.6	0.5	0.6	0.6	0.6	0.6	0.5	0.5	0.6	0.5
1540	Senn	0.8	0.7	0.7	0.8	0.9	0.9	0.7	0.7	0.8	0.9
5820	Seward	1.3	1.2	1.3	1.4	.	1.3	1.2	1.3	1.3	.
1150	Simeon	1.0	1.0	1.0	1.0	0.8	0.8	0.7	0.7	0.8	0.7
*1550	South Shore ⁴	0.8	0.8	1.0	1.0	1.1	1.0	1.0	1.2	1.3	1.3
1560	Steinmetz ^{5,7}	0.8	0.6	0.7	0.7	0.9	0.7	0.5	0.6	0.6	0.7
1570	Sullivan ³	0.7	0.6	0.7	0.8	0.8	0.7	0.6	0.6	0.7	0.7
*1580	Taft ^{5,7}	0.7	0.7	0.9	0.9	0.9	0.5	0.5	0.7	0.7	0.7
1260	Teacher Prep	1.1	1.1	1.4	1.5	.	1.2	1.1	1.3	1.4	.
1590	Tilden	0.6	0.5	0.6	0.5	0.5	0.7	0.6	0.8	0.7	0.6

Table 5.2. School-by-School Comparisons with Adjustments for Students' Background Characteristics (cont'd)

Odds Ratios: Odds of Graduating Compared to System Average

Unit #	School Name	Individual Student Adjustments (Type A) How much more likely would a student be to graduate at this school than at a typical CPS school? ¹					Group Adjustments (Type B) How much higher are graduation rates at this school than at schools serving similar students? ²				
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
1080	Transition A / Rodriguez	0.4	0.3	0.3	0.3	0.4	0.6	0.5	0.6	0.7	0.8
^1100	Transition B / Harvey ⁴	0.9	0.4	0.3	0.3	0.4	1.4	0.8	0.6	0.8	0.8
^1180	Transition C/Higher Learning ⁴	0.8	0.4	0.3	0.3	0.4	1.3	0.8	0.7	0.7	0.8
1190	Transition D / Oakenwald ⁴	1.0	0.4	0.4	0.3	0.4	1.6	0.9	0.8	0.8	0.8
1290	Transition E / Hayes ⁴	0.7	0.3	0.3	0.3	0.4	1.2	0.8	0.7	0.7	0.9
1660	Transition F / Hernandez	.	0.3	0.3	0.3	0.3	.	0.6	0.7	0.7	0.7
1990	Transition G / Proctor ⁴	.	0.3	0.4	0.3	0.5	.	0.7	0.8	0.9	0.9
1980	Transition H / Phoenix ⁴	.	0.4	0.5	0.4	0.4	.	0.8	1.0	0.9	0.9
1170	Transition I / Wmanzo	.	0.3	0.3	0.3	0.4	.	0.7	0.7	0.8	0.8
1610	Von Steuben ⁵	1.6	1.3	1.3	1.2	1.2	1.0	0.7	0.7	0.7	0.7
*1630	Washington, George ³	1.0	1.0	1.1	1.2	1.3	0.8	0.7	0.8	0.8	1.0
1640	Wells ⁸	1.4	1.3	1.3	1.3	1.1	1.4	1.3	1.4	1.3	1.1
1160	Westinghouse ⁴	1.5	1.3	1.2	1.4	1.3	1.4	1.1	1.0	1.2	1.1
1810	Young, Whitney	2.6	2.7	2.7	3.7	2.9	1.2	1.2	1.4	1.6	1.6
2490	Young Women	.	.	.	.	1.7	.	.	.	.	1.3

*These schools showed significant improvements in graduation rates over the last six cohorts, after removing changes in the background characteristics of students entering the school.

^These schools showed significant declines in graduation rates over the last six cohorts, after removing changes in the background characteristics of students entering the school.

¹ Type A ratios are adjusted to take out the effects of individual students' characteristics, including elementary school achievement, economic status, race or ethnicity, gender, age on entry into high school, and mobility in elementary school.

² Type B ratios include the same adjustments as Type A ratios, with the addition of average incoming achievement of the class (linear and squared), and average economic status. The Type B ratios can be thought of as an upper or lower bound for evaluating the quality of the school, with the Type A as the other bound.

³ The odds of graduating are larger for students with especially high achievement, and smaller for students with especially low achievement, than represented in the odds ratio. (Incoming achievement is especially predictive of graduation at this school.)

⁴ The odds of graduating are smaller for students with especially high achievement, and larger for students with especially low achievement, than represented in the odds ratio. (Incoming achievement is less predictive of graduation at this school than typical.)

⁵ The racial differences in this school are not typical of the system, so that the odds of graduating are larger for white students, and smaller for other racial/ethnic groups, than represented in the odds ratio.

⁶ The racial differences in this school are not typical of the system, so that the odds of graduating are smaller for white students, and larger for other racial/ethnic groups, than represented in the odds ratio.

⁷ The racial differences in this school are not typical of the system, so that the odds of graduating are smaller for Latino students, and larger for other racial/ethnic groups, than represented in the odds ratio.

⁸ The racial differences in this school are not typical of the system, so that the odds of graduating are larger for Latino students, and smaller for other racial/ethnic groups, than represented in the odds ratio.

Summary

Graduation and dropout rates have been improving since the beginning of the decade, and early indications suggest that they will continue to improve for the next few years. In the first part of the 1990s, improvements in graduation rates occurred largely because grade repetition decreased in both elementary and high schools. Students were less likely to have been retained in elementary school and increasingly likely to accumulate credits in high school. Both of these factors made students less likely to drop out, and more likely to graduate by age 18. In the second part of the decade, grade repetition increased in elementary school with implementation of the promotion policy, causing a setback in graduation rates. However, improvements in graduation rates continued after the initial setback, primarily because student achievement improved in both elementary and high school—students' elementary test scores rose substantially, and there continued to be improvements in high school credit accumulation.

Despite these improvements, graduation rates remain low, with just over half (54 percent) of CPS students receiving a regular diploma by age 19. Less than half of the male students in CPS graduate with a regular diploma. Additionally, racial gaps in school completion have widened, especially between African-American students and other racial and ethnic groups. South Side communities saw much smaller improvements in their students' dropout and graduation rates than did North Side communities. There are also

extreme differences in graduation rates among schools, so that a student's likelihood of obtaining a diploma will vary substantially based on the school in which she or he is enrolled. Issues of equity across the system have become more serious and deserve immediate attention.

At the Consortium on Chicago School Research, we believe that good information on student outcomes is vital for assessing what works for educating our children. Even when information highlights problems, it can lead to the development of strategies for improvement. The statistics provided here are meant to inform work being done across the city to improve the educational outcomes of CPS students. All of the tables from this report can be downloaded in Excel format at: www.consortium-chicago.org/data/grad-droptrends.html.

The information provided here is only as good as the data that are collected and reported by individual schools about their students. We encourage CPS to provide yearly training to all school clerks about record-keeping procedures, and to be sure new schools and charter schools understand the procedures and are able to link with the Student Information System. These measures would allow for better assessment of student outcomes in CPS, and better evaluation of the policies affecting schools and students.³⁴ We also encourage ISBE to modify its current formulas for calculating graduation and dropout rates to better reflect students' actual outcomes.

Appendix A

Methodological Concerns with the ISBE Rates and the CPI

ISBE GRADUATION AND DROPOUT RATES

CPS calculates graduation and dropout rates using formulas determined by ISBE. These are available in the document “2003 Report Card Definitions and Sources of Data.”¹ Unfortunately, these statistics do not provide an accurate count of how many students out of the total enrollment actually graduate from or drop out of school, especially in districts with a very mobile student body, such as Chicago.

ISBE’s graduation formula is designed to be calculated from simple rosters that most districts maintain, rather than from electronic data files that track students over time. While simple to calculate, this method is problematic because it does not actually follow the same group of students who begin high school all the way through to graduation. The number of graduates in a given spring is divided by the number of first-time ninth-grade students enrolled in the fall semester four years prior. Ninth-grade students who transferred to another school are subtracted from the base number of students. Graduates who were not part of the original ninth-grade enrollment are added to the base.²

The largest problem with the ISBE graduation statistic is that it fails to account for students transferring from one high school to another. Only those students who transfer and then graduate from high school are counted. Students who transfer out of their school and then drop out are not counted in the graduation rate of either the sending or the receiving school. This is especially problematic because mobile students are much more likely to drop out than stably enrolled students, and because students who are having difficulty in their school may first try a new school before dropping out. At the same time, additional students who graduated are added into each cohort, even though they were not part of the original group of entering students. This includes students who transferred into the school and graduated, and also students from earlier cohorts. Students who take more than four years to graduate are counted in the four-year graduation rate in their own cohort (i.e., counted as non-graduates), but they boost the graduation rate of later cohorts. This means they are double-counted, first appropriately as nongraduates with their own cohort, and then inappropriately as four-year graduates with a later cohort. As a result of these problems, the graduation rates produced for ISBE are substantially inflated.

The ISBE Four-Year Graduation Rate for 2003:

Number of graduates in spring 2003

(Number of first-time 9th graders in fall 1999
- Number of 1999 9th graders who transferred out
+ Number of 2003 graduates who were not first-time
9th graders in fall 1999)

Unlike the ISBE graduation rate, the ISBE dropout rate is a one-year rate, simply the number of students who dropped out during the year divided by the total fall enrollment, minus students past their fourth year in school (ISBE calls these students post-graduates).³ The one-year rate is problematic for

¹ ISBE (2003).

² Ibid.

³ Ibid.

a number of reasons. Because it represents the proportion of students who drop out each year, it does not convey how many students drop out over four years of high school, but rather how many drop out each year that they are in school. The actual number of students who drop out while in high school is about four times the yearly rate, but the one-year rate is frequently misinterpreted as a four-year rate. The one-year rate is also very unstable from year to year because it is sensitive to dropout rates from the previous year. For example, an abnormally high dropout rate one year might result in a low dropout rate the following year simply because more students already dropped out during the previous year. There are also several computational issues. One serious concern is that the numerator is not a subset of students in the denominator. The denominator is based on fall enrollment, while the numerator is based on dropouts enrolled at any time in the school year (including students who entered the school in the spring), plus students enrolled in the previous year who did not show up in the fall enrollment. This inflates the dropout statistic. In addition, the denominator includes students who have left because of transfer to another school, expulsion, or death—even though such students could not drop out—which deflates the statistic. Nevertheless, the one-year rate does have the advantage of being timely and it can inform assessments of how the district or school performed in the past year.

CUMULATIVE PROMOTION INDEX

The CPI was developed to estimate graduation rates based on readily available information on the number of graduates and enrollment at each grade. The CPI does not represent the graduation rate of a particular cohort of students, but combines information from different cohorts in different grades to give an overall picture of a school or district in a given year. Ninth-grade enrollment in year one is compared to tenth-grade enrollment in year two; tenth-grade enrollment in year one is compared to eleventh-grade enrollment in year two; eleventh-grade enrollment in year one is compared to twelfth-grade enrollment in year two; and graduates at the end of year one are compared to twelfth-grade enrollment at the beginning of year two. Each comparison produces an estimate of the probability of moving from one grade to the next. The probabilities of promotion or graduation at each level are multiplied to give the estimated probability of graduating in four years, based on the conditions in each grade in that one year.⁴

There are a number of advantages to the CPI. It is calculated from basic enrollment and graduation numbers, so it is not affected by inaccuracies and inconsistencies in coding students who leave the system (e.g., miscoding dropouts as transfer students). The CPI still relies on uniformity across schools and districts in calculating the number of students enrolled and graduated, but there is less discretion in producing these raw numbers than in calculating graduation or dropout rates.⁵ In addition, because the CPI requires only two years of data, changes in students' likelihood of graduating can be discerned more quickly than with traditional cohort graduation rates, which require at least four years of data.

However, there are also disadvantages to the CPI. The biggest problem for evaluating Chicago's schools is that the CPI underestimates graduation rates where grade-promotion rates are low. The promotion

⁴ For details, see Swanson (2003).

⁵ Even these raw numbers involve some discretion. For example, enrollment could be calculated as the number of students enrolled in the school at a certain date (e.g., the 30th day of school), or those who enrolled at any time during the year. The latter definition would include a large number of mobile students who would be more likely to drop out. Likewise, the number of graduates could include just those with a regular diploma in the spring, or it could include alternative school diploma recipients, or it could include summer graduates. GED recipients may be counted with graduates as “completers” or with dropouts as non-graduates.

rate from ninth to tenth grade should represent the probability that a student who started high school moves on to tenth grade by the following year. But at each grade, the base enrollment includes students who have entered the grade, plus those students from the previous year who failed to be promoted out of the grade. As a result, students who repeat ninth grade are counted in the denominator of the equation two times—their first and second years in the grade—but can only be counted once in the numerator.⁶ Furthermore, students who failed to be promoted are more likely than first-time students in the grade to drop out. Therefore, at each grade there are extra students repeating the grade who are especially likely not to be promoted or graduate. Students in transition centers cannot move out of ninth grade by the following year, making the CPI particularly problematic for CPS.

The CPI also underestimates graduation rates when there are more students transferring out of a school or district than transferring into it.⁷ The CPI calculation assumes that for each student transferring out, there is another student transferring in. This is often not the case. Near North High School, for example, lost 37 members of its 1996 freshman cohort to other regular CPS high schools by the fall of 1998 (24 percent of the cohort), but gained only 3 student transfers from the 1996 entering classes of other CPS high schools.⁸ The CPI would vastly underestimate the graduation rate of that cohort.

Finally, the CPI does not represent the outcomes of any given group of students. It pools data from multiple groups of students to give an estimate of the conditions in the school or district at a particular time, not the outcomes that actually occurred for a particular group of students. Because the CPI combines information from multiple cohorts, it has limited ability to distinguish the consequences of policies that affect only some cohorts of students.

⁶ See Warren (2003) for further details.

⁷ Ibid.

⁸ All of these students were real transfers, because we know they were actively enrolled at another regular high school two years later.

Appendix B

Graduation and Dropout Classifications

The graduation and dropout indicators in this report are based on information that is entered into the CPS Student Information System by clerks at individual schools. For each student, there is a record of his or her current school and grade, whether he or she is actively enrolled, and where the student went if no longer actively enrolled in CPS. Records are updated as new students enroll or information changes for existing students. Twice a year, at the end of September and the beginning of May, these records are compiled by the school system into data files for analysis. These data files are snapshots of school enrollment on the particular dates on which they were collected. Data from these snapshots are used to compute the statistics presented in this report.

If a school fails to correctly report information about its students in the Student Information System (e.g., due to lack of information or clerical error), the error will be incorporated in the data reported here. Such errors are of particular concern with schools in their first year of operation that may not yet be familiar with district procedures, and for charter schools that report directly to the state. To date, charter schools have not had computer access to the Student Information System in order to enter student information directly. This has resulted in incorrect records at the district level for many students in charter schools. In the future, this may be less problematic as CPS plans to give charter schools access to a new Student Information System. For this report, charter schools verified the information in the district's records for their students.

Graduates. Students are classified as graduates if they receive a regular high school diploma. Recipients of alternative school diplomas and GEDs are not counted as graduates because the requirements for these credentials are less rigorous than those for a regular diploma, and because they are generally not perceived as equivalent in value to a regular high school diploma.¹ This definition is also consistent with the federal No Child Left Behind Act, which states that graduation rates should only include students who graduate with a regular diploma.

Dropouts. Students are classified as dropouts if their administrative records show them as no longer actively enrolled for any of the following reasons:

- Lost—could not be located
- Lost—undeclared
- Transferred to an evening school
- Exited IEP (rather than graduated)
- Dropout, self-declared
- Dropout for absences

¹ GED recipients are more similar to dropouts than to high school graduates in terms of their economic outcomes and likelihood of obtaining higher education. Economic outcomes are only slightly better among GED recipients than dropouts (Cameron and Heckman, 1993; Murnane, Willett, and Boudett, 1995). GED recipients who enroll in two-year colleges are only half as likely as high school graduates to receive associate's degrees, and only about five percent of GED recipients who enroll in a four-year college ever obtain a bachelor's degree. The attrition rates of GED recipients who join the armed forces are much higher than regular high school graduates, and similar to those of dropouts without GEDs (Boesel, Alsalam, and Smith, 1998).

- Did not arrive at school
- Left an alternative school for any reason other than transfer to a regular CPS high school or graduating with a regular diploma (including receiving a GED or alternative school diploma, incarceration, or transfer to a different school system)
- Still enrolled in an alternative school after fourth year in high school (freshman cohorts)
- Still enrolled in an alternative school at age 19 (age-13 cohorts)
- No leave code recorded

Most alternative schools only enroll students after they have dropped out of a regular school. However, a few students who attend alternative schools eventually return to a regular CPS school and graduate. Therefore, while they are still enrolled and younger than age 18, the Consortium calculation does not consider alternative school students as dropouts. If they leave the alternative school without a CPS diploma or transfer to a regular CPS high school, or if they have become too old to transfer back to a regular CPS high school, then they are considered dropouts. Recipients of alternative diplomas from Youth Connections Charter School are considered dropouts under this definition. In the 2001 Consortium report on dropout rates we did not count alternative school students as dropouts. Therefore, this report shows slightly higher dropout rates than the earlier one.

Because it is often difficult for school staff to ascertain the status of students who no longer attend school, classification of students who are no longer enrolled is subject to error. CPS uses one additional source of information to calculate its one-year dropout rates for ISBE, in order to verify that dropouts have not been misclassified as transfer students. When a student transfers to a school outside of CPS, the transfer is considered verified when the receiving school requests the student's transcript and the sending school enters this request for information into the Student Information System. Transfers that are not verified by June 30 are considered dropouts by CPS. The Consortium also considered classifying unverified transfer students as dropouts but decided against it. We believe that the verification process is so unreliable that it introduces more error in students' classifications than would result from omitting this information.² That said, the dropout rates reported here may be low because students classified as transfer students may actually have dropped out. Some of this misclassification of dropouts as transfer students may be offset by misclassification of transfer students as dropouts.

One concern with imprecision in classification of students no longer actively enrolled is that dropout rates will seem to improve simply because more students are being misclassified as transfer students, or vice versa. Therefore, transfer rates need to be examined simultaneously when presenting trends in dropout and graduation rates. In 2001, the Consortium showed that including data on unverified transfers in dropout calculations produced the same trends as using school administrative data alone.³ In this report, trends in transfer rates are presented along with dropout and graduation rates, so that readers can discern any effect that changes in leave rates may have had on trends in dropout and graduation.

Students who leave CPS. Students who are no longer active in CPS, whose last school was a regular school, and who are not coded as dropouts according to the definition above are coded as leaving CPS. Most of these students transferred to another school district. Other students were no longer enrolled

² We came to this conclusion after closely examining records in both the Student Information System and the dropout verification files, and after CPS did an internal audit of students classified as unverified transfers.

³ Allensworth and Easton (2001).

in a regular high school because of institutionalization, incarceration, or death. Some researchers argue that incarcerated students should be classified as dropouts. Others believe incarcerated students should not be counted as dropouts since they did not leave by their choice or because of the actions of the school. Classifying alternative school students as dropouts, unless they transfer back to a regular high school or receive a CPS diploma, results in almost all incarcerated students being counted as dropouts. Few students return to regular high schools after being incarcerated, and most incarcerated students enter an alternative school at some point. For example, of the 534 students in the 1998 age-13 cohort whose records indicated that they left school because of incarceration, only 5 percent were classified in the “left CPS” category by 2003. The remaining 95 percent were coded as dropouts.

Appendix C

Models Used to Adjust Graduation Rates for Student Characteristics

INDIVIDUAL-LEVEL (TYPE A) ADJUSTMENTS

Adjustments for individual students' characteristics (Type A) were made through two-level hierarchical generalized linear models predicting the log-odds of graduating, in which the first level modeled students and the second level modeled schools. At level 1 there was a series of variables known to be related to students' likelihood of dropping out that included elementary school achievement, socioeconomic status, race/ethnicity, gender, age on entry into high school, and mobility in elementary school. Slopes for these variables were fixed at level 2. At level 1 there were also dummy variables representing students' cohorts. There was no intercept, so each cohort variable represented the mean for that cohort, adjusted for students' demographic characteristics. In this way, the demographic controls were equivalent across cohorts, allowing comparisons across time with uniform adjustments for changes in the characteristics of students in each cohort. The coefficients for each cohort were allowed to vary at level 2, allowing estimation of differences in graduation rates among schools for each cohort. No predictors were entered at level 2. The models and variables were as follows:

$$\begin{aligned} \eta_{ij} = & \beta_{1j}(\text{Male})_{ij} + \beta_{2j}(\text{AmericanIndian})_{ij} + \beta_{3j}(\text{Asian})_{ij} + \beta_{4j}(\text{White})_{ij} + \beta_{5j}(\text{Latino})_{ij} \\ & + \beta_{6j}(\% \text{AbovePovertyinBlkGrp})_{ij} + \beta_{7j}(\% \text{MenEmployedinBlkGrp})_{ij} + \beta_{8j}(\text{MeanEdinBlkGrp})_{ij} + \\ & \beta_{9j}(\text{8thGradeUnderlyingAchievement})_{ij} + \beta_{10j}(\text{AchievementSquared})_{ij} + \beta_{11j}(\text{AchievementCubed})_{ij} + \\ & \beta_{12j}(\text{RetainedIn8thGrade})_{ij} \\ & + \beta_{13j}(\text{YoungWhenBeganHS})_{ij} + \beta_{14j}(\text{MonthsOldwhenBeganHS})_{ij} + \beta_{15j}(\text{SlightlyOldwhenBeganHS})_{ij} \\ & + \beta_{16j}(\text{Moved1Time_inElem})_{ij} + \beta_{17j}(\text{Moved2Times_inElem})_{ij} + \beta_{18j}(\text{Moved3+Times_inElem})_{ij} \\ & + \beta_{19j}(\text{FromPrivateElem})_{ij} + \beta_{20j}(\text{New-ReturningtoCPS})_{ij} + \beta_{21j}(\text{NewFromOtherPublic})_{ij} \\ & + \beta_{22j}(\text{NoEconomicData})_{ij} + \beta_{23j}(\text{NoElemTestScores})_{ij} \\ & + \beta_{24j}(\text{1996Cohort})_{ij} + \beta_{25j}(\text{1997Cohort})_{ij} + \beta_{26j}(\text{1998Cohort})_{ij} + \beta_{27j}(\text{1999Cohort})_{ij} + \beta_{28j}(\text{2000Cohort})_{ij} \end{aligned}$$

$$\beta_{pj} = \gamma_{p0} \quad \text{for } p < 24$$

$$\beta_{24j} = \gamma_{240} + u_{24j}$$

$$\beta_{25j} = \gamma_{250} + u_{25j}$$

$$\beta_{26j} = \gamma_{260} + u_{26j}$$

$$\beta_{27j} = \gamma_{270} + u_{27j}$$

$$\beta_{28j} = \gamma_{280} + u_{28j}$$

Where $Y_{ij} \mid \varphi_{ij} \sim B(m_{ij}, \varphi_{ij})$

$$\eta_{ij} = \log\left[\frac{\varphi_{ij}}{1 - \varphi_{ij}}\right]$$

Students' underlying elementary achievement was constructed based on each student's scores on the Iowa Tests of Basic Skills in third through eighth grade. For each student, a measure of latent achievement at the end of eighth grade was constructed through a two-level HLM which modeled years within students. A description of these models is available in Miller, Allensworth, and Kochanek (2002). The prediction of graduation rates included linear, quadratic, and cubic terms for the achievement variable.

Socioeconomic status was based on data from the 1990 and 2000 U.S. Census information on the census block group in which students lived. Students' home addresses were used to link each student to a particular block group within the city, which could then be linked to census data on the economic conditions of the student's neighborhood. Three variables were used: 1) log of the percentage of families above the poverty line, 2) log of the percentage of men employed in the block group, and 3) the average level of education among adults over age 21. To allow for change over time in the economic conditions of the block groups, data from both 1990 and 2000 were used, and a linear trend was constructed for each year between, assuming even increments of change from 1990 to 2000. The census data allow for a more accurate indicator of students' economic status than a simple indicator of whether the student qualifies for free or reduced lunch. The vast majority of students in CPS qualify for free or reduced-cost lunch, and there is wide variation in the economic status of students who qualify as low income.

Race/ethnicity was measured with a series of dummy variables, separating students into five groups as determined by their school administrative records: African-American, American Indian, Asian, Latino, or white.

Age on entry into high school was distinguished with three variables. One was a continuous variable—the number of months older than 14 years, 8 months that a student was as of September 1 of the cohort year. Students older than 14 years, 8 months should have started school with the previous cohort according to school-system guidelines. Because students on the border of being old (those between 14 years and 9 to 11 months old as of September 1) were somewhat more likely than expected to drop out, given that they were only one to three months older than expected, an additional dummy variable was used to indicate whether students were in this age range when they began high school. A third dummy variable was used to indicate students who started high school younger than age 14, because these students were less likely than average to drop out.

Retention in eighth grade was added as a control variable out of concern that retention at the eighth-grade gate would have an effect beyond that captured by the variables measuring age of entry into high school. However, this variable was not a significant predictor of graduating when used in combination with the other variables.

School mobility in elementary school was included in the models because highly mobile students are more likely to drop out than stable students. Three dummy variables were constructed identifying students who moved once, twice, or three or more times in the three years prior to entering high school.

New students (those who did not enter their CPS high school from a CPS elementary school) make up about 10 percent of each cohort, and present measurement difficulties. For these students, we do not have information on mobility or incoming achievement. Three dummy variables were used to identify these students, since their probability of dropping out depended on how they entered CPS—through a private elementary school, as a student returning to CPS, or as a student who never before attended CPS. Systemwide mean achievement and mobility was then imputed for these students.

GROUP-LEVEL (TYPE B) ADJUSTMENTS

The Type B (Group-level) models built on the Type A models, adding three variables at level 2: 1) the average latent achievement of students in the freshman cohorts, 2) average achievement squared, and 3) average student social status. Average social status was calculated by creating composite measures for each student made up of the standardized variables representing social status in their block group at the individual level (percentage of families above the poverty line, percentage of males employed, and average years of education), plus a variable representing the percentage of persons employed as managers/

executives/professionals, and averaging these composites across the students in the school. The number of variables entered at level 2 was limited to avoid any possibility of over-fitting the models, since there are a relatively small number of level 2 cases (schools). In addition, only variables representing the characteristics of students were used, rather than any variables that might represent structural characteristics of schools (e.g., charter/magnet/regular, small/large) so as to maintain any benefit that may be associated with school structure. The models and variables were as follows:

$$\begin{aligned}
 \eta_{ij} = & \beta_{1j}(Male)_{ij} + \beta_{2j}(AmericanIndian)_{ij} + \beta_{3j}(Asian)_{ij} + \beta_{4j}(White)_{ij} + \beta_{5j}(Latino)_{ij} \\
 & + \beta_{6j}(\%AbovePovertyinBlkGrp)_{ij} + \beta_{7j}(\%MenEmployedinBlkGrp)_{ij} + \beta_{8j}(MeanEdinBlkGrp)_{ij} \\
 & + \beta_{9j}(8thGradeUnderlyingAchievement)_{ij} + \beta_{10j}(AchievementSquared)_{ij} + \beta_{11j}(AchievementCubed)_{ij} \\
 & + \beta_{12j}(RetainedIn8thGrade)_{ij} \\
 & + \beta_{13j}(YoungWhenBeganHS)_{ij} + \beta_{14j}(MonthsOldwhenBeganHS)_{ij} + \beta_{15j}(SlightlyOldwhenBeganHS)_{ij} \\
 & + \beta_{16j}(Moved1Time_inElem)_{ij} + \beta_{17j}(Moved2Times_inElem)_{ij} + \beta_{18j}(Moved3+Times_inElem)_{ij} \\
 & + \beta_{19j}(NewFromPrivateElem)_{ij} + \beta_{20j}(NewReturningtoCPS)_{ij} + \beta_{21j}(NewFromOtherPublic)_{ij} + \\
 & \beta_{22j}(NoEconomicData)_{ij} + \beta_{23j}(NoElemTestScores)_{ij} \\
 & + \beta_{24j}(1996Cohort)_{ij} + \beta_{25j}(1997Cohort)_{ij} + \beta_{26j}(1998Cohort)_{ij} + \beta_{27j}(1999Cohort)_{ij} + \beta_{28j}(2000Cohort)_{ij}
 \end{aligned}$$

$$\beta_{pj} = \gamma_{p0} \quad \text{for } p < 24$$

$$\begin{aligned}
 \beta_{24j} = & \gamma_{240} + \gamma_{241}(Mean8thGdAchievement96)_j + \gamma_{242}(MeanAchievement96^2)_j + \gamma_{243}(MeanSES96)_j + u_{24j} \\
 \beta_{25j} = & \gamma_{250} + \gamma_{251}(Mean8thGdAchievement97)_j + \gamma_{252}(MeanAchievement97^2)_j + \gamma_{253}(MeanSES97)_j + u_{25j} \\
 \beta_{26j} = & \gamma_{260} + \gamma_{261}(Mean8thGdAchievement98)_j + \gamma_{262}(MeanAchievement98^2)_j + \gamma_{263}(MeanSES98)_j + u_{26j} \\
 \beta_{27j} = & \gamma_{270} + \gamma_{271}(Mean8thGdAchievement99)_j + \gamma_{272}(MeanAchievement99^2)_j + \gamma_{273}(MeanSES99)_j + u_{27j} \\
 \beta_{28j} = & \gamma_{280} + \gamma_{281}(Mean8thGdAchievement00)_j + \gamma_{282}(MeanAchievement00^2)_j + \gamma_{283}(MeanSES00)_j + u_{28j}
 \end{aligned}$$

While statistical modeling was used to calculate the adjusted odds ratios, they are not based on a statistical sample of students in CPS, but the entire population of students in CPS high schools. Differences between the odds ratios are “real” (i.e., not sampling anomalies) because there is no sampling error. Still, to emphasize those differences that are substantial, statistical tests were used to identify schools with graduation rates above and below the system average for Figure 8. Schools identified in red on Figure 8 had residuals more than twice their standard error in at least two-thirds of their cohorts in the Type A models. Schools located to the left or right of the vertical bars on Figure 8 had residuals more than twice their standard error in at least two-thirds of their cohorts in the Type B models.

Endnotes

¹ High school dropouts average much lower earnings than graduates, and are much more likely to have negative outcomes such as incarceration or welfare dependency (Coley, 1995). Because of the relationship of dropping out with low earnings and other costs to society, it has been estimated that improving graduation rates among African-American and Latino students would have the most societal benefits of any policy option to equalize educational attainment (Vernez, Krop, and Rydell, 1999).

² Questions about the official graduation and dropout statistics have been raised a number of times. Examples include, “Dropout successes depend on who counts: Different figures say it’s going up,” (Olszewski, 2003); “Leaders call school dropout reporting system flawed,” (Olszewski, 2004a); “Accurate count of dropouts sought: Miscounts seen masking problem,” (Olszewski, 2004b). There have been a number of concerns raised over the last year regarding dropout rates of African-American and Latino students. For example, in November 2003, the Greater West Town Community Development Project issued a report stating that the African-American dropout rate was higher than many believed. In January 2004, concerns were raised about the Latino dropout rate (Cholo, 2004). In February, the Civil Rights Project at Harvard issued a study that showed graduation rates in Illinois were much worse than had been reported, especially among African-American and Latino students (Orfield et al., 2004).

³ Allensworth and Easton (2001).

⁴ The cohort method was recommended by the National Institute of Statistical Sciences/Education Statistics Services Institute Task Force on Graduation, Completion, and Dropout Indicators (2004).

⁵ Warren (2003) provides a detailed analysis of the biases and weaknesses inherent in a number of these methods, including the Basic Completion Rate, the Adjusted Completion Rate, the Estimated Completion Rate, and the Cumulative Promotion Index.

⁶ Although some students take more than four years to graduate, four-year graduation rates correspond with the guidelines of the federal No Child Left Behind Act. The guidelines state that graduation should be measured “in the standard number of years,” which is four years for most high schools. The Consortium chose to be consistent with that definition.

⁷ These schools were created with the implementation of eighth-grade promotion standards to serve students

who did not meet the standards for promotion into ninth grade, but were too old to remain in elementary school. Schools for these students were called transition centers when they were first created, later the schools were renamed academic preparatory centers, and they are now called achievement academies. The achievement academies are structured differently than the transition centers or APCs in that they are located within regular high schools. In this report, the term “transition centers” is used to refer to all of these types of transitional schools.

⁸ The numbers shown in Figure 1 were rounded to the nearest whole number, but calculations were performed before rounding. Therefore, calculations may appear to be off by as much as one percentage point if rounded numbers are used for the calculations.

⁹ Of the students in the 1999 cohort still active after four years, 42 percent graduated in the following year, so that the 1999 cohort has a five-year graduation rate of 58.5 percent. Of the students in the 1998 cohort still active after four years, 54.5 percent graduated within the next two years, giving the 1998 cohort a six-year graduation rate of 56.8 percent.

¹⁰ Students who left CPS were removed from the calculations so that the percentages represent students’ known outcomes.

¹¹ Eighth-grade retention rates and eighth-grade dropout rates were lower in 2000 than in any of the preceding three years. These changes could have affected graduation rates for the 2000 cohort by allowing more students in the bottom of their class to enter high school than in the previous four years.

¹² Rosenkranz (2002).

¹³ African-American students were retained by the promotion standard at higher rates than students of other races; about 9 percent of African-American students were retained in eighth grade in the first four years of the policy. Latino students were also retained at high rates (about 7.5 percent), while few white and Asian students were held back by the standard (1 to 2 percent).

¹⁴ Breakdowns by LEP program participation are provided only for Latino students because they comprise the vast majority of bilingual or English as a Second Language (ESL) students.

¹⁵ Data on LEP program participation is only available beginning in spring 1994. In order to identify students who began school in an LEP program, it is necessary

to look at students' program status in their first few years of school because many students exit LEP programs after third grade (age nine). Therefore, the earliest cohort of students that can be classified as having started school in an LEP program is the 1998 cohort, which was nine years old in spring 1994, turned 13 by fall 1998, and 19 by fall 2004.

¹⁶ LEP program participation at age nine was taken from the spring semester, four years and three months before the cohort was defined at age 13. Students with summer birthdays would still be eight years old, but would turn nine within the next several months. For most students, this was the spring of their third grade year.

¹⁷ While they were not less likely to graduate by age 19, girls who began school in an LEP program were slightly less likely to graduate by age 18 than those who did not begin in such a program: 53 percent compared to 56 percent. There was no difference among boys at age 18.

¹⁸ Typically, students are enrolled in an LEP program for three to five years. Therefore, students in the program after fourth grade have not reached parity with their English-speaking peers. Students' rate of acquisition of English is correlated with their academic achievement, and academic achievement is strongly predictive of graduation. Students enrolled in an LEP program after third grade may also have recently moved to the United States, and so not yet completed three to five years in an LEP program. Immigration at older ages is also related to likelihood of graduation, as children who move to the U.S. at older ages tend to obtain fewer years of education than children who immigrate when very young (Allensworth, 1997). For these reasons, students in an LEP program in high school are a select group of students who would be expected to have higher dropout rates than students not in LEP programs in high school.

¹⁹ Seventy-two percent of census tracts in Chicago are either more than 90 percent African-American or less than 5 percent African-American. For a map of the majority racial/ethnic group in each community area, see Correa et al. (2004).

²⁰ To protect students' anonymity, statistics are only displayed for communities with 25 or more 13-year-olds enrolled in CPS in any given year. The number of students in each cohort is not the same for all outcomes because some students leave CPS between age 16 and 18 or 19, and they are not included in the statistics unless they dropped out.

²¹ For detailed information on demographic changes in Chicago's community areas from 1990 to 2000, see the Consortium web report by Correa et al. (2004).

²² For a map of poverty by community area see Correa et al. (2004).

²³ The communities noted on the map show trends that are significantly different from average, based on a linear trend discerned through statistical models. The hierarchical generalized linear models nested students within cohorts within communities, and predicted the outcome (dropout rates at age 16 or graduation rates at age 18) without any predictors, except for a linear slope representing cohort year. All cohorts for which data were available were used for each outcome. The standard error of the Bayes residual on the cohort slope was then used to determine whether it was significantly different than zero.

²⁴ These statistics do not include students who transferred out of CPS in the denominator since they could not have graduated from CPS.

²⁵ Student characteristics that were used for these comparisons were achievement in the elementary grades, socioeconomic status, race/ethnicity, gender, age on entry into high school, and mobility in elementary school. These come from the Type B models discussed in Appendix C on page 68.

²⁶ Schools indicated in red were determined through the Type A models described in Appendix C on page 68. Their most recent cohorts showed graduation rates that were significantly higher than the system average ($p < .05$).

²⁷ Schools that have improved significantly over the last five cohorts are indicated with asterisks in Table 5.1. Those few schools with significantly declining graduation rates are indicated with carets. Two methods were used to identify schools with significant improvements. First, a linear variable representing cohort was entered into two-level HLM models predicting dropout rates within schools. The first set of models, for Table 5.1, was unconditional; the second set, for Table 5.2, included the control variables described under the Type B adjustment. The standard error of the EB residual on the cohort slope was used to construct a confidence interval around the trend for each school to determine whether it was significantly different than zero ($p < .05$). Because the standard errors are affected by cohort size, this may have been too conservative a test for small schools, particularly because the dropout rates are not calculated from a subsample but from the population of students at the school. For this

reason, a second set of tests were performed that were not affected by cohort size in order to determine if any small schools had improvements that should be identified. Biweighted regression analyses were run separately for each school with dropout rate predicted by a linear year variable. Schools with trends that were significantly different from zero ($p < .05$), and that were at least two standard deviations larger than average were also identified as improving significantly. Most schools identified by this second process were also identified by the first process, with a few exceptions—the first method identified several large schools which were not identified with the second, while the second identified some small schools that were not identified with the first.

²⁸ Schools that showed significant improvements beyond what would be expected because of changes in their freshman cohorts are indicated with asterisks in Table 5.2, while those that declined beyond what would be expected are indicated with carets. See the previous endnote for a description of the methods used to identify improving schools.

²⁹ Students who transferred between CPS high schools are included in the cohort of the first high school they attended. Students who began their secondary school experience at a transition center and later entered a CPS high school are counted twice in the school-by-school tables—in the freshman class of their first transition center, and in the freshman class of the school they entered after leaving the transition center. Transition center students are only counted once in the systemwide numbers.

³⁰ While students who moved from a transition center into a regular high school are counted in the freshman cohort of their receiving high school, those who dropped out from the transition center are only counted in the freshman cohort of their transition center.

³¹ Students with especially high achievement, however, are not more likely to drop out of Lincoln Park than

is typical across CPS. Graduation rates are very highly associated with incoming achievement at Lincoln Park, so that high-achieving students are not especially likely to drop out, but low- and average-achieving students are more likely to drop out than is typical across CPS.

³² The system average in 1996 is used as the comparison across all years to allow improvements over time to show without regard to systemwide trends. Systemwide, graduation rates decreased slightly with the 1997 and 1998 cohorts, even with adjustments for student background variables, because of the opening of the transition centers. By using 1996 as the base for the ratios, the adjusted graduation rates for regular schools are not affected by this shift. This is only a concern with the 1997 and 1998 cohorts. Systemwide, graduation rates were about the same among the 1999 and 2000 cohorts as among the 1996 cohort, once adjustments are made for student background variables. This is because of improvements in course taking and passing that compensated for transition center enrollment.

³³ The ratios presented in Table 5.2 were calculated as if the relationship between student characteristics and the probability of dropping out were the same across high schools. However, this is not necessarily the case. Therefore, Table 5.2 includes notes that indicate schools where students with certain characteristics were more or less likely to drop out at that school than typical. These differences were determined by running separate models that allowed the slopes representing elementary achievement and race to vary.

³⁴ From many years of experience working with CPS administration data files, the Consortium has learned that student records occasionally contain error. This is especially true when computer records are based on entries that require human judgements; for example, which leave code to enter for students no longer attending school. Part of the problem stems from the Student Information System itself and its lack of validity checks. But part also stems from lack of training, lack of documentation, and lack of user manuals for clerks and principals who are responsible for record keeping in the schools.

Works Cited

- Allensworth, Elaine M. 2004. *Ending social promotion: Dropout rates in Chicago after implementation of the eighth-grade promotion gate*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/publications/p69.html.
- Allensworth, Elaine M. 1997. Earnings mobility of first and '1.5' generation Mexican-origin women and men: A comparison with U.S.-born Mexican-Americans and non-Hispanic whites. *International Migration Review*, 31(2): 386-410.
- Allensworth, Elaine M. and John Q. Easton. 2001. *Calculating a cohort dropout rate for the Chicago Public Schools*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/publications/p0a01.html.
- Allensworth, Elaine M. and Shazia Rafiullah Miller. 2002. *Declining high school enrollment: An exploration of causes*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/research/p53.html.
- Allensworth, Elaine M. and Todd Rosenkranz. 2000. *Access to magnet schools in Chicago*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/publications/p0g02.html.
- Boesel, David, Nabeel Alsalam, and Thomas M. Smith. 1998. *Educational and labor market performance of GED recipients: Research synthesis*. Washington, D.C.: National Library of Education, U.S. Department of Education. (ED 416 383).
- Bryk, Anthony S. 2003. No child left behind, Chicago style. In P. Peterson and M. West (Eds.) *No child left behind? The politics and practice of school accountability*. Washington D.C.: Brookings Institution.
- Cameron, Stephen V. and James J. Heckman. 1993. The nonequivalence of high school equivalents. *Journal of Labor Economics*, 11(1):1-47.
- Cholo, Ana Beatriz. 2004. Latino dropout rate called 'crisis.' *Chicago Tribune*. Jan. 8: p.4.
- Coley, Richard J. 1995. *Dreams deferred: High school dropouts in the United States*. Princeton, NJ: Policy Information Center, Educational Testing Service.
- Correa, Macarena, John Q. Easton, Odis Johnson, Steve Ponisciak, and Todd Rosenkranz. 2004. *Selected indicators from the U.S. Census and Chicago Public Schools records related to the lives and schooling of children*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/Schoolageenvironment/index.html.

- Hess, G. Alfred and Solomon Cytrynbaum. 2002. The effort to redesign Chicago high schools: Effects on schools and achievement. In V. Lee (Ed.) *Reforming Chicago's high schools: Research perspectives on school and system level change*. Chicago: Consortium on Chicago School Research.
- Hinz, Greg. 1998. Executive of the year. *Crain's Chicago Business*. June 8.
- Illinois State Board of Education. 2003. State Report Card Definitions and Sources of Data. Online at http://www.isbe.net/research/pdfs/definitions_terms.pdf.
- Lenz, Linda. 1997. Winning ugly: Once called the worst in the nation, Chicago's public schools are completing a decade of school reform. *Chicago Tribune*. Oct. 28: p. 1.
- Miller, Shazia Rafiullah and Robert M. Gladden. 2002. *Changing special education enrollments: Causes and distribution among schools*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/publications/p54.html.
- Miller, Shazia Rafiullah, Elaine M. Allensworth, and Julie Reed Kochanek. 2002. *Student performance: Course taking, test scores and outcomes*. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/publications/p52.html.
- Murnane, Richard J., John B. Willett, and Kathryn Parker Boudett. 1995. Do high school dropouts benefit from obtaining a GED? *Educational Evaluation and Policy Analysis*, 17(2):133-47.
- National Institute of Statistical Sciences and Education Statistics Services Institute Task Force on Graduation, Completion, and Dropout Indicators. 2004. *Final report* (NCES 2005-105). Online at <http://nces.ed.gov/pubs2005/2005105.pdf>.
- Olszewski, Lori. 2004a. Leaders call school dropout reporting system flawed. *Chicago Tribune*. Jan. 9: p. 2.
- Olszewski, Lori. 2004b. Accurate count of dropouts sought: Miscounts seen masking problem, *Chicago Tribune*. Mar. 19: p. 1.
- Olszewski, Lori. 2003. Dropout successes depend on who counts: Different figures say it's going up. *Chicago Tribune*. Sept. 17: p. 1.
- Orfield, Gary, et al. 2004. *Losing our future: How minority youth are being left behind by the graduation rate crisis*. Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.
- Raudenbush, Stephen W. and J. Douglas Willms. 1995. The estimation of school effects. *Journal of Educational and Behavioral Statistics*, 20(4):307-35.
- Roderick, Melissa, Elaine M. Allensworth, and Jenny Nagaoka. 2004. How do we get large urban high schools to care about dropout rates, and will No Child Left Behind help or hurt? Paper presented at the conference "Developmental, Economic and Policy Perspectives on the Federal No Child Left Behind Act." Hosted by the Center for Human Potential and Public Policy, University of Chicago.
- Rosenkranz, Todd. 2002. 2001CPS test trend review: Iowa Tests of Basic Skills. Chicago: Consortium on Chicago School Research. Online at www.consortium-chicago.org/publications/p55.html.
- Smith, Bryan. 1998. Life's lessons drive Vallas as a role model. *Chicago Sun-Times*. Aug. 16: p. 14.

Swanson, Christopher B. 2003. Keeping count and losing count: Calculating graduation rates for all students under NCLB accountability. Washington, D.C.: Education Policy Center, The Urban Institute.

Vernez, Georges, Richard A. Krop, and C. Peter Rydell. 1999. *Closing the education gap: Benefits and costs*. Santa Monica, CA: RAND.

Warren, John Robert. 2003. State-level high school completion rates: Concepts, measures, and trends. Paper presented at the annual meetings of the American Sociological Association, Atlanta, GA.

This report reflects the interpretations of its author. Although the Consortium's Steering Committee provided technical advice and reviewed an earlier version of this report, no formal endorsement by these individuals, their organizations, or the full Consortium should be assumed.

This report was produced by the Consortium's Publications and Communications Department:

Sandra Jennings, Associate Director for Publications and Communications

Lura Forcum, Publications Editor/Research Assistant

Kumail Nanjiani, Webmaster

Juris Qualls, Administrative Assistant

Photos were provided by John Booz

About the Author

Elaine Allensworth is the Associate Director for Statistical Analysis and Archives at the Consortium on Chicago School Research. Her research focuses on the structural factors that affect school development, as well as policy effects on high school student outcomes. She is currently analyzing system- and school-level factors that affect trends in dropout rates, and is beginning work on students' postsecondary outcomes. Elaine is part of the research team that is testing and elaborating the Consortium's Theory of Essential Supports. She holds a Ph.D. in Sociology from Michigan State University.

Steering Committee

John Ayers, Cochair

Leadership for Quality Education

Victoria Chou, Cochair

University of Illinois at Chicago

INSTITUTIONAL MEMBERS

CHICAGO PRINCIPALS AND ADMINISTRATORS ASSOCIATION

Clarice Berry

CHICAGO PUBLIC SCHOOLS

Christy Harris

for the Chicago Board of Education

Daniel T. Bugler

Office of Research, Evaluation and Accountability

Barbara Eason-Watkins

for the Chief Executive Officer

CHICAGO TEACHERS UNION

Marilyn Stewart

ILLINOIS STATE BOARD OF EDUCATION

Connie Wise

for the Superintendent

INDIVIDUAL MEMBERS

Lauren Allen

Cross City Campaign for School Reform

Gina Burkhardt

North Central Regional Educational Laboratory

Louis M. Gomez

Northwestern University

Elizabeth Hawthorne

Timothy Knowles

Center for Urban School Improvement

Janet Knupp

Chicago Public Education Fund

Deidra Lewis

City Colleges of Chicago

George Lowery

Roosevelt University

Peter Martinez

University of Illinois at Chicago

Samuel Meisels

Erikson Institute

James Pellegrino

University of Illinois at Chicago

James Spillane

Northwestern University

Josie Yanguas

Illinois Resource Center

Steve Zemelman

Leadership for Quality Education

Martha Zurita

University of Notre Dame

Consortium on Chicago School Research

Mission

The Consortium on Chicago School Research aims to conduct research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. By broadly engaging local leadership in our work, and presenting our findings to diverse audiences, we seek to expand communication between researchers, policy makers, and practitioners. The Consortium encourages the use of research in policy action, but does not argue for particular policies or programs. Rather, we believe that good policy is most likely to result from a genuine competition of ideas informed by the best evidence that can be obtained.

Founded in 1990, the Consortium is located at the University of Chicago.

Directors

John Q. Easton

Consortium on Chicago School Research

Albert L. Bennett

Roosevelt University

Melissa Roderick

University of Chicago

Penny Bender Sebring

University of Chicago

Mark A. Smylie

University of Illinois at Chicago



Consortium on Chicago School Research

1313 East 60th Street, Chicago, IL 60637

773-702-3364 fax -773-702-2010

www.consortium-chicago.org

ISBN 0-9726035-5-7

