A CELEBRATION OF LONGITUDINAL STUDENT SUCCESS

January 11, 2011

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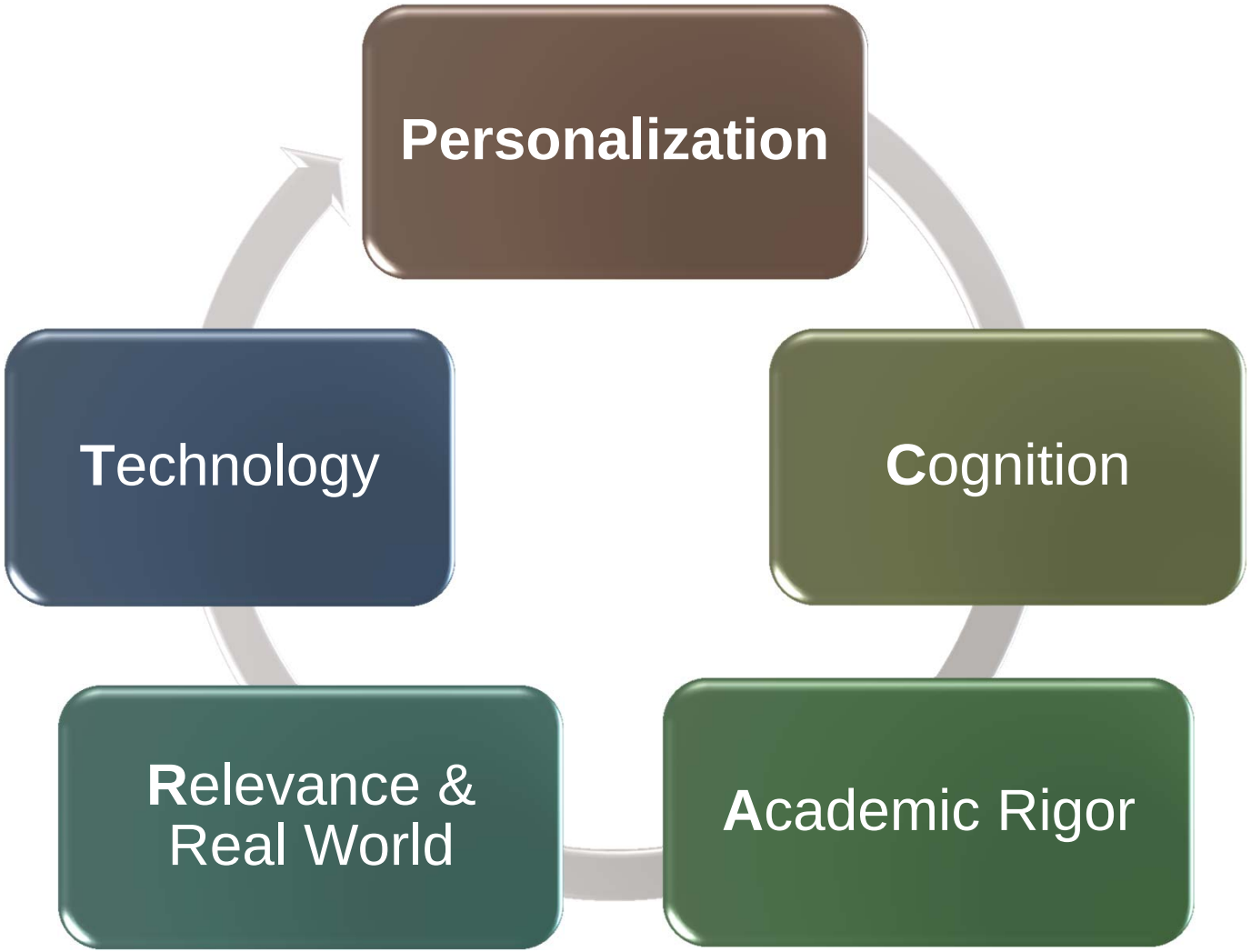
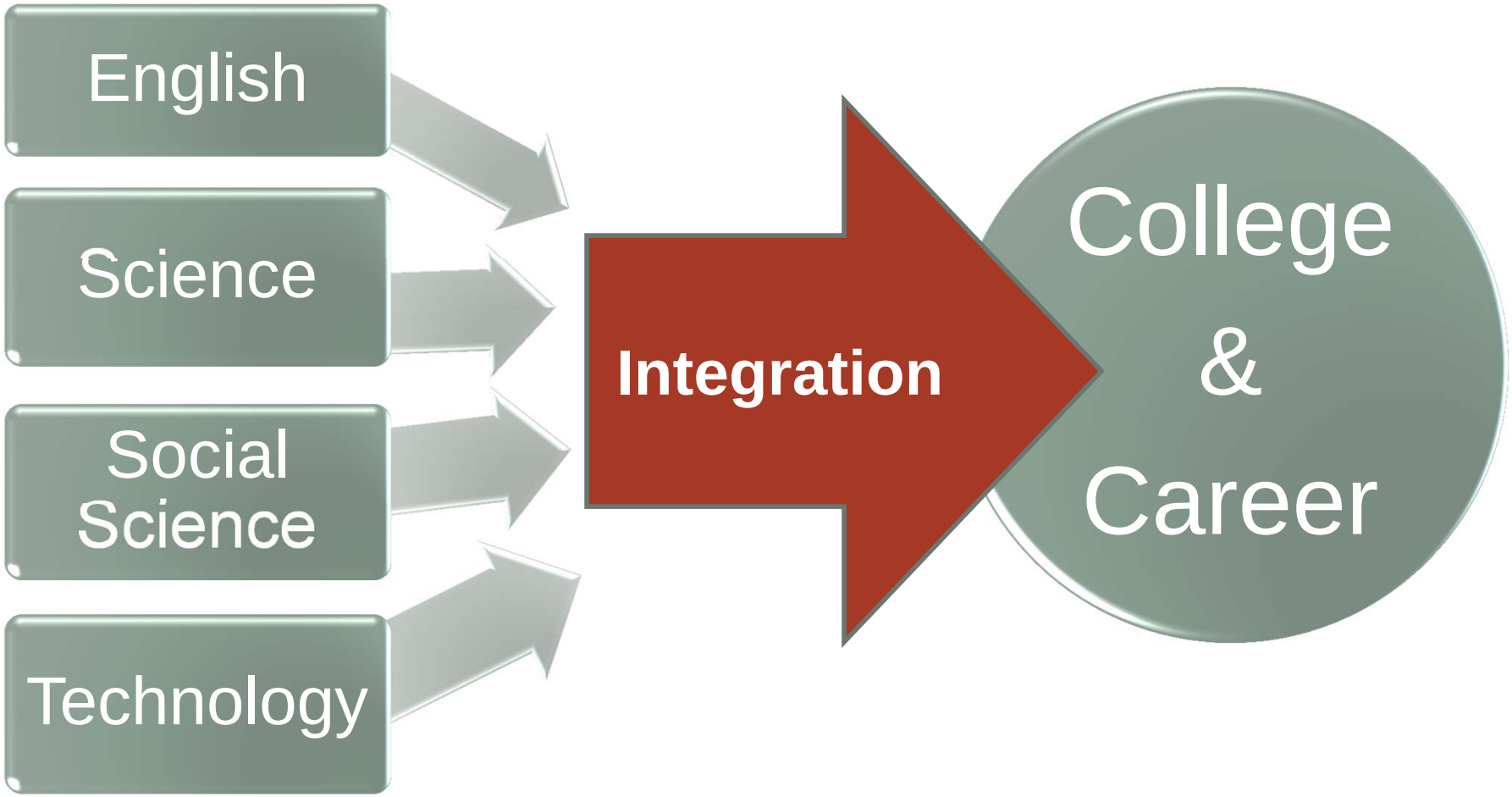


CART Design Principles

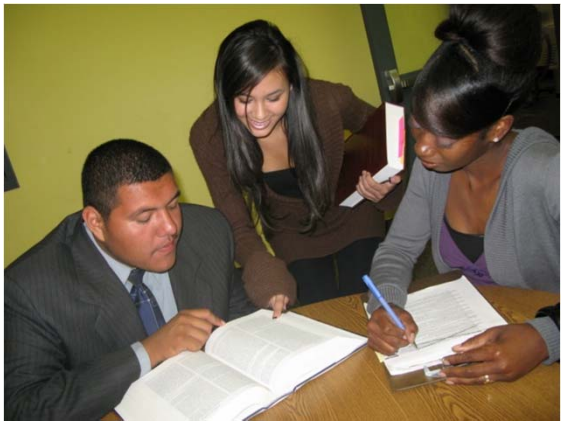

English
Science
Social Science
Technology
Integration
College & Career

English

Am Gov & Economics

CART Technology

Law

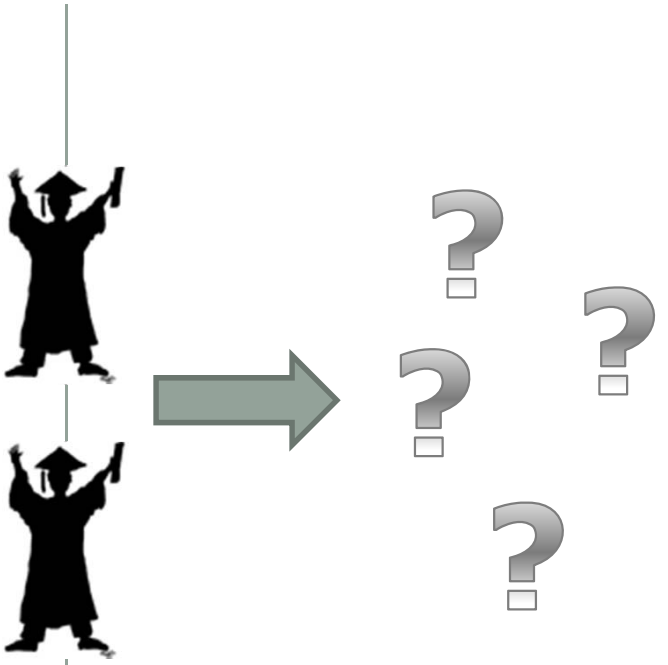


English

Chemistry & Physics

CART Technology

Forensics



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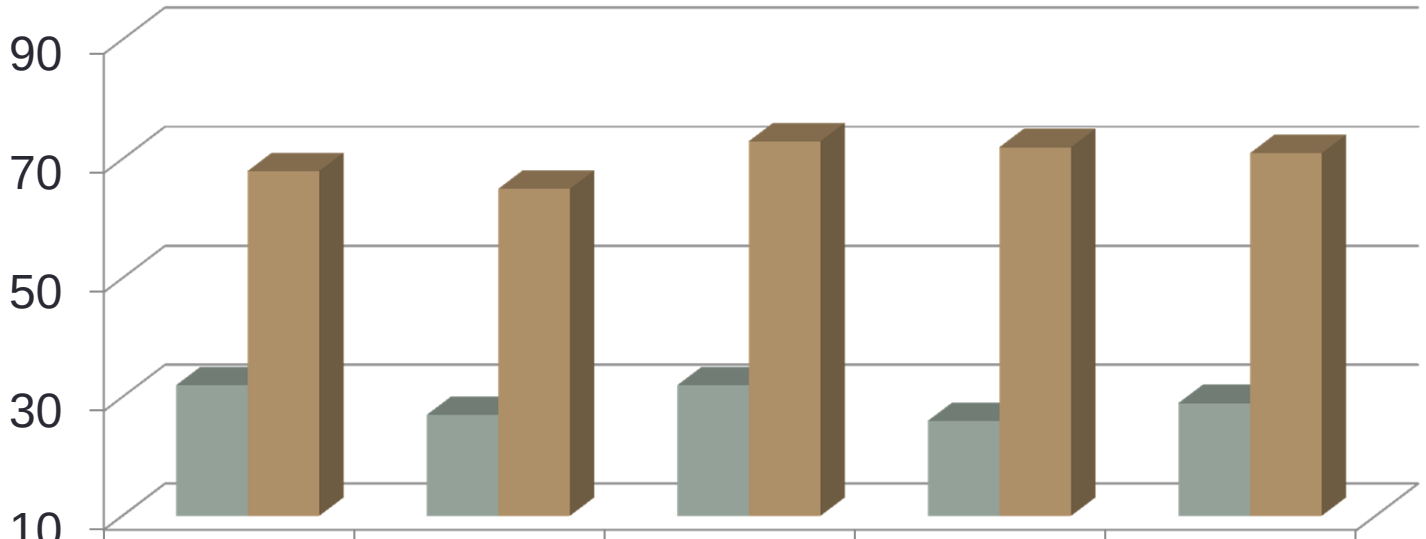
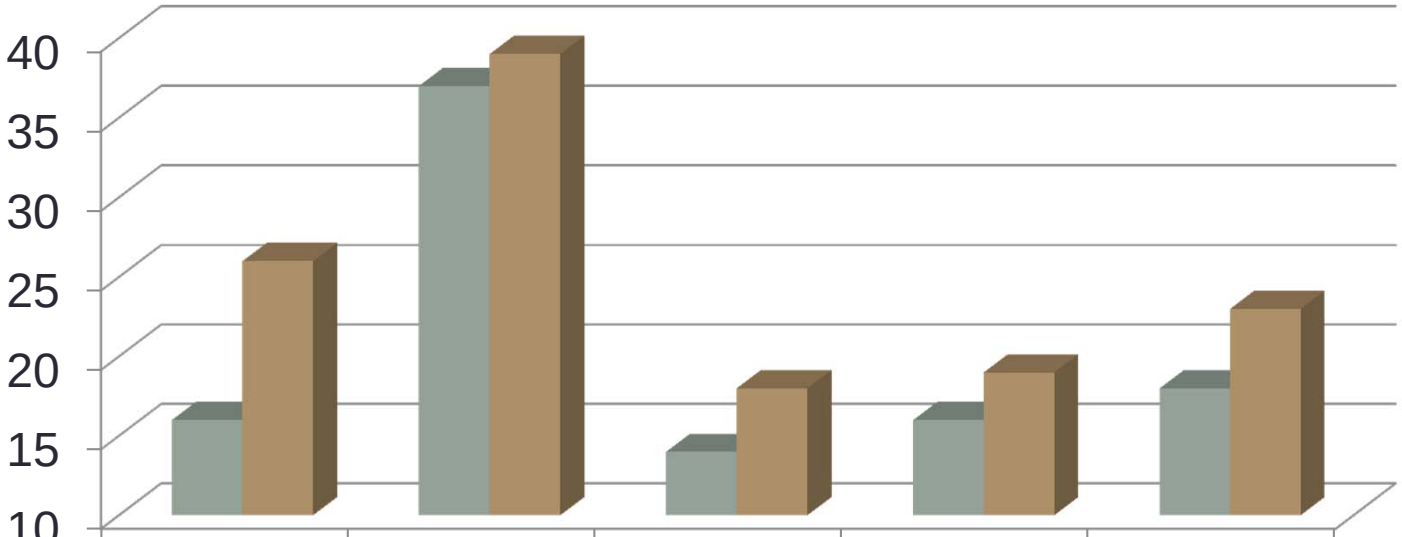
Community College-Going Rate Comparison (% of graduates)



	Af Am	Asian	Hispanic	White	Overall
State	32	27	32	26	29
CART	68	65	73	72	71

Source: 2008 California Postsecondary Education Commission (http://www.cpec.ca.gov); A Model for Success: CART's Linked Learning Program Increases College Enrollment – January 2011

UC/CSU College-Going Rate Comparison (% of graduates)



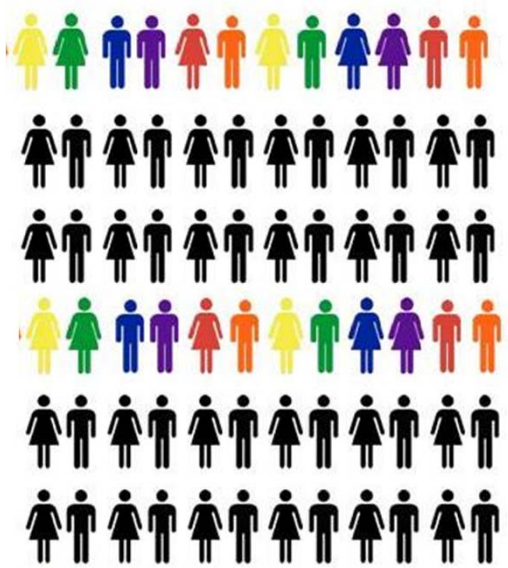
	Af Am	Asian	Hispanic	White	Total
State	16	37	14	16	18
CART	26	39	18	19	23

Source: 2008 California Postsecondary Education Commission (http://www.cpec.ca.gov); A Model for Success: CART's Linked Learning Program Increases College Enrollment – January 2011

The Critic

But CART students are different. They are a self-selected group when they apply their Sophomore Year.

Comparison Group



Sophomore Year

Junior or Senior
At CART

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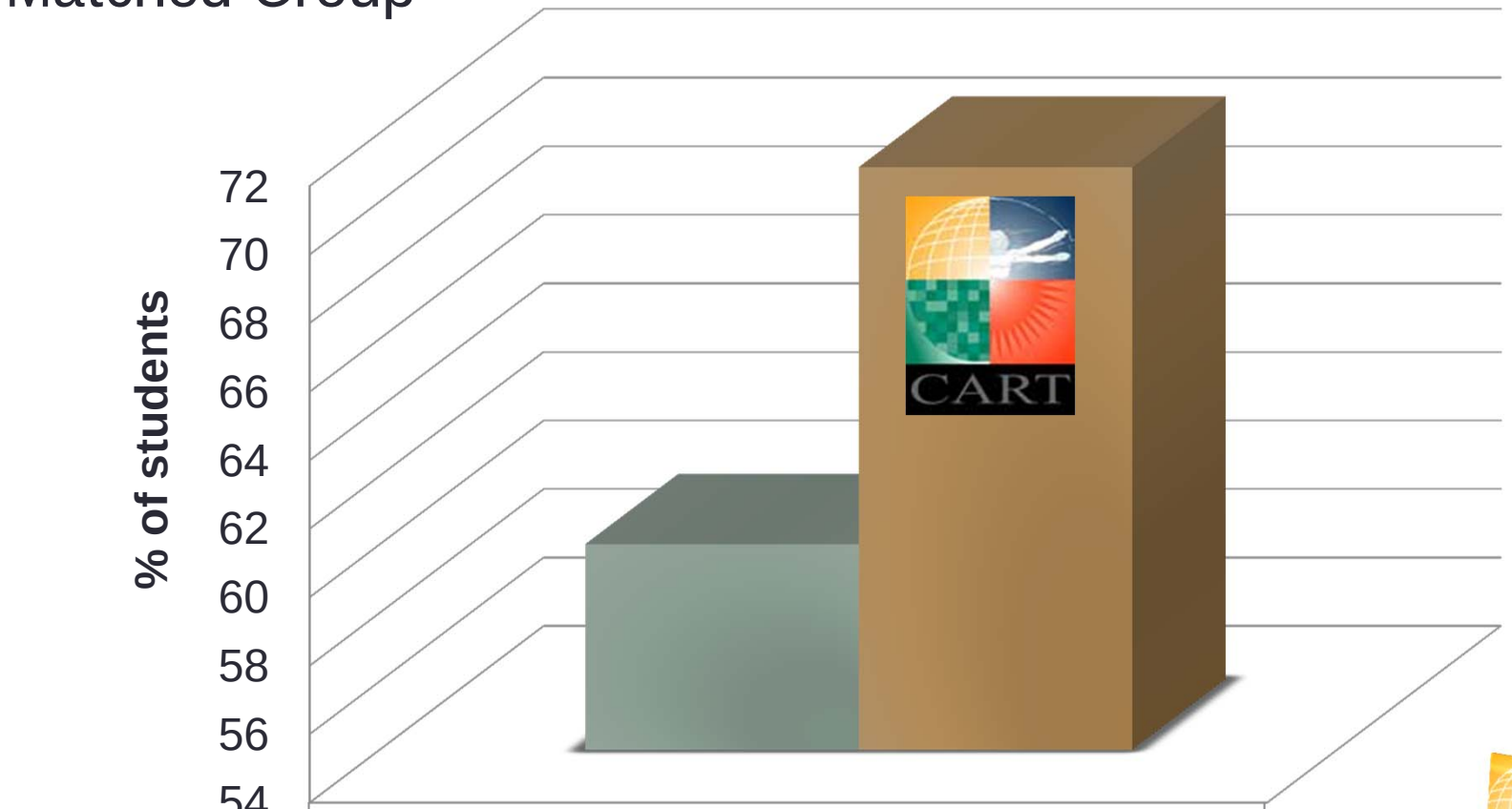
CART

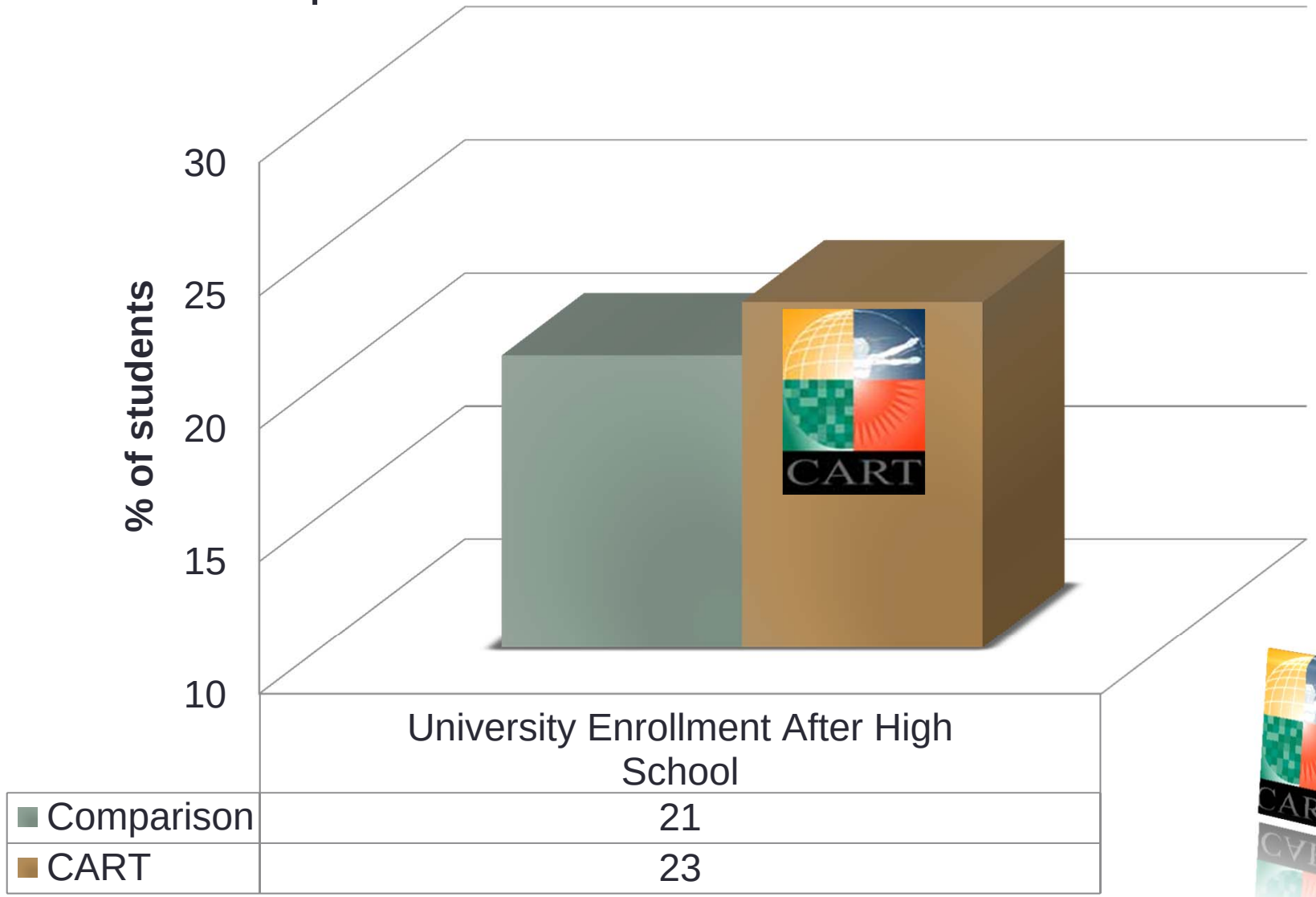
Comparison Criteria	
Gender	English Proficiency
Ethnicity	Special Ed Status
CAHSEE ELA/Math	Parent Education Level
School	NSLP Participation
Home Language	CST ELA Scores

CART Community College-Going Rate Comparison to Matched Group



	Community College Enrollment After High School
Comparison	60
CART	71

CART University College-Going Rate Comparison to Matched Group



The CART Effect

- Significantly more students in College than State Average
- Significantly more students in College when compared against a similar group

The CART Effect

- 3,300 CART graduates enrolled in Community College
- 1,072 CART graduates enrolled in a CSU or UC

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