DOCUMENT RESUME

ED 404 386 UD 031 493

AUTHOR Yancey, William L.; And Others
TITLE Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
INSTITUTION National Research Center on Education in the Inner Cities, Philadelphia, PA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 95
NOTE 47p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Census Figures; *Community Characteristics; Elementary Secondary Education; Metropolitan Areas; *Neighborhoods; *Public Schools; *Racial Segregation; Residential Patterns; *Student Characteristics; *Urban Schools
IDENTIFIERS *Philadelphia School District PA

ABSTRACT

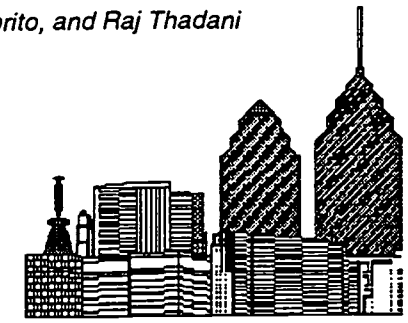
The relationship between the educational character of Philadelphia's public schools (Pennsylvania) and the communities in which they are embedded was studied using information from the 1990 Federal Census and the city's police and health departments. The characteristics of the city's neighborhoods are described, and schools are located in their social and economic contexts by identifying the specific neighborhoods associated with student populations. The characteristics of the neighborhoods represented in each school are summarized for each school and related to the academic success of the students. The major finding is the straightforward conclusion that Philadelphia is a city of extremes. It is residentially segregated by race and class. Some areas of the city are the home of affluent families. They are relatively healthy and safe places to live. In contrast, other areas are characterized by high rates of poverty, drug offenses, violent crimes, and epidemics of disease. The public schools embedded in these different communities exhibit different levels of educational success. Much of this difference may be attributed to the differences in the communities in which schools are embedded. (Contains 9 tables, 4 illustrations, and 21 maps.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 404 386

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools

by William L. Yancey, Salvatore J. Saporito, and Raj Thadani



The National Center on Education in the Inner Cities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

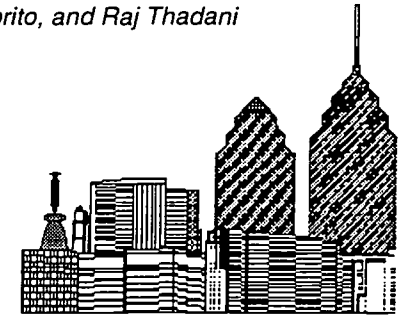
Temple University Center for Research in Human Development and Education

BEST COPY AVAILABLE

0314 93

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools

by William L. Yancey, Salvatore J. Saporito, and Raj Thadani



The National Center on
Education in the Inner Cities

The research reported herein was supported in part by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education through a grant to the National Center on Education in the Inner Cities (CEIC) at the Temple University Center for Research in Human Development and Education (CRHDE). The opinions expressed do not necessarily reflect the position of the supporting agencies, and no official endorsement should be inferred.

UD031493

This is a report of the results of research designed to examine the relationship between the educational character of Philadelphia's public schools and the communities in which they are embedded. Using information derived from the 1990 federal census and the city health and police departments, we describe the character of the city's neighborhoods. We then locate schools in their social and economic context by identifying the specific neighborhoods associated with student populations. The characteristics of the neighborhoods represented in each school are then summarized for each school and related to the academic success of students.

Data Sources and Methods

We have used three principal sources of information to describe neighborhoods (census tracts) in Philadelphia. First are demographic, social and economic data from the 1990 federal census. Second are data from the Health Department which include incidents of several diseases across the city's census tracts, as well as information derived from birth records--including the age and marital status of mothers, the adequacy of prenatal care they received, and the birth weight of their babies. Finally, the Police Department has provided individual records of all criminal arrests and reported offenses in 1992. The addresses where each reported offense occurred and the residences of arrested persons have been assigned to the appropriate census tracts. We have limited this analysis to crimes involving violence or drugs.

For each of the variables used, we have computed rates of their occurrence given the population living in each census tract in 1990. These rates were generated for the 316 census tracts with more than 1000 persons. The remaining 49 census tracts have been eliminated from our analysis.

We have generated a series of maps showing the city's distribution of demographic and socio-economic characteristics based on the 1990 U.S. Federal Census, as well as maps of rates of crime, disease, and access to health care. These maps illustrate the correlations between these characteristics. For example, communities with high rates of syphilis, are also characterized by high rates of violence, tuberculosis, inadequate prenatal care, and low birth-weight babies.

In addition to the single indicators of disease and crime we have combined these separate measures into an overall index: ***Trouble*** The creation of this index is accomplished through a statistical technique known as "factor analysis," which examines the degree to which the individual measures are inter-correlated. The strength of these correlations suggests that there is a common underlying factor to which the separate indicators of health and safety are related. The strength of the relationship between individual measures and the common underlying factor, reflected by correlation coefficients, are used as the basis for weighting individual measures into the overall index. We have followed the

convention of including only those specific measures whose correlations with the underlying factor was greater than .70.

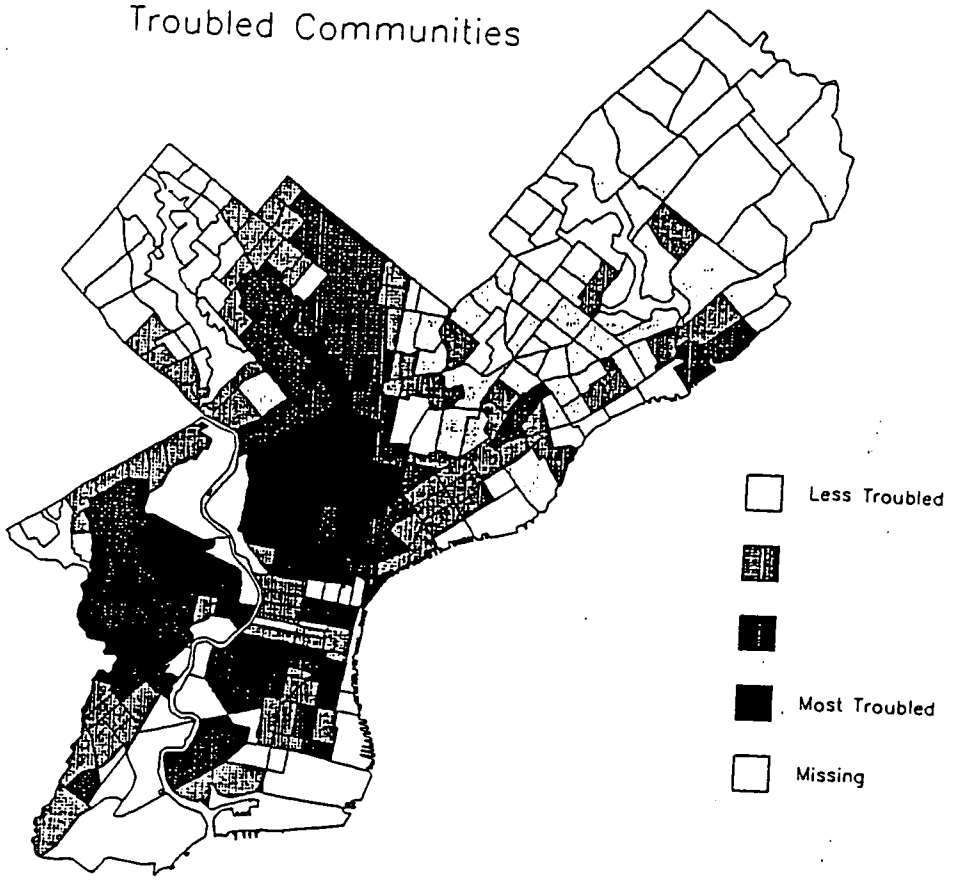
Table I shows the correlations between the separate indicators of neighborhood health and crime and the overall index of ***Trouble***. As can be seen, the strongest contributors to the overall index are the rates of arrests for violent crimes and syphilis rates. Correlations between the ***Trouble*** index and rates of drug and violent offenses were lower than .70; thus, they were not included in the overall index.

Table 1: Correlations Between Measures of Health and Crime and the Underlying Factor Index: "***Trouble***"

	Factor Loading
Rate of Arrests for Violent Crimes	.916
Rate of Syphilis per 10,000	.906
Percent of Babies Born to Teenage Mothers	.886
Percent of Babies Born with Low-Weight	.836
Rate of Arrests for Drugs	.791
Tuberculosis Rate per 10,000	.776
Pct Mothers with Inadequate Prenatal Care	.767
Rate of Reported Lead Poisoning 1878-81	.752
Rate of Drug Offenses*	.670
Rate of Violent Criminal Offenses*	.489

*Not included in overall index.

Illustration 1 is a map showing the distribution of the combined index of ***Trouble*** across the city.



Schools and Communities

In order to analyze the relationship between schools and communities, it is necessary to obtain information describing each school's community and to integrate that data with information describing schools and students. The critical issue is how does one define and operationalize a school's community. One approach might have been to use data from census tracts in the vicinity of the school to describe the geographic areas which surrounded each school. We have chosen a somewhat different path. We make the assumption that the areas where students live, not necessarily the immediate neighborhood surrounding the school, comprise the community relevant for a given school. Thus, to

describe each school it is necessary to know where its students live and to summarize information describing their residential areas.

This task was made possible by what is known as the "Pupil Directory File." The "PDF" is a data base which includes all students enrolled in the public schools. Among other things, it identifies the school each student attends and the census tract in which each student resides. Using a computer matching program, data describing each student's census tract were attached to the student's record. These data were then "aggregated," or summarized, for each school according to the average characteristic of tracts represented by the students in each school. Thus, if a school draws students from several different census tracts and we are attempting to characterize the rates of poverty among children between the ages of 5 and 17 years, we would multiply the poverty rates of each tract by the number of students living there. These products are then summed across the tracts represented in the school and divided by the total number of students. This creates a weighted average of the poverty rates in the neighborhoods represented in the school. This aggregation procedure has been completed for information derived from the federal census, as well as each of the separate measures of health and crime, and overall index of ***Trouble***. These data are summarized in Table 2. Shown are the averages for the city's census tracts and the average characteristics of tracts represented in all public schools.

Table 2: Social, Economic, Health and Crime across City Neighborhoods and Schools

SCHOOL COMMUNITY CHARACTERISTICS	City Average (316 tracts)	Public School Average
1990 Census		
Pct. Latinos in Community	5.3	8.1
Pct. African Americans in Community	41.3	55.2
Pct. Renters	40.0	38.6
Mean Household Income	24506.4	21314.0
Pct. in Poverty	21.1	27.3
Pct. Youth in Poverty	26.5	35.6
Pct. Single Parent Household	41.0	51.8
Pct. Private School Attendance	32.5	18.9
Pct. Households Larger Than 4	12.8	16.0
Health Data		
Pct. of Children Lead-poisoned 1978-81	1.0	1.3
Syphilis Rate	1.5	2.1
TB Rate	20.4	24.2
Pct. Births to Mothers Under 19	6.8	9.0
Pct. of Births of Low Weight	10.0	11.5
Rate of Inadequate Prenatal Care	10.1	18.3
Crime Data		
Reported Drug Offense Rate per 1000	3.8	6.2
Drug Arrests per 1000	6.1	9.5
Reported Violent Crime Rate per 1000	11.6	14.5
Arrests for Violent Crimes per 1000	6.4	10.7
Scale of Neighborhood Troubles	0.0	2.3

There are important differences between these summaries. Note first the percent of the school age population that attends non-public schools. Across the entire city 33% of the school age population attends private or parochial schools. Yet among the census tracts representative of public school students this rate is but 19%. ***Communities which have high rates of private school attendance are under-represented in the public schools.***

The consequence of some students opting not to attend public schools reverberates through the remaining comparisons between

the characteristics of the city as a whole and the characteristics of tracts representative of public school students. By every measure of socio-economic status, disease, crime or the overall index of ***Trouble***, the census tracts representative of public school students are less affluent and more troubled.

These data, describing the social and economic characteristics of the communities represented in each school, were then merged with data describing characteristics of the schools and students. The school and student information was taken from the 1990 report of the Philadelphia School District's Management Information Center. We extracted information describing the average test scores, average daily attendance rates, pupil turnover, busing and transportation assistance, the percent of students receiving free or reduced price lunches, and the percent of students who were African-American or Latino.

On the pages which follow the series of maps are reports of the characteristics of each school and its community. In addition to information describing each specific school and its community context, for comparitive purposes, the averages for the city as a whole and the average for all schools are also given. Similar reports are provided which summarize the characteristics of the schools and communities comprising each of the 22 Clusters of schools now being organized.

Segregation, Community Troubles and Educational Outcomes

The Philadelphia metropolitan area exhibits the characteristic pattern of increasing concentration of minorities and the poor within the central city. Since 1950 the proportion of the metropolitan area population that is Black or Hispanic increased from thirteen to twenty-four percent. With the exodus of the white population from the central city, the percent of the city's population that is Black or Hispanic has increased from less than twenty percent in 1950 to over forty five percent in 1990.

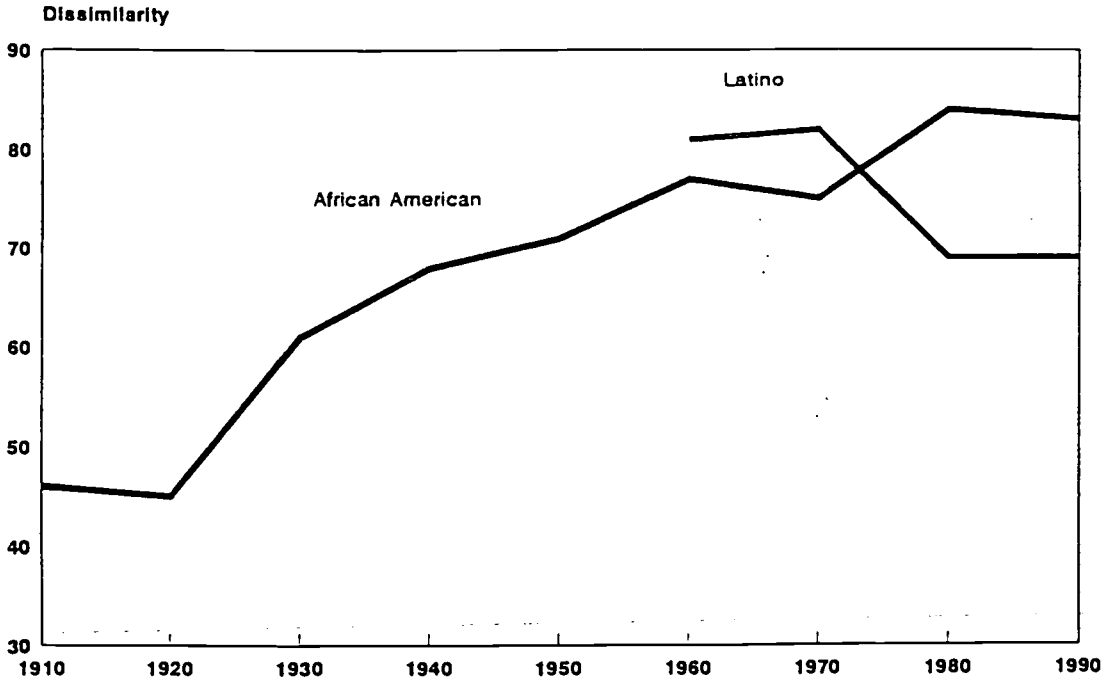
Philadelphia is racially segregated. The level of segregation between African-Americans and whites steadily increased since the turn of the century. It reached an all time high in 1980 when the index of dissimilarity[1] between blacks and whites was 84. Between Hispanics and whites it was 69. In 1990 black/white dissimilarity was 83. Hispanic/white dissimilarity was 74. (See Illustration 2).

The city's households are also segregated by social and economic status. The poor are heavily concentrated in North and West Philadelphia. With the exception Center City, which contains

[1]. The index of dissimilarity reflects the difference in the distribution of two groups across a series of nominal categories. In the case of residential segregation it reflects the difference in the percentage distributions of two groups across census tracts. One interpretation of dissimilarity is that it reflects the proportion of either group that would have to move from census tracts which they now dominate to other tracts in order to balance the two distributions. Thus in 1990 83 percent of whites would have to change census tracts in order to achieve racial integration.

several relatively affluent neighborhoods, there is the familiar pattern of declining rates of poverty as one moves to the city's periphery.

Illustration 2:
Residential Segregation in Philadelphia 1910-1990



Year	1910	1920	1930	1940	1950	1960	1970	1980	1990
Af-Amer	46	45	61	68	71	77	75	84	83
Latino						81	82	69	69

Poverty rates are higher among African Americans (29%) and Latinos (45%) than among whites (11%). As a consequence of racial and socio-economic segregation in the city, minorities who are poor live in communities which have high concentrations of poverty. In 1990 an average white person who was poor lived in a

BEST COPY AVAILABLE

census tract in which 20 percent of the households were also poor. By contrast, African Americans who were poor lived in census tracts in which 35% of the households were also poor; Latinos who were poor lived in census tracts in which 47% of the households were poor. Thus, there is a substantial correlation between the percent of a census tract's population that is African-American or Hispanic and the percent of the households whose income in 1990 was below the poverty line (r=.628).

Rates of poverty in the city increased from 18.2 in 1989 to 25.6 in 1993. Perhaps most striking is the fact that ***in 1989 25.1 percent of the city's children lived in households which were below the poverty line. Four years later (1993), this had increased to 38.2%.***[2]

Comparisons of the maps showing the distribution of poverty across the city, with the maps showing the distribution of crime and disease reveal the strong association between these community characteristics. Table 3 presents correlations between rates of poverty among the total population, and the school age population, with the specific measures of health and crime and the overall index of ***Trouble***. These correlations point to the centrality of poverty as a principal antecedent of crime and

[2] Scott R. Snyder, "Poverty Trends in Philadelphia and the U.S." Social Science Data Library, Temple University, Philadelphia: 1995

disease. Indeed, these correlations provide a partial portrait of poverty in the city. To be poor and live in a community which is poor, not only means that one has a limited income, it also means that you are likely to live in a neighborhood that is characterized by high rates of arrests for violent crimes and drugs, where syphilis, tuberculosis, and lead-poisoning are epidemic, and where babies are born to young mothers without adequate access to health services.

Table 3: Correlations Between Health, Crime and Poverty Across Census Tracts

	Total Population in Poverty	Percent of School-Age Population in Poverty
Rate of Arrests for Violent Crimes	.803	.788
Percent of Babies Born to Teenage Mothers	.776	.767
Rate of Arrests for Drugs	.765	.728
Rate of Syphilis per 10,000	.696	.681
Rate of Drug Offenses	.679	.636
Pct Mothers with Inadequate Prenatal Care	.654	.634
Tuberculosis Rate per 10,000	.635	.616
Percent of Babies Born with Low-Weight	.624	.606
Rate of Reported Lead Poisoning 1878-81	.548	.538
Rate of Violent Criminal Offenses	.456	.340
Crime and Disease Index: ***Trouble***	.818	.796

Given the correlations across census tracts between rates of poverty and rates of crime and disease, it is not surprising that we find similar correlations between these characteristics after they have been aggregated and summarized for schools. Indeed, the correlations between the index of ***trouble*** and rates of poverty found among school age children is higher (.854) across schools than it is across census tracts (.796).

BEST COPY AVAILABLE

Illustration 3 shows a scatterplot of the relationship between rates of poverty and the overall index of ***Trouble***. In order to identify schools whose students live in communities with the highest levels of children in poverty and the highest levels of disease and crime, we have divided schools into five groups as they are ranked along these two dimensions. The dotted lines crossing the regression line illustrate this classification of schools into five groups (of approximately 50 schools each) ranging from those in the most favorable communities to those embedded in the worst communities.

Illustration 3:
Schools by Levels of Trouble and Poverty in Their Communities

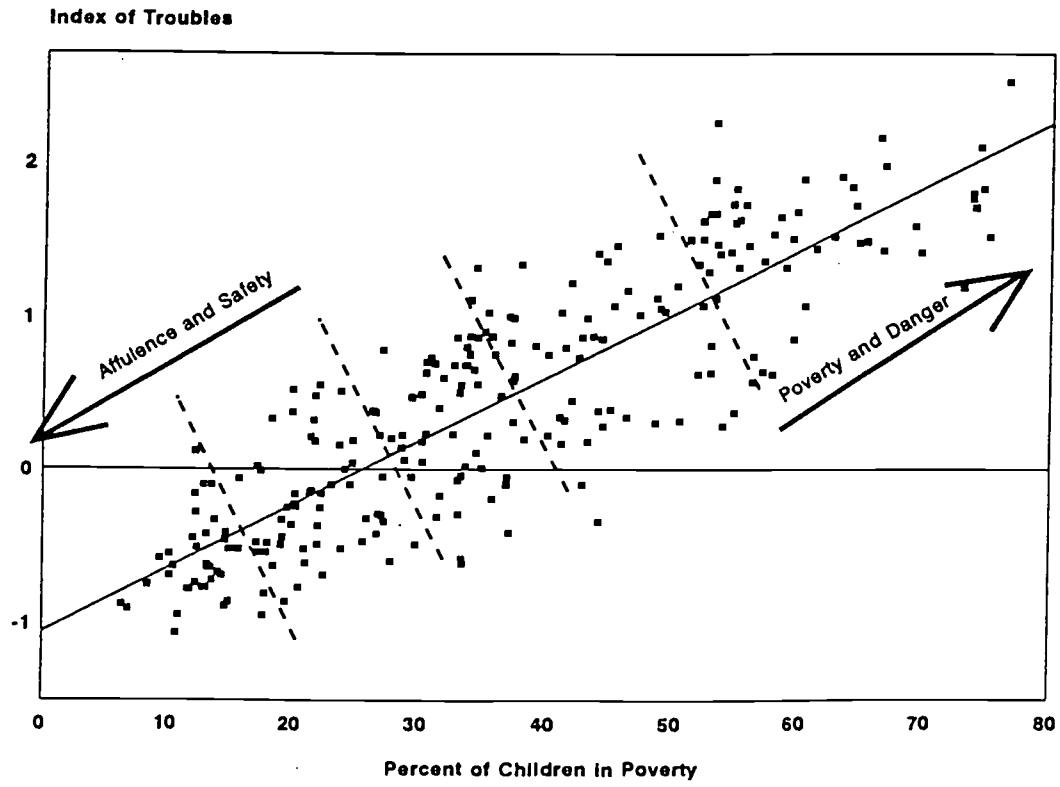
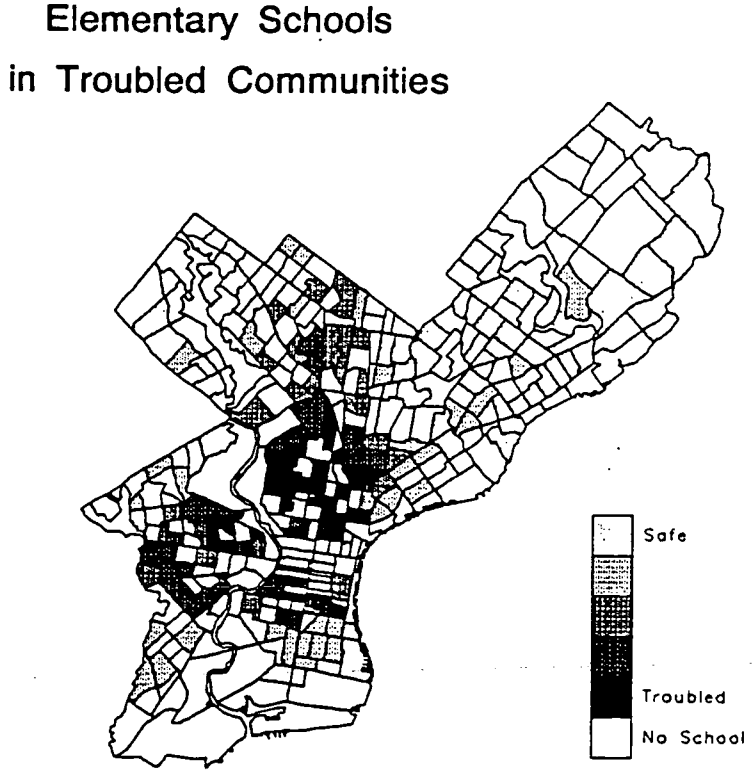


Illustration 4 shows the tract locations of elementary schools by levels of ***Trouble***. The specific schools included in each of these five groups listed in Table 5.

Illustration 4



The differences in the ecological community contexts in which schools are embedded are associated with their academic success. This can be seen in Table 4 which shows the correlations between rates of poverty and ***Trouble***, and the average daily attendance, rates of student turnover , and average reading test scores. At

all levels, rates of poverty or rates of crime and disease observed in the communities in which schools are embedded are related to the character of schools. The results are clear: schools whose students are drawn from poor and troubled communities have lower rates of attendance, higher rates of student turnover and lower achievement scores than do schools drawing students from more affluent and less troubled communities.

Table 4: Correlations between Poverty, ***Trouble*** and Characteristics of Schools

High Schools	Poverty	Trouble
Daily Attendance	-.707	-.625
Student Turnover	.510	.430
Middle Schools		
Daily Attendance	-.257	-.248
Student Turnover	.479	.463
Average Reading Score	-.643	-.623
Elementary Schools		
Daily Attendance	-.502	-.355
Student Turnover	.393	.317
Average Reading Score	-.670	-.658

Conclusion

The major conclusions of this investigation are straight forward. Philadelphia is a city of extremes. It is residentially segregated by social class and race. Some areas of the city are the home of affluent families; they are relatively healthy and safe places to live. By contrast there are other communities

characterized by high rates of poverty, drug offenses, violent crimes, and epidemics of disease. Public schools embedded in these different communities exhibit different levels of educational success. Much of the variation in educational success may be attributed to the differences in the communities in which schools are embedded.

The success of the children achieving agenda depends in part on the degree to which educational reforms include changes in the ecological/community contexts within which schooling takes place.

TABLE 5:1

Schools with Communities in Lowest 20% of Trouble and Poverty

Number	Name	Pct Children in Poverty	Index of Trouble	% Free and Reduced	Avg Daily Attendance	Student Turnover	Natl Pctile Reading Score
HIGH SCHOOLS							
802	NORTHEAST HIGH	15.7	-0.5	13.7	86.3	8.9	
801	ABRAHAM LINCOLN HIGH	19.2	-0.3	20.8	82.4	15.0	
803	GEORGE WASHINGTON HIGH	13.1	-0.6	14.6	87.8	9.3	
MIDDLE SCHOOLS							
815	BENJAMIN RUSH MIDDLE	14.6	-0.5	22.2	89.4	12.0	51.5
812	WOODROW WILSON MIDDLE	17.1	-0.5	18.9	90.6	5.9	56.7
610	MORRIS E. LEEDS MIDDLE	17.4	0.0	32.2	79.2	15.0	43.2
816	C. C. A. BALDI MIDDLE	14.9	-0.9	20.2	91.0	8.9	64.0
814	AUSTIN MEEHAN MIDDLE	17.8	-0.5	28.9	88.1	13.0	51.7
SPECIAL SCHOOLS							
833	THOMAS SHALLCROSS	13.6	-0.7	35.3	69.8	47.0	34.1
ELEMENTARY SCHOOLS							
432	ROBERT LAMBERTON	14.9	-0.5	17.6	89.0	9.3	59.2
818	JOHN HANCOCK	10.2	-0.7	32.8	93.4	8.8	66.0
831	J. HAMPTON MOORE	13.2	-0.6	26.5	93.6	7.0	67.4
834	SOLOMON SOLIS-COHEN	15.5	-0.5	40.9	92.4	11.0	51.7
627	JOHN S. JENKS	9.3	-0.6	9.8	94.3	3.8	73.5
559	JOHN H. WEBSTER	19.2	-0.4	65.4	89.4	9.7	39.6
826	FOX CHASE	13.1	-0.4	31.9	92.7	32.0	54.4
621	FRANKLIN S. EDMONDS	12.8	-0.1	47.1	94.6	13.0	43.4
629	WILLIAM LEVERING	19.1	-0.5	55.7	89.6	13.0	40.4
428	SAMUEL GOMPERS	17.2	0.0	48.2	93.7	13.0	46.2
837	WATSON COMLY	10.7	-1.1	20.1	93.1	8.2	65.7
824	HAMILTON DISSTON	14.7	-0.4	34.3	89.3	19.0	50.7
638	SHAWMONT	10.5	-0.6	26.3	92.7	4.0	60.6
620	ANNA B. DAY	13.5	-0.1	54.3	91.9	30.0	38.1
727	THOMAS FINLETTER	17.8	-0.8	51.4	91.9	13.0	51.1
725	HENRY EDMUNDS	14.1	-0.7	24.8	91.9	6.9	56.4
821	JOSEPH H. BROWN	11.6	-0.8	40.4	91.7	14.0	50.5
835	GILBERT SPRUANCE	18.0	-0.5	31.4	91.7	8.0	58.3
635	SAMUEL W. PENNYPACKER	12.2	0.1	58.8	92.8	13.0	46.5
843	JOSEPH GREENBERG	11.7	-0.8	15.2	94.0	3.1	75.0
743	JAMES J. SULLIVAN	18.5	-0.6	63.6	90.2	11.0	58.6
839	ALOYSIUS L. FITZPATRICK	8.4	-0.8	30.6	91.6	18.0	52.0
747	BRIDESBURG	13.1	-0.8	42.5	92.6	7.6	44.0
733	HENRY W. LAWTON	12.8	-0.8	29.4	93.9	5.6	63.7
726	ELLWOOD	12.2	-0.2	39.5	94.4	11.0	48.0
840	ANNE FRANK	10.9	-1.0	32.4	92.1	12.0	68.8
625	CHARLES W. HENRY	13.8	-0.3	28.1	93.6	5.8	64.1
830	MAYFAIR	12.0	-0.5	29.2	92.1	7.9	61.4
746	WILLAM H. ZIEGLER	14.3	-0.7	50.8	91.9	10.0	53.4
823	KENNEDY G. CROSSAN	12.3	-0.5	24.8	92.6	9.1	68.9
838	LOUIS H. FARRELL	17.9	-0.5	47.1	91.6	11.0	61.1
842	STEPHEN DECATUR	6.9	-0.9	27.0	91.0	17.0	57.2
644	ANNA L. LINGELBACH	15.7	-0.1	72.5	93.2	23.0	56.1
631	JOHN F. MCCLOSKEY	12.2	-0.3	32.9	94.6	9.3	41.9
841	ROBERT B. POLLOCK	6.3	-0.9	36.6	92.1	12.0	56.6
724	THOMAS CREIGHTON	27.8	-0.6	58.0	90.9	12.0	45.7
722	LAURA CARNELL	14.6	-0.9	35.8	90.5	9.9	53.1
626	HENRY H. HOUSTON	10.1	-0.6	35.2	94.9	8.1	51.9
728	BENJAMIN FRANKLIN	13.4	-0.6	36.1	92.5	7.5	55.3
836	RHAWNHURST	17.2	-0.5	35.7	92.0	5.1	59.7
825	EDWIN FORREST	12.2	-0.7	29.0	90.4	15.0	52.5
844	WILLIAM H. LOESCHE	17.7	-1.0	31.4	92.9	10.0	61.8

BEST COPY AVAILABLE

TABLE 5:2

Schools with Communities in Second Lowest 20% of Trouble and Poverty

Number	Name	Pct Children in Poverty	Index of Trouble	% Free and Reduced	Avg Daily Attendance	Student Turnover	Natl Pctile Reading Score
HIGH SCHOOLS							
507	PARKWAY HIGH	23.8	0.2	30.3	84.5	2.1	
602	GERMANTOWN HIGH	29.5	0.5	33.3	75.9	21.0	
604	WALTER B. SAUL VOC-TECH	21.6	-0.1	15.4	93.3	2.0	
403	GEORGE W. CARVER HIGH	28.7	0.2	20.4	92.8	1.9	
712	SAMUEL S. FELS HIGH	21.0	-0.5	22.8	81.8	13.0	
202	CREATIVE/PERFORMING ARTS	28.7	0.1	22.2	91.2	4.1	
605	GIRLS HIGH	24.6	-0.1	14.9	93.4	1.5	
603	ROXBOROUGH HIGH	22.3	-0.2	26.6	78.3	14.0	
701	FRANKFORD HIGH	22.1	-0.4	25.8	77.6	16.0	
601	CENTRAL HIGH	22.2	-0.3	10.6	92.6	1.3	
MIDDLE SCHOOLS							
832	J. HARRY LABRUM MIDDLE	20.2	-0.2	29.0	91.5	8.1	58.4
214	JULIA MASTERMAN	23.2	-0.1	11.0	95.0	0.3	89.1
711	WARREN G. HARDING MIDDLE	27.1	-0.3	40.0	82.8	16.0	42.1
713	GEN. LOUIS WAGNER MIDDLE	20.0	0.4	42.6	86.0	18.0	42.5
648	A M Y-6	28.9	0.1	43.8	90.1	4.6	43.7
616	ADA H. LEWIS MIDDLE	26.4	0.4	41.8	85.3	13.0	38.7
410	DIMNER BEEBER MIDDLE	24.8	0.2	34.5	90.7	9.9	48.6
SPECIAL SCHOOLS							
448	OVERBROOK EDUCATIONAL CEN	21.4	-0.2	34.2	92.9	3.6	72.9
ELEMENTARY SCHOOLS							
645	JAMES DOBSON	19.9	-0.4	67.7	90.1	7.9	50.5
140	JOHN M. PATTERSON	26.7	-0.4	53.1	90.0	13.0	39.7
820	ETHAN ALLEN	19.6	-0.3	43.9	91.2	9.5	58.8
247	ALBERT M. GREENFIELD	24.2	0.0	25.7	92.9	8.9	61.2
123	WILLIAM C. BRYANT	22.2	0.6	77.4	91.7	13.0	38.1
827	THOMAS HOLME	19.4	-0.9	55.1	89.2	12.0	45.2
424	LEWIS C. CASSIDY	20.1	-0.2	65.2	92.9	9.9	48.4
434	WILLIAM B. MANN	24.8	0.0	70.7	93.0	16.0	42.4
146	ADD B. ANDERSON	23.8	0.5	65.6	92.3	19.0	47.7
622	ELEANOR C. EMLEN	24.9	0.2	76.7	91.3	14.0	37.5
272	ABIGAIL VARE	27.2	-0.1	76.2	91.4	17.0	46.3
623	EDWIN H. FITLER	26.9	0.2	41.8	93.8	2.8	55.8
139	SAMUEL POWEL	27.9	0.2	38.5	94.7	5.2	61.7
736	JOHN MARSHALL	22.1	-0.5	65.6	89.9	15.0	48.5
520	ALEXANDER ADAIRE	26.8	-0.3	64.0	89.9	11.0	40.6
238	WILLIAM M. MEREDITH	28.8	0.2	56.9	93.0	5.4	65.4
144	PENROSE	27.3	-0.3	54.9	90.7	19.0	43.5
749	PRINCE HALL	20.0	0.5	66.8	93.1	9.6	43.6
258	ELIZA B. KIRKBRIDE	25.9	-0.3	85.6	93.1	9.9	40.7
753	WILLIAM ROWEN	18.3	0.3	77.6	91.1	16.0	41.2
429	WILLIAM B. HANNA	26.6	0.4	69.9	91.6	15.0	34.6
730	FRANCIS HOPKINSON	23.9	-0.5	57.0	89.0	14.0	41.4
540	RICHMOND	29.8	-0.5	60.9	89.0	14.0	44.8
731	FELTONVILLE	33.5	-0.6	57.6	89.8	23.0	36.7
720	CLARA BARTON	33.4	-0.6	55.9	90.0	16.0	42.7
735	JAMES R. LOWELL	20.5	-0.8	54.0	92.5	18.0	48.5
732	JULIA W. HOWE	21.8	0.2	61.3	90.4	22.0	31.1
724	THOMAS CREIGHTON	27.8	-0.6	58.0	90.9	12.0	45.7
740	OLNEY	22.5	-0.7	64.0	92.0	22.0	40.1
641	COOK-WISSAHICKON	21.1	-0.6	64.0	91.1	9.7	45.0
263	GEORGE SHARSWOOD	25.6	-0.5	48.6	87.5	6.1	43.8
252	ABRAM S. JENKS	20.3	-0.2	45.5	91.8	4.6	61.7
742	FRANKLIN SMEDLEY	29.5	-0.1	71.7	89.4	18.0	34.6

BEST COPY AVAILABLE

TABLE 5:3

Schools in Communities with Middle 20% of Trouble and Poverty

Number	Name	Pct Children in Poverty	Index of Trouble	% Free and Reduced	Avg Daily Attendance	Student Turnover	Natl Pctile Reading Score
229	FRANKLIN LEARNING CENTER	36.5	0.5	34.5	82.4	7.4	
101	JOHN BARTRAM HIGH	33.2	0.5	37.6	70.3	15.0	
515	WILLIAM W. BODINE HIGH	30.3	0.2	20.7	92.2	2.8	
606	MARTIN L. KING JR.	21.7	0.3	29.8	77.0	17.0	
702	OLNEY HIGH	35.5	0.2	41.3	72.2	21.0	
402	OVERBROOK HIGH	30.2	0.5	33.1	82.2	11.0	
216	HORACE H. FURNESS HIGH	35.0	0.0	52.5	74.6	21.0	
111	ANNA B. SHAW MIDDLE	35.8	0.9	49.9	83.9	12.0	30.2
115	GEORGE PEPPER MIDDLE	31.7	-0.2	41.4	83.4	15.0	40.0
110	WILLIAM L. SAYRE MIDDLE	31.2	0.7	45.5	84.1	16.0	37.0
215	GEORGE C. THOMAS MIDDLE	33.7	0.0	35.1	88.2	9.2	43.6
158	MIDDLE YEARS ALTERNATIVE	32.7	0.2	43.1	91.4	3.4	60.3
116	JOHN P. TURNER MIDDLE	30.9	0.7	46.3	87.1	15.0	43.4
413	WILLIAM H. SHOEMAKER MIDD	31.9	0.6	49.2	83.7	16.0	27.4
615	CLARENCE E. PICKETT MIDDL	33.3	0.6	55.3	82.5	14.0	36.7
510	JOHN PAUL JONES MIDDLE	41.2	0.2	50.2	77.0	18.0	23.1
640	JOSEPHINE D. WIDENER MEMO	30.6	0.2	55.1	85.2	4.3	
646	JOSEPH E. HILL	21.5	0.2	44.7	93.5	5.4	59.5
143	ALEXANDER WILSON	34.6	0.6	84.5	92.8	16.0	36.1
264	SOUTHWARK	35.8	-0.2	75.0	89.9	13.0	39.8
634	JOSEPH PENNELL	34.7	0.6	74.5	91.1	11.0	34.2
269	JOHN H. TAGGART	36.9	-0.1	62.8	86.8	12.0	38.7
632	THOMAS MIFFLIN	37.4	0.3	87.2	88.7	28.0	40.8
426	GROVER CLEVELAND	34.1	1.1	79.7	90.9	15.0	40.7
729	ALLEN M. STEARNE	33.1	-0.1	80.5	92.0	12.0	43.0
125	JOSEPH W. CATHARINE	37.0	-0.1	86.6	90.0	23.0	45.9
133	SAMUEL B. HUEY	34.3	0.7	77.7	90.6	17.0	34.6
237	DELAPLAINE MCDANIEL	34.6	0.9	86.8	90.8	16.0	29.4
544	FRANCES E. WILLARD	44.1	-0.3	85.9	89.5	19.0	34.3
137	S. WEIR MITCHELL	35.4	1.0	73.4	89.0	20.0	28.7
553	PHILIP H. SHERIDAN	37.1	-0.4	64.4	87.1	17.0	30.5
221	BACHE-MARTIN	36.0	0.8	73.8	90.9	10.0	49.9
120	COM. JOHN BARRY	37.2	0.8	79.6	90.4	17.0	38.2
234	GEN. GEORGE A. MCCALL	30.3	0.1	51.8	92.8	14.0	56.0
126	BENJAMIN B. COMEGYS	37.4	1.0	74.2	91.3	16.0	40.9
430	EDWARD HESTON	33.6	0.7	82.0	89.4	17.0	33.3
739	ANDREW J. MORRISON	33.1	-0.3	71.8	92.9	24.0	49.7
647	JOHN B. KELLY	31.6	0.4	77.5	89.2	18.0	31.9
443	JOHN G. WHITTIER	37.1	1.0	81.3	89.2	20.0	39.4
721	GEN. DAVID B. BIRNEY	30.6	0.6	81.1	91.0	20.0	36.2
131	WILLIAM F. HARRITY	30.6	0.7	64.3	91.8	14.0	38.3
135	WILLIAM C. LONGSTRETH	35.2	0.9	67.5	92.0	12.0	38.0
633	FRANCIS D. PASTORIUS	32.7	0.7	89.9	90.9	19.0	33.7
639	EDWARD T. STEEL	33.0	0.9	82.0	90.8	12.0	37.0
129	ANDREW HAMILTON	27.1	0.8	57.6	92.3	9.4	43.2
130	AVERY D. HARRINGTON	34.0	0.9	81.9	91.3	20.0	37.4
628	JOHN L. KINSEY	21.8	0.5	82.7	91.6	11.0	41.5
219	D. NEWLIN FELL	33.3	0.0	62.7	92.0	11.0	49.8
530	HORATIO B. HACKETT	31.5	-0.3	80.3	88.8	10.0	47.1
232	STEPHEN GIRARD	34.6	0.1	55.3	91.8	7.6	41.1
254	FRANCIS SCOTT KEY	42.9	-0.1	95.4	94.0	11.0	41.6

BEST COPY AVAILABLE

TABLE 5:4

Schools in Communities with Fourth 20% Level of Trouble and Poverty

Number	Name	Pct Children in Poverty	Index of Trouble	% Free and Reduced	Avg Daily Attendance	Student Turnover	Natl Pctile Reading Score
HIGH SCHOOLS							
102	WEST PHILADELPHIA HIGH	34.0	0.8	45.7	71.6	26.0	
501	KENSINGTON HIGH	53.0	0.6	57.8	58.4	37.0	
200	SOUTH PHILADELPHIA HIGH	41.5	0.3	45.6	70.9	25.0	
209	EDWARD BOK VOC-TECH	42.8	0.9	49.8	77.1	11.0	
406	MURRELL DOBBINS VOC-TEC	41.1	1.0	36.5	86.3	4.4	
210	CHARLES Y. AUDENRIED HIGH	49.3	1.0	65.6	58.6	26.0	
538	ALLEGHENY SCHOOL	43.7	0.9	66.7	55.1	57.0	
108	UNIVERSITY CITY HIGH	47.3	1.0	53.2	68.5	21.0	
506	JULES MASTBAUM VOC-TECH	38.3	0.2	33.6	83.2	6.4	
MIDDLE SCHOOLS							
543	ALTERNATIVE MIDDLE YEARS-	42.0	0.5	56.7	91.3	8.7	46.3
211	NORRIS S. BARRATT MIDDLE	46.3	1.2	61.9	82.6	14.0	36.4
512	JOHN B. STETSON MIDDLE	58.0	0.6	66.0	70.2	23.0	23.2
411	THOMAS FITZSIMONS MIDDLE	52.3	1.5	65.8	82.4	14.0	30.8
415	E. WASHINGTON RHODES MIDD	42.0	1.2	53.3	87.5	13.0	34.7
113	WILLIAM TILDEN MIDDLE	39.1	0.8	0.3	4.9	16.0	29.6
212	EDWIN H. VARE MIDDLE	45.1	0.4	53.0	84.6	16.0	34.0
710	JAY COOKE MIDDLE	33.8	0.7	52.8	82.6	20.0	32.5
714	ROBERTO CLEMENTE MIDDLE	52.0	0.6	58.2	81.0	18.0	21.2
112	MAYER SULZBERGER MIDDLE	52.8	1.3	67.2	81.9	14.0	24.0
523	RUSSELL CONWELL MIDDLE	41.1	0.3	35.4	92.8	2.1	67.0
SPECIAL SCHOOLS							
545	CHARLES CARROLL	44.1	0.4	54.4	59.1	44.0	
524	STEPHEN A. DOUGLAS	48.6	0.3	68.3	61.4	25.0	
231	DANIEL BOONE	44.4	0.9	100.0	49.7	101.0	16.0
ELEMENTARY SCHOOLS							
230	DURHAM CHILD DEVEL. CENTE	45.3	1.1	67.6	94.3	3.4	46.3
547	WILLIAM CRAMP	50.5	0.3	82.5	87.6	21.0	28.5
751	MARY M. BETHUNE	48.7	1.1	92.1	90.1	19.0	28.7
138	THOMAS G. MORTON	43.3	0.2	74.8	88.0	13.0	31.4
643	JOHN WISTER	49.0	1.1	84.3	91.1	15.0	51.5
521	HENRY A. BROWN	50.6	0.3	92.2	91.6	15.0	32.3
153	JOSEPH LEIDY	52.4	1.1	100.0	89.0	20.0	29.9
447	RICHARD R. WRIGHT	52.3	1.6	78.8	89.9	13.0	48.6
440	M. HALL STANTON	52.9	1.7	89.1	91.0	16.0	47.0
224	F. AMEDEE BREGY	54.1	0.3	67.7	89.0	21.0	31.0
127	CHARLES R. DREW	53.1	0.8	63.6	88.3	13.0	38.7
220	JAMES ALCORN	56.4	0.6	96.9	88.5	16.0	29.9
431	KENDERTON	34.5	1.3	87.6	87.8	20.0	33.8
630	JAMES LOGAN	37.4	0.6	80.6	90.5	15.0	38.4
259	GEORGE W. NEBINGER	40.2	0.8	93.7	89.9	11.0	28.2
134	HENRY C. LEA	44.5	0.3	79.3	92.4	14.0	38.4
526	LEWIS ELKIN	54.9	0.4	79.6	88.1	20.0	32.6
522	GEORGE CLYMER	53.2	1.9	87.6	88.5	19.0	31.7
624	ROBERT FULTON	37.5	0.6	84.8	90.6	15.0	37.7
273	GEORGE WASHINGTON	41.5	0.8	83.6	88.0	13.0	32.0
226	GEORGE W. CHILDS	42.6	0.7	90.1	93.2	12.0	40.2
244	WALTER G. SMITH	52.0	1.3	75.3	89.8	17.0	30.1
130	AVERY D. HARRINGTON	34.0	0.9	81.9	91.3	20.0	37.4
141	JAMES RHOADS	43.2	1.0	87.4	91.5	15.0	41.8
421	SAMUEL H. DAROFF	33.7	0.8	77.4	92.8	14.0	29.6
738	ALEXANDER MCCLURE	46.3	0.3	88.4	89.0	21.0	27.8
251	ANDREW JACKSON	40.2	0.2	78.0	88.2	19.0	36.3
149	RUDOLPH BLANKENBURG	50.3	1.2	86.2	91.8	11.0	33.7

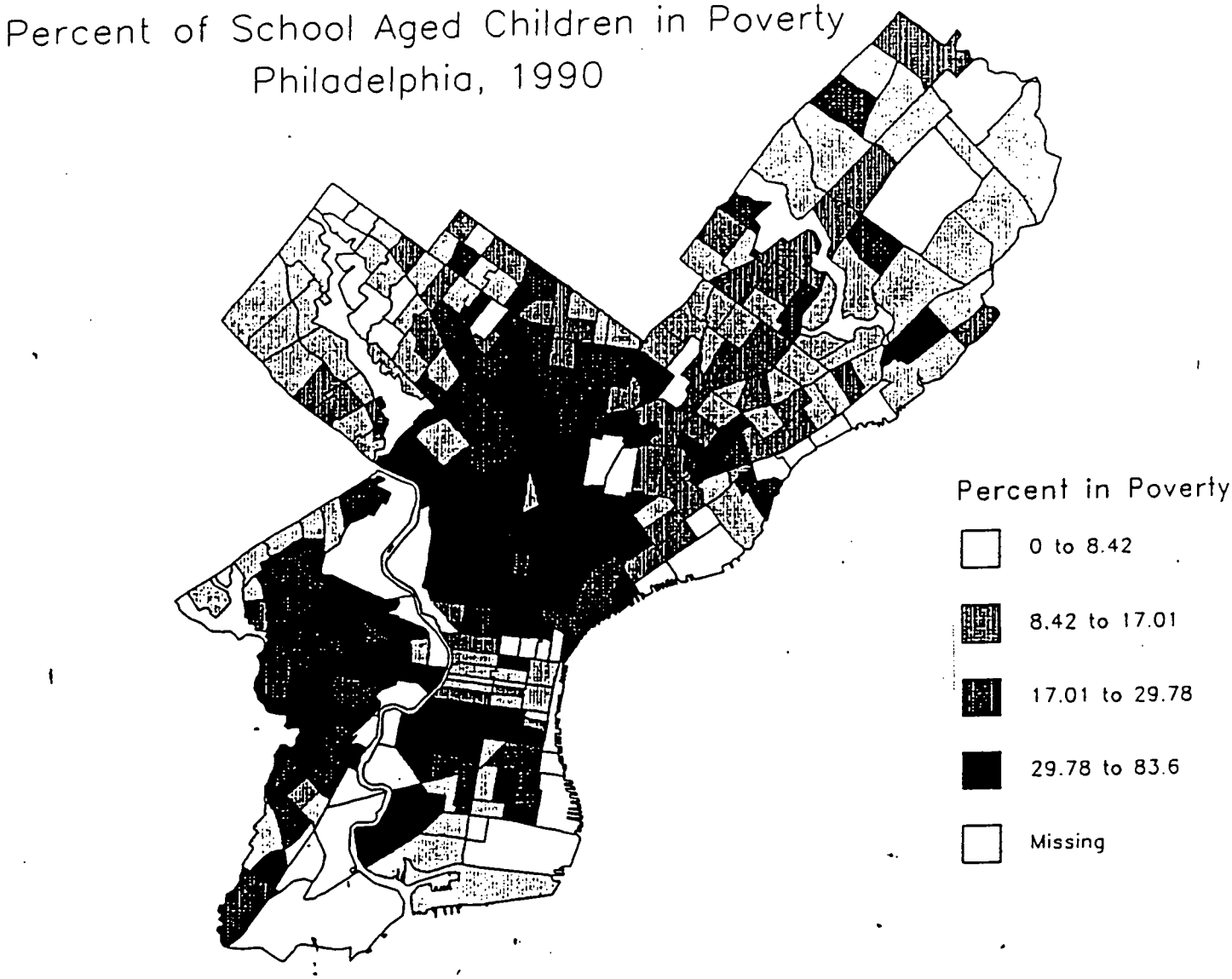
BEST COPY AVAILABLE

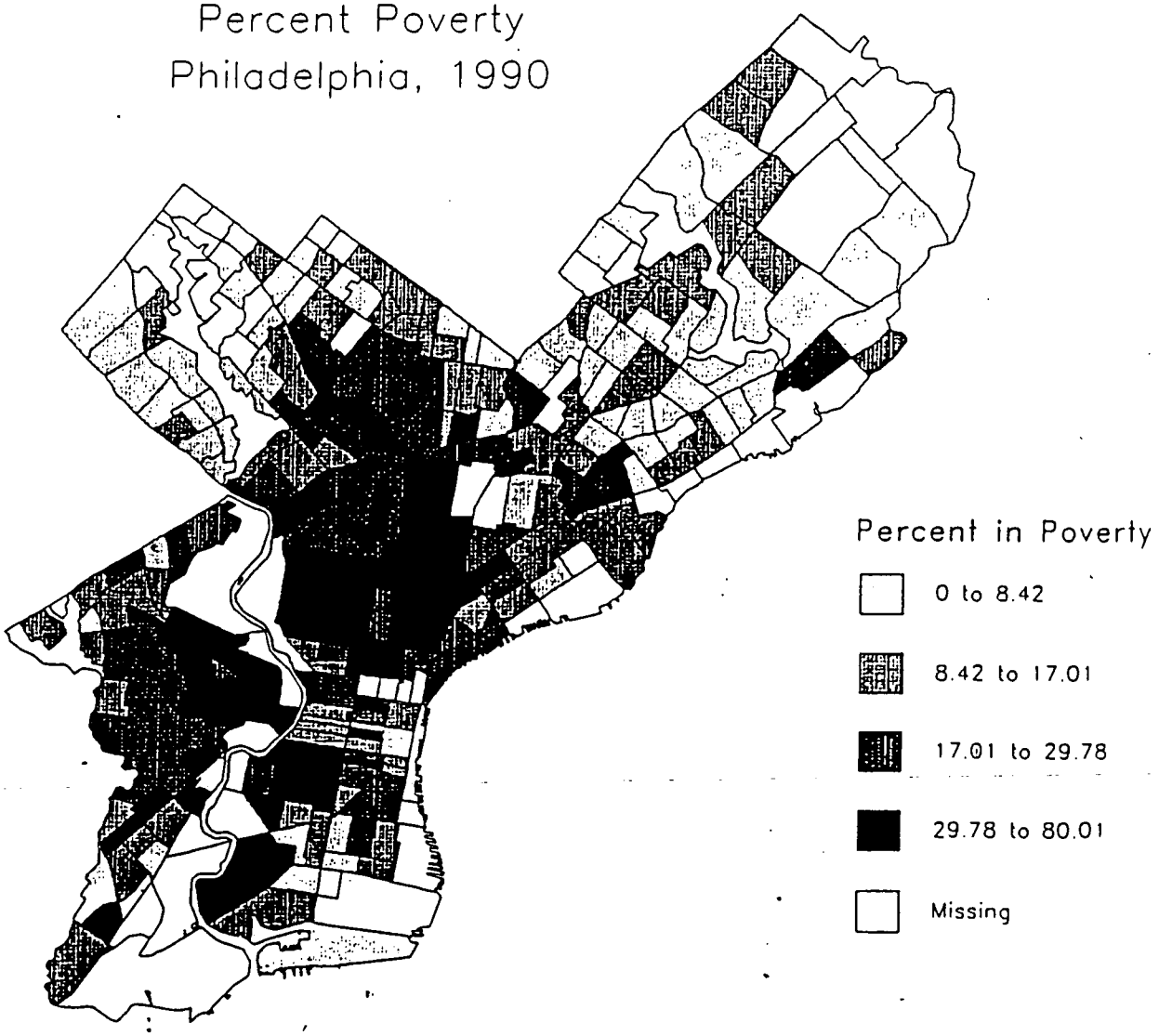
TABLE 5:5

Schools in Communities with Highest 20% Level of Trouble and Poverty

Number	Name	Pct Children in Poverty	Index of Trouble	% Free and Reduced	Avg Daily Attendance	Student Turnover	Natl Pctile Reading Score
HIGH SCHOOLS							
502	THOMAS A. EDISON HIGH	60.6	1.1	55.4	64.9	24.0	
504	WILLIAM PENN HIGH	59.5	1.5	65.3	66.6	19.0	
414	STRAWBERRY MANSION HIGH	58.5	1.7	65.9	73.3	18.0	
401	SIMON GRATZ HIGH	44.7	1.4	53.9	65.1	21.0	
201	BENJAMIN FRANKLIN HIGH	54.6	1.4	62.6	68.4	24.0	
MIDDLE SCHOOLS							
412	ELIZABETH GILLESPIE MIDDL	44.0	1.4	59.4	82.0	18.0	26.1
514	STODDART-FLEISHER MIDDLE	64.3	1.8	79.8	78.5	15.0	27.5
611	ROOSEVELT MIDDLE		0.7	0.0	88.5		35.8
527	JAMES ELVERSON MIDDLE	63.5	1.9	71.5	82.5	19.0	32.3
517	BILINGUAL MIDDLE MAGNET	69.3	1.6	72.5	80.9	17.0	22.7
213	ROBERTS VAUX MIDDLE	59.9	1.7	76.2	76.6	19.0	32.1
513	JOHN WANAMAKER MIDDLE	64.6	1.7	71.9	78.8	15.0	32.1
511	PENN TREATY MIDDLE	56.4	0.7	70.9	77.3	18.0	22.8
2402	WILLIAM S. PEIRCE MIDDLE	53.4		68.8	84.7	13.0	
ELEMENTARY SCHOOLS							
243	FRANK PALUMBO	64.9	1.5	97.3	86.3	18.0	22.0
240	WILLIAM S. PEIRCE MIDDLE	53.4	1.1	68.8	84.7	13.0	33.4
245	EDWIN M. STANTON	53.3	2.3	90.9	92.0	21.0	45.3
438	THOMAS M. PEIRCE	38.0	1.3	71.7	90.2	13.0	31.8
539	POTTER-THOMAS	66.8	1.4	85.4	88.8	19.0	23.8
142	MARTHA WASHINGTON	53.7	1.4	77.8	90.5	8.2	37.0
442	RUDOLPH WALTON	45.5	1.5	83.9	91.0	14.0	30.5
239	ROBERT MORRIS	53.5	1.5	93.8	89.8	20.0	25.5
528	FAIRHILL	65.5	1.5	93.0	89.4	18.0	28.8
556	SPRING GARDEN	76.6	2.5	92.7	88.8	16.0	43.0
242	GEN. JOHN F. REYNOLDS	62.9	1.5	93.2	89.9	11.0	41.4
453	EDWARD GIDEON	54.9	1.6	97.3	92.5	8.1	36.4
136	MORTON MCMICHAEL	55.0	1.8	87.1	89.1	14.0	35.6
525	PAUL L. DUNBAR	55.2	1.3	77.8	93.2	6.7	30.0
248	CHESTER A. ARTHUR	55.7	1.7	80.6	90.4	17.0	40.7
541	ISAAC A. SHEPPARD	73.2	1.2	94.9	89.5	27.0	30.1
531	WILLIAM HARRISON	73.9	1.8	94.5	88.5	16.0	33.3
249	LAURA W. WARING	56.0	1.5	93.7	88.5	18.0	30.2
548	GEN. PHILIP KEARNY	57.3	1.4	88.9	90.4	14.0	31.3
542	JOHN WELSH	74.7	1.8	99.3	87.8	15.0	31.9
533	WILLIAM H. HUNTER	69.8	1.4	95.7	91.8	24.0	28.6
422	JAMES G. BLAINE	55.3	1.6	92.0	91.7	12.0	30.8
451	FREDERICK DOUGLASS	73.9	1.8	90.7	87.8	26.0	27.4
439	ANNA B. PRATT	58.0	1.5	93.4	91.0	19.0	31.7
537	JOHN MOFFET	57.2	0.6	90.4	90.9	19.0	29.9
529	JOSEPH C. FERGUSON	66.9	2.0	91.4	87.8	22.0	20.1
121	BELMONT	54.7	1.7	93.7	89.1	20.0	31.3
744	BAYARD TAYLOR	59.7	0.9	87.7	89.1	21.0	21.7
427	WILLIAM DICK	74.1	1.7	93.6	91.3	9.5	38.5
147	ALAIN LOCKE	59.0	1.3	88.6	87.7	17.0	31.6
457	GEN. GEORGE G. MEADE	66.5	2.2	89.7	88.3	26.0	29.6
532	JOHN F. HARTRANFT	74.4	2.1	95.9	89.0	17.0	26.0
445	LESLIE P. HILL	53.3	1.7	91.0	91.6	13.0	40.6
456	WILLIAM D. KELLEY	51.3	1.5	98.9	90.9	16.0	31.6
444	DR. ETHEL D. ALLEN	48.8	1.5	79.7	91.0	11.0	38.4
446	TANNER DUCKREY	60.4	1.9	88.5	90.1	13.0	32.6
535	WILLIAM MCKINLEY	75.2	1.5	99.8	90.3	16.0	31.0
534	JAMES R. LUDLOW	61.5	1.4	95.1	88.6	15.0	32.6

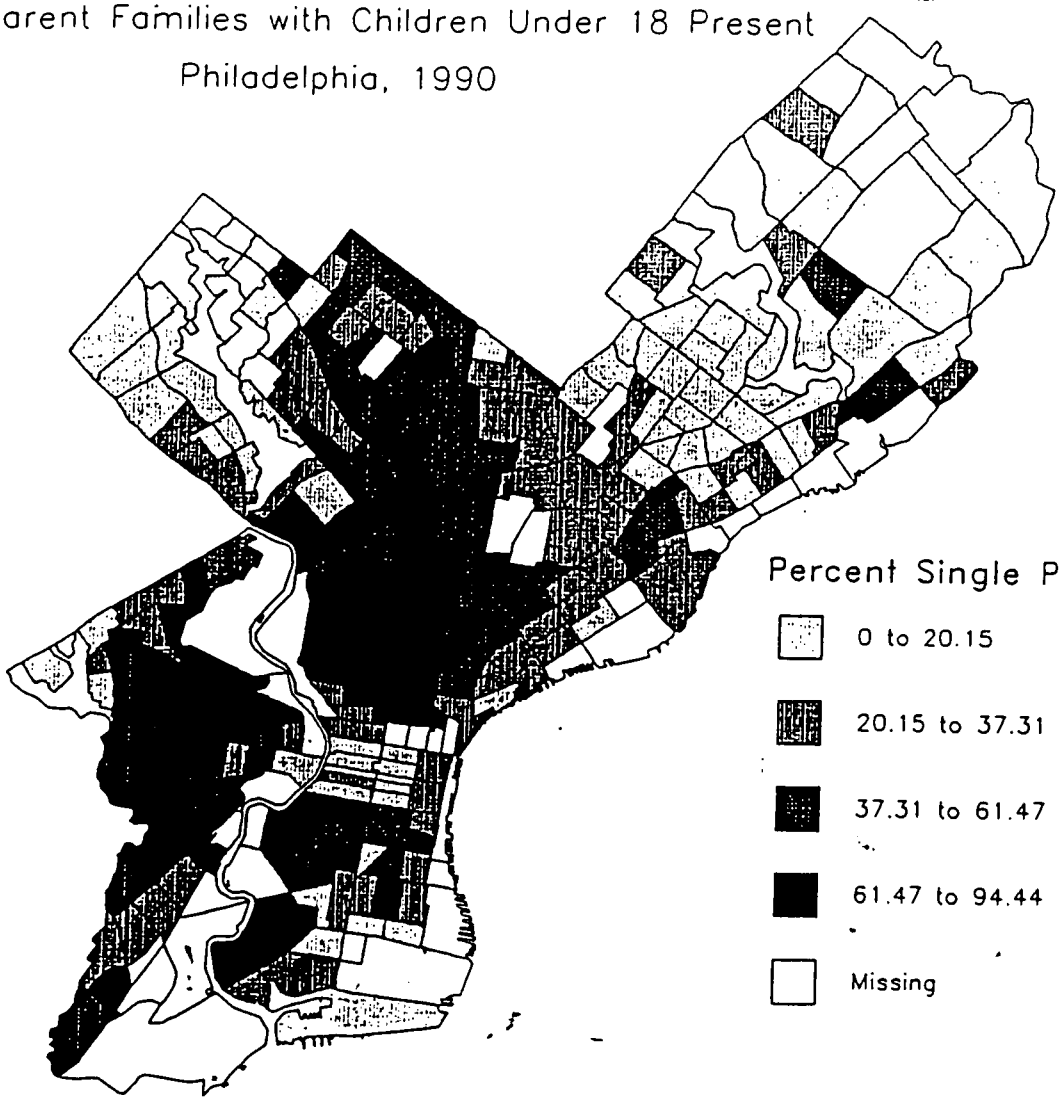
PHILADELPHIA 1990


Percent of School Aged Children in Poverty
Philadelphia, 1990
Percent in Poverty
0 to 8.42
8.42 to 17.01
17.01 to 29.78
29.78 to 83.6
Missing



BEST COPY AVAILABLE

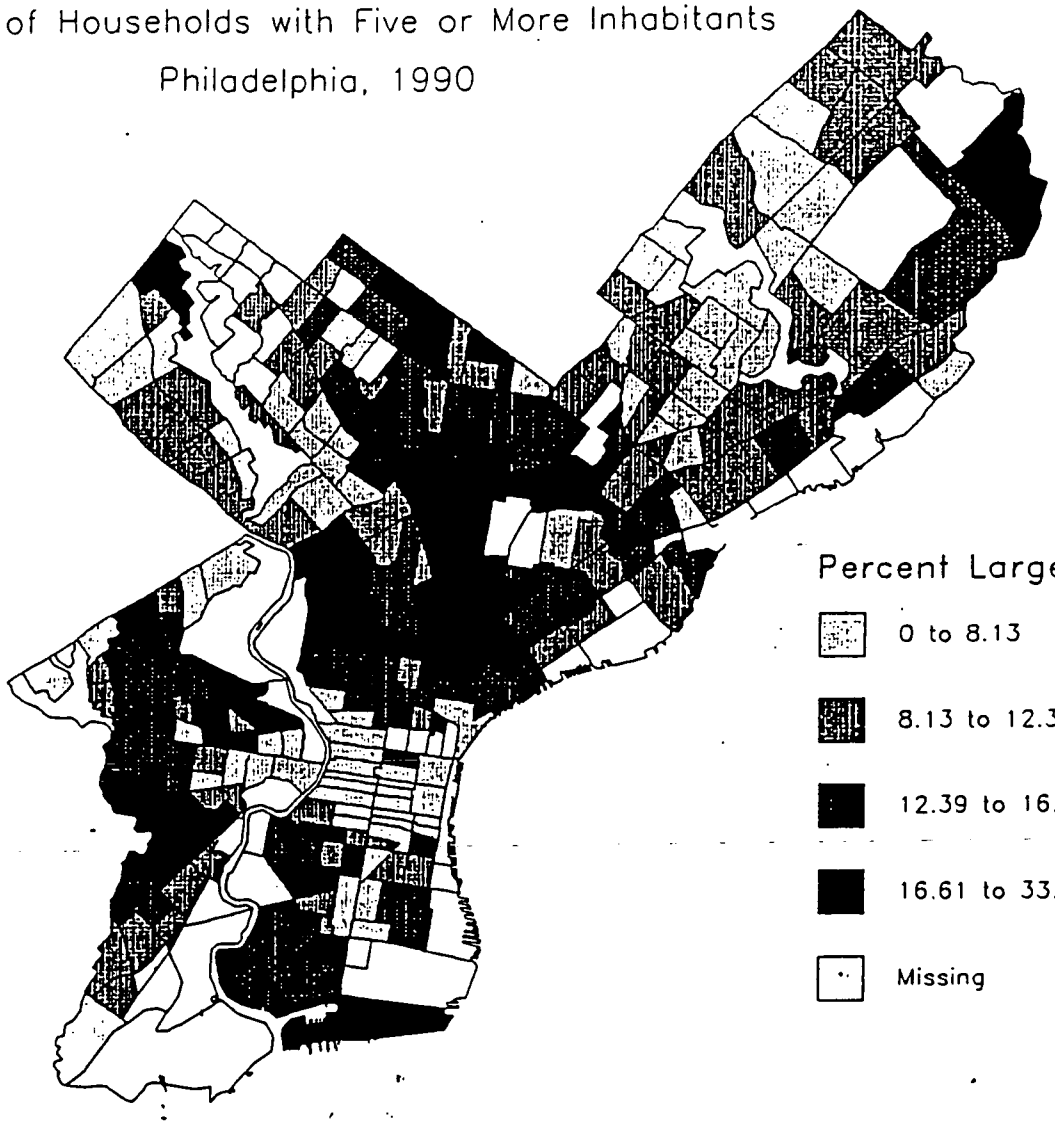
Single Parent Families with Children Under 18 Present
Philadelphia, 1990



BEST COPY AVAILABLE

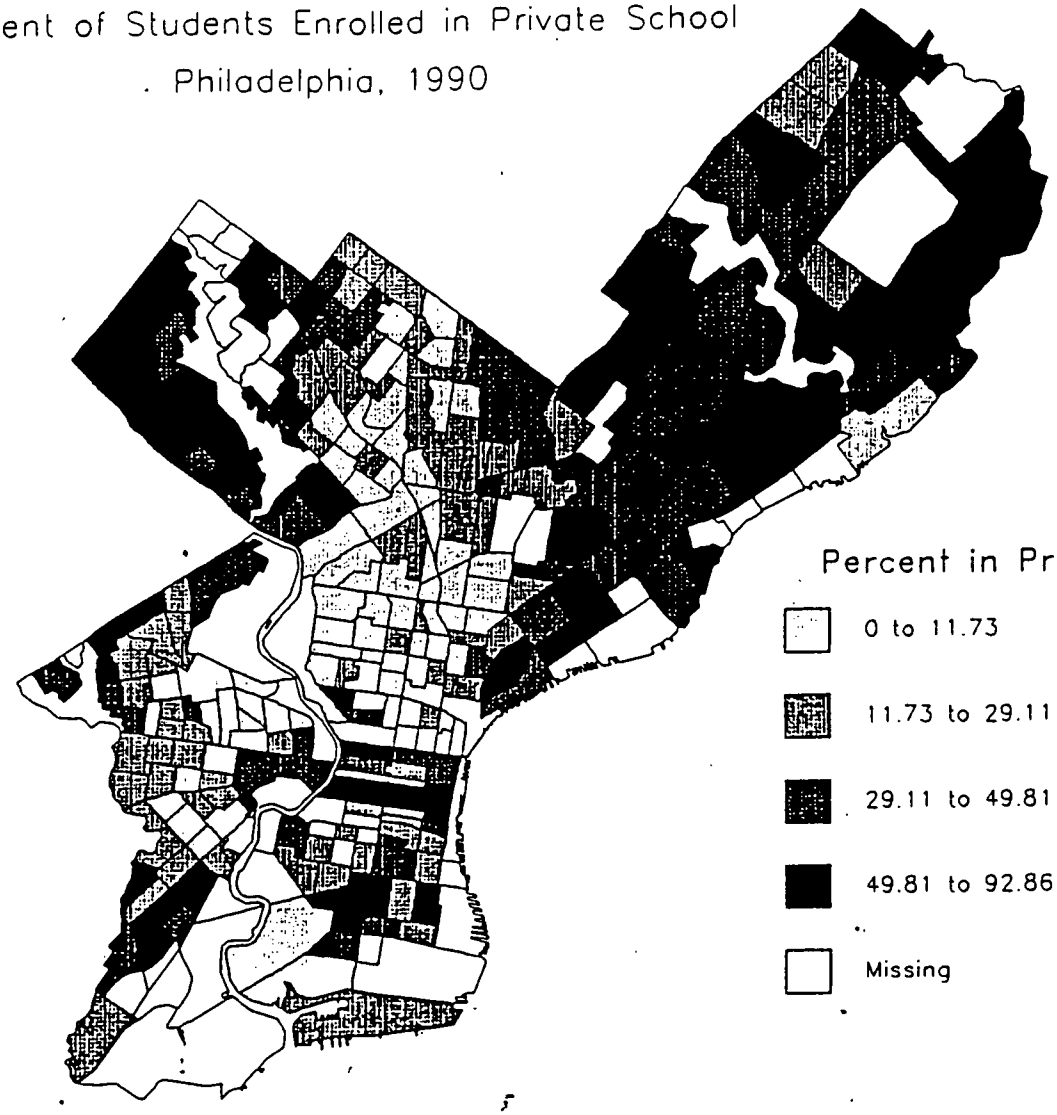
Percent of Households with Five or More Inhabitants

Philadelphia, 1990

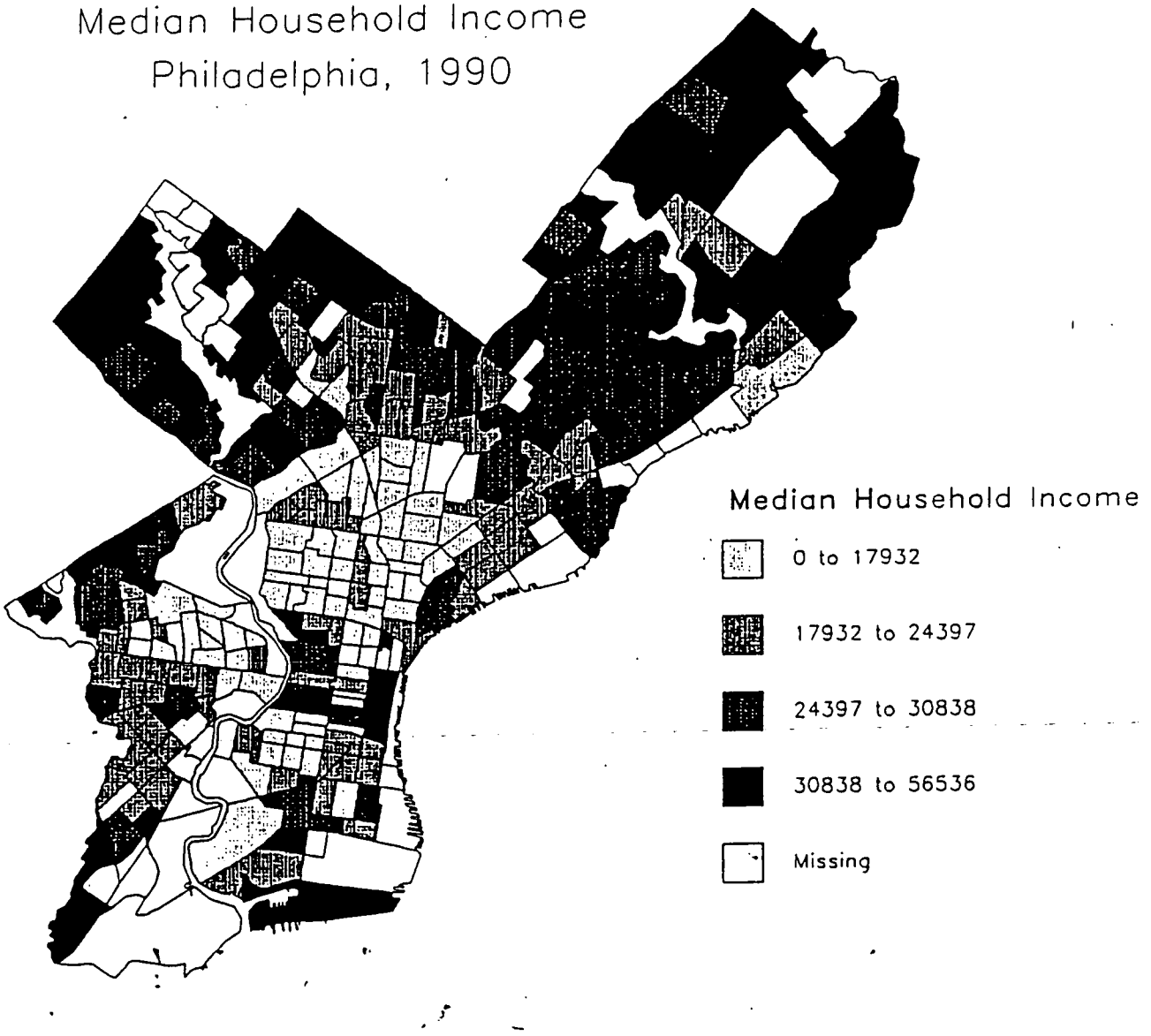


BEST COPY AVAILABLE

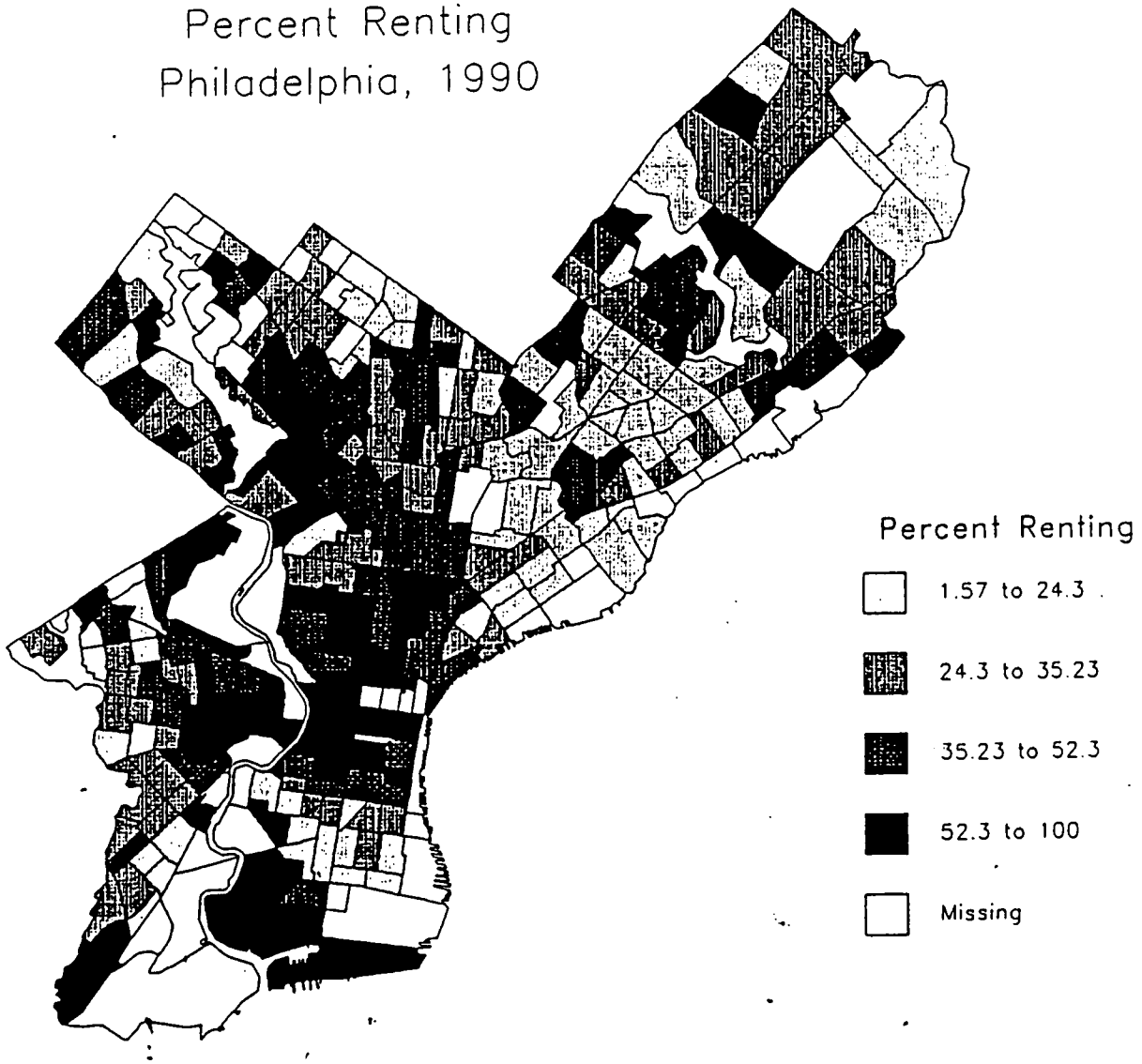
Percent of Students Enrolled in Private School
. Philadelphia, 1990



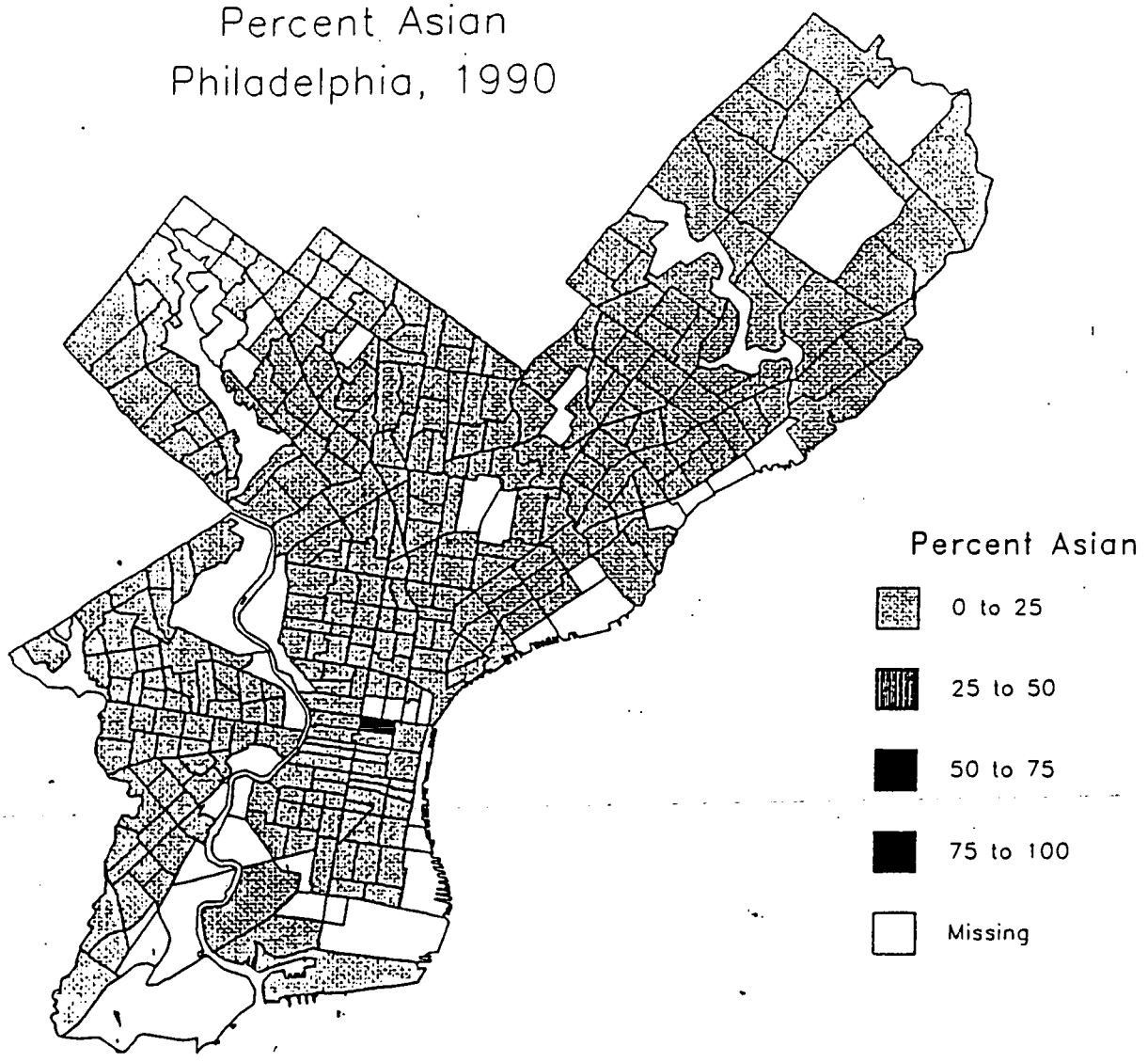
BEST COPY AVAILABLE



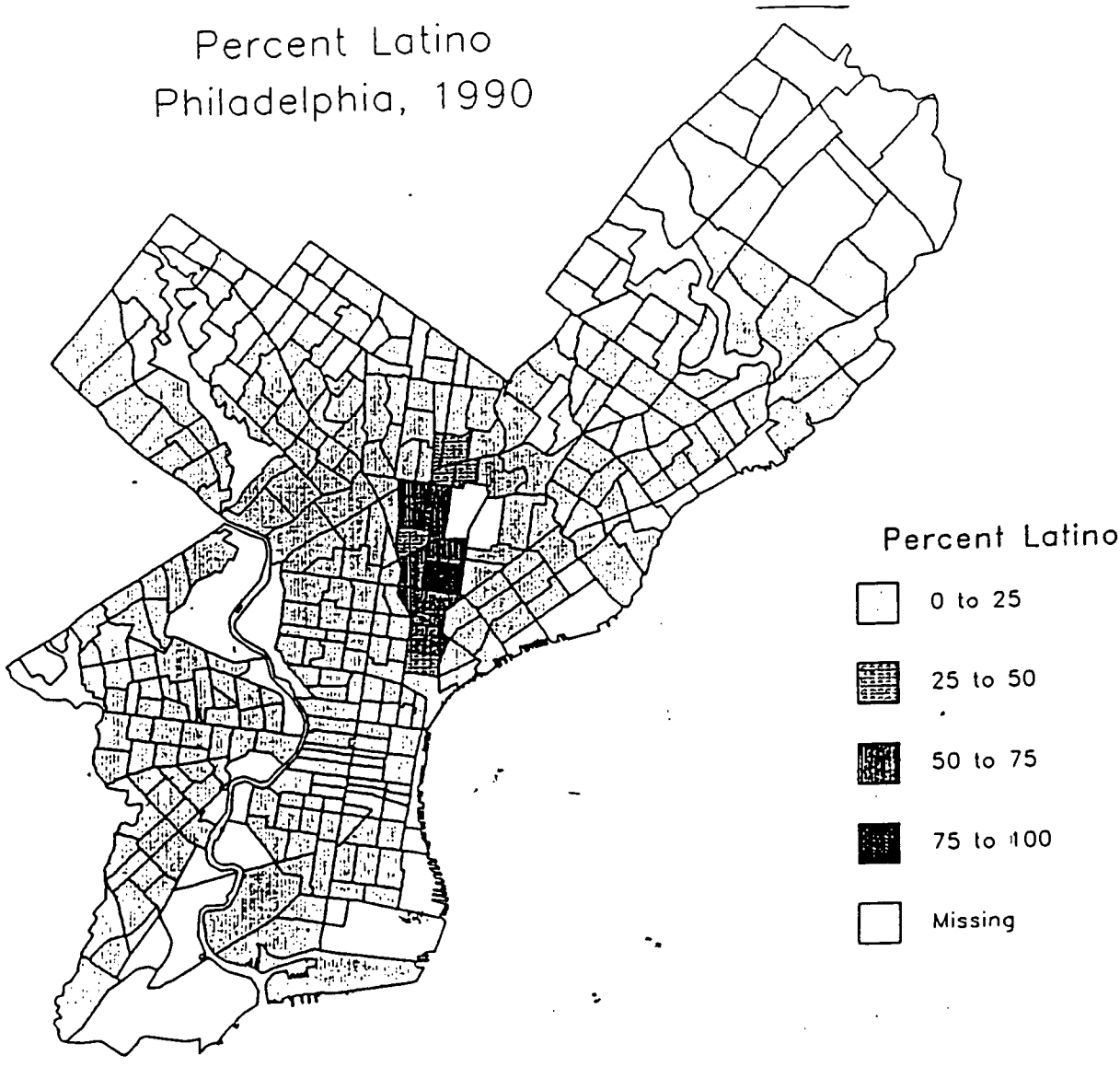
BEST COPY AVAILABLE



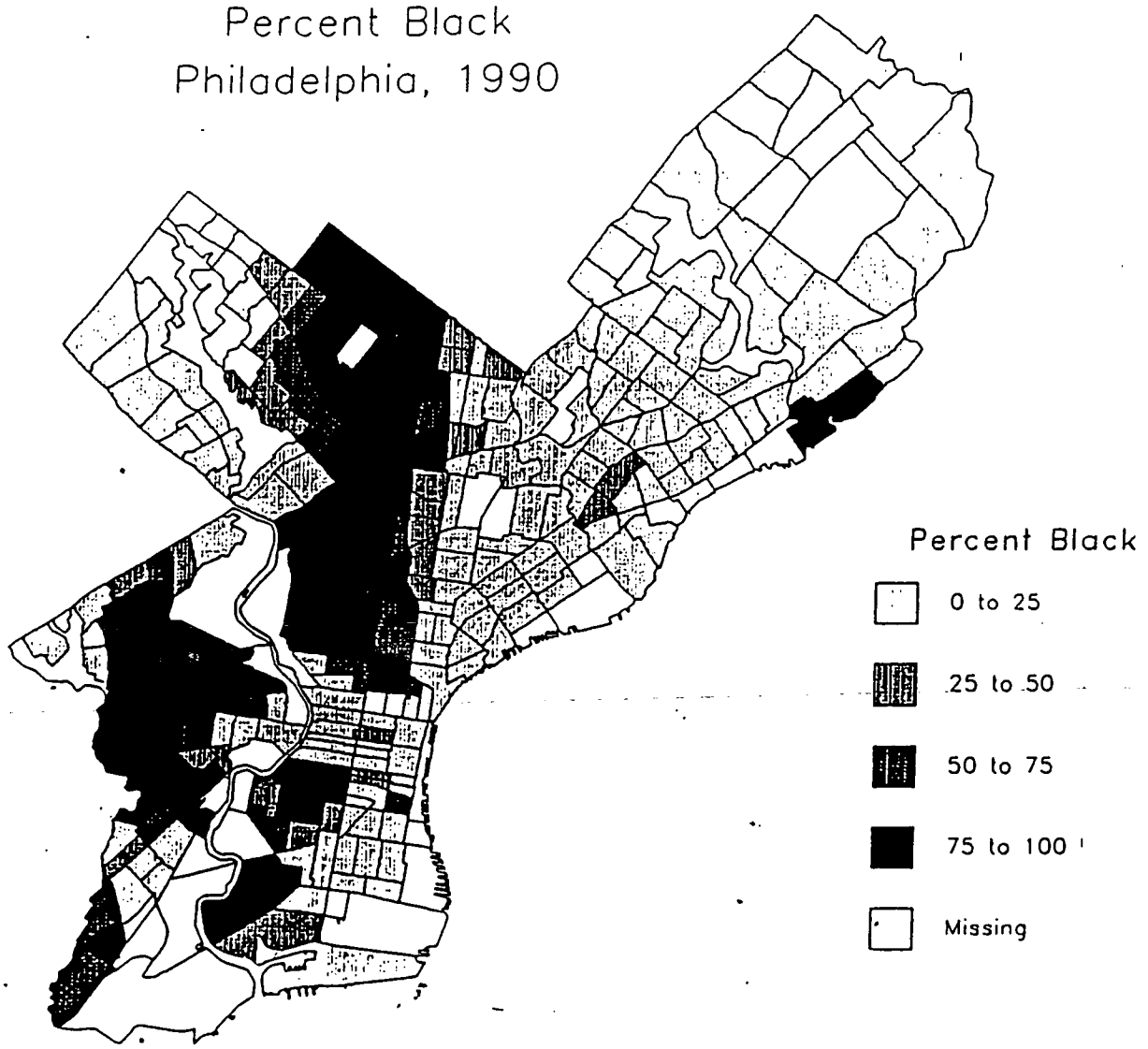
BEST COPY AVAILABLE



BEST COPY AVAILABLE



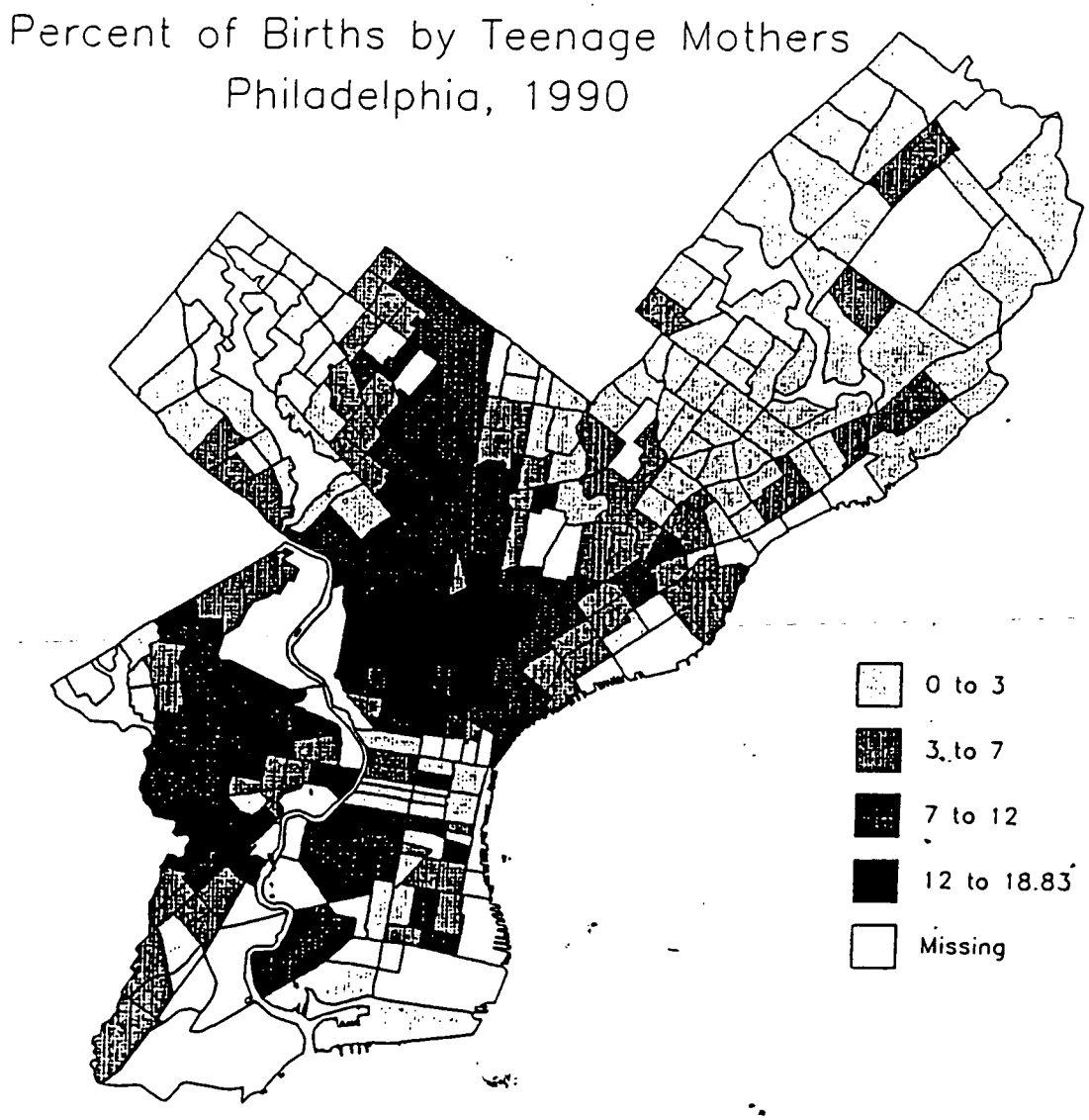
BEST COPY AVAILABLE



BEST COPY AVAILABLE

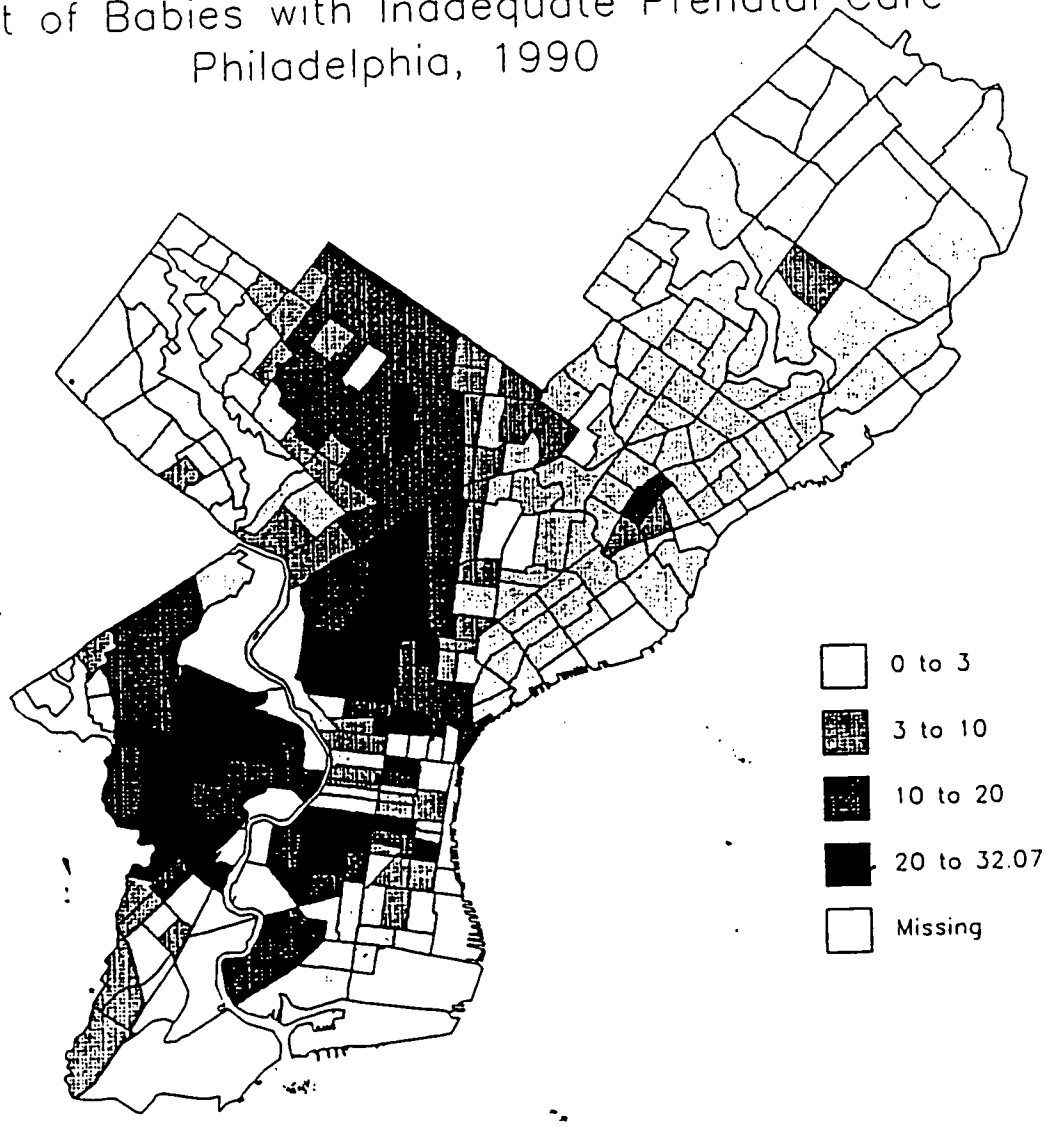
INDICATORS OF COMMUNITY HEALTH AND SAFETY

BEST COPY AVAILABLE

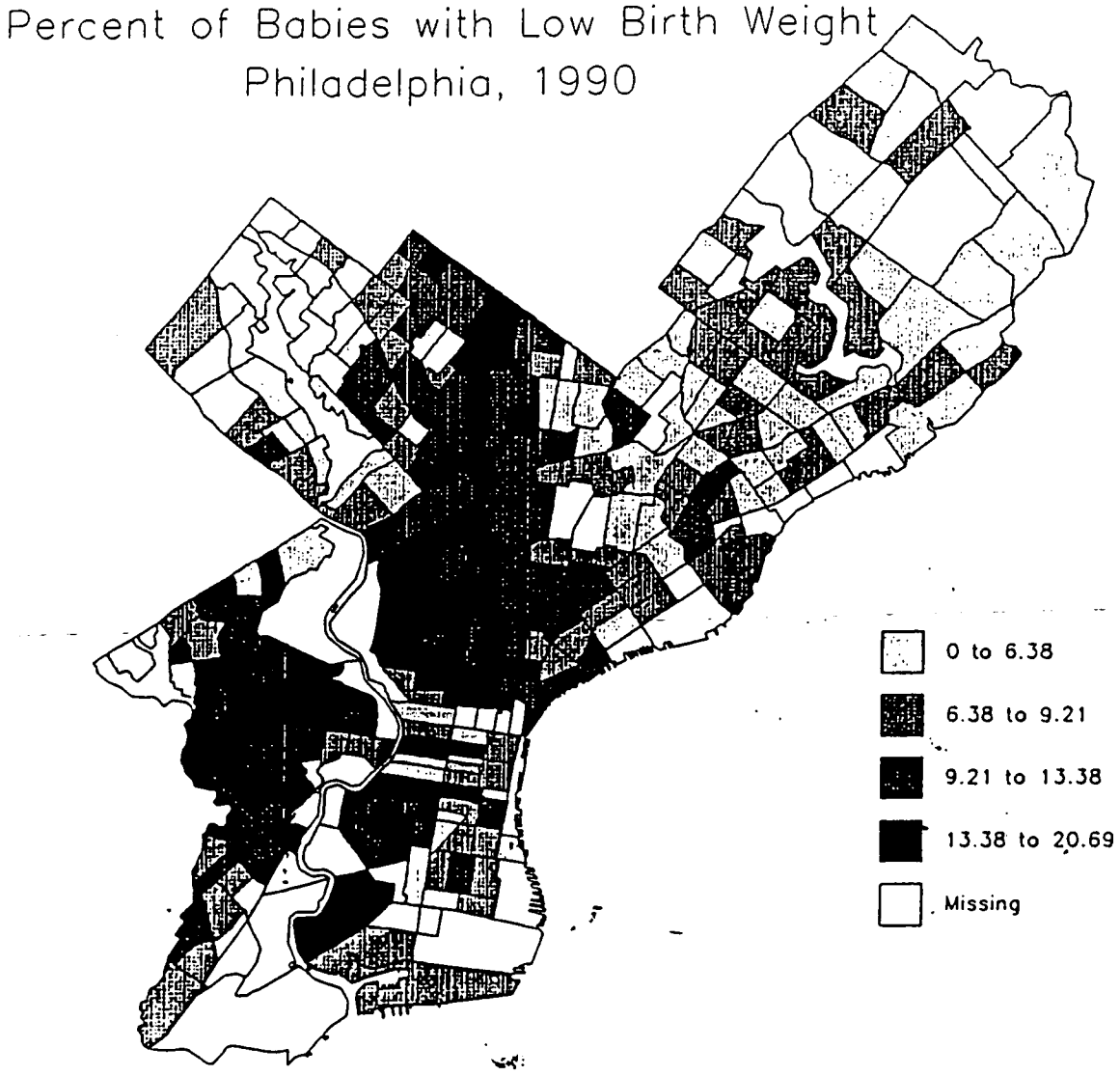


BEST COPY AVAILABLE

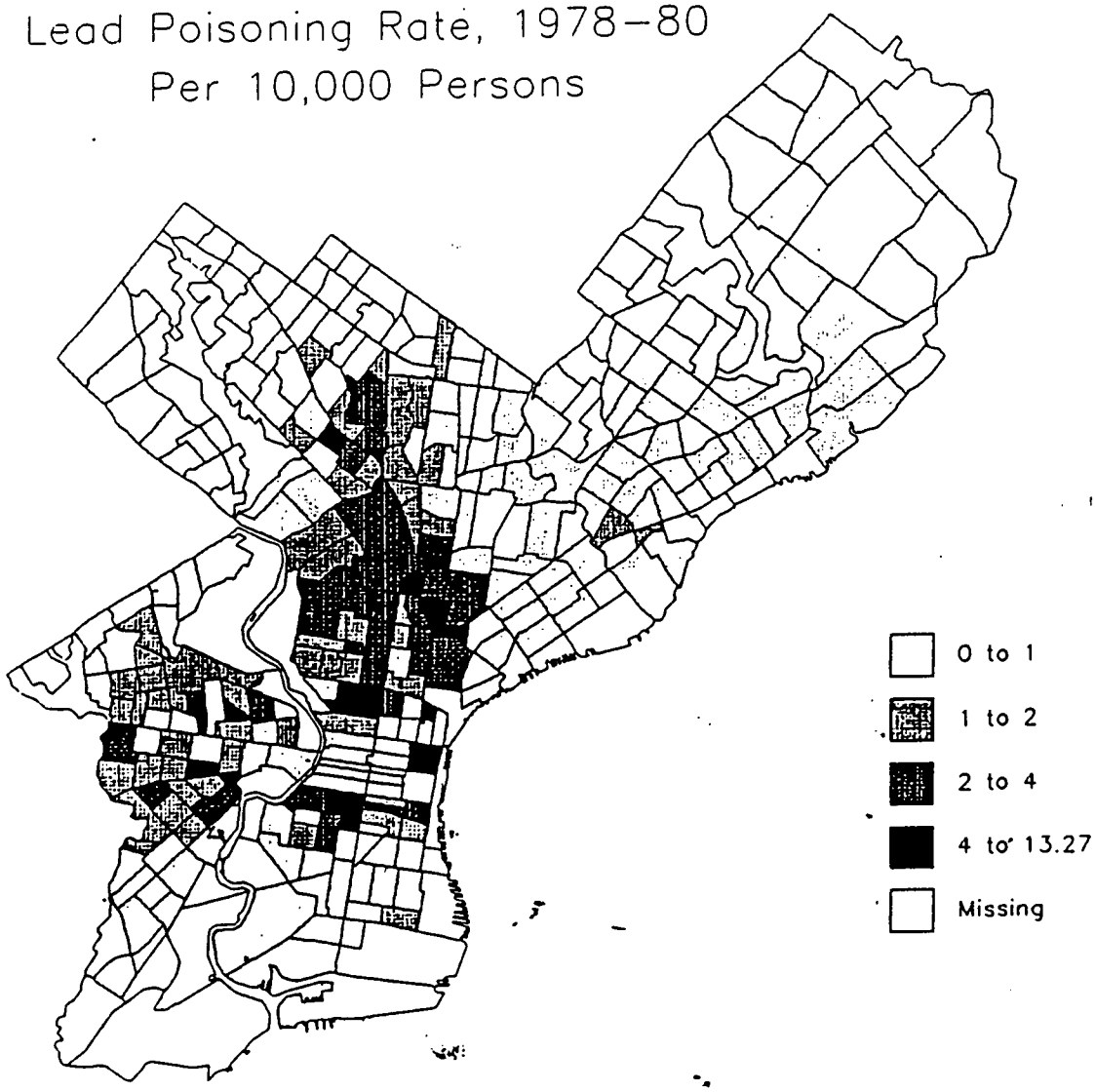
Percent of Babies with Inadequate Prenatal Care
Philadelphia, 1990



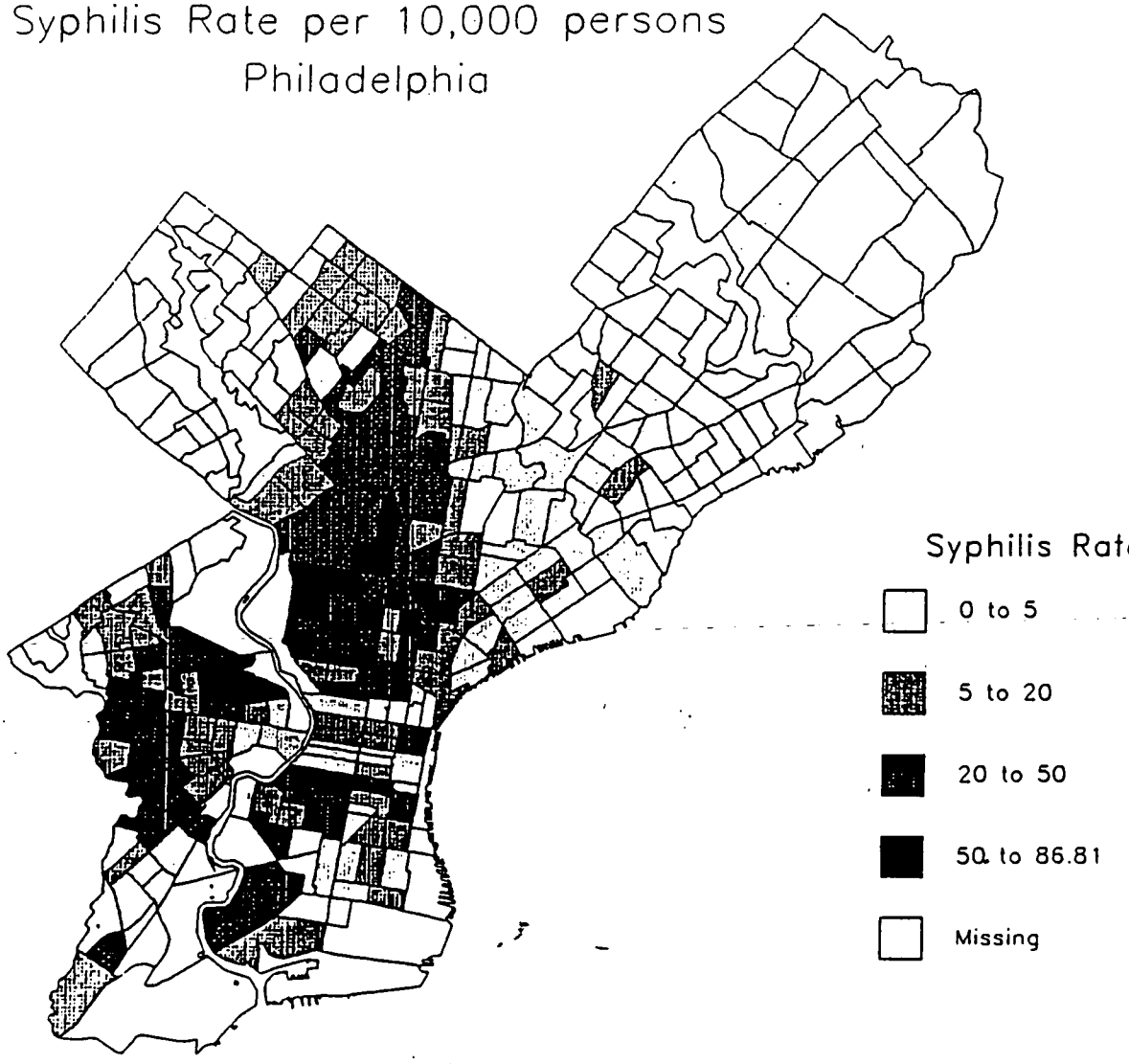
BEST COPY AVAILABLE



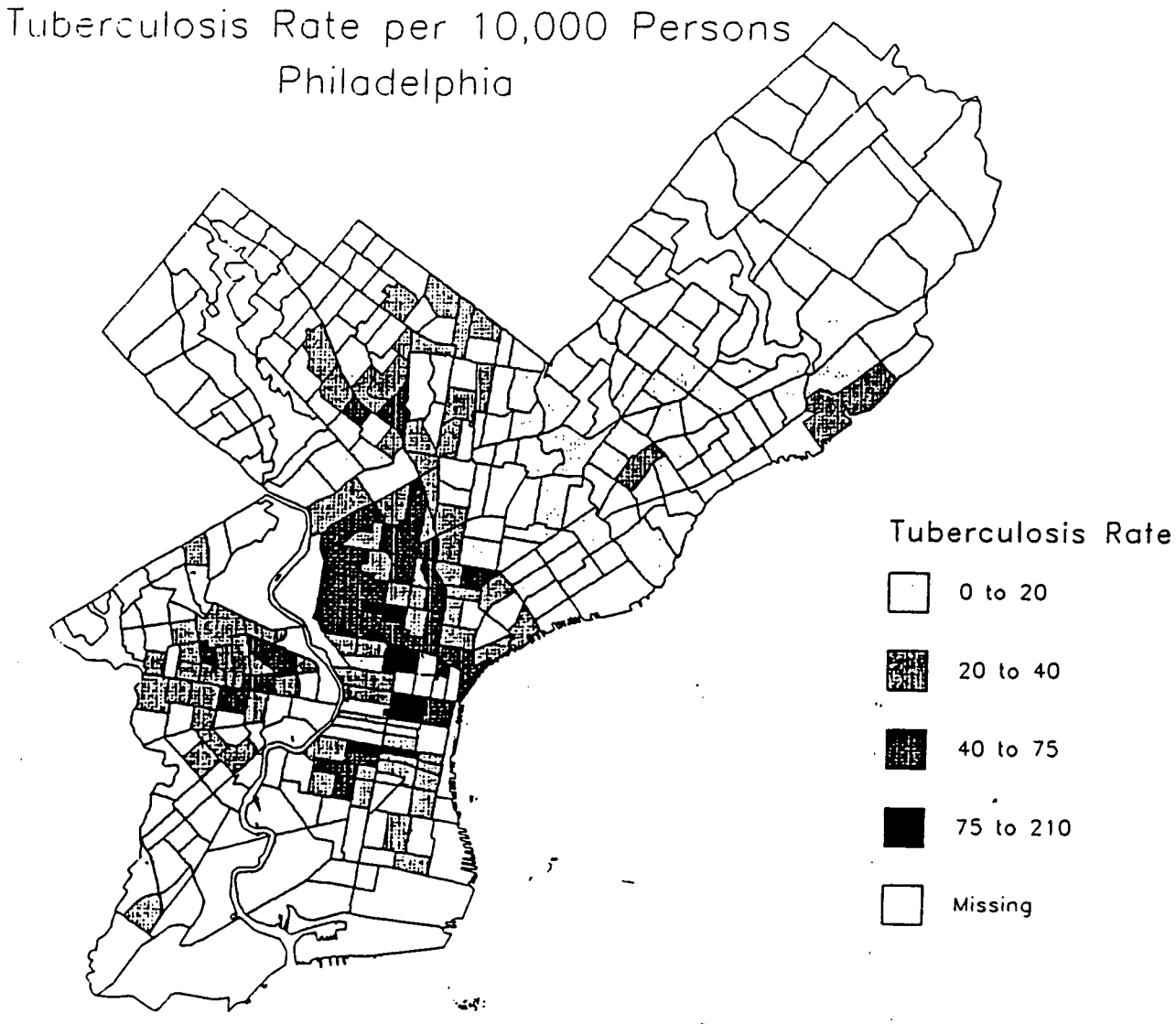
BEST COPY AVAILABLE



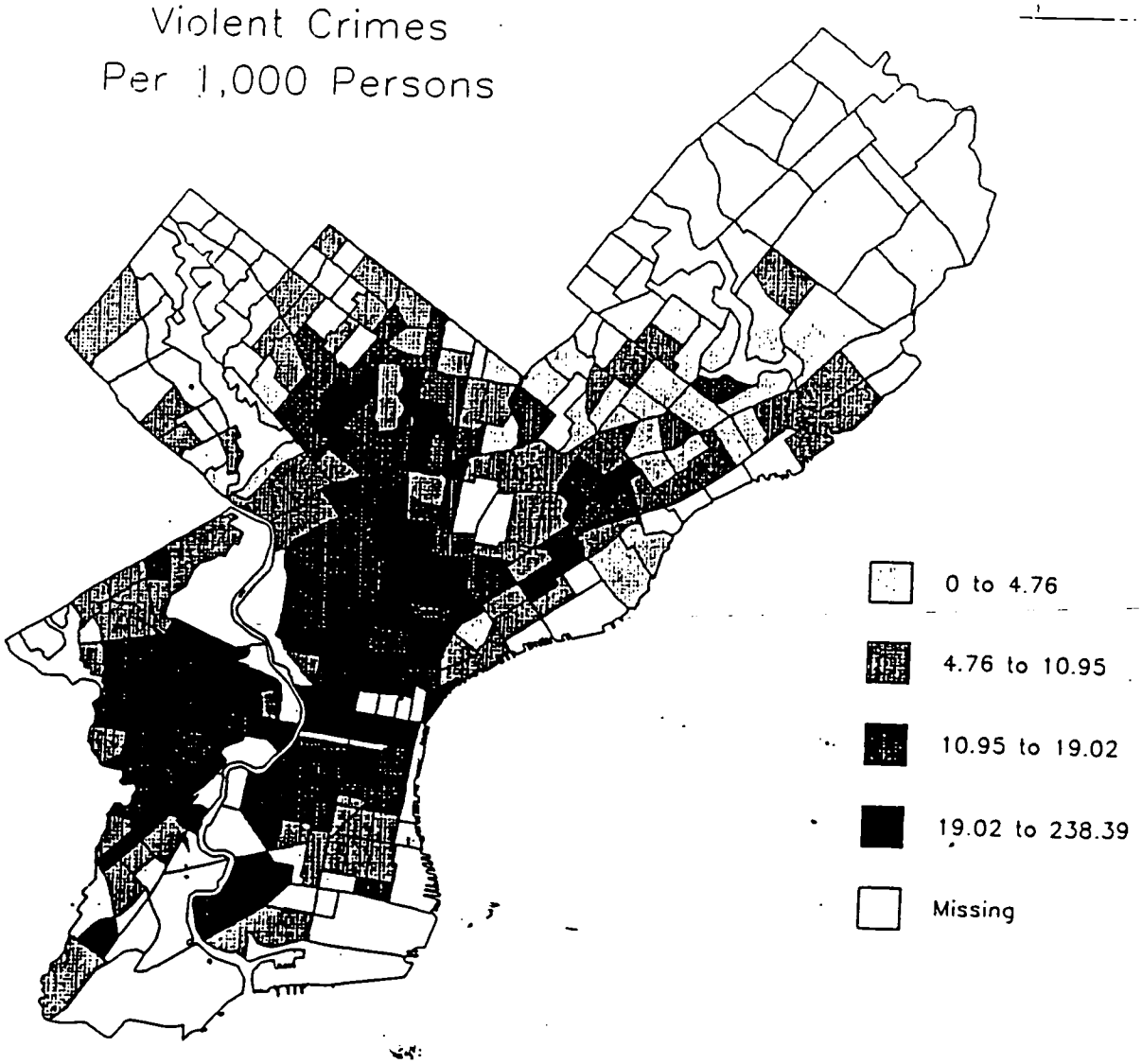
BEST COPY AVAILABLE



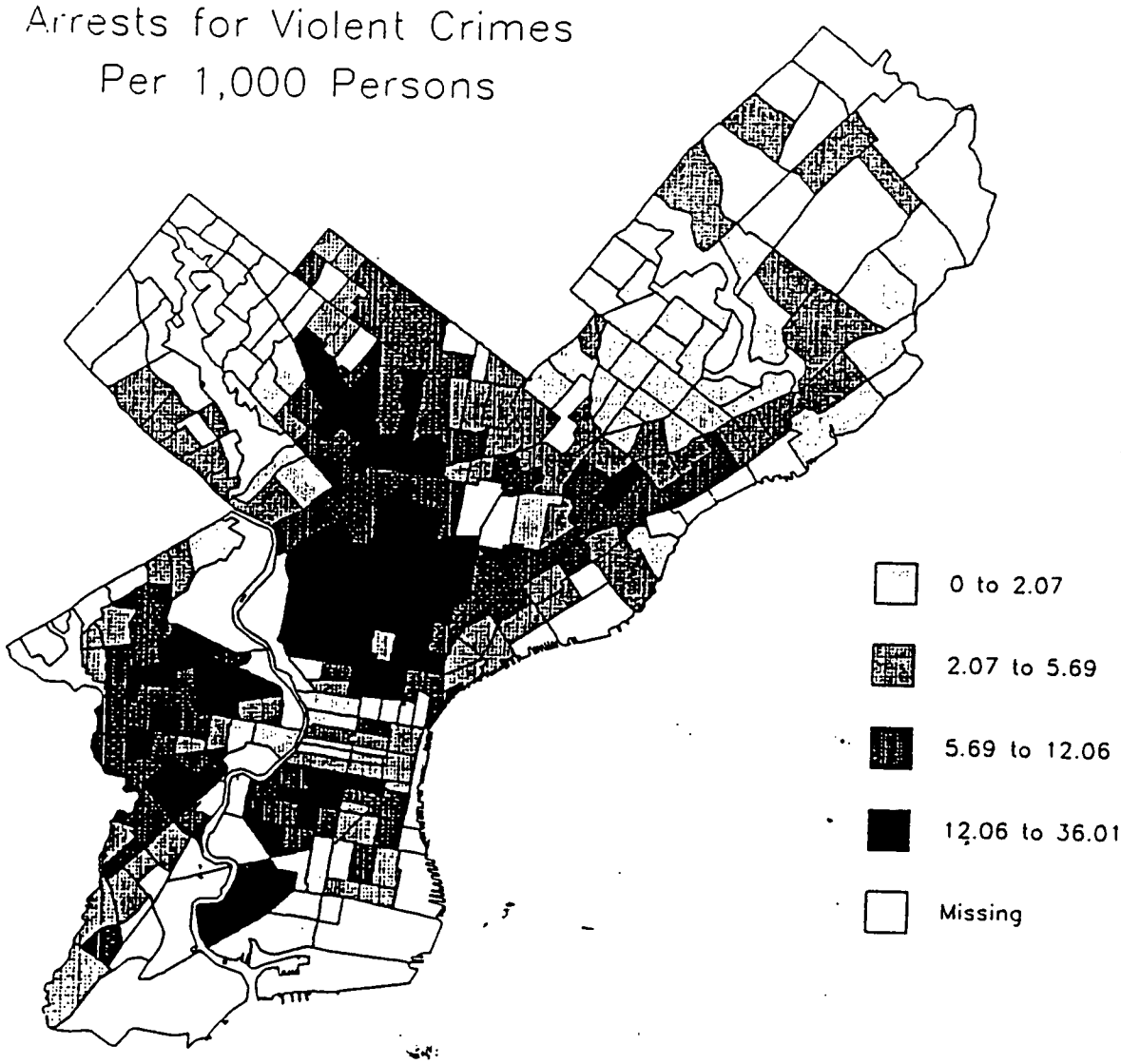
BEST COPY AVAILABLE



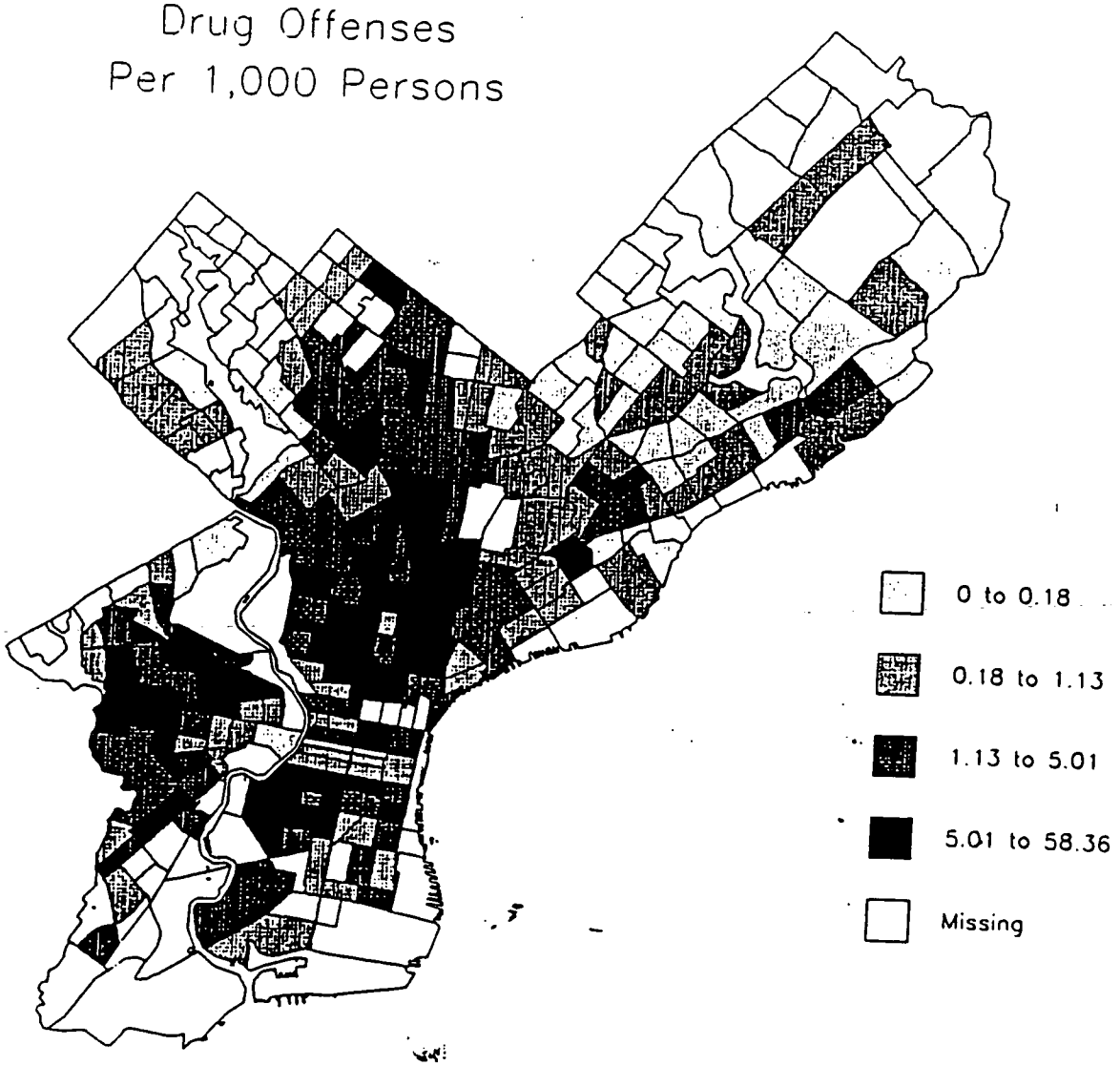
BEST COPY AVAILABLE



BEST COPY AVAILABLE

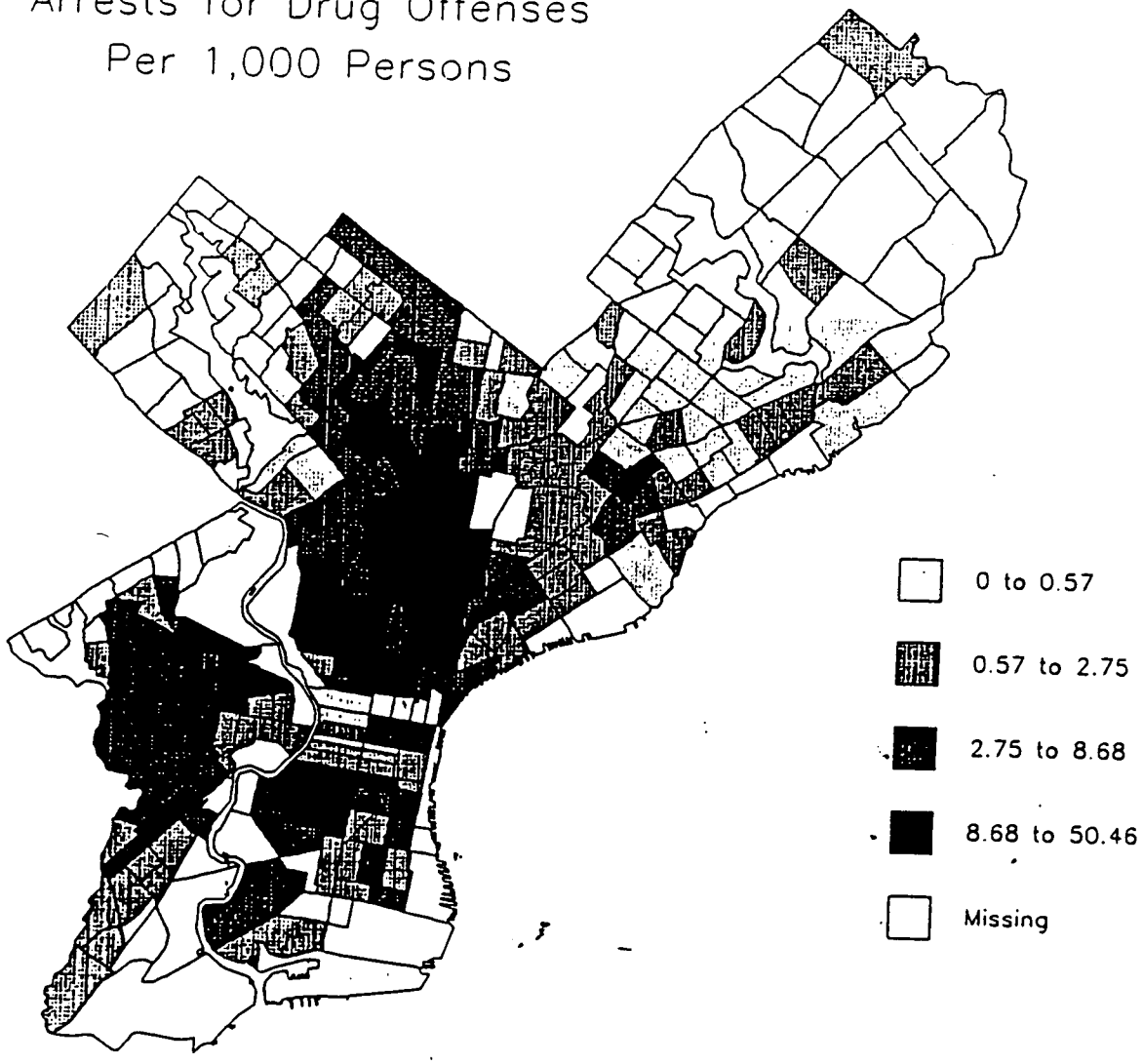


BEST COPY AVAILABLE

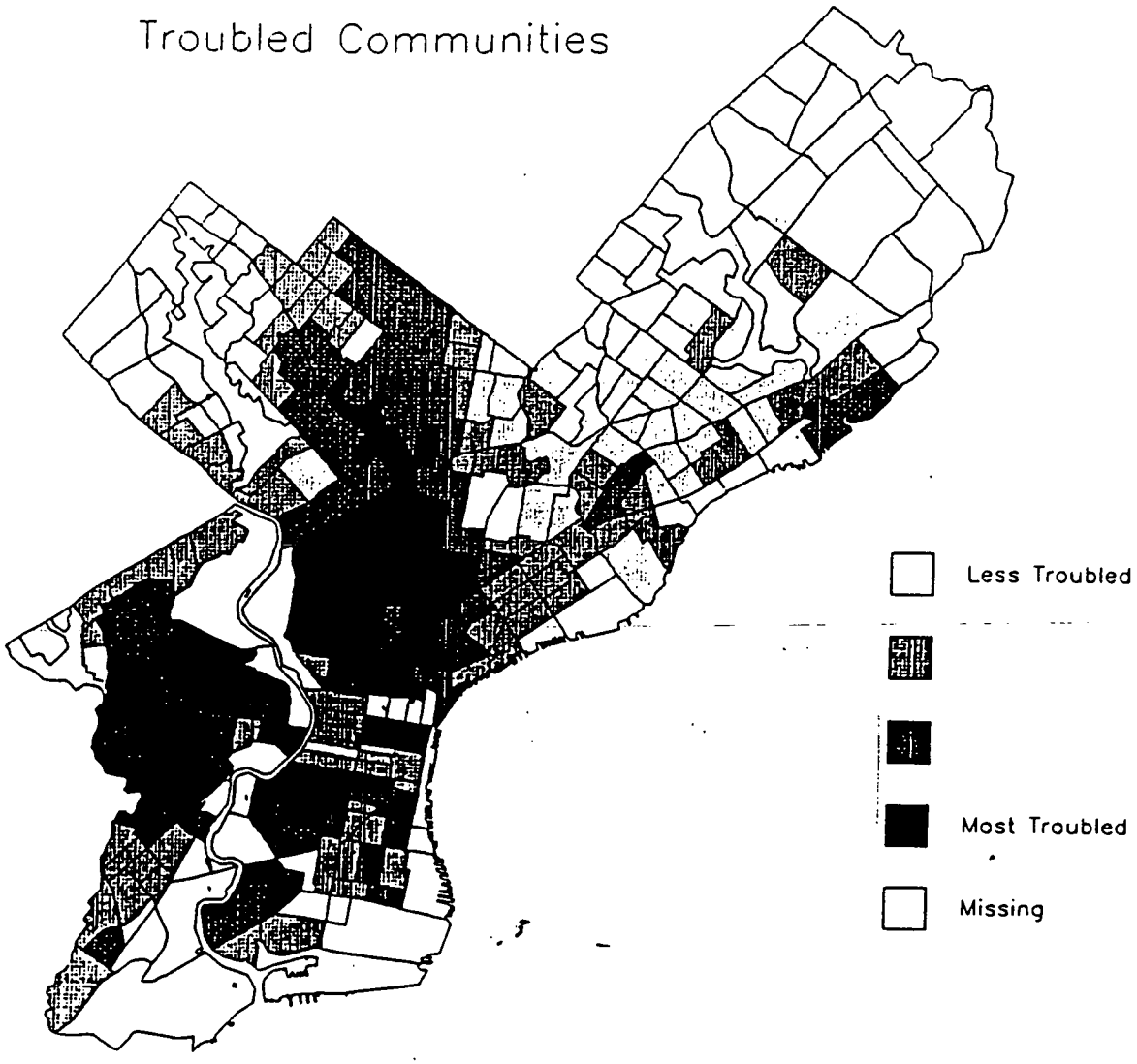


BEST COPY AVAILABLE

Arrests for Drug Offenses
Per 1,000 Persons



BEST COPY AVAILABLE



BEST COPY AVAILABLE

THE NATIONAL CENTER ON EDUCATION IN THE INNER CITIES

The National Center on Education in the Inner Cities (CEIC) was established on November 1, 1990 by the Temple University Center for Research in Human Development and Education (CRHDE) in collaboration with the University of Illinois at Chicago and the University of Houston. CEIC is guided by a mission to conduct a program of research and development that seeks to improve the capacity for education in the inner cities.

A major premise of the work of CEIC is that the challenges facing today's children, youth, and families stem from a variety of political and health pressures; their solutions are by nature complex and require long-term programs of study that apply knowledge and expertise from many disciplines and professions. While not forgetting for a moment the risks, complexity, and history of the urban plight, CEIC aims to build on the resilience and "positives" of inner-city life in a program of research and development that takes bold steps to address the question, "What conditions are required to cause massive improvements in the learning and achievement of children and youth in this nation's inner cities?" This question provides the framework for the intersection of various CEIC projects/studies into a coherent program of research and development.

Grounded in theory, research, and practical know-how, the interdisciplinary teams of CEIC researchers engage in studies of exemplary practices as well as primary research that includes longitudinal studies and field-based experiments. CEIC is organized into four programs: three research and development programs and a program for dissemination and utilization. The first research and development program focuses on the *family* as an agent in the education process; the second concentrates on the *school* and factors that foster student resilience and learning success; the third addresses the *community* and its relevance to improving educational outcomes in inner cities. The focus of the *dissemination and utilization* program is not only to ensure that CEIC's findings are known, but also to create a crucible in which the Center's work is shaped by feedback from the field to maximize its usefulness in promoting the educational success of inner-city children, youth, and families.

CEIC Senior Associates

Margaret C. Wang
Director, CEIC and CRHDE
Professor of Educational Psychology
Temple University

Aquiles Iglesias, Associate Director, CEIC
Associate Professor and Chair,
Speech-Language-Hearing
Temple University

Lascelles Anderson
Professor and Director,
Center for Urban
Educational Research and
Development
University of Illinois
at Chicago

David Bartelt
Associate Professor of
Geography and Urban
Studies and Director,
Institute for Public
Policy Studies
Temple University

William Boyd
Professor of Education
Pennsylvania State
University

Gayle Dakof
Visiting Assistant
Professor of
Counseling Psychology
Temple University

H. Jerome Freiberg
Professor of Curriculum
and Instruction
University of Houston

Michael Goetz
Associate Professor
of Economics
Temple University

Geneva Haertel
Senior Research Associate
CRHDE
Temple University

John Kovach
Director of Outreach
and Dissemination
CEIC

Howard Liddle
Professor of Counseling
Psychology
Temple University

Maynard C. Reynolds
Professor Emeritus of
Educational Psychology
University of Minnesota

Leo Rigsby
Associate Professor
of Sociology
Temple University

Judith Stull
Associate Professor of
Sociology
La Salle University

William Stull
Professor and Chair,
Department of Economics
Temple University

Ronald Taylor
Associate Professor of
Psychology
Temple University

Herbert J. Walberg
Research Professor
of Education
University of Illinois
at Chicago

Hersholt C. Waxman
Associate Dean for
Research and Associate
Professor of Curriculum
and Instruction
University of Houston

Kenneth Wong
Associate Professor
Department of Education
and Social Sciences
University of Chicago

William Yancey
Professor of Sociology
Temple University

Andrea Zetlin
Associate Professor
Special Education
California State
University, Los Angeles

FOR MORE INFORMATION, CONTACT JESSE R. SHAFER, INFORMATION SERVICES COORDINATOR (215/204-3000)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC®

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

ERIC
1/92)