

How Well Do Amundsen Students Succeed in High School? (Unit 1210)



Spring 2003

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AN INDIVIDUAL SCHOOL REPORT FROM THE
CONSORTIUM ON CHICAGO SCHOOL RESEARCH

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This report follows Amundsen students in two ways. First, it tracks **for five years** the class entering ninth grade at Amundsen in the fall of 1997. Second, it follows members of the entering ninth-grade classes from 1997 to 2001 **for one year** to show their achievement during their first year of high 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 Amundsen 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 your feeder schools. 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. This report varies from a similar report published by the Consortium in 1999 in that it uses slightly different codes to measure dropping out.

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 or a private school. 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 Entered Ninth Grade at Amundsen in 1997

How many Amundsen students graduated? Figure 1 tracks ninth graders who started at Amundsen in the fall of 1997. The dark blue figures at the top left-hand corner of the figure represent the approximate number of Amundsen students who graduated from a CPS high school in five years. The exact number can be found in Table 1.

How many Amundsen 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 at Amundsen perform better? See Table 2 to compare achievement over five years by gender.

How many high-, middle-, and low-achieving students entering Amundsen graduated from a CPS high school within five years? Table 3 categorizes Amundsen students 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.

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 Amundsen students' graduating differ from one feeder elementary school to another? Table 4 shows the different elementary schools attended by at least three Amundsen students entering ninth grade in the fall of 1997, as well as the number who graduated within five years. (For reasons of student confidentiality, we do not report outcomes for elementary schools which sent fewer than three Amundsen students.) **Because of the importance of first year performance, students are considered graduates of the high school at which they first enrolled (in this case Amundsen) not the school from which they ultimately graduated.**

Questions This Report Can Answer About the Achievement of Students Who Entered Ninth Grade between 1997 and 2001

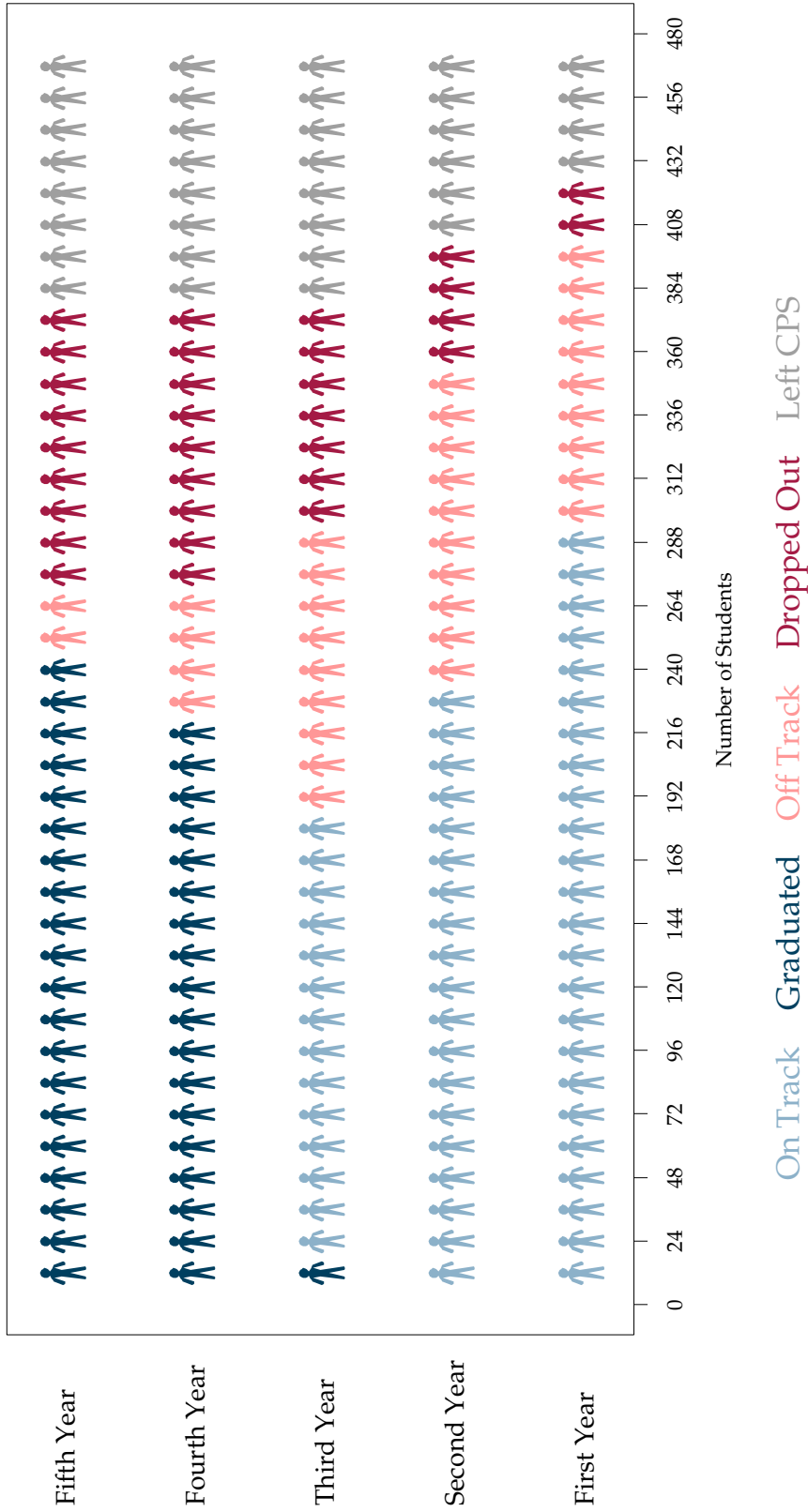
How has the number of Amundsen students on track in their first year changed over time? Figure 2 provides information about the ways successive classes of ninth graders performed during their ninth grade year. Data are presented for students from the fall of 1997 through the fall of 2001. By comparing the number of light blue figures in each year, one can see whether more Amundsen students were on track in recent years. See Table 5 for the exact numbers. Because the number of students entering Amundsen differs from year to year, Figure 2 shows percentages.

How many Amundsen students failed high-school level work? Table 6 shows whether Amundsen students from the entering ninth grade 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 Amundsen students' on-track rates differ from one feeder elementary school to another? Table 7 shows the different elementary schools and APCs attended by at least three Amundsen students prior to entering ninth grade at Amundsen in the fall of 1997, as well as the number and percent of students who were on track by the end of their first year. Table 8 shows first year success for the Amundsen students entering in the fall of 2001. (For reasons of student confidentiality, we do not report outcomes for elementary schools which sent fewer than three Amundsen students.)

How well do CPS students achieve as a whole? Table 9 and Table 10 provide data on systemwide success for each of the ninth-grade classes from 1997 through 2001. We discourage direct comparison because the student population at Amundsen differs from that of the system as a whole.

Figure 1: Achievement of Students Entering Ninth Grade in 1997
Amundsen Students



Notes: One symbol equals approximately 12 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.

Success of Students Entering in 1997

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	466	n/a	19	234	113	100
Fourth Year 2000–2001	466	n/a	44	217	110	95
Third Year 1999–2000	466	172	107	11	86	90
Second Year 1998–1999	466	220	121	n/a	50	75
First Year 1997–1998	466	286	104	n/a	30	46

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

Success of Students Entering in 1997 by Gender

Boys

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	263	n/a	11	113	76	63
Fourth Year 2000–2001	263	n/a	29	101	74	59
Third Year 1999–2000	263	86	60	4	56	57
Second Year 1998–1999	263	105	78	n/a	33	47
First Year 1997–1998	263	144	69	n/a	21	29

Girls

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	203	n/a	8	121	37	37
Fourth Year 2000–2001	203	n/a	15	116	36	36
Third Year 1999–2000	203	86	47	7	30	33
Second Year 1998–1999	203	115	43	n/a	17	28
First Year 1997–1998	203	142	35	n/a	9	17

Table 2: Did boys or girls at Amundsen perform better?

Success of Students Entering 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	67	n/a	3	41	12	11
Fourth Year 2000–2001	67	n/a	8	39	10	10
Third Year 1999–2000	67	29	18	0	8	12
Second Year 1998–1999	67	42	15	n/a	3	7
First Year 1997–1998	67	50	10	n/a	2	5

Students One Year or Less below Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	87	n/a	2	47	19	19
Fourth Year 2000–2001	87	n/a	5	45	20	17
Third Year 1999–2000	87	35	23	1	12	16
Second Year 1998–1999	87	46	21	n/a	6	14
First Year 1997–1998	87	54	20	n/a	3	10

Students More Than One Year below Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	90	n/a	7	42	25	16
Fourth Year 2000–2001	90	n/a	13	36	25	16
Third Year 1999–2000	90	29	25	0	20	16
Second Year 1998–1999	90	37	30	n/a	10	13
First Year 1997–1998	90	49	31	n/a	2	8

Table 3: How many high-, middle-, and low-achieving students entering Amundsen graduated from a CPS high school within five years? (Students included for ITBS reporting only.)

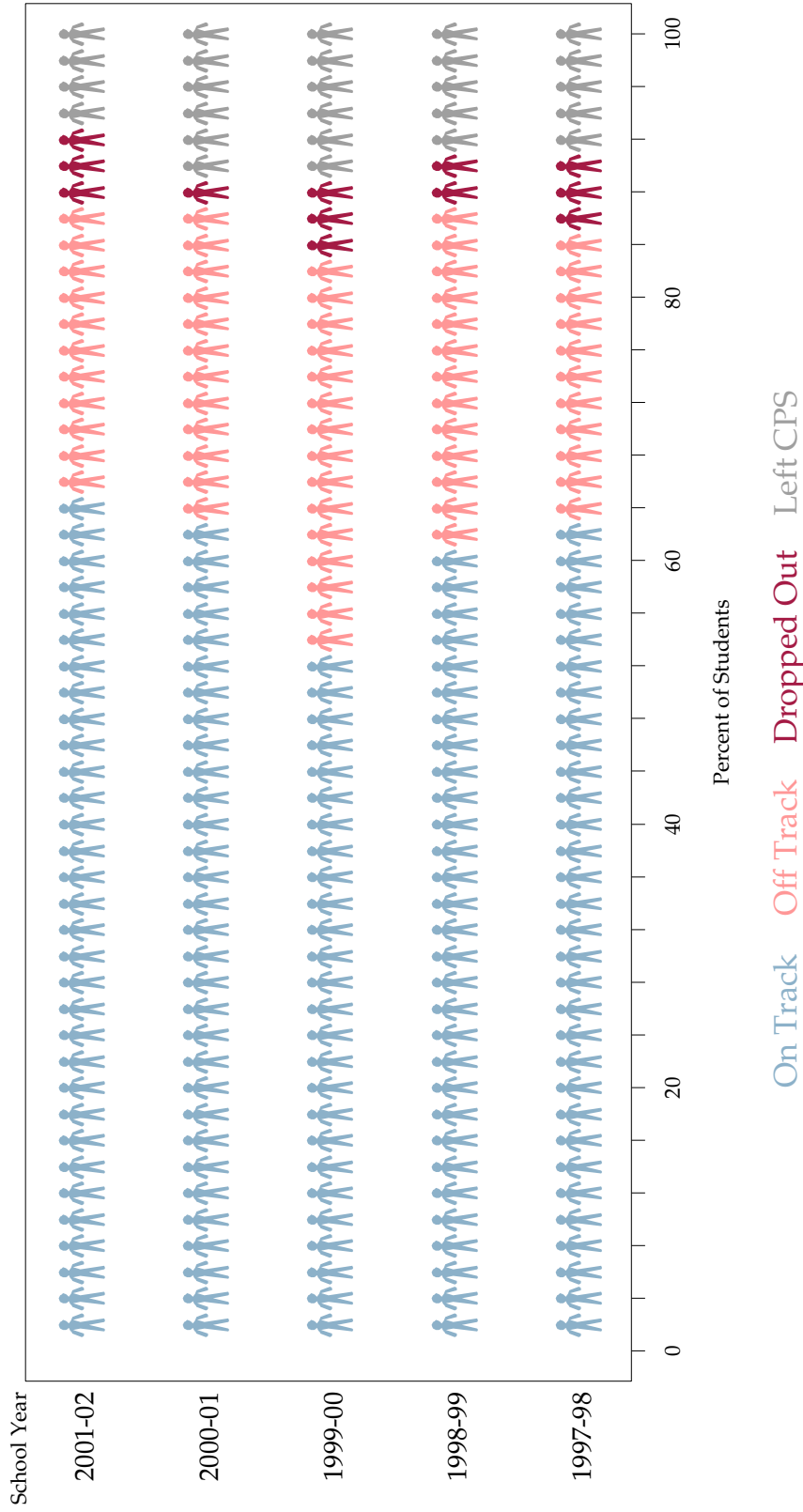
Number of Graduates by Feeder Elementary School

Elementary School	Number Attending	Number Graduating within 5 Years
McPherson	64	34
Budlong	47	25
Waters	42	19
Trumbull	34	22
Chappell	33	20
Goudy	10	8
Arai Middle School	10	7
Ravenswood	10	5
Disney Magnet	10	4
Inter-American Magnet	9	4
Coonley	8	4
Marshall Middle School	8	2
Field	7	3
Albany Park Academy	7	6
George Armstrong	5	3
Haugan	5	2
Agassiz	3	3
Greeley	3	1
Hayt	3	2
Jahn	3	1
Peirce	3	2
Volta	3	2
Unknown	139	55

Note: Table includes schools sending three or more students. Students who did not graduate either left CPS, dropped out, or were still enrolled. The unknown category includes all students without prior CPS elementary school codes and all students from elementary schools sending less than three students.

Table 4: How much do graduation rates differ from one feeder elementary school to another?

Figure 2: Five Years of First-Year Success Amundsen 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 Success

	Total	On Track	Off Track	Dropped Out	Left CPS
2001–2002 First Year	415	262	95	27	31
2000–2001 First Year	381	235	93	8	45
1999–2000 First Year	408	214	123	23	48
1998–1999 First Year	496	290	135	22	49
1997–1998 First Year	466	286	104	30	46

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

Number of Students with Fs in English or Math in Their First Year

	Number of Students with Fs			
	Total	Only English	Only Math	English AND Math
2001–2002 First Year	357	23	33	30
2000–2001 First Year	328	24	14	28
1999–2000 First Year	337	23	33	39
1998–1999 First Year	425	16	55	51
1997–1998 First Year	390	24	27	34

Note: Total includes all students who received grades for freshman year and were on or off track. It excludes those who dropped out.

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

1997–1998 First-Year Success by Elementary School

Elementary School	Number Attending	Number On Track	Percent On Track
McPherson	64	40	62.5
Budlong	47	32	68.1
Waters	42	26	61.9
Trumbull	34	19	55.9
Chappell	33	22	66.7
Goudy	10	7	70.0
Arai Middle School	10	8	80.0
Ravenswood	10	5	50.0
Disney Magnet	10	5	50.0
Inter-American Magnet	9	5	55.6
Coonley	8	5	62.5
Marshall Middle School	8	4	50.0
Field	7	5	71.4
Albany Park Academy	7	6	85.7
George Armstrong	5	5	100.0
Haugan	5	2	40.0
Agassiz	3	3	100.0
Greeley	3	2	66.7
Hayt	3	2	66.7
Jahn	3	1	33.3
Peirce	3	2	66.7
Volta	3	3	100.0
Unknown	139	77	55.4

Note: Table includes schools sending three or more students. The unknown category includes all students without prior CPS elementary school codes and all students from elementary schools sending less than three students.

Table 7: How much do Amundsen on-track rates differ from one feeder elementary school to another?

2001–2002 First-Year Success by Elementary School

Elementary School	Number Attending	Number On Track	Percent On Track
McPherson	49	34	69.4
Budlong	43	24	55.8
Trumbull	35	22	62.9
Chappell	29	14	48.3
Waters	20	11	55.0
Ravenswood	16	6	37.5
Disney Magnet	16	12	75.0
Hayt	13	8	61.5
Goudy	10	10	100.0
Albany Park Academy	9	6	66.7
Coonley	8	5	62.5
Arai Middle School	6	3	50.0
Marshall Middle School	6	4	66.7
Field	5	4	80.0
Peirce	4	3	75.0
George Armstrong	3	2	66.7
Boone	3	3	100.0
Clinton	3	1	33.3
Lemoyne	3	2	66.7
De Diego Community Academy	3	2	66.7
Unknown	131	86	65.6

Note: Table includes schools sending three or more students. The unknown category combines all students without prior elementary school codes and all students from elementary schools sending less than three students.

Table 8: How much do Amundsen students' on-track rates differ from one feeder elementary school to another?

CPS Systemwide Success Over Five Years

	Percent of CPS Students				
	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	n/a	2.6	47.7	32.4	17.4
Fourth Year 2000–2001	n/a	8.1	44.0	31.1	16.8
Third Year 1999–2000	40.5	20.8	0.6	23.0	15.1
Second Year 1998–1999	42.2	30.6	n/a	15.1	12.1
First Year 1997–1998	51.9	34.6	n/a	6.2	7.3

Table 9: How do CPS students succeed as a whole?

CPS Systemwide First-Year Success

	Percent of CPS Students			
	On Track	Off Track	Dropped Out	Left CPS
2001–2002 First Year	57.0	30.9	5.3	6.8
2000–2001 First Year	55.9	31.6	6.0	6.5
1999–2000 First Year	54.6	31.8	6.5	7.0
1998–1999 First Year	53.3	33.5	6.2	7.0
1997–1998 First Year	51.9	34.6	6.2	7.3

Table 10: How do CPS students succeed 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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