

Pathways to Postsecondary Completion:

Technical Appendix

October 2011

Table of Contents

A. Data Collection	I
B. Data Requested from Colleges and Universities	II
Figure A: The data template	II
C. The Framework for Data Analysis	III
Figure B: The indicators organized along the Loss-Momentum Framework.....	III
D. Colleges that Provided Complete Data for Each Set of Indicators.....	IV
E. The Loss-Momentum Framework from the Completion by Design Initiative, Bill and Melinda Gates Foundation	V
F. More about the Indicators.....	VI
G. The Colleges and Universities.....	VII
Figure C: Characteristics of the 20 colleges in this analysis	VII
Figure D: Colleges classified by academic selectivity	VIII
Figure E: Colleges classified by type.....	VIII
Figure F: Top 15 colleges where 2006-2010 Philadelphia public high school graduates initially enrolled	VIII
H. The Students	X
Figure G: Total enrolled college students from Philadelphia high schools represented in the data by college selectivity, 2003-2009 entering cohorts.....	X
Figure H: Total enrolled college students from Philadelphia high schools represented in the data by high school type, 2003-2009 entering cohorts	XI
I. Philadelphia High Schools.....	XII
Private and Archdiocese	XII
Charter and Neighborhood.....	XIII
Special Admissions and Citywide	XIV
Designation Unknown, Alternative, or Other Schools	XV

A. Data Collection

The Mayor's Office of Education requested data from 30 local and statewide colleges and universities for this study, including public and private, as well as two-year and four-year institutions, and received analyzable data from 20 diverse colleges and universities:

Bloomsburg University of Pennsylvania
Chestnut Hill College
Community College of Philadelphia
Drexel University
East Stroudsburg University of Pennsylvania
Holy Family University
Kutztown University of Pennsylvania
Indiana University of Pennsylvania
La Salle University
Lock Haven University of Pennsylvania
Millersville University of Pennsylvania
Moore College of Art and Design
Peirce College
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania
Temple University
University of the Arts (UArts)
University of Pennsylvania (UPenn)
University of the Sciences in Philadelphia (USciences)
West Chester University of Pennsylvania

These participating institutions submitted information about seven freshman cohorts entering college between 2003 and 2009, tracking their progress from the application process through graduation to the extent possible. The 2003 cohorts across the colleges, for example, offer six years of longitudinal data from first-year students' application submissions to six-year completion rates. In addition, colleges provided disaggregated information across these indicators specifically for students from individual Philadelphia high schools.

The Data Template presented on the following page provides the specific tool used to collect these data and an overview of the full list of indicators requested from colleges and universities, as well as the definitions of those indicators. This Data Template was created by the Data workteam of the Philadelphia Council on College and Career Success and vetted by other Council members and workteams.

Eleven of the 20 colleges did not report on all of the indicators included in the template, and some indicators were simply not applicable (for example, some colleges do not offer developmental education courses). As a result, (1) not all of the indicators included in the template are included in this report, and (2) different analyses in this report include different colleges.

B. Data Requested from Colleges and Universities

Figure A: The data template

		College and University Data Request Template																				
		Cohort: Entering First Time Fall First Year Students Who Graduated From High Schools Located Within Philadelphia County																				
		Applications and Enrollments					All Enrolled First Time Fall First Year Students from Philadelphia High Schools															
Total First Time Fall First Year Students from All High Schools (Including Phila. and Non-Phila. Schools)**	Fall Cohort	Total Applied	Total Accepted	Total Enrolled	Special Admits Enrolled	Mean SATV+ SATQ	Total Math	Total Pass Math Crs.	Total English	Total Pass Engl. Crs	Total Math and English	Total Pass Math and English Crs.	Total Completed First Semester	First GPA	Total Retained Fall 1 to Fall 2	Total Completed Fall 1 through Spring 2	Total in Good Standing Fall 1 Through Spring 2	Total on Track to Graduation Fall 1 Through Spring 2	Total Graduated in 4 years	Total Graduated in Six Years		
	2003																					
	2004																					
	2005																					
	2006																					
	2007																					
	2008																					
	2009																					
		Applications and Enrollments					All Enrolled First Time Fall First Year Students from Philadelphia High Schools															
CEEB Code	High School Name	Fall Cohort	Total Applied	Total Accepted	Total Enrolled	Special Admits Enrolled	Mean SATV+ SATQ	Total Math	Total Pass Math Crs.	Total English	Total Pass Engl. Crs	Total Math and English	Total Pass Math and English Crs.	Total Completed First Semester	First GPA	Total Retained Fall 1 to Fall 2	Total Completed Fall 1 through Spring 2	Total in Good Standing Fall 1 Through Spring 2	Total on Track to Graduation Fall 1 Through Spring 2	Total Graduated in 4 years	Total Graduated in Six Years	
		2003																				
		2004																				
		2005																				
		2006																				
		2007																				
		2008																				
		2009																				

Legend:

- Total Applied: Number of students who graduated from Philadelphia high schools and within one year of graduation applied to your institution for each fall semester
- Total Accepted: Number of students from above group who were accepted
- Total Enrolled: Number of students who enrolled for first time in the fall semester
- Special Admits Enrolled: Number of students enrolled through Special Admissions Programs (e.g., students admitted conditionally, required to take a summer "bridge" program, etc.)
- Mean SATV+SATQ: Average combined Verbal and Quantitative SAT score for fall enrolled first year students. If possible convert ACT scores to SAT equivalent scores prior to computing the average SATV+SATQ score.
- Total Math: Number of enrolled fall freshmen who were required to take a course of study to overcome deficiencies in Mathematics (e.g., failed a placement test, needed a remedial/developmental course prior to taking a first year college math course, etc.)
- Total Pass Math Crs.: Number of enrolled fall first year students who completed and passed Math course required to overcome deficiencies
- Total English: Number of enrolled fall first year students who were required to take a course of study to overcome deficiencies in either/both writing and reading (e.g., failed a placement test, needed a remedial/developmental course prior to taking a first year writing/reading college course)
- Total Passed Engl. Crs.: Number of enrolled fall first year students who completed and passed English course required to overcome deficiencies in either/both writing and reading
- Total Math and English: Number of enrolled fall first year students who were required to take courses of study to overcome deficiencies in both English and Math
- Total Pass Math and English Crs.: Number of enrolled fall first year students who completed and passed English and Math courses required to overcome deficiencies in both English and Math
- Total Completed First Semester: Number from cohort who completed their first semester (i.e., completed at least 1 course credit in the first fall semester)
- First GPA: Average (mean) first semester GPA
- Total Retained Fall 1 to Fall 2: Number from cohort who returned for their second fall semester
- Total Completed Fall 1 through Spring 2: Number from cohort who completed their first four consecutive semesters
- Total in Good Standing Fall 1 through Spring 2: Number from cohort who completed their first four consecutive semesters and having earned minimum CGPA to be considered in good academic standing at your institution
- Total on Track to Graduation Fall 1 Through Spring 2: Number from cohort who complete their first four consecutive semesters and earned enough credits to enter their third fall as a junior.
- Total Graduated in Four Years: Number from cohort who graduated within 4 years
- Total Graduated in Six Years: Number from cohort who graduated within 6 years

** You may use IPEDS definition to identify first time first year students

		Applications and Enrollments					All Enrolled First Time Fall Freshman from Philadelphia High Schools Who Were Philadelphia Residents															
CEEB Code	High School Name	Fall	Total Applied	Total Accepted	Total Enrolled	Special Admits Enrolled	Mean SATV+ SATQ	Total Math	Total Pass Math Crs.	Total English	Total Pass Engl. Crs	Total Math and English	Total Pass Math and English Crs.	Total Completed First Semester	First GPA	Total Retained Fall 1 to Fall 2	Total Completed Fall 1 through Spring 2	Total in Good Standing Fall 1 Through Spring 2	Total on Track to Graduation Fall 1 Through Spring 2	Total Graduated in 4 years	Total Graduated in Six Years	
111111	High School A	2003	50	40	25	5	1040	10	8	13	9	7	5	22	2.60	20	18	17	17	5	18	
111111	High School A	2004	55	44	22	4	1050	11	9	22	15	6	4	20	2.58	19	17	16	16	4	-	
111111	High School A	2005	44	38	19	3	1045	12	8	11	8	4	3	17	2.55	16	14	13	14	3	-	
111111	High School A	2006	43	35	18	6	1040	13	7	10	7	3	2	16	2.75	14	12	10	10	-	-	
111111	High School A	2007	58	48	24	4	1045	14	8	12	8	6	6	22	2.68	21	19	12	12	-	-	
111111	High School A	2008	56	46	23	5	1050	15	9	8	9	7	5	21	2.65	20	-	-	-	-	-	
111111	High School A	2009	60	50	25	5	1050	16	4	12	3	5	3	23	2.77	-	-	-	-	-	-	
222222	High School B	2003	5	4	3	0	1060	0	0	1	0	0	0	2	2.50	2	2	2	2	1	1	
222222	High School B	2004	6	3	2	1	1070	1	1	1	1	1	1	2	3.00	1	0	0	0	0	-	
222222	High School B	2005	3	2	2	0	1065	1	0	0	0	0	0	2	3.40	2	2	1	0	0	-	
222222	High School B	2006	0	0	0	0	1060	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
222222	High School B	2007	4	3	1	0	1065	1	1	1	1	0	0	1	4.00	1	1	1	1	-	-	
222222	High School B	2008	0	0	0	0	1070	0	0	0	0	0	0	0	0	-	-	-	-	-	-	
222222	High School B	2009	6	5	4	1	1070	2	1	1	1	1	0	3	3.33	-	-	-	-	-	-	

C. The Framework for Data Analysis

The analyses and findings in this report are organized around the Loss-Momentum Framework, designed by the Completion by Design Assistance Team at the Bill and Melinda Gates Foundation.¹ The full framework is presented on page V of this technical appendix (Section E) and focuses on four juncture points in a student’s journey through college:

1. **Connection**, or the application process
2. **Entry**, or student placement and outcomes in developmental education coursework
3. **Progress**, or movement through credit-bearing coursework
4. **Completion**, or graduation

Figure B shows the indicators as they correspond to these four elements:

Figure B: The indicators organized along the Loss-Momentum Framework

Connection	Entry	Progress	Completion
	Total number of students who...	Total number of students who...	Total number of students who...
Total number of applications	...took developmental math courses	...completed first semester	... graduated in four years
Total number of acceptances	...passed developmental math courses	...completed first year	... graduated in six years
Total number of students who enrolled	...took developmental English courses	...completed first two years	
	...passed developmental English courses	...were in good standing after two years	
		...were on track to graduation after two years	

As noted earlier, given that not all colleges provided data for all indicators, this report does not always present data for the same cohort from connection through completion. In order to maximize the data, we made decisions about what colleges to include in our analysis on the basis of which schools had complete data in any one of the four Loss-Momentum areas: connection, entry, progress, or completion. In other words, the groups of colleges and universities included in the analyses may be different across each phase. Figure D on the next page provides an overview of which colleges were included in which analyses.

¹ The Completion by Design initiative is a five year investment by the Bill and Melinda Gates Foundation to enable groups of community college campuses in several different states to collaborate on the design and implementation of a model pathway to completion.

D. Colleges that Provided Complete Data for Each Set of Indicators

	Admissions	Remediation	Persistence	Completion
Philadelphia Students	Bloomsburg Chestnut Hill CCP (enrollment only) Drexel East Stroudsburg Holy Family Indiana Kutztown La Salle Lock Haven Millersville Moore Peirce (enrollment only) Shippensburg Slippery Rock Temple UArts UPenn USciences West Chester (20)	Bloomsburg Chestnut Hill CCP East Stroudsburg Holy Family Indiana (Math only) Lock Haven Millersville Moore (English only) Shippensburg Slippery Rock Temple UArts (English only) USciences (English only) West Chester (12 Math, 14 English)	Bloomsburg East Stroudsburg Indiana La Salle Lock Haven Millersville Moore Peirce Shippensburg Temple UArts West Chester (12)	Bloomsburg Chestnut Hill Drexel East Stroudsburg Holy Family Indiana Kutztown La Salle Lock Haven Millersville Moore Peirce Shippensburg Temple UArts UPenn USciences West Chester (13)
Non-Philadelphia Students	Bloomsburg Drexel East Stroudsburg Holy Family Indiana La Salle Lock Haven Millersville Shippensburg Slippery Rock (enrollment only) Temple UArts (enrollment only) UPenn USciences (14)	Bloomsburg CCP Indiana (M) Lock Haven Indiana Millersville Shippensburg Temple USciences (E) (8 Math, 8 English)	Bloomsburg Indiana La Salle Lock Haven Millersville Shippensburg Temple USciences (8)	Bloomsburg Drexel East Stroudsburg Indiana La Salle Lock Haven Millersville Shippensburg Temple UPenn USciences (11)

E. The Loss-Momentum Framework from the Completion by Design Initiative, Bill and Melinda Gates Foundation

Supporting Student Success: PREVENTING LOSS, CREATING MOMENTUM

a system designed for student completion



LOSS POINTS

- Do not apply to PS
- Delayed entry to PS
- Poor college counseling leads to under enrollment, poor matching and failure to obtain financial aid for which they qualify
- Poor academic preparation
- In community colleges, 60% referred to developmental education, only 30% ever take subsequent college level courses
- Fail to enroll/pass Gatekeeper courses (i.e., entry-level math and English)
- 75% of low-income students need to combine work and school; work more than 20 hours/week; schedule changes
- Part-time enrollment means slow progress, loss of momentum
- Life happens/complex lives means many disruptions; stop out or drop out
- Limited advising leads to credit (and debt) accumulation not matched to degree attainment
- Leave with credits needed for degree except for college level math
- Transfer without credential
- Credential doesn't garner family-supporting wage job or isn't "stackable" to career that does

STUDENT PROGRESSION



MOMENTUM STRATEGIES

- Consistent college and career ready standards
- Foster college-going norms supported by peers and trusted adults
- Increase understanding of college requirements, application and financial aid processes/improve information, matching and financial aid products
- Dual enrollment/Early College High Schools (on-ground, online options), AP credit
- Take college placement exam in high school
- Enrollment directly from high school
- Diagnostic assessment and placement tools
- Mandatory "intrusive" advising, attendance, life skills courses, declared courses of study linked career pathways
- Improved academic catch-up (prevention, acceleration, supplemental instruction, concurrent enrollment, contextualization, and competency-based digital prep)
- Aggressive financial aid application support
- Course redesign to go further, faster, cheaper
- Innovative programs to incent optimal (e.g., high intensity, continuous) attendance
- Leverage technology to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
- Intentional, accelerated, competency-based programs of study leading to credentials in high-demand fields like STEM and health care
- Provide emergency aid to deal with unexpected life events
- Mandatory "intrusive" advising
- Transfer with credentials incentives
- Remove barriers to graduation (e.g., fees, forms)
- Learn and Earn programs that combine credential attainment and work experience in field of study toward career pathway

STUDENT DATA SYSTEM (From Day 1 to Completion)

STUDENT ENGAGEMENT

LEADERSHIP FOCUSED ON COMPLETION (Faculty, Administration, Trustees)

F. More about the Indicators

The following provides a summary description of the indicators in the Loss-Momentum Framework:

Connection

Total number of applications	Total number of acceptances	Total number of students who enrolled
------------------------------	-----------------------------	---------------------------------------

The initial point of connection to a college for prospective students is the college admissions process – applying, being accepted, and enrolling in an institution. Decisions about where students apply are often based on academic and financial considerations; factors of “fit,” such as special interests, religious affiliation, campus setting, school and class sizes; and the quality of college guidance received related to applying to colleges and securing the necessary financial resources.

Entry

Number of students who took developmental math courses	Number of students who passed developmental math courses	Number of students who took developmental English courses	Number of students who passed developmental English courses
--	--	---	---

These indicators assess the placement and success of students in developmental math and English courses. Students who are placed into developmental education (remedial) courses must successfully complete these courses prior to enrolling in many credit-bearing college-level courses. Developmental education courses cover concepts that are considered to be pre-college-level material.

Progress

Number of students who completed first semester	Number of students who completed first year	Number of students who completed first two years	Number of students who were in good standing after two years	Number of students who were on track to graduation after two years
---	---	--	--	--

Several indicators were used to evaluate success through completion of the second year and the likelihood of an on-time graduation. A student who is “in good standing” has attained a grade point average of 2.0 or greater; but while considered a measure of academic success, being in good standing does not point to how many or what type of credits a student has accumulated. “On track to graduation” after the first two years is an indicator of credit accumulation sufficient to enter the third year as a junior. Students who are in good academic standing *and* on track to graduate presumably are the most likely to graduate within four years.

Completion

Number of students who graduated in four years	Number of students who graduated in six years
--	---

Without interruption and with a focused course of study, students are expected to complete a four-year degree program in four years. The realities of student life, however, often mean a longer time to completion. In this study, we evaluated four and six year graduation rates by college selectivity.

G. The Colleges and Universities

Twenty colleges and universities submitted information about their incoming freshman cohorts between 2003 and 2009 (see page I for complete list).² The colleges from which the City of Philadelphia solicited data were diverse in terms of size, type, and cost.

Figure C: Characteristics of the 20 colleges in this analysis

	Number of colleges represented in study	Percentage of colleges represented in study
Institutional type		
PASSHE	9	45%
Private	9	45%
State-related (Temple)	1	5%
Community (CCP)	1	5%
Selectivity		
Most Competitive	1	5%
Very Competitive	3	15%
Competitive	9	45%
Less Competitive	3	15%
Noncompetitive	2	10%
Special	2	10%
Location		
Philadelphia	11	55%
Outside Philadelphia	9	45%
Size		
<5,000 students	6	30%
5,000-15,000	10	50%
>15,000	4	20%
Tuition		
<\$12,000/year	11	55%
≥\$12,000/year	9	45%

² Data were received from institutions in Excel spreadsheets. SAS v. 9.3 was used for all data analyses.

One of the key college characteristics used in our analysis is college selectivity, based on Barron’s Profiles of American Colleges.³ In particular, we highlight some of the differences between the college trajectories of students in “very competitive” and “competitive” institutions and enrollment patterns of graduates from different high school types in colleges of different selectivity categories. We also separate out specific analyses related to the Community College of Philadelphia, a noncompetitive institution that accepts all applicants.

Figure D: Colleges classified by academic selectivity

Most competitive	UPenn
Very competitive	Drexel, Temple, USciences
Competitive	Bloomsburg, East Stroudsburg, Holy Family, Indiana, Kutztown, La Salle, Millersville, Shippensburg, West Chester
Less competitive	Chestnut Hill, Lock Haven, Slippery Rock
Not competitive	Community College of Philadelphia (CCP), Peirce
Special	Moore College of Art, UArts

Figure E: Colleges classified by type

PASSHE	Bloomsburg, East Stroudsburg, Indiana, Kutztown, Lock Haven, Millersville, Shippensburg, Slippery Rock, West Chester
Private	Chestnut Hill, Drexel, Holy Family, La Salle, Moore, Peirce, UArts, UPenn, USciences
State-related	Temple
Community	Community College of Philadelphia

Many of the colleges represented in this report are among the top 15 institutions attended by Philadelphia public high school graduates, accounting for over 51% of college placements among public high school graduates, according to a 2010 analysis performed by the School District of Philadelphia. Although the data in our study also include students from parochial and private high schools, this analysis suggests that the colleges in our study represent a large proportion of Philadelphia high school students who went to college from all high school types. Figure F below provides an overview of these top 15 colleges. Those highlighted in grey are included in our study.

Figure F: Top 15 colleges where 2006-2010 Philadelphia public high school graduates initially enrolled

Top 15 Colleges	Percent of Total Initial College Enrollment
Community College of Philadelphia (CCP)	31.5%
Pennsylvania State University (multiple campuses)	10.9%
Temple University	7.5%
Indiana University of Pennsylvania	3.2%
Cheyney University of Pennsylvania	2.3%

³ Barron’s Profile of American Colleges, 29th Edition, 2011. Compiled and edited by the College Division of Barron’s Educational Series.

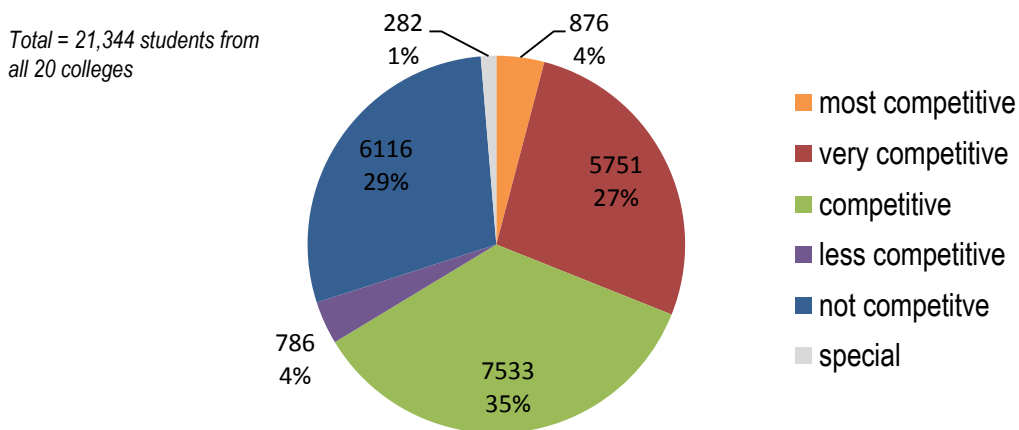
Lincoln University	2.0%
Drexel University	1.8%
Bloomsburg University of Pennsylvania	1.8%
West Chester University	1.7%
La Salle University	1.5%
University of Phoenix	1.5%
DeVry – Fort Washington	1.3%
Kutztown University	1.5%
Millersville University of Pennsylvania	1.1%
University of Pennsylvania	1.0%

(Source: School District of Philadelphia)

H. The Students

This study includes over 21,000 first-year full-time students from Philadelphia who enrolled in one of the 20 colleges that submitted data between 2003 and 2009. Figure G provides an overview of the number and percentage of students enrolling in colleges by selectivity. Over one-third (35%) attended the nine PASSHE institutions (categorized as “competitive” colleges) represented. A little over a quarter attended “very competitive” universities – institutions such as Temple and Drexel (27%). Nearly 30% of the students attended non-competitive colleges, almost all of those Community College of Philadelphia enrollees.

Figure G: Total enrolled college students from Philadelphia high schools represented in the data by college selectivity, 2003-2009 entering cohorts



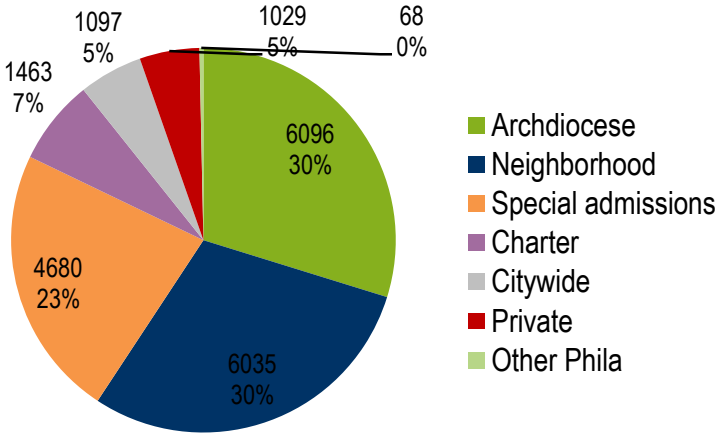
Prior to this report, Philadelphia analyses of college progress and completion patterns included only information from public high schools, including neighborhood, special admissions, charter, and citywide schools; the inclusion of parochial and private institutions in this data collection effort provides opportunities for identifying a citywide profile of Philadelphia students’ success in college.

Figure H provides a breakdown of the high schools types from which students enrolling in the colleges in our study graduated. Nearly a third of first-year college students in this analysis graduated from neighborhood schools. Another third graduated from Archdiocese high schools. The next largest group, nearly one-quarter of students, came from special admissions high schools (such as Central or Masterman). The remainder graduated from charter, citywide, and private high schools. See pages XI-XIV for a list of how individual Philadelphia high schools were categorized.⁴

⁴ School District of Philadelphia designations were used to classify public schools.

Figure H: Total enrolled college students from Philadelphia high schools represented in the data by high school type, 2003-2009 entering cohorts

Total = 20,468 students. Note: University of Pennsylvania did not submit data disaggregated at the individual high school level



I. Philadelphia High Schools

Private and Archdiocese

City Private High Schools

1	ABDULHAKIM FAMILY ALTERNATIVE DC & SCHOOL
2	AL AQSA ISLAMIC ACADEMY
3	AUSAR/AUSET CHURCH SCHOOL
4	BETHEL BAPTIST ACADEMY
5	BLAIR CHRISTIAN EDUCATION SCHOOL AND CENTER
6	CALVARY CHRISTIAN ACADEMY
7	CAMELOT EXCEL ACADEMY
8	CAMELOT SCHOOLS/SHALLCROSS CAMPUS
9	CHALUTZIM ACADEMY/CORNERSTONE
10	CHESTNUT HILL ACADEMY
11	CHRIST INDEPENDENT BAPTIST ACADEMY
12	CREFELD SCHOOL
13	CROOKED PLACE MADE STRAIGHT CHRISTIAN ACADEMY
14	DE LASALLE-IN-TOWNE
15	DELAWARE VALLEY HIGH SCHOOL CENTER CITY
16	DELAWARE VALLEY HIGH SCHOOL-KELLY DRIVE
17	DELTA SCHOOL
18	DESTINY CHRISTIAN ACADEMY
19	EAGLES NEST CHRISTIAN ACADEMY
20	EVELYN GRAVES CHRISTIAN ACADEMY
21	FAIRHILL COMMUNITY HIGH SCHOOL
22	FAITH CONNECTION CHRISTIAN ACADEMY
23	FRIENDS SELECT SCHOOL
24	GERMANTOWN FRIENDS SCHOOL
25	GERMANTOWN LUTHERAN ACADEMY
26	GIRARD COLLEGE HIGH SCHOOL
27	GOODWILL CHRISTIAN ACADEMY
28	GOSPEL OF GRACE CHRISTIAN SCHOOL
29	GREATER CHURCH TRAINING CENTER
30	GREATER PE CHRISTIAN ACADEMY
31	HOPE CHRISTIAN SCHOOL
32	IMMANUEL GERMAN SCHOOL
33	INTERNATIONAL CHRISTIAN HIGH SCHOOL
34	LOVING CARE ACADEMY
35	MILL CREEK SCHOOL

City Private High Schools, cont'd

36	NAZARETH ACADEMY HIGH SCHOOL
37	NENNYPACK HOUSE SCHOOL
38	NEW HOPE CHRISTIAN ACADEMY
39	NORTHEAST PREPARATORY SCHOOL
40	OVERBROOK SCHOOL FOR THE BLIND
41	PHILADELPHIA ACADEMIC SCHOOL
42	PHILADELPHIA CHRISTIAN ACADEMY
43	PHILADELPHIA MENNONITE HIGH SCHOOL
44	QUBA INSTITUTE
45	REVIVAL HILL CHRISTIAN HIGH SCHOOL
46	RITTENHOUSE ACADEMY
47	SAINT JOSEPHS PREPARATORY SCHOOL
48	SISTER CLARA MUHAMMAD SCHOOL
49	SPRINGSIDE SCHOOL
50	STERN HEBREW HIGH SCHOOL
51	TALMUDICAL YESHIVA OF PHILADELPHIA
52	WILLIAM PENN CHARTER SCHOOL

Archdiocese:

1	ARCHBISHOP RYAN HIGH SCHOOL
2	CARDINAL DOUGHERTY HIGH SCHOOL
3	FATHER JUDGE HIGH SCHOOL
4	JOHN WHALLAHAN CATHOLIC HIGH SCHOOL
5	LITTLE FLOWER CATHOLIC HIGH SCHOOL
6	MERCY VOCATIONAL HIGH SCHOOL
7	NORTHEAST CATHOLIC HIGH SCHOOL
8	ROMAN CATHOLIC HIGH SCHOOL
9	SS JOHN NEUMANN AND MARIA GORETTI CATHOLIC HS
10	ST HUBERT HIGH SCHOOL
11	WEST PHILADELPHIA CATHOLIC HIGH SCHOOL

Philadelphia High Schools cont'd

Charter and Neighborhood

City Charter High Schools

1	ARCHITECTURE & DESIGN CHARTER HIGH SCHOOL
2	ARISE ACADEMY CHARTER HIGH SCHOOL
3	BOYS LATIN OF PHILADELPHIA CHARTER SCHOOL
4	CAREER AND ACADEMIC DEVELOPMENT INST
5	COMMUNITY ACADEMY OF PHILADELPHIA
6	DELAWARE VALLEY CHARTER HIGH SCHOOL
7	FRANKLIN TOWNE CHARTER HIGH SCHOOL
8	FREIRE CHARTER SCHOOL
9	HARDY WILLIAMS ACADEMY CHARTER SCHOOL
10	HOPE CHARTER SCHOOL
11	IMHOTEP INSTITUTE CHARTER HS
12	MARIANA BRACETTI ACADEMY HIGH SCHOOL
13	MARITIME ACADEMY CHARTER HIGH SCHOOL
14	MAST COMMUNITY CHARTER SCHOOL
15	MASTERY CHARTER LENFEST CAMPUS
16	MASTERY CHARTER PICKETT CAMPUS
17	MASTERY CHARTER SHOEMAKER CAMPUS
18	MASTERY CHARTER THOMAS CAMPUS
19	MATHEMATICS CIVICS AND SCIENCES CHARTER SCHOOL
20	MULTI-CULTURAL ACADEMY CHARTER SCHOOL
21	NEW MEDIA TECHNOLOGY CHARTER SCHOOL
22	NUEVA ESPERANZA ACADEMY CHARTER HIGH SCHOOL
23	PHILADELPHIA ACADEMY CHARTER HIGH SCHOOL
24	PERFORMING ARTS SCHOOL OF PHILADELPHIA
25	PREPARATORY CHRTR SCH MATH SCI TECH CAR
26	TRUEBRIGHT SCIENCE ACADEMY CHARTER SCHOOL
27	WORD COMMUNICATIONS CHARTER SCHOOL
28	YOUTHBUILD PHILADELPHIA CHARTER SCHOOL

Philadelphia Neighborhood High Schools

1	ABRAHAM LINCOLN HIGH SCHOOL
2	BENJAMIN FRANKLIN HIGH SCHOOL
3	CHARLES AUDENRIED HIGH SCHOOL
4	CHARLES CARROLL HIGH SCHOOL
5	DANIEL BOONE SCHOOL
6	EDISON-FAREIRA HIGH SCHOOL
7	FRANKFORD HIGH SCHOOL
8	GEORGE WASHINGTON HIGH SCHOOL
9	GERMANTOWN HIGH SCHOOL
10	HORACE HOWARD FURNESS HIGH SCHOOL
11	JOHN BARTRAM HIGH SCHOOL
12	KENSINGTON CAPA
13	KENSINGTON CULINARY ARTS
14	KENSINGTON HIGH SCHOOL
15	KENSINGTON INTERNATIONAL BUSINESS
16	LAMBERTON HIGH SCHOOL
17	MARTIN LUTHER KING HIGH SCHOOL
18	NORTH PHILADELPHIA COMMUNITY HIGH SCHOOL
19	NORTHEAST HIGH SCHOOL
20	OLNEY EAST HIGH SCHOOL
21	OLNEY WEST HIGH SCHOOL
22	OVERBROOK HIGH SCHOOL
23	ROBERT VAUX HIGH SCHOOL
24	ROXBOROUGH HIGH SCHOOL
25	S A DOUGLAS HIGH SCHOOL
26	SAMUEL FELS HIGH SCHOOL
27	SIMON GRATZ HIGH SCHOOL
28	SOUTH PHILADELPHIA HIGH SCHOOL
29	STRAWBERRY MANSION HS
30	THOMAS FITZSIMONS HIGH SCHOOL
31	UNIVERSITY CITY HS
32	WEST PHILADELPHIA HIGH SCHOOL
33	WEST PHILADELPHIA UNIVERSITY CITY HIGH SCHOOL
34	WILLIAM L SAYRE HIGH SCHOOL
35	WILLIAM PENN DEMONSTRATION HIGH SCHOOL
36	YOUNG WOMENS LEADERSHIP SCHOOL @ RHODES

Philadelphia High Schools cont'd

Special Admissions and Citywide

Special Admissions High Schools

1	ACADEMY AT PALUMBO
2	CENTRAL HIGH SCHOOL
3	FRANKLIN LEARNING CENTER HIGH SCHOOL
4	G W CARVER HIGH SCHOOL OF ENGINEERING AND SCIENCE
5	GIRARD ACADEMIC MUSIC PROGRAM
6	HIGH SCHOOL FOR CREATIVE AND PERFORMING ARTS
7	J R MASTERMAN LABORATORY AND DEMONSTRATION SCHOOL
8	MOTIVATION HIGH SCHOOL
9	PARKWAY CENTER CITY HIGH SCHOOL
10	PARKWAY NORTHWEST
11	PARKWAY WEST HIGH SCHOOL
12	PHILADELPHIA HIGH SCHOOL FOR GIRLS
13	SCIENCE LEADERSHIP ACADEMY
14	W B SAUL HIGH SCHOOL
15	WILLIAM W BODINE HIGH SCHOOL FOR INTERNATIONAL AFFAIRS

Philadelphia Citywide High Schools

1	COMMUNICATIONS TECHNOLOGY HIGH SCHOOL
2	CONSTITUTION HIGH SCHOOL
3	EDWARD BOK AREA VOCATIONAL-TECHNICAL SCHOOL
4	ELVERSON MILITARY ACADEMY
5	HIGH SCHOOL OF THE FUTURE
6	LANKENAU HIGH SCHOOL
7	MASTBAUM AREA VOCATIONAL TECHNICAL SCHOOL
8	MURRELL DOBBINS AREA VOCATIONAL-TECHNICAL
9	PAUL ROBESON HIGH SCHOOL FOR HUMAN SERVICES
10	PHILADELPHIA HIGH SCHOOL FOR BUSINESS AND TECHNOLOGY
11	PHILADELPHIA MILITARY ACADEMY
12	RANDOLPH AREA VOCATIONAL-TECHNICAL HIGH SCHOOL
13	SWENSON ARTS AND TECHNOLOGY HIGH SCHOOL

Philadelphia High Schools cont'd

Designation Unknown, Alternative, or Other Schools

1	ACADEMY FOR CAREER EDUCATION
2	ARTS ACADEMY AT BENJAMIN RUSH HIGH SCHOOL
3	BEREAN INSTITUTE
4	BRIDGE SCHOOL
5	CELESTIAL PREP
6	CEP MILLER
7	CITY CENTER ACADEMY
8	CONGRESO DE LATINOS UNIDOS
9	COOKMAN ALTERNATIVE LEARNING COMMUNITY
10	CORA SERVICES INCORPORATED NEUMANN CENTER
11	EL CENTRO DE ESTUDIANTES
12	FRANKLIN STANDARD EVENING HIGH SCHOOL
13	FUTURE MINDS
14	GERMANTOWN ISLAMIC MIDDLE SCHOOL
15	HUNTING PARK ACCELERATED LEARNING ACADEMY
16	ISLAMIC DAY SCHOOL OF PHILADELPHIA
17	MUHAMMAD'S ISLAMIC ACADEMY
18	PENNSYLVANIA SCHOOL FOR THE DEAF
19	PHILADELPHIA LEARNING ACADEMY NORTH
20	PHILADELPHIA LEARNING ACADEMY SOUTH
21	SOUTHERN ACCELERATED LEARNING ACADEMY
22	SOUTHWEST ACCELERATED LEARNING ACADEMY
23	STUDENT EDUCATION CENTER-DELAWARE VALLEY HIGH SCHOOL
24	WIDENER MEMORIAL HIGH SCHOOL
25	YOUTH STUDY CENTER SCHOOL