## Boston Public Schools

## 4-Year Graduation Rate By Cohort Group**



Note: Percentages may not total to $100 \%$ due to rounding.

- The 4-year cohort graduation rate has steadily increased since 2007. Even with the more demanding Competency Determination ${ }^{1}$ (CD) standards required by the state for graduation, students in the 2012 cohort had a 4 -year graduation rate of $65.9 \%$, a 1.5 percentage point increase compared to students in the 2011 cohort, and an 8-point gain from the 2007 cohort. The percentage of students still in school (15.2\%) decreased by 1.8 percentage points; and the 4-year cohort dropout rate (15.9\%) increased slightly compared to last year.
* The 4-year graduation cohort consists of students who were $1^{\text {st }}$ time $9^{\text {th }}$ graders four years prior to the year of graduation; it also includes students who transferred into BPS and excludes students who transferred out of BPS and deaths during the four-year period. The status (e.g., graduated, still enrolled) is updated as of October 1 of the following school year. For example, the population for the Cohort 2012 includes students who were enrolled in BPS in grade 9 in the fall of 2008 plus transfers into BPS minus transfers out of BPS or deaths occurring through the end of SY 2011-12. The status (e.g., graduated, still enrolled) is updated as of October 1, 2012.

[^0]
## Boston Public Schools

## 4-Year Graduation Rate By Race/Ethnicity



- Compared to the previous cohort, the 4-year graduation rate for students in three of the four racial/ethnic groups increased notably. The increase for Asian students was 5 percentage points; Black students saw a 2.2 point increase; and Hispanic students saw a 1.4 point gain in their graduation rate. The 4 -year graduation rate for White students dropped 3.4 percentage points to $73.2 \%$.
- Data from the past seven cohorts show that Asian students have the highest 4-year graduation rate, while Hispanic students have the lowest.
- Four-year graduation rates have fluctuated for all racial/ethnic groups over the past seven cohorts, but a steady improvement is seen since cohort 2006 for Black and Hispanic students especially, with more than an 8-point gain for each group.

Detailed statistics by student status for all racial groups in cohorts 2006 through 2012 can be found in the Appendix A.

* The 4-year graduation cohort consists of students who were $1^{\text {st }}$ time $9^{\text {th }}$ graders four years prior to the year of graduation; it also includes students who transferred into BPS and excludes students who transferred out of BPS and deaths during the four-year period. The status (e.g., graduated, still enrolled) is updated as of October 1 of the following school year. For example, the population for the Cohort 2012 includes students who were enrolled in BPS in grade 9 in the fall of 2008 plus transfers into BPS minus transfers out of BPS or deaths occurring through the end of SY 2011-12. The status (e.g., graduated, still enrolled) is updated as of October 1, 2012.


## Boston Public Schools

## 4-Year Graduation Rate By Other Student Group



- Compared to the 2011 cohort, female, male, low income, English Language Learners, and Students with Disabilities in the 2012 cohort all saw noticeable increases in their 4-year graduation rates. Specifically, the rate was up 7.4 points for ELL students; 2.1 points for SWDs; 1.6 points for male students; 1.2 percentage points for female students; and 1 point for low income students.
- Compared to the 2006 cohort, students in all groups have seen substantial increases in their graduation rates (5 points or more). The most notable gains were experienced by male students (7.3 point gain).

Detailed statistics by student status for all student subgroups in cohorts 2006 through 2012 are presented in the Appendix A.

[^1]
# Boston Public Schools <br> Cohort 2012 4-Year Graduation Rate <br> By School (sorted by \% graduated) 



- In order to meet the 2013 state's federally-approved cohort graduation rate targets, schools must either (1) achieve an $80 \% 4$-Year graduation rate for the 2012 cohort, or (2) achieve an $85 \% 5$-year graduation rate for the 2011 cohort. Based on the 4-year rate, 10 high schools have met the $80 \%$ target.

4-Year graduation rates by school for students in cohorts 2006 through 2012 can be found in the Appendix B.

## Appendix A

Districtwide 4-Year Graduation Rates by Student Subgroup: Cohort 2006 to Cohort 2012

| Student Group | Cohort Year | \# in <br> Cohort | Graduates <br> $\%$ <br> Graduated | Non-High-School-Graduates |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | \% Still in School | \% Non-Grad Completers | \% GED | \% Dropped Out | \% <br> Expelled |
| All Students | 2012 | 4368 | 65.9 | 15.2 | 0.8 | 2.1 | 15.9 | 0.1 |
|  | 2011 | 4632 | 64.4 | 17.0 | 1.2 | 2.1 | 15.1 | 0.2 |
|  | 2010 | 4885 | 63.2 | 17.4 | 1.0 | 2.3 | 15.9 | 0.2 |
|  | 2009 | 5040 | 61.4 | 15.3 | 1.3 | 2.5 | 19.3 | 0.2 |
|  | 2008 | 5008 | 59.9 | 15.0 | 1.0 | 2.3 | 21.5 | 0.3 |
|  | 2007 | 4940 | 57.9 | 18.5 | 1.6 | 2.2 | 19.5 | 0.3 |
|  | 2006 | 4759 | 59.1 | 16.8 | 1.5 | 1.8 | 20.3 | 0.6 |
| Male | 2012 | 2208 | 59.6 | 18.5 | 0.7 | 2.6 | 18.5 | 0.1 |
|  | 2011 | 2389 | 58.0 | 20.7 | 1.2 | 2.7 | 17.1 | 0.3 |
|  | 2010 | 2487 | 57.8 | 20.1 | 0.9 | 2.4 | 18.5 | 0.3 |
|  | 2009 | 2499 | 55.4 | 18.0 | 1.4 | 2.8 | 21.9 | 0.4 |
|  | 2008 | 2521 | 52.7 | 18.2 | 0.8 | 2.9 | 24.8 | 0.6 |
|  | 2007 | 2394 | 48.8 | 23.1 | 1.5 | 2.6 | 23.4 | 0.5 |
|  | 2006 | 2360 | 52.3 | 19.8 | 1.3 | 2.0 | 23.6 | 1.0 |
| Female | 2012 | 2160 | 72.5 | 11.8 | 1.0 | 1.5 | 13.2 | 0.0 |
|  | 2011 | 2243 | 71.3 | 13.1 | 1.2 | 1.5 | 12.9 | 0.0 |
|  | 2010 | 2398 | 68.8 | 14.7 | 1.0 | 2.3 | 13.1 | 0.1 |
|  | 2009 | 2541 | 67.2 | 12.7 | 1.1 | 2.1 | 16.8 | 0.0 |
|  | 2008 | 2487 | 67.2 | 11.7 | 1.2 | 1.6 | 18.2 | 0.0 |
|  | 2007 | 2546 | 66.5 | 14.1 | 1.7 | 1.8 | 15.9 | 0.1 |
|  | 2006 | 2399 | 65.8 | 13.8 | 1.8 | 1.5 | 17.0 | 0.2 |
| ELL | 2012 | 952 | 59.3 | 20.3 | 2.8 | 0.4 | 17.0 | 0.1 |
|  | 2011 | 955 | 51.9 | 27.2 | 4.8 | 0.4 | 15.5 | 0.1 |
|  | 2010 | 912 | 53.3 | 25.7 | 3.6 | 0.4 | 16.9 | 0.1 |
|  | 2009 | 923 | 47.9 | 23.8 | 5.9 | 0.1 | 22.2 | 0.1 |
|  | 2008 | 834 | 45.0 | 21.3 | 5.3 | 0.4 | 27.8 | 0.2 |
|  | 2007 | 781 | 38.8 | 28.3 | 6.8 | 0.1 | 26.0 | 0.0 |
|  | 2006 | 1284 | 54.0 | 18.9 | 3.1 | 0.4 | 23.5 | 0.1 |
| Student w/disabilities | 2012 | 885 | 42.9 | 28.5 | 0.9 | 1.1 | 26.6 | 0.0 |
|  | 2011 | 906 | 40.8 | 31.9 | 0.7 | 1.1 | 25.3 | 0.2 |
|  | 2010 | 969 | 40.9 | 32.8 | 0.5 | 1.5 | 24.3 | 0.0 |
|  | 2009 | 993 | 41.0 | 28.4 | 0.7 | 1.8 | 27.8 | 0.3 |
|  | 2008 | 969 | 36.9 | 31.0 | 0.2 | 0.5 | 31.2 | 0.2 |
|  | 2007 | 973 | 35.8 | 35.1 | 1.4 | 1.1 | 26.2 | 0.3 |
|  | 2006 | 919 | 36.2 | 30.8 | 2.3 | 0.7 | 29.3 | 0.8 |
| Low Income | 2012 | 3754 | 64.0 | 16.2 | 0.8 | 2.1 | 16.8 | 0.1 |
|  | 2011 | 3886 | 63.0 | 18.4 | 1.3 | 2.2 | 15.0 | 0.2 |
|  | 2010 | 4108 | 62.2 | 19.0 | 1.0 | 2.1 | 15.5 | 0.2 |
|  | 2009 | 4279 | 60.4 | 16.3 | 1.2 | 2.3 | 19.5 | 0.3 |
|  | 2008 | 3946 | 59.1 | 15.8 | 0.8 | 2.3 | 21.7 | 0.4 |
|  | 2007 | 3886 | 57.9 | 20.5 | 1.5 | 2.0 | 17.8 | 0.2 |
|  | 2006 | 3771 | 58.2 | 18.0 | 1.7 | 1.3 | 20.3 | 0.6 |
| High Needs | 2012 | 3876 | 63.5 | 16.5 | 0.9 | 2.1 | 17.0 | 0.1 |
|  | 2011 | - | - | - | - | - | - | - |
|  | 2010 | - | - | - | - | - | - | - |
|  | 2009 | - | - | - | - | - | - | - |
|  | 2008 | - | - | - | - | - | - | - |
|  | 2007 | - | - | - | - | - | - | - |
|  | 2006 | - | - | - | - | - | - | - |

## Appendix A

Districtwide 4-Year Graduation Rates by Student Subgroup: Cohort 2006 to Cohort 2012
(Continued)

| Student Group | Cohort Year | \# in <br> Cohort | Graduates <br> $\%$ <br> Graduated | Non-High-School-Graduates |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | \% Still in School | \% Non-Grad Completers | \% GED | \% Dropped Out | \% Expelled |
| Black or Afr. Amer. | 2012 | 1841 | 64.5 | 16.8 | 1.4 | 1.4 | 15.9 | 0.0 |
|  | 2011 | 1799 | 62.3 | 19 | 1.7 | 1.8 | 15.0 | 0.3 |
|  | 2010 | 1946 | 60.6 | 20.0 | 1.0 | 1.8 | 16.3 | 0.2 |
|  | 2009 | 2085 | 60.7 | 16.4 | 1.6 | 1.8 | 19.2 | 0.3 |
|  | 2008 | 2139 | 59.6 | 17.2 | 1.7 | 2.0 | 19.0 | 0.6 |
|  | 2007 | 2138 | 54.2 | 20.7 | 2.3 | 2.0 | 20.4 | 0.4 |
|  | 2006 | 2289 | 55.7 | 18.0 | 2.2 | 1.7 | 21.6 | 0.8 |
| Asian | 2012 | 425 | 85.4 | 7.1 | 0.7 | 1.9 | 4.9 | 0.0 |
|  | 2011 | 445 | 80.4 | 9.2 | 3.4 | 0.7 | 6.3 | 0.0 |
|  | 2010 | 463 | 81.6 | 7.3 | 3.5 | 2.6 | 4.8 | 0.2 |
|  | 2009 | 457 | 78.8 | 8.8 | 4.2 | 0.7 | 7.4 | 0.2 |
|  | 2008 | 422 | 81.3 | 7.3 | 1.7 | 0.5 | 9.0 | 0.2 |
|  | 2007 | 445 | 80.9 | 8.1 | 1.6 | 2.5 | 6.7 | 0.2 |
|  | 2006 | 421 | 82.7 | 10.2 | 0.5 | 0.7 | 5.9 | 0.0 |
| Hispanic | 2012 | 1396 | 58.8 | 17 | 0.4 | 2.4 | 21.3 | 0.1 |
|  | 2011 | 1673 | 57.4 | 20.3 | 0.6 | 3.0 | 18.5 | 0.2 |
|  | 2010 | 1737 | 56.8 | 19.5 | 0.5 | 2.5 | 20.4 | 0.2 |
|  | 2009 | 1698 | 52.6 | 18.1 | 0.6 | 3.1 | 25.3 | 0.3 |
|  | 2008 | 1596 | 50.4 | 16.1 | 0.6 | 2.4 | 30.3 | 0.2 |
|  | 2007 | 1556 | 51.0 | 22.2 | 1.1 | 1.7 | 23.8 | 0.2 |
|  | 2006 | 1265 | 50.6 | 19.8 | 1.5 | 1.6 | 26.2 | 0.2 |
| Amer. Ind. or Alaska Nat. | 2012 | 22 | 50.0 | 27.3 | 0.0 | 4.5 | 18.2 | 0.0 |
|  | 2011 | 7 | 100.0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 |
|  | 2010 | 15 | 73.3 | 13.3 | 0.0 | 0.0 | 13.3 | 0.0 |
|  | 2009 | 21 | 85.7 | 4.8 | 0.0 | 0.0 | 9.5 | 0.0 |
|  | 2008 | 20 | 55.0 | 10.0 | 0.0 | 10.0 | 25.0 | 0.0 |
|  | 2007 | 18 | 44.4 | 22.2 | 0.0 | 0.0 | 33.3 | 0.0 |
|  | 2006 | 16 | 50.0 | 25.0 | 0.0 | 0.0 | 25.0 | 0.0 |
| White | 2012 | 613 | 73.2 | 11.4 | 0.3 | 3.1 | 11.7 | 0.2 |
|  | 2011 | 629 | 76.6 | 9.2 | 0.0 | 1.9 | 12.2 | 0.0 |
|  | 2010 | 644 | 74.4 | 12.0 | 0.2 | 3.4 | 9.9 | 0.2 |
|  | 2009 | 727 | 71.7 | 10.7 | 0.1 | 3.6 | 13.9 | 0.0 |
|  | 2008 | 786 | 68.1 | 10.7 | 0.0 | 3.4 | 17.7 | 0.1 |
|  | 2007 | 734 | 68.8 | 10.4 | 0.4 | 3.8 | 16.2 | 0.4 |
|  | 2006 | 746 | 70.6 | 11.3 | 0.1 | 2.8 | 14.5 | 0.7 |
| Nat. Haw. or Pacif. IsI. | 2012 | - | - | - | - | - | - | - |
|  | 2011 | 6 | 66.7 | 16.7 | 0.0 | 0.0 | 16.7 | 0.0 |
|  | 2010 | - | - | - | - | - | - | - |
|  | 2009 | 6 | 66.7 | 0.0 | 0.0 | 16.7 | 16.7 | 0.0 |
|  | 2008 | - | - | - | - | - | - | - |
|  | 2007 | 2 | - | - | - | - | - | - |
|  | 2006 | 2 | - | - | - | - | - | - |
| Multi-race, Non-Hisp. | 2012 | 70 | 68.6 | 12.9 | 1.4 | 4.3 | 12.9 | 0.0 |
|  | 2011 | 73 | 71.2 | 9.6 | 1.4 | 0.0 | 17.8 | 0.0 |
|  | 2010 | 76 | 65.8 | 11.8 | 1.3 | 0.0 | 21.1 | 0.0 |
|  | 2009 | 46 | 67.4 | 10.9 | 0.0 | 6.5 | 15.2 | 0.0 |
|  | 2008 | 40 | 70.0 | 15.0 | 0.0 | 2.5 | 12.5 | 0.0 |
|  | 2007 | 47 | 74.5 | 19.1 | 0.0 | 0.0 | 6.4 | 0.0 |
|  | 2006 | 20 | 65.0 | 25.0 | 0.0 | 5.0 | 5.0 | 0.0 |

## Appendix B

## 4-Year Graduation Rates by School Cohort 2006 to Cohort 2012

|  | 2012 | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 | 1-Year <br> Trend (2012- 2011) | 7-Year <br> Trend <br> (2012- <br> 2006) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 65.9 | 64.4 | 63.2 | 61.4 | 59.9 | 57.9 | 59.1 | 1.5 | 6.8 |
| ACC | 69.6 | 70.5 | 67.3 | 71.7 | 58.1 | 46.2 | 58.1 | -0.9 | 11.5 |
| BATA | 40.6 | 27.9 | 32.7 | 19.6 | 25.2 | 10.9 | 15.8 | 12.7 | 24.8 |
| BCLA | 78.4 | 86.6 | 84.1 | 77.6 | 76.7 | 70.9 | 70.9 | -8.2 | 7.5 |
| BDEA* | 13.0 | 16.2 | 19.1 | 21.4 | 33.1 | 18.9 | 18.8 | -3.2 | -5.8 |
| Bos Arts Acad | 85.3 | 85.9 | 75.8 | 81.3 | 83.5 | 81.3 | 84.0 | -0.6 | 1.3 |
| Bos Green Acad* | 70.8 | - | - | - | - | - | - | - | - |
| Bos Latin Acad** | 97.5 | 96.0 | 95.2 | 90.9 | 92.5 | 94.5 | 92.5 | 1.5 | 5.0 |
| Bos Latin Schl** | 96.4 | 98.7 | 97.4 | 95.4 | 96.5 | 95.2 | 96.6 | -2.3 | -0.2 |
| Boston International | 48.6 | 42.6 | 37.5 | 41.3 | 17.3 | 40.3 | 31.0 | 6.0 | 17.6 |
| Brighton | 61.6 | 59.6 | 57.1 | 50.5 | 52.9 | 62.6 | 62.3 | 2.0 | -0.7 |
| Burke | 46.8 | 43.4 | 34.3 | 41.1 | 40.2 | 32.3 | 43.5 | 3.4 | 3.3 |
| Carter*** | - | - | - | 0.0 | - | - | 0.0 | - | - |
| CASH | 46.5 | 57.3 | 44.0 | 46.6 | 57.5 | 57.3 | 61.3 | -10.8 | -14.8 |
| Charlestown | 52.3 | 42.7 | 42.7 | 43.3 | 46.8 | 47.7 | 45.5 | 9.6 | 6.8 |
| Community Acad | 43.8 | 33.3 | 36.8 | 57.4 | 36.1 | 34.4 | 22.7 | 10.5 | 21.1 |
| Dorchester Acad | 54.3 | 45.7 | 53.7 | - | - | - | - | 8.6 | - |
| East Boston | 52.4 | 53.0 | 58.0 | 55.4 | 55.0 | 47.6 | 49.7 | -0.6 | 2.7 |
| English | 50.8 | 50.3 | 59.8 | 54.2 | 51.9 | 49.3 | 57.0 | 0.5 | -6.2 |
| Excel | 65.4 | 56.4 | 61.6 | 53.6 | 48.1 | 45.0 | 59.1 | 9.0 | 6.3 |
| Fenway | 87.8 | 82.9 | 90.1 | 87.5 | 87.8 | 88.9 | 83.3 | 4.9 | 4.5 |
| Greater Egleston | 36.0 | 30.1 | 29.4 | 30.0 | 21.2 | 19.6 | 13.5 | 5.9 | 22.5 |
| Horace Mann*** | - | 14.3 | - | 0.0 | - | - | - | - | - |
| Kennedy Acad* | 97.3 | 100.0 | 91.8 | 97.8 | 91.5 | 95.5 | 100.0 | -2.7 | -2.7 |
| Lyon Upper 9-12 | - | - | - | - | - | - | - | - | - |
| Madison Park | 68.9 | 64.0 | 58.1 | 56.8 | 55.8 | 54.1 | 45.8 | 4.9 | 23.1 |
| McKinley*** | 13.6 | 19.2 | 20.6 | 30.0 | 26.7 | 22.1 | 21.9 | -5.6 | -8.3 |
| New Mission | 90.8 | 87.7 | 87.9 | 85.2 | 84.8 | 82.0 | 57.6 | 3.1 | 33.2 |
| O'Bryant** | 93.8 | 93.7 | 90.1 | 93.6 | 96.5 | 94.8 | 93.2 | 0.1 | 0.6 |
| Quincy Upper | 82.8 | 73.2 | 61.2 | 89.6 | 96.0 | 94.7 | 77.8 | 9.6 | 5.0 |
| Snowden | 70.9 | 74.7 | 66.3 | 65.0 | 58.7 | 69.1 | 60.4 | -3.8 | 10.5 |
| TechBoston Acad | 90.5 | 98.4 | 82.3 | 92.9 | 74.4 | 63.1 | 82.8 | -7.9 | 7.7 |
| Urban Science | 64.3 | 62.3 | 75.7 | 74.6 | 72.6 | 58.2 | 44.4 | 2.0 | 19.9 |
| West Roxbury Acad | 82.8 | - | - | - | - | - | - | - | - |

* Horace Mann Charter Schools
** Examination Schools
*** Special Education Schools
- Graduation rates are not reported for cohort counts fewer than 6.

Percentages may not total 100 due to rounding


[^0]:    ${ }^{1}$ In order to graduate, students must meet all local requirements, and earn a Competency Determination (CD). Students in the class of 2010 and beyond earn a CD by scoring a minimum of 240 (Proficient or Advanced) on the grade 10 MCAS tests in English Language Arts and Mathematics or by scoring a minimum of 220 (Needs Improvement) in these tests and completing an Educational Proficiency Plan (EPP). Students must also score a minimum of 220 (Needs Improvement) on a high school Science \& Technology/Engineering MCAS test. For students in the classes of 2009 and prior, earning a CD meant scoring a 220 (Needs Improvement) or higher on the grade 10 MCAS ELA and Math tests only (Science CD was not required).

[^1]:    * The 4-year graduation cohort consists of students who were $1^{\text {st }}$ time $9^{\text {th }}$ graders four years prior to the year of graduation; it also includes students who transferred into BPS and excludes students who transferred out of BPS and deaths during the four-year period. The status (e.g., graduated, still enrolled) is updated as of October 1 of the following school year. For example, the population for the Cohort 2012 includes students who were enrolled in BPS in grade 9 in the fall of 2008 plus transfers into BPS minus transfers out of BPS or deaths occurring through the end of SY 2011-12. The status (e.g., graduated, still enrolled) is updated as of October 1, 2012.

