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## ABSTRACT

This report offers a review of the Chicago Public Schools' official policy on promotion and retention, a discussion of research on the issue of retention, and an analysis of June, 1989 retention rates in Chicago. The first section covers retention and promotion policies in Chicago and other cities and research on the effects of retention and promotion on student achievement and dropping out. The second section presents statistics about retention rates in the Chicago Public Schools. The third section lists June, 1989 retention rates for every grade in each graded elementary school. The schools are grouped by community so that neighboring schools can be compared. An index provides the district number and community of each school. (RH)

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MONITORING AND RESEARCHING  
THE EFFECTS OF SCHOOL  
REFORM IN CHICAGO

JUNE 1989 GRADE RETENTION  
IN CHICAGO PUBLIC ELEMENTARY SCHOOLS

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May 1990

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## INTRODUCTION

Retention (requiring a student to repeat a grade) is an important policy issue because it can have a significant impact on achievement and the dropout rate. Though retention is often looked at as a result of a student's academic or social problems in school, research has shown that retention is also a cause of these and related difficulties. Many studies have shown that retention rarely improves achievement or gives students an advantage in later grades. In fact, retention may disrupt academic growth and increase the chances that students will drop out of school before graduating. Even though retention can have such a major effect on students' academic careers, statistics and research about retention in the Chicago Public Schools have not been sufficiently examined or publicly discussed in the past.

The purpose of this report is to review the Chicago Public Schools official policy on promotion and retention, discuss research on the issue of retention, and analyze June 1989 retention rates in Chicago. This paper contains three separate sections plus an index and reference section. The first section discusses retention and promotion policies in Chicago and other cities and reviews some research on the effects of retention and promotion on student achievement and dropping out. The second section presents statistics about retention rates in the Chicago Public Schools. The final section lists June 1989 retention rates for every grade in each graded elementary school. The schools are grouped by community area so that neighboring schools can be compared. An index follows to provide the community area for each school.

The Panel is studying retention rates as part of its project to monitor the implementation of school reform. One of the Reform Act objectives is a reduction in the retention rate:

educational reform...shall be implemented in such a manner that:...by the conclusion of the 1993-94 school year, the percentage of students within the district failing and not advancing to the next higher grade or graduating is at least 10% less than the percentage of students within the district failing and not advancing to the next higher grade or graduating at the conclusion of the 1987-88 school year.<sup>1</sup>

The June 1989 retention data that is contained in this paper will be base line information for our future reports on how retention rates are affected by the implementation of school reform.

The Board of Education's Department of Research, Evaluation, and Planning collected the grade retention data examined in this report from elementary schools starting in June of 1989. The Department provided the Chicago Panel with this data in order to cooperate with the Panel's project **Monitoring School Reform in Chicago**. The Chicago Panel and the Chicago Board of Education, along with other research groups, plan to undertake several cooperative or collaborative endeavors related to assessing the impact of school reform in Chicago.

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Note: All endnote references are listed on pages 38 and 39 of this report. Suggested reading is listed on page 40.

## THE EFFECTS OF RETENTION AND PROMOTION ON STUDENTS

### The Context of Grade Retention Data

Public schools in the past decade have been under increasing pressure to produce better prepared students--students who can read, write and compute mathematics at or near grade level.<sup>2</sup> In Chicago, educators and the public are rightfully alarmed at statistics that show that students often graduate from high school without having achieved competency in basic skills such as reading and mathematics. For example, in 1988-89, only 32.6% of eleventh grade Chicago public school students scored at or above grade level in reading on the nationally standardized *Test of Achievement and Proficiency (TAP)* and only 29.9% scored at or above grade level in mathematics on the same test. In order to keep Chicago up to national standards, at least 50% of students must score at or above grade level.

Like many other school boards during the 1980s, the Chicago Board of Education responded to the concern over lack of student competency by changing the standard by which elementary students were promoted from one grade to the next. The Board adopted a tougher promotion policy<sup>3</sup> in 1985 that based grade promotion decisions on a student's reading and math scores on the *Iowa Test of Basic Skills (ITBS)* as well as on completion of the curriculum.

This promotion policy requires that promotion decisions be based on a student's test scores which must be above certain minimum standards. The policy states that a "student *shall not* be promoted from one grade to the next if the student has not met the minimum levels of performance for the assigned grade levels."<sup>4</sup>

However, in direct contradiction to this requirement, the Board's policy also states that "...decisions must be made on an individual basis...bringing to bear all that is known about the student."<sup>5</sup> It states that grade retention should be a last resort to be used "only if all other intervention strategies have failed to bring the student up to minimum levels of performance and only if it is genuinely felt that the student will profit from an extra year in the elementary school."<sup>6</sup>

The policy thus offers two opposing criteria for retention/promotion decisions: one that bases retention decisions on the individual characteristics of the student, and the second that requires that the staff retain every child who does not reach a certain test score.

Because of the ambiguity of this promotion policy, staff at different schools have interpreted the policy in different ways. Some schools have looked at the overall performance of each student when making retention decisions, but many others have relied simply on the test score.

### Criteria for Promotion/Retention Decisions in the Chicago Policy

The 1985 promotion policy was a response to what national critics perceived to be a lack of standards for public school students. Many people thought children were coasting through school and were merely passed on to a new teacher at the next grade even if they

had not achieved minimum grade level competency. The tougher promotion policy attempted to appease these critics by increasing the number of students who were retained in grade due to poor achievement test scores. This policy was supposed to give new accountability to teachers, who could not pass on low achieving students as easily, and to students, who could no longer expect to be promoted and graduate if they did not meet minimum requirements on a standardized test.

The desire to increase achievement and accountability is certainly laudable. Chicago students do need to reach national standards in order to be competitive in future education and employment. However, local school councils, principals, teachers and the Chicago Board of Education need to examine whether the current promotion policy will have a positive effect on education.

The current promotion policy has been criticized for using *ITBS* scores as a method of identifying students who have not learned enough. The most compelling objection to the use of *ITBS* scores for promotion decisions is that individual student scores are prone to error and are easily influenced by factors such as illness at the time of testing, mistakes in using the answer sheet, poor test-taking skills, and distractions in the test taking setting. Consequently, the test does not always reflect the knowledge of the student. David Labaree of Georgetown University argued this point in reference to the New York City Promotional Gates Program which had a policy of retaining any student who did not score at or above set minimums on the reading section of the *California Achievement Test*:

Any achievement test score should be viewed statistically as a rough estimate of a student's true ability and thus is best expressed as a confidence interval rather than as a single figure...a number of the students who pass have true scores below the cutoff while a number of those who fail have true scores above the cutoff.<sup>7</sup>

Another valid criticism of using *ITBS* scores to make promotion decisions is that nationally standardized tests do not test students on their progress in the Chicago curriculum, but on their progress in what the test-makers consider to be what "most" schools teach at a particular grade level. Labaree also addressed this issue in his discussion of Promotional Gates:

It is hardly valid or fair to evaluate what a student has learned on the basis of a test measuring what he or she has not been taught, or at least has not been exposed to in that particular form. National standardized tests are so abstract in their relation to particular curricula and instructional practices that their validity as measures of student learning should always be suspect.<sup>8</sup>

Labaree argues that if the test is to be a valid measure of student learning, it may mean that teachers must teach to the test, which most educators agree is an unfortunate sacrifice of curriculum for the sake of higher test scores.

The current Board has addressed the problems contained in the official promotion policy by establishing a committee to revise the policy. The new policy will probably contain different measures by which students are retained or promoted. However, even more important than whether or not the current policy uses correct criteria for

retention/promotion decisions is whether retention in grade will improve the student's education.

### Research Evidence on Promotion or Retention

Most schools use retention as a method of improving the retained student's achievement. However, the bulk of the research evidence on the effects of grade repetition show that retained students do not have higher achievement levels. Although some researchers claim that grade retention is beneficial, many others have found that students are done more harm than good when they are forced to repeat a grade.

Gregg Jackson, author of a critical review of the research on the effects that retention has on achievement, believes that the reason why different studies have come up with opposite conclusions is that most of them contain inherent biases in their research design toward either grade retention or social promotion (the practice of promoting a student automatically).<sup>9</sup> Of the studies that did not contain bias, the data was not statistically significant. Jackson found from his research review that "There is no reliable body of evidence to indicate that grade retention is more beneficial than grade promotion...".<sup>10</sup> He argued that educators who hold students back "...do so without valid research evidence to indicate that [retention] will provide greater benefits to students with academic or adjustment difficulties than will promotion to the next grade."<sup>11</sup>

Most writers who have done extensive reviews of the research on the effects of grade retention tend to believe promotion is more likely to improve achievement than retention. According to Labaree, of the six major literature reviews in the ten years preceding the time he wrote his paper "not one of these writers adopts a position in support of retention. Three remain neutral on the policy question, while one...mildly favors social promotion, and the remaining two strongly support social promotion."<sup>12</sup>

C. Thomas Holmes, in his two meta-analyses of the research on retention and promotion, strongly supported social promotion because he found that grade retention actually inhibits the student's achievement: "It seems that retained pupils fall behind during the year that they are retained and spend the rest of their academic careers in vain attempt to catch up."<sup>13</sup> The later meta-analysis that Holmes coauthored came to a similar conclusion finding that the "potential for negative effects consistently outweighs positive outcomes."<sup>14</sup>

Monica Overman, in a research review she wrote for the *Phi Delta Kappan*, argued that the evidence showed that retention does not boost achievement:

The tenor of the times may account, at least in part, for the current popularity of achievement-based promotion. But the evidence to date suggests that achievement-based promotion does not deal effectively with the problem of low achievement.<sup>15</sup>

In addition to having a negative effect (or, at best, no effect) on achievement, retention has been correlated to increased dropout rates. A study of the class of 1982 by the Chicago Panel found that overage freshman are more likely to eventually drop out than normal age students who are at the same reading level. Overage students are also more likely to drop out than normal age freshman with lower scores. For example, of

overage freshman who scored in the sixth stanine or higher (high achievement), 37.9% eventually dropped out compared to only 18.3% for normal age freshman in stanine six or up and 27% of normal age freshman who scored in the fifth stanine (average achievement).<sup>16</sup> The pattern is repeated at other reading achievement levels. The overage dropout rate is approximately 11 to 15 percentage points higher than the normal age dropout rate when comparing students in the same reading stanine. When overage students are compared to normal age students in the next lower stanine, the overage dropout rate is at least six percentage points higher in almost every comparison.

Staff researchers at the Chicago Public Schools' Department of Research, Evaluation and Planning have also studied the effects of grade retention. One of their studies used a format comparable to the Chicago Panel study discussed above, but analyzed records of students in later classes.<sup>17</sup> This study reached findings similar to those in the Chicago Panel's study. A second study found that rigid 1980 promotion standards that affected only eighth graders resulted in an increase in the dropout rate for the class of 1985.<sup>18</sup>

Additional support for the research finding that retention increases the dropout rate has come recently from the New York City public schools. After ten years of the Promotional Gates program that required schools to retain large numbers of fourth and seventh graders based on poor test scores, the New York City Schools Chancellor, Joseph Fernandez, has decided to scrap the program. One of the reasons for eliminating Promotional Gates was its effect on the dropout rate. According to Fernandez, "The program may have been well-intended. But over all, it has not worked. A disproportionate number of kids are becoming dropouts."<sup>19</sup>

### Alternatives to Retention

Though retention has many negative effects, social promotion by itself is not the solution to low achievement. Promotion may have fewer negative effects than retention, yet merely moving a low achieving student forward a grade is not enough. Students with academic difficulties need intervention in order to raise their achievement.

Charleston County School District in South Carolina recently developed a comprehensive new strategy to raise the achievement levels and the graduation rate of its students without using grade retention. Its diverse school district includes inner-city, suburban and rural students, many of whom are at-risk, low-achieving students. The new plan begins in the early grades and serves as an alternative to retention for low-achieving students while at the same time enhancing the education of all students. According to David Sklarz, deputy superintendent of curriculum and instruction, the program contains the following interventions:

1. High quality kindergarten programs that focus on reading readiness;
2. Individualized instruction including extra-help from teachers, computer assisted learning and students helping students;

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\*Standardized test scores are divided into nine scores, called stanines. Stanines 1, 2 and 3 are considered low achievement. Stanines 4, 5 and 6 are considered average achievement. Stanines 7, 8 and 9 are considered high achievement.

3. Strong emphasis on reading skills. Students are moved up to new reading groups as they progress, without waiting until the end of the semester to move them and regardless of age or grade level. All upper elementary, middle and high school teachers, not just English teachers, teach good reading and writing skills as well as their subject area;
4. Creative use of summer school. Summer school is given a positive image and is used to enrich students who might fall behind in the ten weeks they spend away from school. The summer school program is a non-graded learning experience that is meant to compensate for the at-risk student's lack of learning resources in the summer. The emphasis is on helping all at-risk students, not just those who have failed courses,
5. Incentive awards for teachers and encouragement for teachers to take assignments at schools with many at-risk students;
6. Parent workshops that teach parents how to actively participate in their children's schooling and how to reinforce good behavior. The program also offers a homework assistance hot-line for parents;
7. Alternative schools or programs for potential dropouts;
8. Improved school discipline that uses alternatives to suspension so that students will not miss school;
9. Special staff development programs that will show teachers and administrators the advantage of having high expectations of students. The goal is that the school staff will "...want all children to learn and...believe that all children can learn."<sup>20</sup>

New York City is also initiating a new tactic to deal with students who achieve below grade level. Instead of the Promotional Gates system of automatically retaining students who test poorly at the third grade level, students are offered a six week summer school program after third grade and an after school program during fourth grade. Students who participate in these programs are not retained.<sup>21</sup>

Other alternatives to grade retention have been recommended by educational researchers. One is the use of formal individualized education plans (IEPs). With IEPs, the school can promote low performing students to the next grade level but offer special help in problem areas. This intervention addresses the individual student's needs instead of merely promoting the student. The IEP also benefits higher achieving students by allowing them to do more advanced work while remaining with their age peers.<sup>22</sup>

Low achievers may also benefit from a curriculum that gives them meaningful work: for example, students can be given real world math problems instead of multiplication tables and drills. This has the dual effect of making education more interesting and increasing learning:

The belief that children have to master component skills before moving on to comprehension and problem solving consigns slow learners to school work that is not only boring but devoid of any connection to the kinds of problems they encounter in the real world. Furthermore, current learning theory indicates that skills cannot be learned effectively nor applied to new problems unless they are learned in context.<sup>23</sup>

The solution to low achievement need not be retention. The best way to raise achievement is to intervene when a child is identified as a candidate for possible retention, and to restructure the student's educational program so that retention is not necessary. The school should also design its general approach to teaching and learning so that all students are taught in an environment where they can stay with their age group and learn at their own pace.

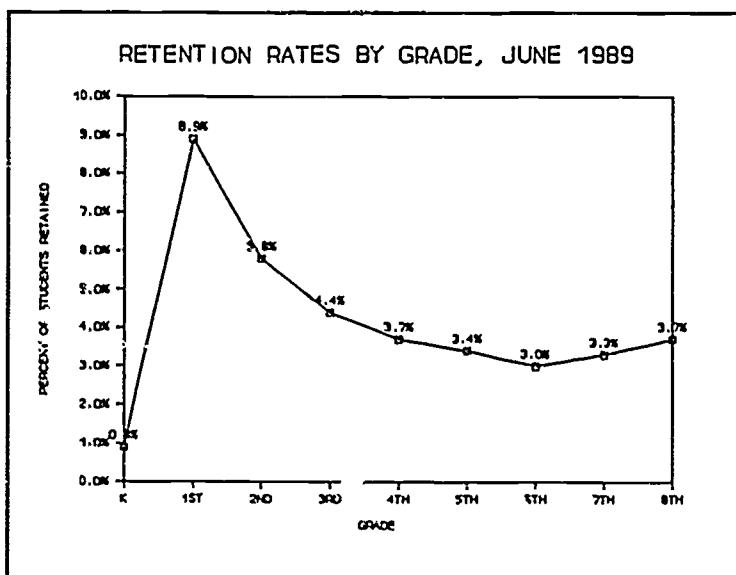
Schools should carefully assess the effects of different interventions on students over time to determine what learning approaches are most successful. Researchers at schools, at the central office of the Chicago Public Schools, and those at other agencies and organizations should study what alternatives to retention are the most effective methods of raising achievement and insuring successful high school completion.

## ELEMENTARY RETENTION STATISTICS FOR JUNE 1989

In June 1989, Chicago public elementary schools retained 11,673 students out of an enrollment of 274,231. These retained or non-promoted students accounted for 4.3% of the total elementary school enrollment in graded schools. (This enrollment and retention data does not include non-graded special-education students and schools.)

### Grade by Grade Retention Rates

Systemwide retention rates for June of 1989 widely differed between grades. The most retention occurred at the first grade where 2,999 students (8.9% of all first graders) were required to repeat the first grade. After first grade, the percentage of retained students steadily declined until the seventh and eighth grades where the retention rates increased slightly. The lowest retention rate is at the kindergarten level. Only 254 kindergarten students (0.9%) were retained in the spring of 1989. The retention rates for each grade are shown in the graph and accompanying table below.



Grade	# Students Enrolled	# Students Retained	% Students Retained
Kgn	27,999	254	0.9%
1st	33,736	2,999	8.9%
2nd	32,843	1,920	5.8%
3rd	34,319	1,513	4.4%
4th	32,223	1,193	3.7%
5th	29,850	1,017	3.4%
6th	29,210	883	3.0%
7th	27,226	903	3.3%
8th	26,827	991	3.7%
<b>TOTAL</b>	<b>274,231</b>	<b>11,673</b>	<b>4.3%</b>

Retention rates vary dramatically from one school to another within the Chicago Public School system. For example, although the citywide retention rate at the first grade is 8.9%, thirty-four schools have first grade retention rates that are two times greater than the citywide first grade retention rate.

The table below contains more detailed information about the distribution of retention rates for each grade. The table shows how many schools retained between 0% and 1.9%, 2.0% and 3.9%, 4.0% to 5.9%, etc., of their students. For example, 378 elementary schools (the number in the upper left hand corner) retained between 0% and 1.9% of their kindergarten students. 48 elementary schools retained between 2.0% and 3.9% of their first grade students, and so on. At most grade levels the majority of schools have retention rates of less than 4%. The exceptions are first and second grades.

**NUMBER OF SCHOOLS BY PERCENT OF STUDENTS RETAINED  
BY GRADE LEVEL**

RETENTION RATE	KGN	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
0% to 1.9%	378	81	145	179	211	231	253	246	281
2.0% to 3.9%	25	48	68	81	74	64	60	63	31
4.0% to 5.9%	13	51	57	61	54	52	45	30	11
6.0% to 7.9%	11	48	49	31	32	32	25	17	16
8.0% to 9.9%	6	44	25	33	28	21	14	10	11
10.0% to 11.9%	7	36	32	22	20	14	7	9	5
12.0% to 13.9%	2	38	23	6	6	4	9	6	7
14.0% to 15.9%	0	29	11	8	5	6	4	2	7
16.0% to 17.9%	0	27	7	8	6	3	3	4	6
18.0% to 19.9%	0	9	7	2	1	3	3	2	1
20% or more	1	23	11	5	4	10	6	8	19
Total number of schools by grade	443	431	436	436	441	439	429	397	395

## Factors Related to School Retention Rates

Several factors are statistically related to school retention rates. Listed below are the factors, in order of importance, that predict what percent of students were retained in June of 1989. (It is important to note that these statistics are based on school averages, not on individual student records, so they do not necessarily indicate what factors affect an individual retention decision.)

1. **Attendance Rate.** On the average, the higher the overall attendance rate in a school, the lower the overall retention rate. Attendance and retention rates are not perfectly correlated, but this factor is more highly related to retention than any other factor.

2. **Achievement test scores.** On the average, the higher the achievement test scores, the lower the retention rates. Achievement test scores are not as strongly related to retention rates as attendance is. Although test score results are related to retention, many exceptions are found.

3. **Percent of Low Income Students.** Poorer schools tend to have higher retention rates than less poor schools. This is true on the average, but there are many exceptions of poor schools with low retention rates and schools with few poor students and higher retention rates.

4. **Mobility rate.** Schools that have higher percentages of students who move in or out of the school during the year tend to have slightly higher retention rates. This factor is the weakest predictor of retention.

The table on the following page contains the correlation coefficients between retention rates and the school factors listed above.

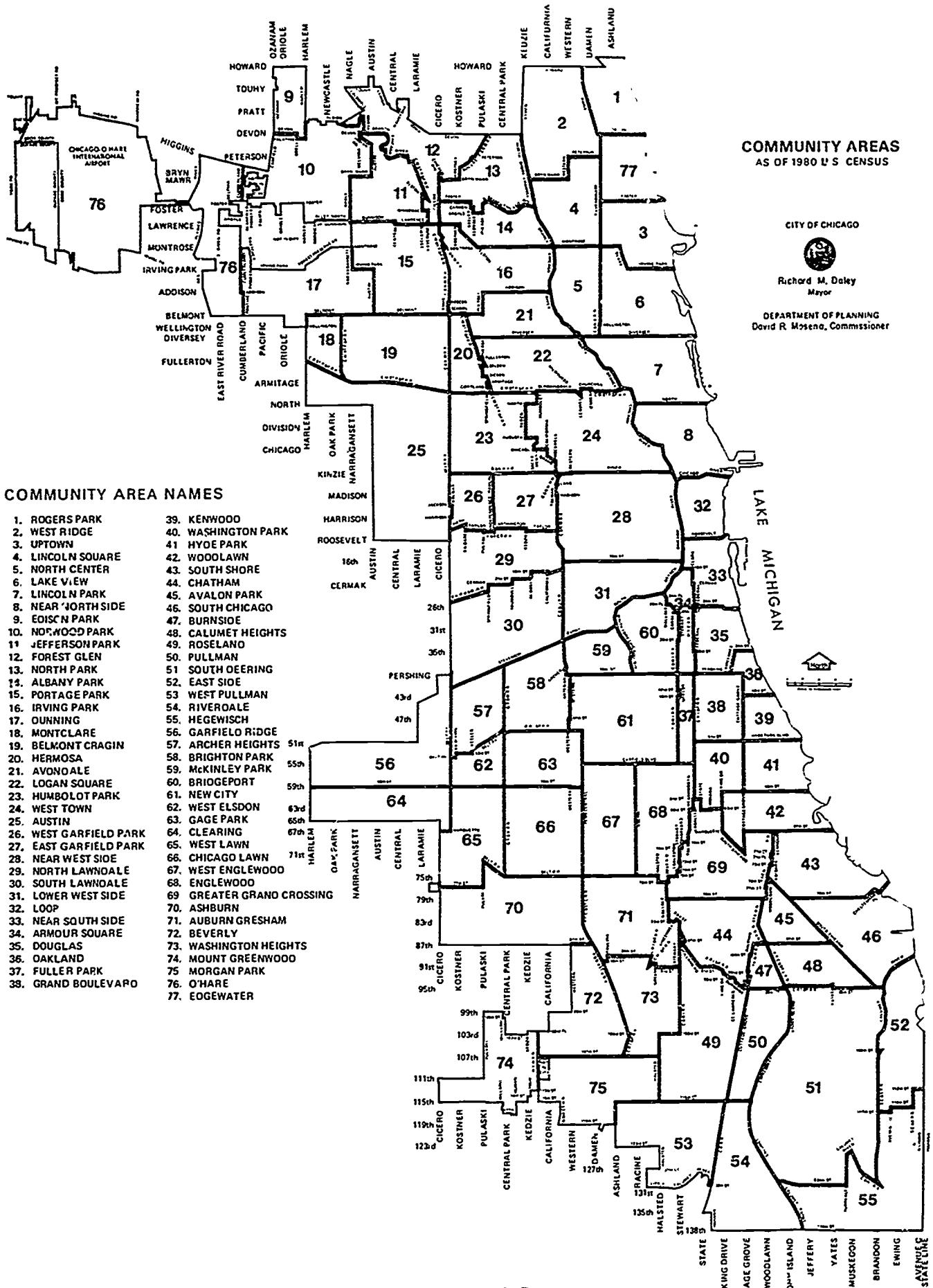
**CORRELATIONS BETWEEN PERCENT OF STUDENTS RETAINED AND  
OTHER SCHOOL CHARACTERISTICS**

	NPK-8	NP3	NP6	NP8	TOT ENR	LOW INCOM	ATTD RATE	MOBILITY	3RD READ	6TH READ	8TH READ
NPK-8	1.00										
NP3	0.72	1.00									
NP6	0.60	0.45	1.00								
NP8	0.64	0.22	0.26	1.00							
TOT ENR	-0.01	0.03	0.05	-0.06	1.00						
LOW INCOM	0.27	0.27	0.18	0.20	0.21	1.00					
ATTD RATE	-0.50	-0.32	-0.21	-0.42	0.04	-0.44	1.00				
MOBILITY	0.16	0.22	0.07	0.18	-0.07	0.40	-0.40	1.00			
3RD READ	-0.38	-0.31	-0.22	-0.24	-0.26	-0.74	0.58	-0.47	1.00		
6TH READ	-0.29	-0.27	-0.20	-0.18	-0.25	-0.74	0.50	-0.39	0.77	1.00	
8TH READ	-0.31	-0.28	-0.12	-0.27	-0.15	-0.69	0.57	-0.53	0.77	0.78	1.00

The number of schools in this correlation matrix ranges between 367 and 485.

**LEGEND**

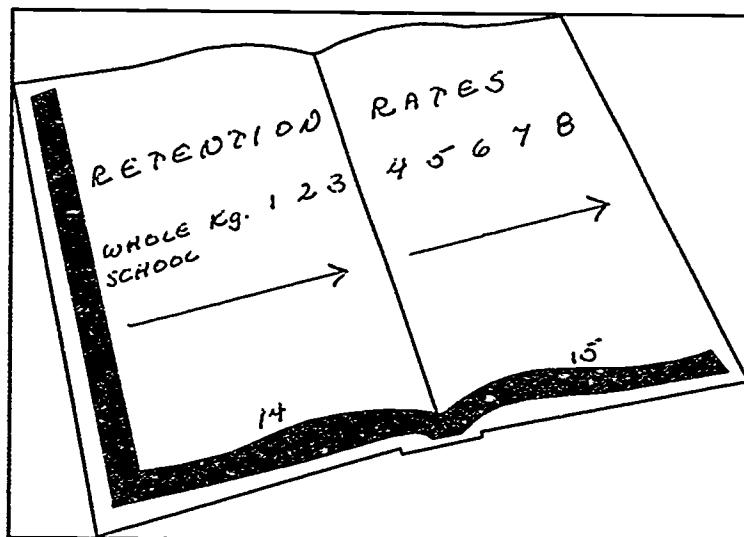
NPK-8	= % NOT PROMOTED WHOLE SCHOOL	LOW INCOM = % OF LOW INCOME (FREE LUNCH) STUDENTS
NP3	= % NOT PROMOTED 3RD GRADE	ATTD RATE = ATTENDANCE RATE FOR WHOLE SCHOOL
NP6	= % NOT PROMOTED 6TH GRADE	MOBILITY = MOBILITY RATE FOR WHOLE SCHOOL
NP8	= % NOT PROMOTED 8TH GRADE	3RD READ = % STUDENTS AT OR ABOVE NATIONAL NORMS - 3RD GRADE ITBS READING
TOT ENR	= TOTAL ENROLLMENT	6TH READ = % STUDENTS AT OR ABOVE NATIONAL NORMS - 6TH GRADE ITBS READING
		8TH READ = % STUDENTS AT OR ABOVE NATIONAL NORMS - 8TH GRADE ITBS READING



## SCHOOL RETENTION RATES BY COMMUNITY AREA

The following pages list June 1989 retention rates for every grade in each graded Chicago Public elementary school. The schools are listed alphabetically within geographic community area. If you do not know a school's community area, look up the school in the index on pages 32-37. We have also included a map of community areas on the opposite page.

The retention rates for each school are listed on two separate pages that are arranged side by side. The retention rates for the whole school, kindergarten, first, second, and third grades are on the left side, and the retention rates for fourth, fifth, sixth, seventh, and eighth grades are on the right side. The picture below demonstrates how the table is organized.







































## **INDEX OF SCHOOLS BY COMMUNITY AREA**

This index lists each school alphabetically, followed by its unit number and community area. The schools are listed in alphabetical order. Once you find out what community area a school is in you can find the school's retention data on the table on pages 13 to 31.

## INDEX OF SCHOOLS BY COMMUNITY AREA

School Name	Unit#	Community Area	School name	Unit#	Community Area
ABBOTT	2010	34 Armour Square	BURNHAM	2480	51 South Deering
ADDAMS	2020	52 East Side	BURNS	2510	30 South Lawndale
AGASSIZ	2030	6 Lake View	BURNSIDE SCHOL AC	2520	44 Chatham
ALCOTT	2040	7 Lincoln Park	BURR	2530	24 West Town
ALDRIDGE	2710	54 Riverdale	BURROUGHS	2540	58 Brighton Park
ALTGELD	2050	67 West Englewood	BYFORD	2550	25 Austin
ANDERSEN	2060	24 West Town	BYRD COMM ACADE	2560	8 Near North Side
ANDERSEN EVGC BR	7310	24 West Town	BYRNE	2570	56 Garfield Ridge
ANTHONY BR BURNH	2481	51 South Deering	CALDWELL	2580	45 Avalon Park
ARAI MIDDLE	4590	3 Uptown	CALHOUN NORTH	6610	27 East Garfield Park
ARMOUR	2070	60 Bridgeport	CAMERON	2610	23 Humboldt Park
ARMSTRONG GEORGE	2080	2 West Ridge	CANTY	2620	17 Dunning
ARMSTRONG LOUIS	5700	25 Austin	CARDENAS	4320	30 South Lawndale
ARMSTRONG LOUIS B	7320	25 Austin	CARNEGIE	2630	42 Woodlawn
ATTUCKS	2100	35 Douglas	CARPENTER	2640	24 West Town
AUDUBON	2110	5 North Center	CARROLL	2650	70 Ashburn
AVALON PARK	2130	45 Avalon Park	CARTER	2670	40 Washington Park
AVONDALE	2140	21 Avondale	CARVER MIDDLE	2700	54 Riverdale
BANNEKER	6880	68 Englewood	CARVER PRIMARY	2690	54 Riverdale
BARNARD	2150	72 Beverly	CASSELL	2720	74 Mount Greenwood
BARRY	2160	20 Hermosa	CATHER	6730	27 East Garfield Park
BARTON	2170	71 Auburn Gresham	CHALMERS	2740	29 North Lawndale
BASS	2180	68 Englewood	CHAPPELL	2750	4 Lincoln Square
BATEMAN	2190	16 Irving Park	CHASE	2760	22 Logan Square
BEALE	2200	68 Englewood	CHOPIN	2770	24 West Town
BEASLEY ACAD CTR	6660	40 Washington Park	CHRISTOPHER PHY H	2780	63 Gage Park
BEAUBIEN	2240	11 Jefferson Park	CLARK MIDDLE SCHO	6620	25 Austin
BEETHOVEN	6540	37 Fuller Park	CLAY	2790	55 Hegewisch
BEIDLER	2250	27 East Garfield Park	CLEVELAND	2800	16 Irving Park
BELDING	2260	16 Irving Park	CLINTON	2810	2 West Ridge
BELL	2270	5 North Center	CLISSOLD	2820	75 Morgan Park
BENNETT	2280	49 Roseland	COLES	2830	46 South Chicago
BETHUNE	8020	27 East Garfield Park	COLMAN	2840	38 Grand Boulevard
BLACK MAGNET	7860	48 Calumet Heights	COLUMBUS	2850	24 West Town
BLACK MAGNET BRA	7861	43 South Shore	COOK	2860	71 Auburn Gresham
BLAINE	2300	6 Lake View	COONLEY	2880	5 North Center
BOND	6550	68 Englewood	COOPER PRIM INTER	2890	31 Lower West Side
BONTEMPS	5750	67 West Englewood	COPERNICUS	2900	67 West Englewood
BOONE	2320	2 West Ridge	CORKERY	2910	30 South Lawndale
BRADWELL	2340	43 South Shore	COSTILLA BR JUNG M	4231	31 Lower West Side
BRENAN	2360	49 Roseland	CROWN COMM ACAD	2940	30 South Lawndale
BRENNEMANN	6600	3 Uptown	CUFFE	4090	71 Auburn Gresham
BRENTANO	2370	22 Logan Square	CULLEN	4100	49 Roseland
BRIDGE	2380	17 Dunning	CURTIS	3160	49 Roseland
BRIGHT	2390	51 South Deering	DARWIN	2960	22 Logan Square
BROWN	2400	28 Near West Side	DAVIS	2970	58 Brighton Park
BROWNL	2410	69 Greater Grand Crossing	DAWES	2980	70 Ashburn
BRYN MAWR	2430	43 South Shore	DECATUR CLASSICAL	2990	2 West Ridge
BRYN MAWR BR	7380	43 South Shore	DELANO	3000	26 West Garfield Park
BUDLONG	2440	4 Lincoln Square	DENEEN	3010	69 Greater Grand Crossing
BUNCHE	6830	67 West Englewood	DEPRIEST	8050	25 Austin
BURBANK	2450	19 Belmont Cragin	DET	6740	28 Near West Side
BURKE	2460	40 Washington Park	DEVER	3020	17 Dunning
BURLEY	2470	6 Lake View	DEWEY	3030	61 New City

## INDEX OF SCHOOLS BY COMMUNITY AREA

School name	Unit#	Community Area	School name	Unit#	Community Area
DICKENS CPC	4311	27 East Garfield Park	FULTON BRANCH	7150	61 New City
DIEGO COMM ACAD	7420	24 West Town	FUNSTON	3460	22 Logan Square
DIRKSEN	2950	76 O'Hare	GALE COMM ACADE	3480	1 Rogers Park
DISNEY MAGNET	8000	3 Uptown	GALLISTEL LANG AC	3490	52 East Side
DIXON	3040	44 Chatham	GARVEY MARCUS	5420	73 Washington Heights
DODGE	3050	27 East Garfield Park	GARVEY JOHN	3510	10 Norwood Park
DONOGHUE	6790	36 Oakland	GARY	3520	30 South Lawndale
DOOLITTLE INT UPPE	3070	35 Douglas	GERSHWIN	7080	67 West Englewood
DOOLITTLE PRIMARY	7620	35 Douglas	GILLESPIE	3530	49 Roseland
DORE	3080	64 Clearing	GLADSTONE	3540	28 Near West Side
DOUGLAS COMM ACA	3090	35 Douglas	GOETHALS EVGC	5160	68 Englewood
DOUGLASS MIDDLE	6630	25 Austin	GOETHE	3560	22 Logan Square
DRAKE	3100	35 Douglas	GOLDBLATT	7840	26 West Garfield Park
DRAKE EVGC BR	7340	35 Douglas	GOLDSMITH BR LUEL	4551	51 South Deering
DRUMMOND	3120	22 Logan Square	GOMPERS	3570	53 West Pullman
DU BOIS	8010	54 Riverdale	GOODLOW MAGNET	3290	67 West Englewood
DULLÉS	6860	42 Woodlawn	GOUDY	3590	3 Uptown
DUMAS	6890	42 Woodlawn	GRAHAM	3600	61 New City
DUMAS CPC	6891	42 Woodlawn	GRANT	3610	28 Near West Side
DUNNE	5250	49 Roseland	GRAY	3620	15 Portage Park
DVORAK	6760	19 North Lawndale	GREELEY	2730	6 Lake View
DYETT MIDDLE	8070	40 Washington Park	GREEN WENDELL	4410	73 Washington Heights
EARHART BR HOYNE	7450	48 Calumet Heights	GREENE NATHANIEL	3650	59 McKinley Park
EARLE	3130	67 West Englewood	GREGORY	3660	27 East Garfield Park
EBERHART	3140	66 Chicago Lawn	GRESHAM	3670	71 Auburn Gresham
EBINGER	3150	9 Edison Park	GRIMES	3680	64 Clearing
EDGEBROOK	3170	12 Forest Glen	GRISSEOM	3580	55 Hegewisch
EDISON COMP GIFT	2220	10 Norwood Park	GUGGENHEIM	7650	68 Englewood
EDWARDS	3200	57 Archer Heights	GUNSAULUS SCHOL A	3690	58 Brighton Park
EINSTEIN	3210	36 Oakland	HAINES	3700	34 Armour Square
ELLINGTON	3220	25 Austin	HALE	3710	64 Clearing
ELLINGTON BR	3221	25 Austin	HAMILTON	3730	6 Lake View
EMMET	3230	25 Austin	HAMLINE	3740	61 New City
ERICSON	3240	27 East Garfield Park	HAMMOND	3750	30 South Lawndale
ESMOND	3250	75 Morgan Park	HANCOCK BR	7370	66 Chicago Lawn
EVERETT	3260	59 McKinley Park	HANSBERRY CPC	6381	29 North Lawndale
EVERS	7990	73 Washington Heights	HANSON PARK	4770	19 Belmont Cragin
FALCONER	3270	19 Belmont Cragin	HARTE	3780	41 Hyde Park
FARADAY	4640	27 East Garfield Park	HARTIGAN	3790	35 Douglas
FARNSWORTH	3280	11 Jefferson Park	HARVARD	3800	69 Greater Grand Crossing
FARREN	3300	38 Grand Boulevard	HAUGAN	3810	14 Albany Park
FARREN CPC BR BEAS	6661	40 Washington Park	HAWTHORNE SCHOL	3830	6 Lake View
FERGUSON CPC	4581	8 Near North Side	HAY BRANCH	7040	25 Austin
FERMI	3320	43 South Shore	HAY COMM ACADEM	3840	25 Austin
FERNWOOD	3330	73 Washington Heights	HAYT	3850	77 Edgewater
FIELD	3350	1 Rogers Park	HEALY	3880	60 Bridgeport
FISKE	3360	42 Woodlawn	HEARST	3890	56 Garfield Ridge
FLEMING BR	3681	64 Clearing	HEDGES	3900	61 New City
FORT DEARBORN	3400	73 Washington Heights	HEDGES CENTRAL BR	6561	61 New City
FOSTER PARK	3430	71 Auburn Gresham	HEDGES EAST BR	6560	61 New City
FRANKLIN MAGNET	3420	8 Near North Side	HEDGES WEST BR	3902	61 New City
FRAZIER	7780	29 North Lawndale	HEFFERAN	3910	25 Austin
FULLER	3440	38 Grand Boulevard	HENDERSON	3920	67 West Englewood
FULTON	3450	61 New City	HENDRICKS	3930	37 Fuller Park

# INDEX OF SCHOOLS BY COMMUNITY AREA

School name	Unit#	Community Area	School name	Unit#	Community Area
HENRY	3940	16 Irving Park	LIBBY	4470	61 New City
HENSON	6570	29 North Lawndale	LINCOLN	4480	7 Lincoln Park
HERBERT	3950	28 Near West Side	LINNE	4490	21 Avondale
HERZL	3070	29 North Lawndale	LLOYD	4500	19 Belmont Cragin
HIBBARD	4000	14 Albany Park	LOCKE	4510	18 Montclare
HIGGINS COMM ACAD	7210	53 West Pullman	LOVETT	4530	25 Austin
HINTON	7250	68 Englewood	LOWELL	4540	23 Humboldt Park
HITCH	4010	10 Norwood Park	LUELLA	4550	51 South Deering
HOLDEN	4020	60 Bridgeport	LYON	4560	19 Belmont Cragin
HOLMES	4030	68 Englewood	MADISON	4570	43 South Shore
HOPE COMM ACADEM	4130	68 Englewood	MANIERRE	4580	8 Near North Side
HOWE	4060	25 Austin	MANN	4610	45 Avalon Park
HOWLAND	4070	29 North Lawndale	MARCONI COMM ACA	6590	25 Austin
HOYNE	4080	48 Calumet Heights	MARQUETTE	4620	66 Chicago Lawn
HUGHES CHARLES	4110	29 North Lawndale	MARSH	4630	51 South Deering
HUGHES LANGSTON	8060	49 Roseland	MARTI BILINGUAL BR	6340	3 Uptown
HURLEY	4120	65 West Lawn	MASON	4650	29 North Lawndale
INTER-AMERICAN MA	4890	6 Lake View	MASON CPC	4651	29 North Lawndale
IRVING	7350	28 Near West Side	MAY	4670	25 Austin
IRVING PARK	4150	16 Irving Park	MAYER	4680	7 Lincoln Park
JACKSON LANG ACAD	4690	28 Near West Side	MAYO	4700	35 Douglas
JACKSON MAHALIA	8090	71 Auburn Gresham	MCCLELLAN	4710	60 Bridgeport
JAHN	4170	5 North Center	MCCORKLE	6820	38 Grand Boulevard
JAMIESON	4180	2 West Ridge	MCCORMICK	4720	30 South Lawndale
JEFFERSON	4190	28 Near West Side	MCCOSH	4740	42 Woodlawn
JENNER	4200	8 Near North Side	MCCUTCHEON	6910	3 Uptown
JENSEN SCHOL ACAD	6920	27 East Garfield Park	MCDADE CLASSICAL	4750	44 Chatham
JOHNSON	6940	29 North Lawndale	MCDOWELL BR CALD	7390	48 Calumet Heights
JOHNSON CPC	6941	29 North Lawndale	MCKAY	4760	66 Chicago Lawn
JOPLIN	2330	71 Auburn Gresham	MCPHERSON	4800	4 Lincoln Square
JOYNER CPC	5971	28 Near West Side	MEDILL INT UPPER	4820	28 Near West Side
JUNGMAN	4230	31 Lower West Side	MEDILL PRIMARY	4810	28 Near West Side
JUNGMAN BR	4232	31 Lower West Side	MELODY	7190	26 West Garfield Park
KANOON MAGNET	3370	30 South Lawndale	METCALFE MAGNET	3190	53 West Pullman
KELLER MAGNET	4960	74 Mount Greenwood	MILLER CPC	6921	27 East Garfield Park
KELLOGG	4240	72 Beverly	MITCHELL	4840	24 West Town
KERSHAW	4270	68 Englewood	MOLLISON	6950	38 Grand Boulevard
KEY	4280	25 Austin	MONROE	4850	22 Logan Square
KILMER	4300	1 Rogers Park	MOOS	4870	24 West Town
KING ELEM	4310	27 East Garfield Park	MORGAN	4830	71 Auburn Gresham
KINZIE	4330	66 Chicago Lawn	MORRILL	4880	66 Chicago Lawn
KIPLING	4350	73 Washington Heights	MORSE	4900	23 Humboldt Park
KOHN	4360	49 Roseland	MORTON U C	6800	23 Humboldt Park
KOMENSKY	4370	31 Lower West Side	MORTON EVGC BR	7410	23 Humboldt Park
KOSCIUSZKO	4380	24 West Town	MOZART	5000	22 Logan Square
KOZMINSKI COMM AC	4390	41 Hyde Park	MT GREENWOOD	4940	74 Mount Greenwood
LAFAYETTE	4400	24 West Town	MT VERNON	4980	73 Washington Heights
LASALLE LANG ACAD	4420	7 Lincoln Park	MULLIGAN	5010	7 Lincoln Park
LATHROP	6750	29 North Lawndale	MURPHY	5020	16 Irving Park
LAWNDALE COMM A	4430	29 North Lawndale	MURRAY LANG ACAD	5030	41 Hyde Park
LEE	7170	65 West Lawn	NANSEN	5040	53 West Pullman
LEMOYNE	4440	6 Lake View	NASH	5050	25 Austin
LENART BR	7240	70 Ashburn	NEIL	5060	44 Chatham
LEWIS	4450	25 Austin	NETTELHORST	5070	6 Lake View

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School name	Unit#	Community Area	School name	Unit#	Community Area
NEWBERRY MAGNET	5080	7 Lincoln Park	REAVIS	5580	39 Kenwood
NIGHTINGALE	5090	63 Gage Park	REED	6870	68 Englewood
NINOS HEROES MAGN	3720	46 South Chicago	REILLY	5590	16 Irving Park
NIXON	5100	20 Hermosa	REINBERG	5600	15 Portage Park
NOBEL	5110	23 Humboldt Park	REVERE	5610	69 Greater Grand Crossing
NORWOOD PARK	5120	10 Norwood Park	RIS	5620	28 Near West Side
OGDEN	5150	8 Near North Side	ROBINSON BR OAKEN	6780	36 Oakland
OGLESBY	5170	71 Auburn Gresham	ROENTGEN EVGC	7140	27 East Garfield Park
OKEEFFE	5180	43 South Shore	ROGERS	5630	2 West Ridge
OLIVE CPC	6571	29 North Lawndale	ROSENWALD BR	2651	70 Ashburn
ONAHLAN	5190	16 Norwood Park	ROSS	5650	40 Washington Park
ORIOLE PARK	5200	10 Norwood Park	RUGGLES	5660	69 Greater Grand Crossing
OROZCO UPPER CYCL	7610	31 Lower West Side	RYDER	5670	71 Auburn Gresham
OTIS	5220	24 West Town	RYERSON	5680	23 Humboldt Park
OTOOLE	5230	67 West Englewood	SABIN MAGNET	7790	24 West Town
OVERTON	6960	38 Grand Boulevard	SALAZAR BILINGUAL	6720	31 Lower West Side
OWEN SCHOL ACAD	5240	70 Ashburn	SAUCEDO MAGNET	4250	30 South Lawndale
OWENS COMM ACAD	3470	53 West Pullman	SAUGANASH	5690	13 North Park
PADEREWSKI	6930	30 South Lawndale	SAWYER	5710	63 Greco Park
PALMER	5260	14 Albany Park	SAYRE LANG ACADE	5720	25 Austin
PARK MANOR	5290	42 Woodlawn	SBARB/	6900	44 Chatham
PARKER COMM ACAD	5270	68 Englewood	SCAMMON	5730	16 Irving Park
PARKER CPC	5271	68 Englewood	SCANLAN	5740	53 West Pullman
PARKMAN	5280	40 Washington Park	SCHILLER	5760	8 Near North Side
PARKSIDE COMM ACA	5300	43 South Shore	SCHMID	5950	50 Pullman
PASTEUR	5310	62 West Elsdon	SCHNEIDER	5790	5 North Center
PEABODY	5330	24 West Town	SCHUBERT	5800	19 Belmont Cragin
PECK	5340	62 West Elsdon	SEWARD	5820	61 New City
PEIRCE	5360	77 Edgewater	SEWARD BR	5821	61 New City
PENN	5370	29 North Lawndale	SEXTON A C	5830	42 Woodlawn
PERRY	5380	47 Burnside	SHAKESPEARE	5850	39 Kenwood
PERSHING MAGNET	5400	35 Douglas	SHEDD BR BENNETT	2281	49 Roseland
PETERSON	5410	13 North Park	SHERIDAN M MAGNE	4920	60 Bridgeport
PICCOLO ELEM	5210	23 Humboldt Park	SHERIDAN PHIL	5880	46 South Chicago
PICKARD	5430	31 Lower West Side	SHERMAN	5890	61 New City
PILSEN COMM ACAD	4210	31 Lower West Side	SHERWOOD	5900	68 Englewood
PIRIE	5440	44 Chatham	SHIELDS	5910	58 Brighton Park
PLAMONDON	5450	29 North Lawndale	SHOESMITH	5920	39 Kenwood
POE CLASSICAL	5460	50 Pullman	SHOOP	5930	74 Mount Greenwood
POPE	5480	29 North Lawndale	SKINNER CLASSICAL	5940	28 Near West Side
PORTAGE PARK	5490	15 Portage Park	SMITH WENDELL	3870	50 Pullman
POWELL	7010	43 South Shore	SMYSER	5960	15 Portage Park
PRESCOTT	5500	7 Lincoln Park	SMYTH	5970	28 Near West Side
PRICE	6810	39 Kenwood	SOLOMON	5980	13 North Park
PRITZKER	6460	24 West Town	SOUTH LOOP BR	3961	33 Near South Side
PRUSSING	5510	15 Portage Park	SOUTH LOOP SCHOOL	3960	33 Near South Side
PULASKI	5520	22 Logan Square	SPALDING ELEM PHY	5990	28 Near West Side
PULLMAN	5530	50 Pullman	SPENCER	6000	25 Austin
RANDOLPH MAGNFT	3550	67 West Englewood	SPRY	6010	30 South Lawndale
RASTER	5540	67 West Englewood	STAGG	7760	68 Englewood
RASTER BR	7180	67 West Englewood	STEVENSON	6030	70 Ashburn
RAVENSWOOD	5550	6 Lake View	STEWART	6040	3 Uptown
RAY	5560	41 Hyde Park	STOCKTON	5050	3 Uptown
RAYMOND	5570	35 Douglas	STONE SCHOL ACADE	6070	2 West Ridge

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School name	Unit#	Community Area	School name	Unit#	Community Area
STOWE	6086	23 Humboldt Park	WESTCOTT	7260	44 Chatham
SUDER	6090	28 Near West Side	WHEATLEY CPC	2691	54 Riverdale
SULLIVAN ELEM	6100	46 South Chicago	WHISTLER	6420	53 West Pullman
SUMNER	6110	26 West Garfield Park	WHITE BR	7440	53 West Pullman
SUTHERLAND	6120	72 Beverly	WHITNEY	6440	30 South Lawndale
SWIFT	6130	77 Edgewater	WHITTIER	6450	31 Lower West Side
TALCOTT	6140	24 West Town	WHITTIER BRANCH	7330	31 Lower West Side
TANNER	6970	69 Greater Grand Crossing	WILDWOOD	6470	12 Forest Glen
TAYLOR	6150	52 East Side	WILLIAMS	6490	35 Douglas
TERRELL	6840	40 Washington Park	WIRTH EXP BR KENW	4260	39 Kenwood
THORP EVGC BR	6181	46 South Chicago	WOODSON N	7750	38 Grand Boulevard
THORP J N	6180	46 South Chicago	WOODSON S	7820	38 Grand Boulevard
THORP O A SCHOL AC	6190	17 Dunning	WRIGHT	7500	23 Humboldt Park
TILTON	6210	26 West Garfield Park	YALE	6500	69 Greater Grand Crossing
TONTI	6220	63 Gage Park	YATES	6510	22 Logan Square
TRUMBULL	6230	77 Edgewater	YOUNG	6520	25 Austin
TRUTH PRIMARY	7900	8 Near North Side			
TURNER-DREW LANG	3110	49 Roseland			
TWAIN	6240	56 Garfield Ridge			
VAN VLissingen	6260	49 Roseland			
VANDERPOEL MAGNE	6250	72 Beverly			
VOLTA	6270	14 Albany Park			
VON HUMBOLDT	6280	24 West Town			
VON HUMBOLDT CPC	6282	24 West Town			
VON STEUBEN U C	6290	14 Albany Park			
WACKER	8030	73 Washington Heights			
WADSWORTH	6300	42 Woodlawn			
WADSWORTH CPC	6301	42 Woodlawn			
WALSH	6320	31 Lower West Side			
WARD JAMES	6330	12 Douglas			
WARD LAURA	5470	23 Humboldt Park			
WARREN	6350	48 Calumet Heights			
WASHINGTON ELEM	6360	52 East Side			
WATERS	6370	4 Lincoln Square			
WEBSTER	6380	26 West Garfield Park			
WENTWORTH	6390	68 Englewood			
WEST PULLMAN	6400	53 West Pullman			

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2. An interesting study of this trend was done by Thomas Toch in "The Dark Side of the Excellence Movement," *Phi Delta Kappan*, 65, (November 1984) pp. 173-76.
3. This policy is in effect at the time of writing this report. However, the Chicago Board of Education is in the process of revising the official policy on grade retention.
4. *Elementary School - Criteria for Promotion*, (Chicago: Chicago Public Schools, 1985), p. 2. [italics added]
5. *Ibid.*, p. 3.
6. *Ibid*, p. 8.
7. David F. Labaree, "Setting the Standard: Alternative Policies for Student Promotion," *Harvard Educational Review*, 54 (February 1984), pp.76-77.
8. *Ibid.*, p. 77.
9. Gregg B. Jackson, U. S. Commission on Civil Rights, "The Research Evidence on the Effects of Grade Retention," *Review of Educational Research*, 45 (Fall 1975), pp. 613-635.
10. *Ibid.*, p. 627.
11. *Ibid.*
12. Labaree, p. 78. The studies he cites here are Gregg Jackson (above); Steven Selden, "Promotion Policy," *Encyclopedia of Educational Research*, ed. Harold E. Mitzel, III (New York: Free Press, 1982), pp. 1467-1474; "The Literature on Social Promotion Versus Retention" Unpublished Paper, Southwest Educational Development Laboratory, Sept. 1981; Robert G. Reiter, *The Promotion/Retention Dilemma: What the Research Tells Us*, Report No. 7416 (Philadelphia: Office of Research Evaluation, School District of Philadelphia, 1973); Sydney Thompson, *Grade Retention and Promotion* (Burlingame, Calif.: Association of California School Administrators, 1980); Wadi D. Haddad, *Educational and Economic Effects of Promotion and Repetition Practices*, World Bank Staff Working Paper No. 319. (Washington, D.C.: World Bank, 1979).
13. C. Thomas Holmes, "The Fourth R: Retention," *Journal of Research and Development in Education*, 17 ( 1983), p. 4.
14. C. Thomas Holmes and Kenneth M. Matthews, "The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis," *Review of Educational Research*, 54 (Summer 1984), p. 232.
15. Monica Overman, "Student Promotion and Retention," *Phi Delta Kappan*, 67 (April 1986), p. 612.

16. G. Alfred Hess, Jr. and Diana Lauber, *Dropouts From the Chicago Public Schools*. (Chicago: Chicago Panel on Public School Policy and Finance, April 1985), p. 27.
17. E. M. Schulz, R. Toles, W. K. Rice, I. Brauer and J. Harvey, "Association of dropout rates with student attributes," paper presented at the annual meeting of the American Educational Research Association, San Francisco (April 1986). This paper is discussed in detail in an article by James B. Grissom and Lorrie A. Shepard, "Repeating and Dropping Out of School," in *Flunking Grades: Research and Policies on Retention*, ed. Lorrie A. Shepard and Mary Lee Smith (London: Falmer Press; 1989), pp. 39-43.
18. W. K. Rice, R. Toles, E. M. Schulz, J. Harvey and D. L. Foster, "A longitudinal investigation of effectiveness of increased promotion standards at eighth grade on high school graduation," paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. (April 1987). This was also discussed in "Repeating and Dropping Out of School."
19. Joseph Berger, "Schools May Promote Those With Poor Results on Tests," *New York Times*, May 3, 1990, p. A12.
20. David Sklarz, Deputy Superintendent of Curriculum and Instruction for Charleston County School District, "Keep at-risk students in school by keeping them up to grade level," *American School Board Journal*, 176 (September 1989), p. 33-34.
21. Berger, *New York Times*, p. A12.
22. "Repeating Grades in School: Current Practice and Research Evidence." (New Brunswick, NJ: Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers University, April 1990) contains a good discussion of alternatives to retention.
23. Ibid., p. 5-6.

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## **PUBLICATIONS OF THE CHICAGO PANEL AND ITS AFFILIATE, METROSTAT**

### **CHICAGO SCHOOL REFORM - RESEARCH AND MONITORING PROJECT**

*Chicago School Reform: What It Is and How It Came To Be.* March 1990.  
*Teacher Attitudes Toward School Reform.* October 1989.  
*Observing Local School Council Elections.* October 1989.

### **STATE SCHOOL REFORM**

*Implementing Educational Reform in Illinois.* November 1985.  
*What Are We Willing to Pay for School Reform?* May 1985.

### **DESEGREGATION AND SPECIAL PROGRAMS**

*The Changing Racial Enrollment Patterns in Chicago's Schools.* April 1990  
*Who Benefits From Desegregation?* December 1987.  
*Who Gets Extra Staff?* May 1986.  
*Recreational Programs in a Time of Fiscal Constraint.* January 1985.

### **DROPOUTS**

*Against the Odds: The Early Identification of Dropouts.* June 1989.  
*Invisibly Pregnant: Teenage Mothers and the Chicago Public Schools.* December 1988.  
*Bending the Twig: The Elementary Years and Dropout Rates in the Chicago Public Schools.* July 1987.  
*Where's Room 185? How Schools Can Reduce Their Dropout Problem.* December 1986.  
*Dropouts from the Chicago Public Schools.* April 1985.

### **TEACHER MANAGEMENT STUDIES**

*Teacher Transfers and Classroom Disruption.* January 1984.  
*Class Coverage in the Chicago Public Schools.* June 1983.

### **BUDGET**

*1987-1988 Assessment of School Site Budgeting Practices of the Chicago Public Schools.* August 1988.  
*1986-1987 Assessment of School Site Budgeting Practice of the Chicago Public Schools.* June 1987.  
*School Budget Hearing Assessment.* June 1986.  
*Revenue Short Falls at the Chicago Board of Education: 1970-1984.* June 1984 (updated annually).  
*Budget Cuts at the Board of Education.* July 1982 (updated annually).

### **OTHER**

*Assessment of Sara Lee Corporation's Adopt-A-School Program at Harper High School 1982 - 1988.* August 1988.  
*Chicagoans View Their Public Schools.* June 1985.

### **RESOURCE VOLUMES**

*Chicago Public Schools DataBook, School Year 1988-1989.* February 1990.  
*Directory of Youth Services.* December 1989.  
*1988 METROSTAT DataBook.* November 1989.

\*For descriptions and costs of the above publications, please request a publication list from the Chicago Panel, (312) 939-2202.