

How Well Do Galileo Students Succeed After Elementary School? (Unit 4160)



Winter 2003

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AN INDIVIDUAL SCHOOL REPORT FROM THE
CONSORTIUM ON CHICAGO SCHOOL RESEARCH

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This report follows Galileo students in two ways. First, it tracks **for five years** members of the eighth-grade class of 1997 who enrolled in Chicago Public Schools (CPS) high schools or Academic Preparatory Centers (APCs). Second, it follows members of the eighth grade classes of 1997 to 2001 **for one year** to show their achievement during their first year after elementary school using the “on-track” indicator. The on-track indicator is important because it is strongly related to students’ likelihood of graduating.

This report focuses on student outcomes and achievement. Outcomes include whether students graduate, drop out, or transfer out of the system. Achievement indicators show whether students are on or off track. In order for a student to be “on track” to graduate, he or she must have no more than one “F” in a core academic course and have enough credits to be promoted to the next grade.

This report tracks Galileo students only until they graduate, drop out, or transfer out of the system. We are unable to report outcomes for those students who enroll in non-CPS high schools. We determine students’ outcomes and achievement using data from the end of September of the following school year. For example, for second year students, we use information reported as they enter the fall of their third year to include any changes that might have occurred over the summer, such as earning summer school credits or dropping out.

We hope that you will use this report for both long-term planning and to strengthen your relationships with the high schools that recruit your students. The report is meant to be informative, not evaluative. Student outcomes are tracked without regard to student population. That is, the data do not adjust for any factors that might affect a school’s performance such as the percentage of students who come from low income backgrounds, are eligible for special education services, or are English language learners.

Please note: In cases where data are missing, students are generally given the benefit of the doubt and considered on-track. In the tables broken out by high school, if transcript data for the entire school is missing, performance is listed as unknown. Students are considered off track if they are enrolled in an APC. This report varies from a similar report published by the Consortium in 1999 in that it uses slightly different codes to measure dropping out, and includes students who left eighth grade to attend APCs.

Key Terms

Dropped Out. Dropouts are no longer enrolled in a CPS high school and have a code in the CPS Student Information System that designates them as such. We use the same codes as the CPS Department of Research and Evaluation to designate students as dropouts.

Eighth-Grade Achievement. Categories for eighth-grade achievement levels are determined by an average of students' math and reading scores on the eighth-grade Iowa Tests of Basic Skills (ITBS). We show only those students whose ITBS scores were included in reporting. (Students with disabilities are often excluded, for example.)

Graduated. Graduates are no longer enrolled in a CPS high school and have a code in the CPS Student Information System that designates them as such.

Left CPS. These students have a code in the CPS Student Information System that designates them as leaving CPS, usually for another public school district, a private school, a correctional facility, a residential institution, or to be home schooled. A small number of students with uncertain status are also assigned to this category.

On Track. These students received no more than one "F" in a core course (English, math, social science, or science) during the school year and had enough credits to advance to the next grade on time.

Off Track. These students either received more than one "F" in a core course (English, math, social science, or science) during the school year or did not have enough credits to advance to the next grade on time.

Questions This Report Can Answer About the Achievement of Students Who Left Galileo in the Spring of 1997

How many Galileo students graduated from high school? Figure 1 (on page 4) tracks eighth graders who left Galileo in the spring of 1997. The dark blue figures at the top left-hand corner of the figure represent the approximate number of your students who graduated from a CPS high school in five years. The exact number can be found in Table 1 (on page 5).

How many Galileo students dropped out or left the system? Similarly, Figure 1 and Table 1 show how many 1997 students dropped out of school or left the system. The figures in dark red in the line labeled "Fifth Year" represent cumulative dropouts after five years. Students who dropped out after four years are represented in the line below and so on. The gray figures show how many students had transferred out of the system by the end of each year.

Did boys or girls from Galileo have better achievement in high schools and APCs? See Table 2 (on page 5) to compare achievement over five years by gender.

How many high, middle, and low-achieving students from Galileo graduated from a CPS high school within five years? Table 3 (on page 6) categorizes Galileo students from the class of 1997 based on their average eighth-grade math and reading scores on the ITBS, for students whose scores are included in reporting, and shows how the different groups performed in high school. Categories are: *At or above grade level, one year or less below grade level, and more than one year below grade level.*

How do the number of Galileo students graduating differ from one high school to another? Table 4 (on page 7) shows the different high schools and APCs attended by at least three Galileo students who left at the end of eighth grade in the spring of 1997, as well as the number who graduated from each of those schools within five years. (For reasons of student confidentiality, we do not report outcomes at schools with less than three Galileo students.) **Because of the importance of first year performance, students are considered graduates of the high school at which they first enrolled, not the school from which they ultimately graduated.**

Questions This Report Can Answer About the Achievement of Students Who Left Galileo between 1997 and 2001

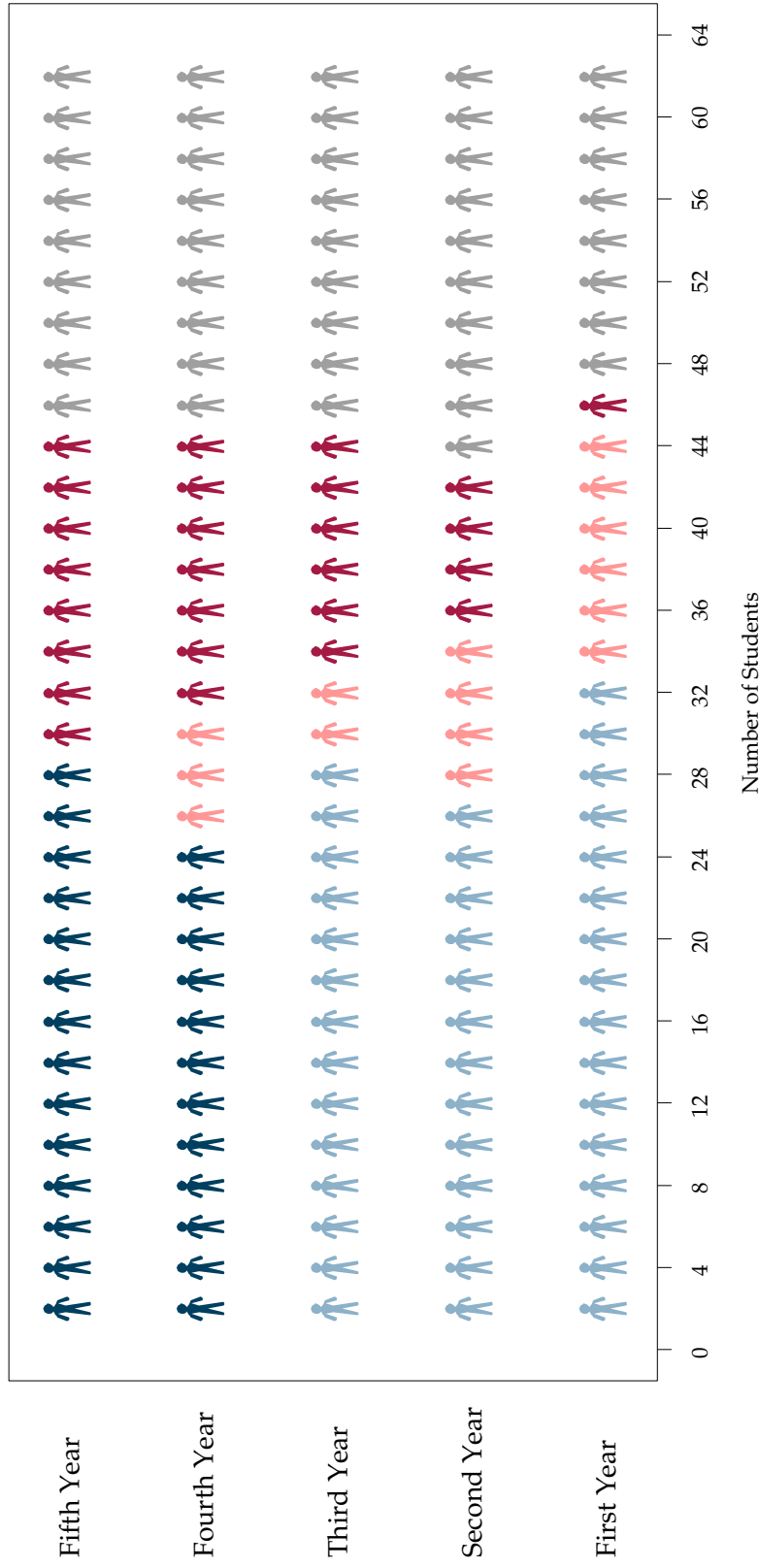
How has the number of Galileo students on track in their first year changed over time? Figure 2 on page 4 provides information about the ways successive classes of eighth graders performed their first year after leaving elementary school. Data are presented from the fall of 1997 through the fall of 2001. By comparing the number of light blue figures in each year, one can see whether more Galileo students were on track in recent years. See Table 5 (on page 9) for the exact numbers. Because the number of students exiting Galileo differs from year to year, Figure 2 shows percentages.

How many Galileo students failed high-school level work? Table 6 (on page 9) shows whether Galileo students from the classes of 1997 through 2001 were meeting high school expectations for English and math their first year. It shows the number of students who received an “F” for either semester for each of those two classes, as well as the number who received an “F” in both.

How much do Galileo students’ on-track rates differ from one high school to another? Table 7 (on page 10) shows the different high schools and APCs attended by at least three Galileo students leaving eighth grade in the spring of 1997, as well as the number and percent of students who were on-track by the end of their first year. Table 8 (on page 11) shows first year success for the Galileo students leaving in the spring of 2001. (For reasons of student confidentiality, we do not report outcomes at schools with less than three Galileo students.)

How well do CPS students achieve as a whole? Table 9 and Table 10 (on page 12) provide data on systemwide success for each of the eighth-grade classes from 1997 through 2001. We discourage a comparison to average CPS success because the student population at Galileo differs from that of the system as a whole.

Figure 1: Achievement of Students Leaving Eighth Grade in 1997
Galileo Students



Notes: One symbol equals approximately 2 students. See Table 1 on the next page for precise numbers.

Status is determined at the beginning of the following year (i.e., first year status is determined from data taken in the fall of students' second year.)

On-track students had enough credits to advance to the next grade on time and received no more than one F in a core course.

Achievement of Students Leaving Eighth Grade in 1997

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	61	n/a	0	27	16	18
Fourth Year 2000–2001	61	n/a	5	24	14	18
Third Year 1999–2000	61	29	3	0	12	17
Second Year 1998–1999	61	26	8	n/a	8	19
First Year 1997–1998	61	31	11	n/a	2	17

Table 1: How many Galileo students graduated, dropped out, or left?

Achievement of Students Leaving Eighth Grade in 1997 by Gender

Boys

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	29	n/a	0	15	8	6
Fourth Year 2000–2001	29	n/a	2	13	8	6
Third Year 1999–2000	29	15	0	0	8	6
Second Year 1998–1999	29	13	4	n/a	5	7
First Year 1997–1998	29	16	6	n/a	1	6

Girls

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	32	n/a	0	12	8	12
Fourth Year 2000–2001	32	n/a	3	11	6	12
Third Year 1999–2000	32	14	3	0	4	11
Second Year 1998–1999	32	13	4	n/a	3	12
First Year 1997–1998	32	15	5	n/a	1	11

Table 2: Do boys or girls from Galileo perform better in high schools and APCs?

Achievement of Students Leaving Eighth Grade in 1997 by Eighth-Grade ITBS Achievement Level

Students at or above Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	37	n/a	0	19	7	11
Fourth Year 2000–2001	37	n/a	2	19	5	11
Third Year 1999–2000	37	20	3	0	4	10
Second Year 1998–1999	37	18	4	n/a	3	12
First Year 1997–1998	37	19	8	n/a	0	10

Students One Year or Less below Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	12	n/a	0	6	2	4
Fourth Year 2000–2001	12	n/a	1	5	2	4
Third Year 1999–2000	12	7	0	0	1	4
Second Year 1998–1999	12	6	1	n/a	1	4
First Year 1997–1998	12	8	0	n/a	0	4

Students More Than One Year below Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	4	n/a	0	1	2	1
Fourth Year 2000–2001	4	n/a	1	0	2	1
Third Year 1999–2000	4	1	0	0	2	1
Second Year 1998–1999	4	1	1	n/a	1	1
First Year 1997–1998	4	2	0	n/a	1	1

Table 3: How many high, middle, and low-achieving Galileo students graduated?

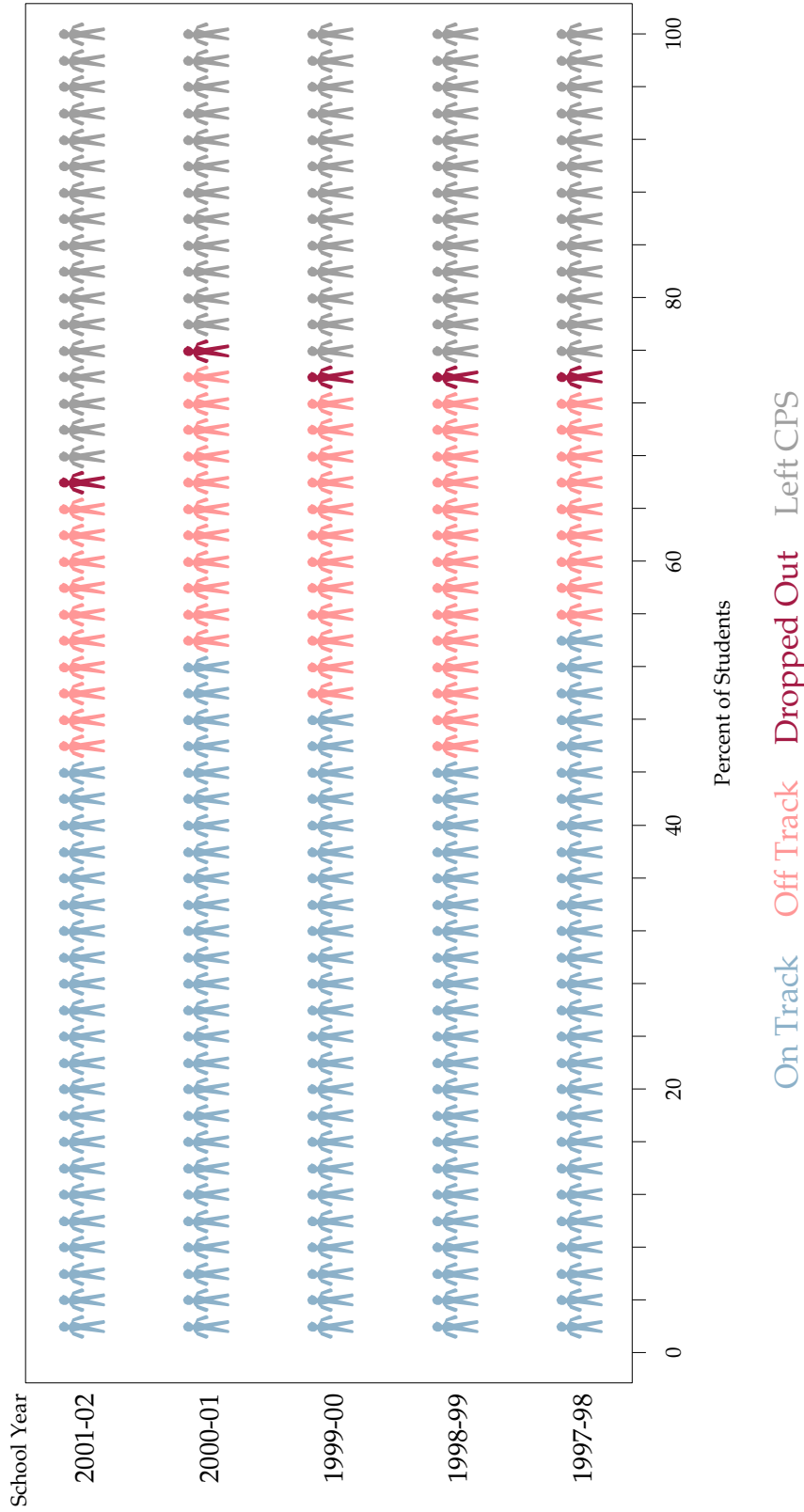
Number of Graduates by School for the Class Leaving Eighth Grade in 1997

High School	Number Attending	Number Graduating within 5 Years
Perspectives	9	4
Young	7	5
Best Practices	4	3
Kennedy	4	3
Curie	4	2
CVS	3	2
Lane Tech	3	3
Other CPS Schools	10	5

Note: This table does not include students who dropped out prior to enrolling in a high school or enrolled in a non-CPS school for ninth grade, even if they return to CPS for later grades. The "Other CPS Schools" category groups students in schools with fewer than three Galileo students. This category only exists if there were at least three such students. Students who did not graduate either left CPS, dropped out, or were still enrolled.

Table 4: How do the number of Galileo students graduating differ from one high school to another?

Figure 2: Five Years of First-Year Achievement Galileo Students



Notes: One symbol equals approximately 2 percent of students. See Table 5 on the next page for precise numbers.

First-year status is determined at the beginning of a student's second year.

On-track students had enough credits to become sophomores on time and received no more than one F in a core course.

Five Years of First-Year Achievement

	Total	On Track	Off Track	Dropped Out	Left CPS
2001–2002 First Year	60	27	12	1	20
2000–2001 First Year	57	26	13	1	17
1999–2000 First Year	58	25	14	1	18
1998–1999 First Year	60	24	17	1	18
1997–1998 First Year	61	31	11	1	18

Table 5: How has the number of Galileo students on track in their first year changed over time?

Number of Students with Fs in English or Math One Year After Elementary School

	Number of Students with Fs			
	Total	Only English	Only Math	English AND Math
2001–2002 First Year	39	1	1	2
2000–2001 First Year	39	4	3	2
1999–2000 First Year	39	1	2	6
1998–1999 First Year	41	6	1	1
1997–1998 First Year	42	3	2	2

Note: Total includes only those students who received grades for freshman year and were still enrolled. It excludes those who left before receiving grades, dropped out, or attended charter schools.

Table 6: How many Galileo students failed high-school level work?

**1997–1998 Achievement One Year After Leaving
Elementary School by High School or APC**

High School	Number Attending	Number On Track	Percent On Track
Perspectives	9	unknown	unknown
Young	7	4	57.1
Best Practices	4	2	50.0
Kennedy	4	3	75.0
Curie	4	3	75.0
CVS	3	3	100.0
Lane Tech	3	3	100.0
Other CPS Schools	8	5	62.5

Note: The table does not include any students who dropped out prior to enrolling in a high school. The “Other CPS Schools” category groups students in schools with less than three Galileo students. It only exists if there were at least three such students. We are unable to calculate on-track rates for charter schools, because we do not have their transcript data.

Table 7: How much do Galileo on-track rates differ from one high school to another?

**2001–2002 Achievement One Year After Leaving
Elementary School by High School or APC**

High School	Number Attending	Number On Track	Percent On Track
Curie	8	5	62.5
Noble St	5	unknown	unknown
Young	4	4	100.0
Juarez	4	2	50.0
Jones	3	3	100.0
Kelly	3	0	0.0
Other CPS Schools	12	9	75.0

Note: The table does not include any students who dropped out prior to enrolling in a high school. The “Other CPS Schools” category groups students schools with less than three Galileo students. It only exists if there were at least three such students. We are unable to calculate on-track rates for charter schools, because we do not have their transcript data.

Table 8: How much do Galileo students’ on-track rates differ from one high school to another?

CPS Systemwide Achievement Over Five Years

	Percent of CPS Students				
	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	n/a	2.4	41.1	33.5	23.0
Fourth Year 2000–2001	n/a	7.5	37.8	32.7	22.1
Third Year 1999–2000	35.0	19.5	0.2	24.7	20.6
Second Year 1998–1999	36.3	28.6	n/a	17.0	18.1
First Year 1997–1998	43.3	31.4	n/a	9.7	15.6

Table 9: How well do CPS students achieve as a whole?

CPS Systemwide Achievement One Year After Leaving Elementary School

	Percent of CPS Students			
	On Track	Off Track	Dropped Out	Left CPS
2001–2002 First Year	49.6	28.6	6.4	15.4
2000–2001 First Year	48.0	29.0	7.6	15.5
1999–2000 First Year	47.7	28.3	8.1	15.9
1998–1999 First Year	44.6	31.0	8.1	16.4
1997–1998 First Year	43.3	31.4	8.1	17.3

Table 10: How well do CPS students perform as a whole?

Additional Reports

Additional copies of this report and reports for other CPS schools are available for download at www.consortium-chicago.org/littlepeople/selectschool.html.

About the Authors

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