

# The Transition to High School

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April 2, 2008

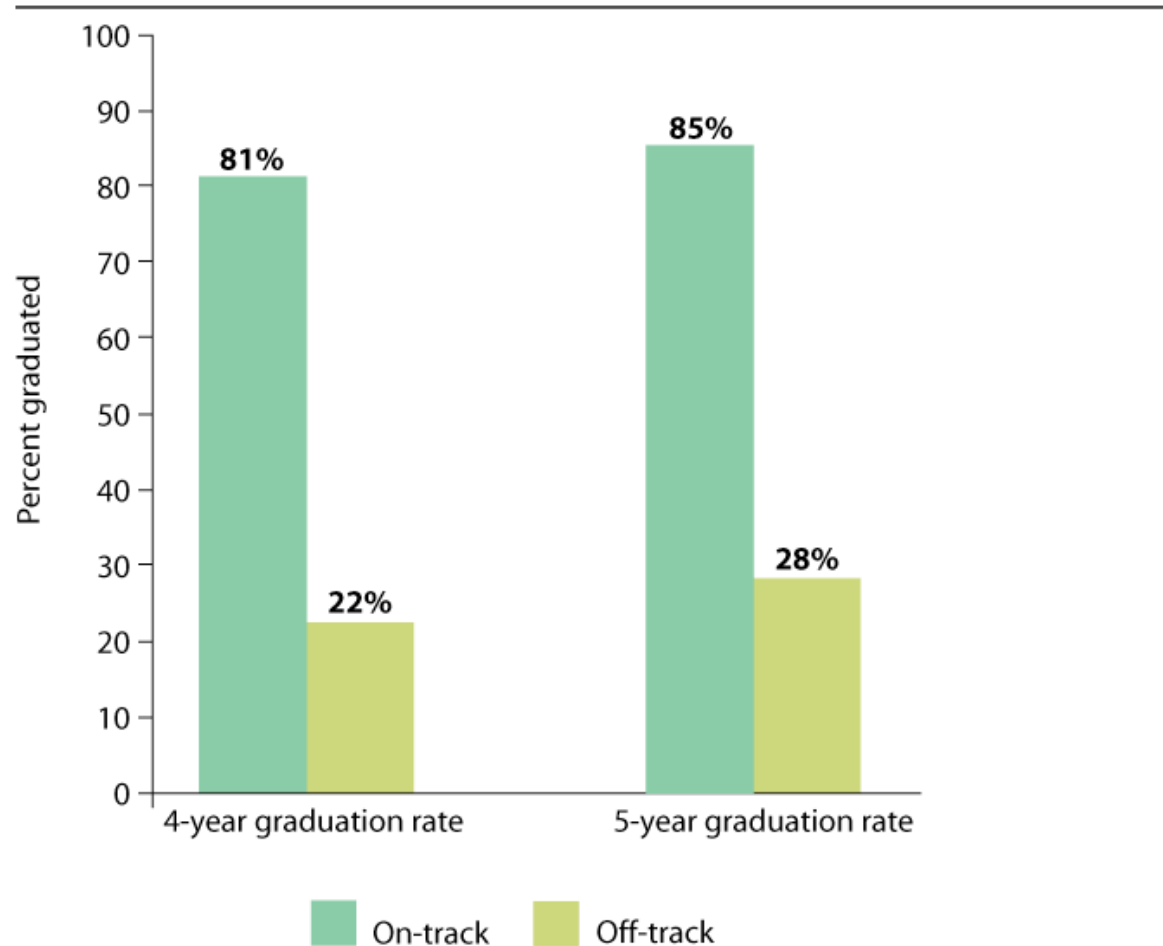


CONSORTIUM ON  
CHICAGO SCHOOL RESEARCH  
AT THE UNIVERSITY OF CHICAGO

# How is On-Track Related to Graduation?

## Four- and Five-Year Graduation Rates by Whether On-Track at the End of the Freshman Year

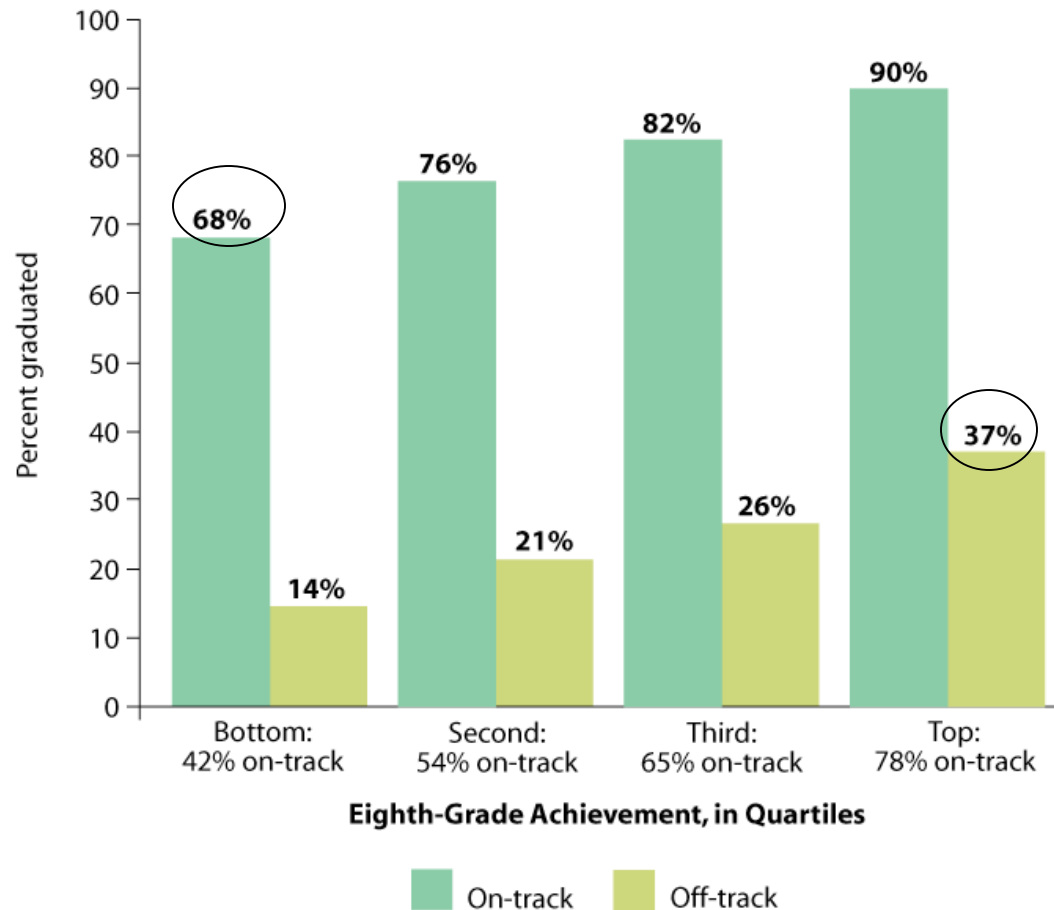
*Students entering high school in September 1999*



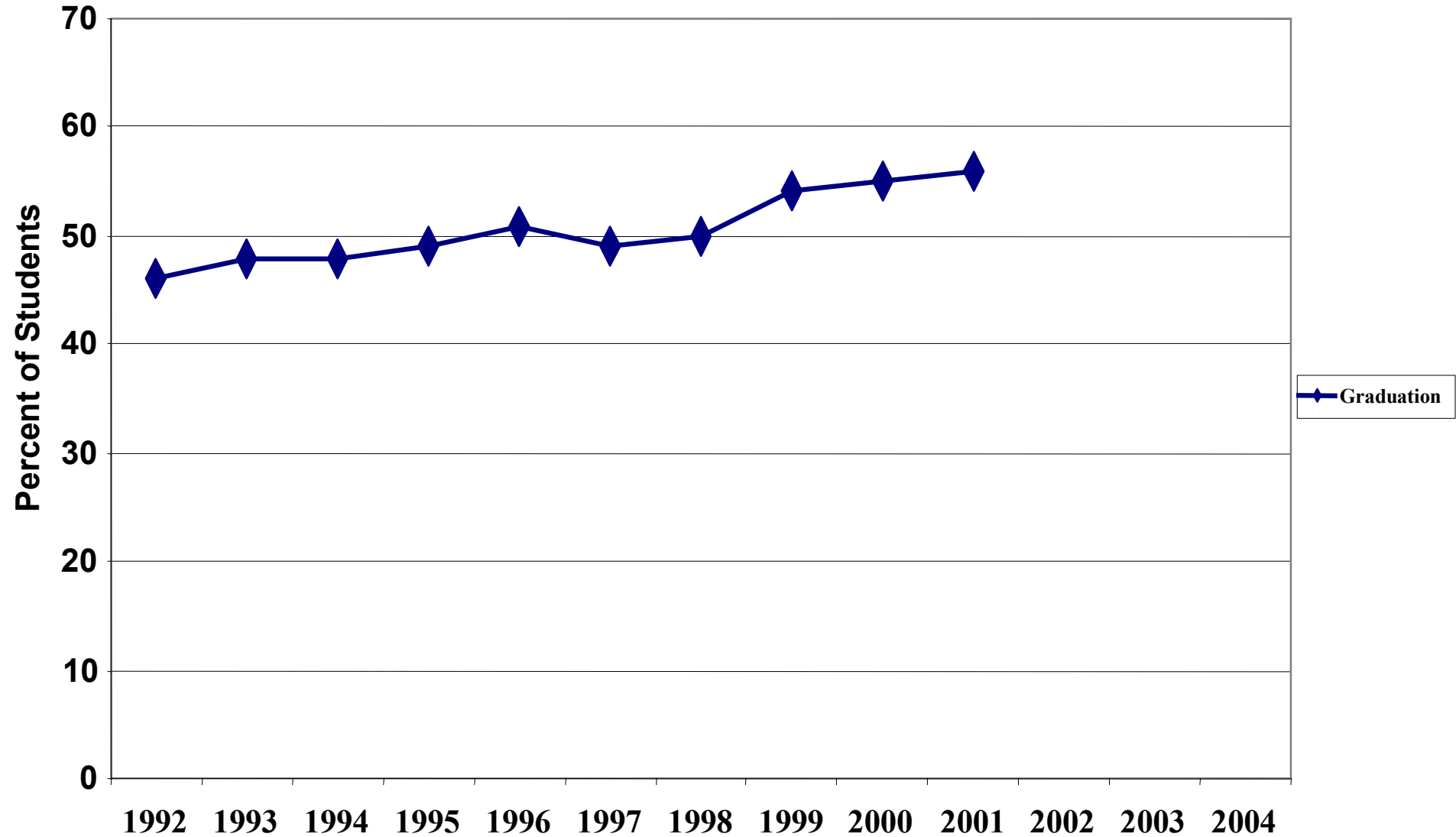
# How is On-Track Related to Graduation?

## Four-Year Graduation Rates by On-Track Status after Freshman Year and Incoming Reading and Mathematics Achievement

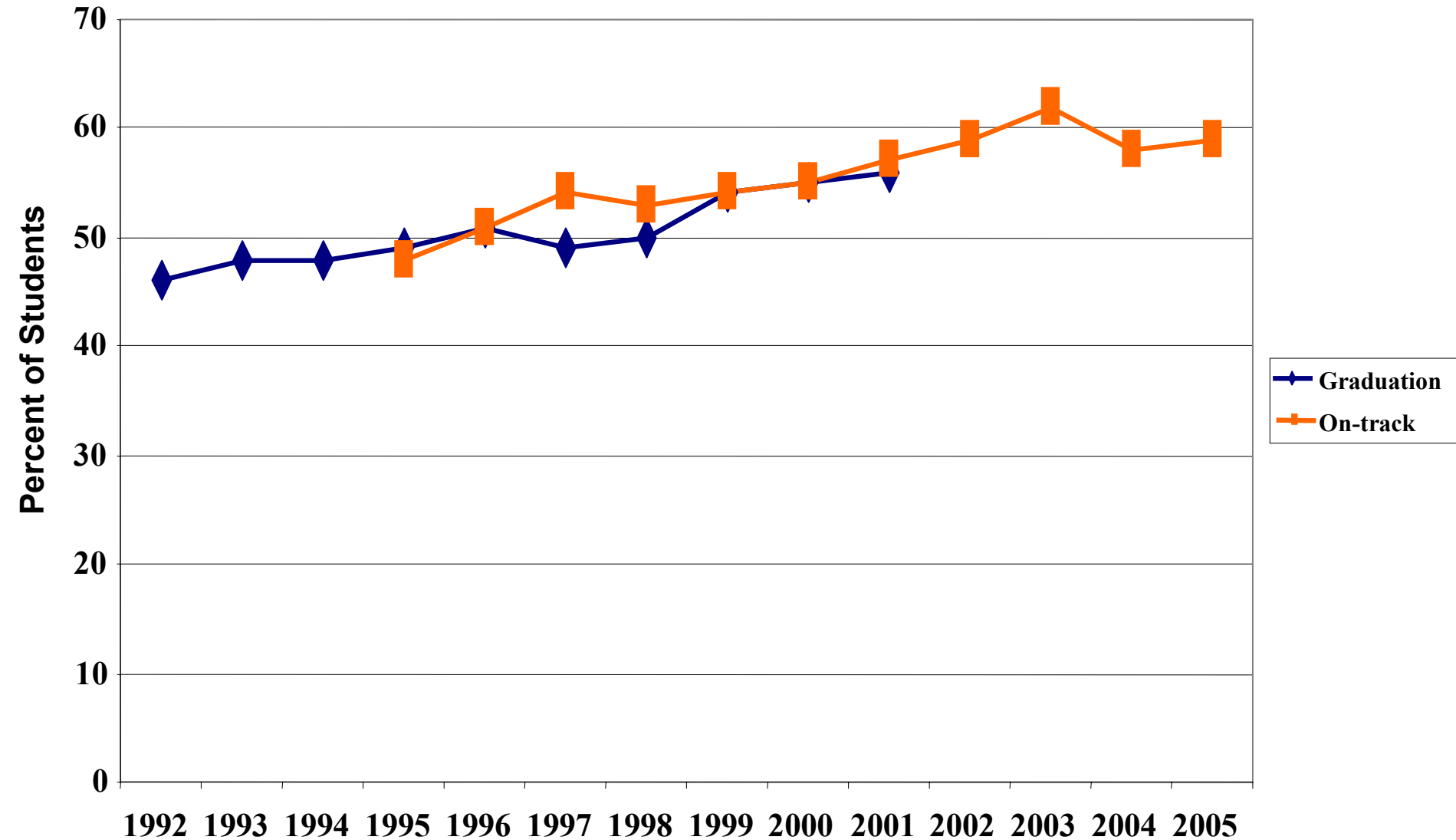
*Students entering high school in September 2000*



# Graduation Rates

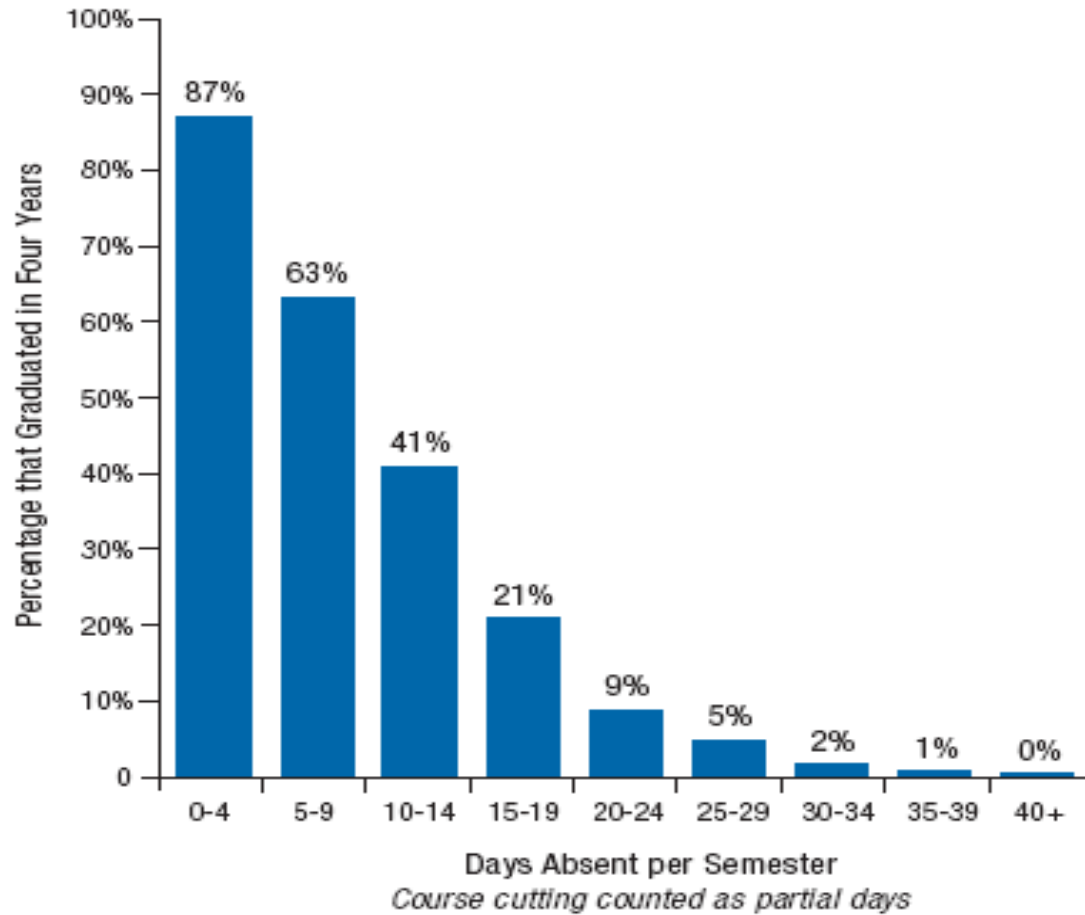


# Graduation and On-Track Rates



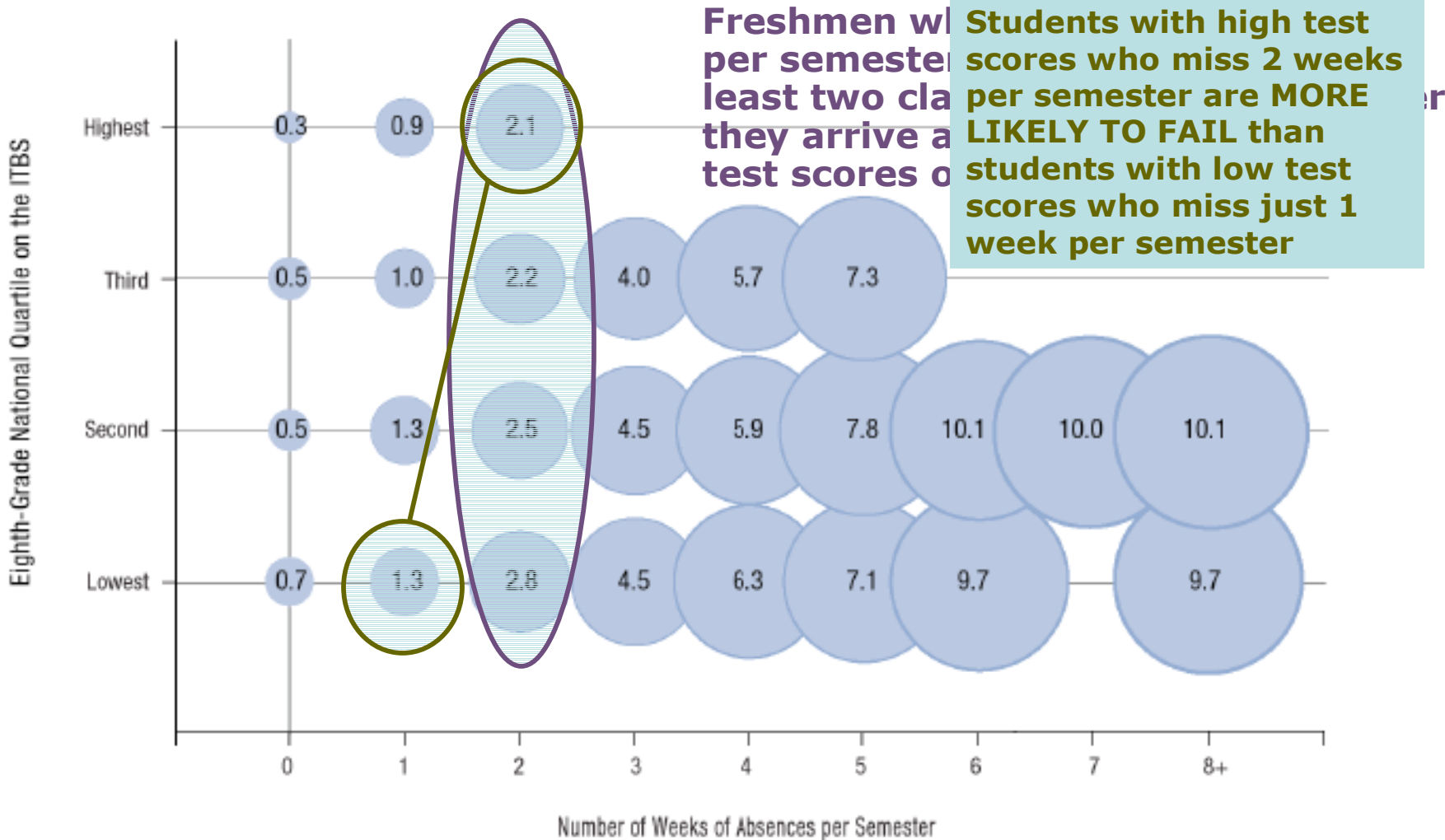
**FIGURE 5**

**Four-Year Graduation Rates by Freshman Absence Rates**



# Even moderate amounts of absence/course cutting can have large effects on grades

Average Number of Fs by Absences and Eighth-Grade Test Scores

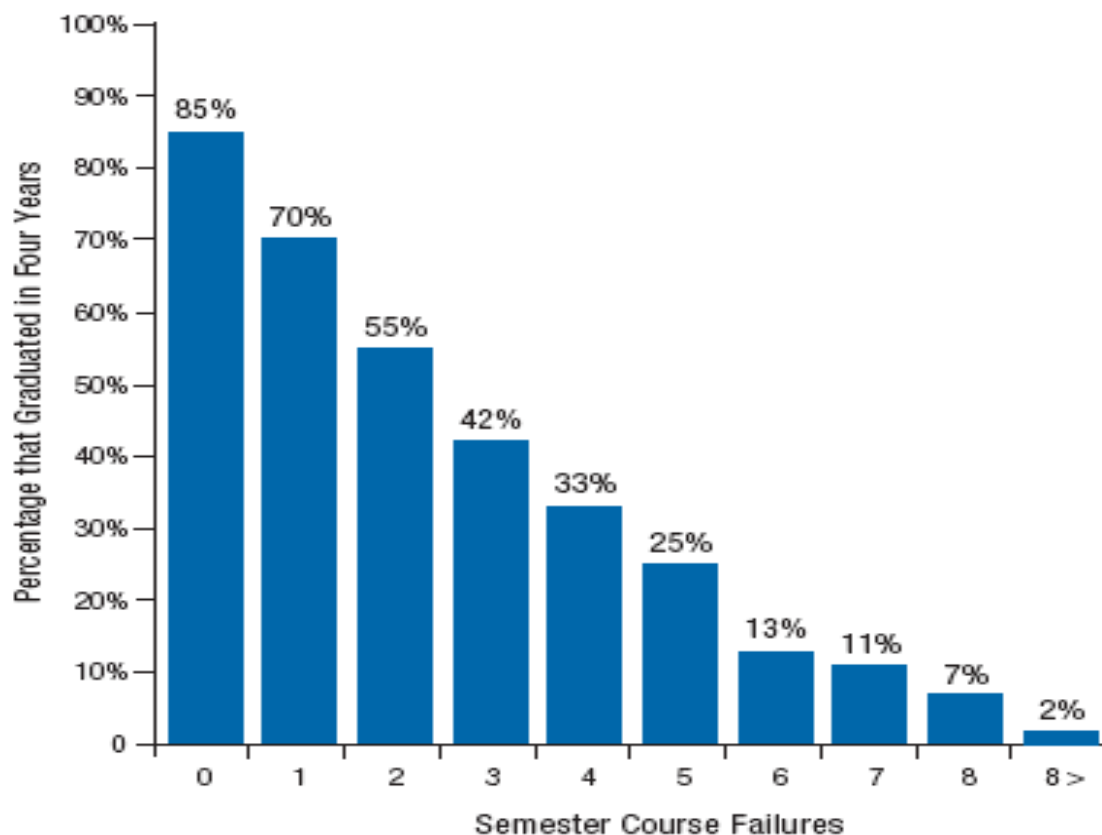


This figure only includes students still enrolled in school at the end of their freshman year. Only cells with at least 5 percent of students are included.

**FIGURE 7**

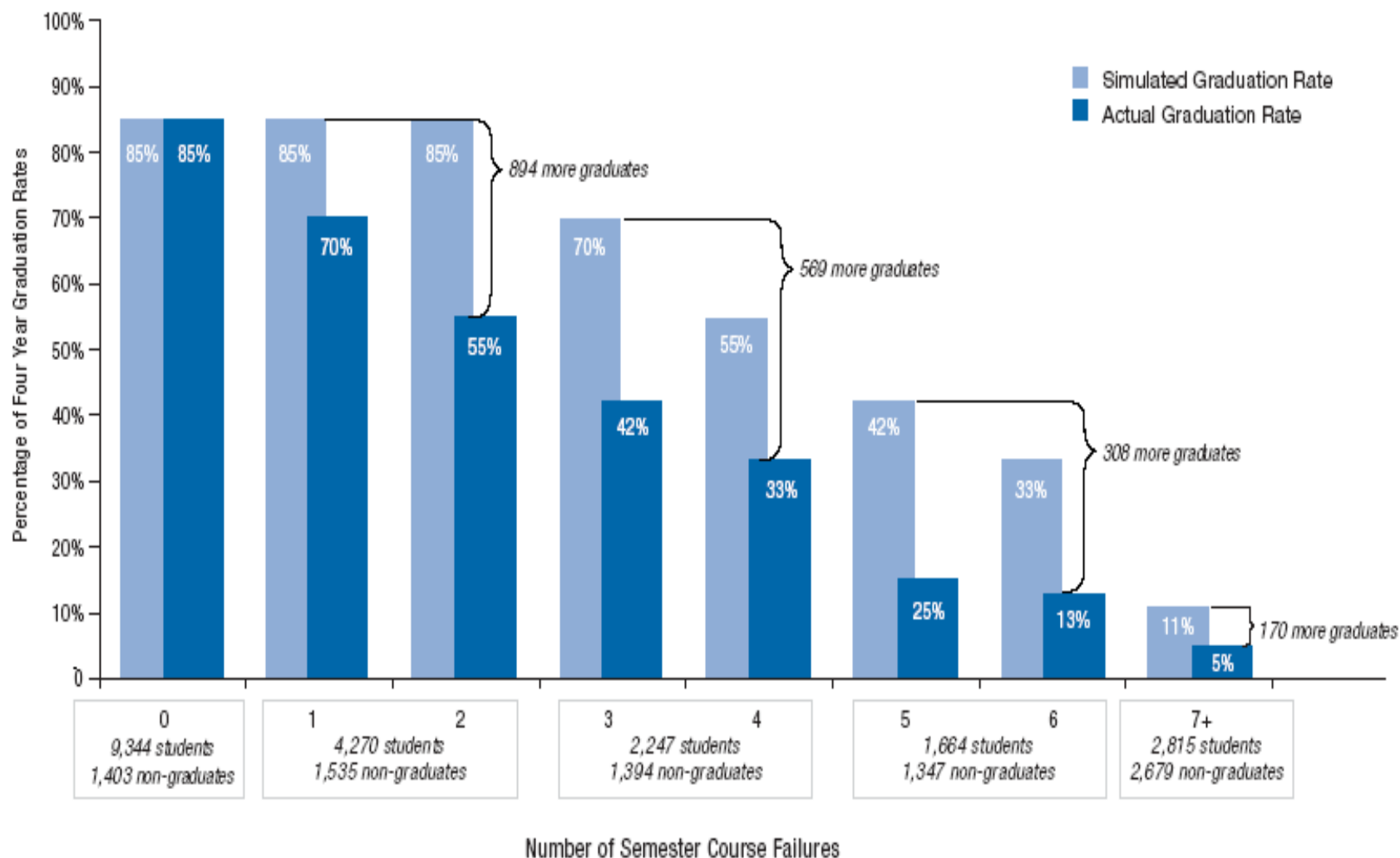
**Four-Year Graduation Rates by Freshman Course Failures**

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**FIGURE 11**

**Estimated Improvements in Systemwide Graduation Rates if Each Student Passed Two Additional Semester Courses\***

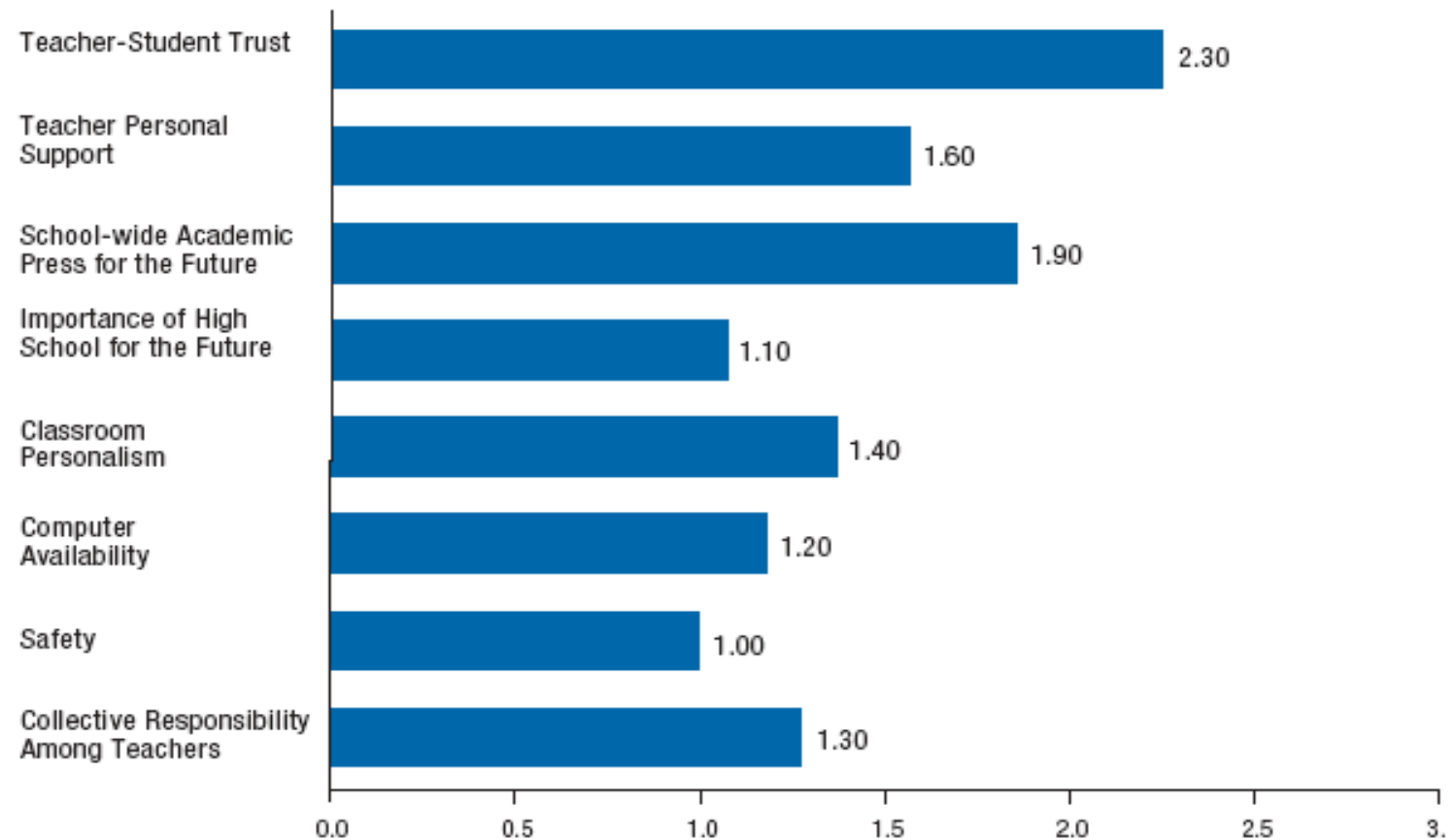


# **What School Factors are Related to Better Attendance and Lower Failures?**

**FIGURE 16**

**Relationships of School Climate Measures with Course Absences**

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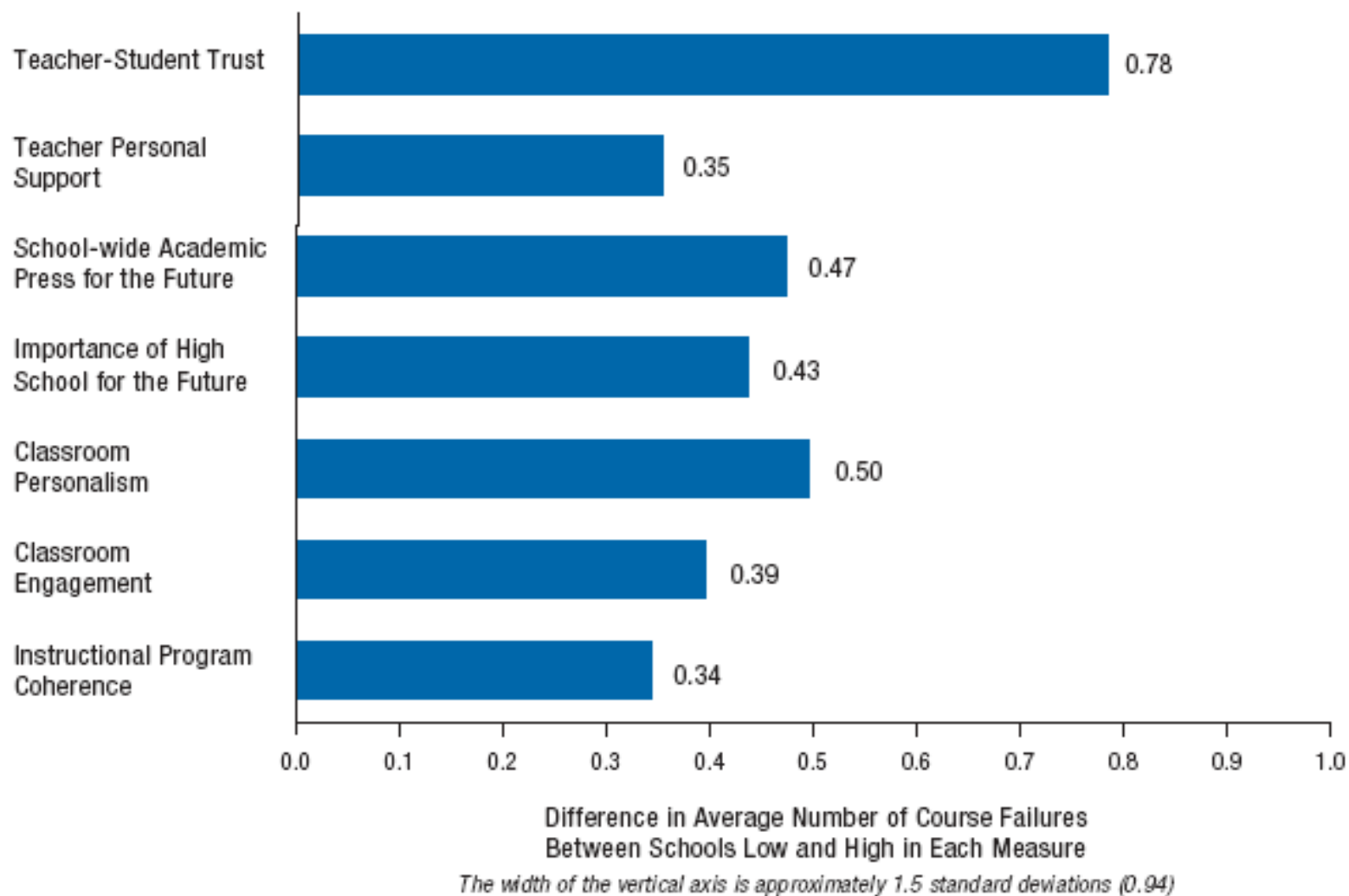


Difference in Average Number of Semester Absences  
Between Schools Low and High in Each Measure

*The width of the vertical axis is approximately 1.5 standard deviations (3.20)*

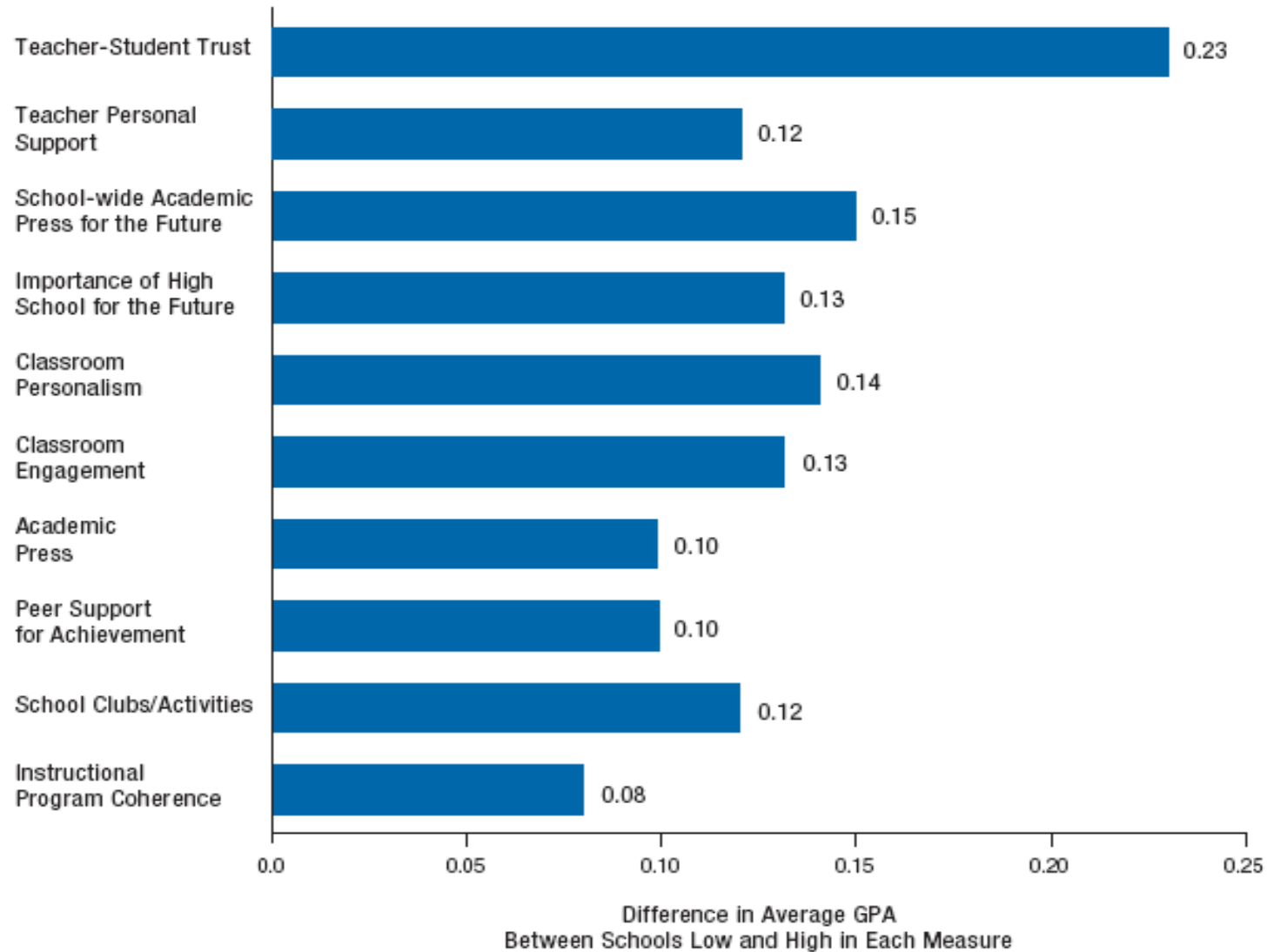
**FIGURE 17**

**Relationships of School Climate Measures with Course Failures**



# What About Better Grades and Test Scores?

## Relationships of School Climate Measures with Average School GPA



*The width of the vertical axis is approximately 1.5 standard deviations (0.04)*