

Follow-Up Assessment of Conditions for Learning in the Cleveland Metropolitan School District

Final Report

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Executive Summary

In 2008, American Institutes for Research (AIR) conducted an audit to provide a comprehensive understanding of the quality and adequacy of human services (e.g., mental health counseling, social work supports) and to understand the extent to which three research-based conditions for learning—emotional and physical safety, student social and emotional competency, and the experience of student support—were evident in Cleveland Metropolitan School District (CMSD) schools. We recommended 10 strategies and related sets of activities to address the depth and complexity of the gaps identified in a sustainable manner designed to build on the city of Cleveland's and CMSD's strengths. The current assessment examined how CMSD implemented these strategies as well as how conditions for learning and related student and staff behaviors and beliefs have changed between 2007–08 and 2013–14.

The assessment addresses the following four core questions:

- 1. How has CMSD responded to the 10 sets of recommendations in the 2008 report following its initial assessment of conditions for learning?
- 2. How have conditions for learning changed since the 2007–08 school year?
- 3. What is the quality of implementation of key elements of Humanware—Promoting Alternative Thinking Strategies (PATHS), planning centers, and student support teams—and what capacity-related needs are evident?
- 4. What current gaps exist in conditions for learning and what would we recommend to improve supports to better address students' mental health needs and reduce aggressive behavior and violence?

To answer these questions, we analyzed existing quantitative data (e.g., attendance, behavior) and 7 years of data from the Conditions for Learning Survey, and collected new data through a survey of CMSD principals (with a 98% response rate), interviews of central office staff, and visits to eight schools. To understand progress and changes at the school level, we conducted interviews and focus groups at the four schools visited as part of the 2008 audit (Harvey Rice PreK–8, H. Barbara Booker PreK–8, Glenville High, Lincoln West High) and four additional schools (Patrick Henry PreK–8, William Cullen Bryant K–8, Collinwood High, John Marshall High). We selected the four additional schools because they demonstrated significant progress in improving both conditions for learning and student outcomes, and also had principals who reported relatively strong implementation of planning centers, student support teams, and in the case of schools with elementary grades, PATHS. We selected these four additional schools to better understand staff opinions about and attitudes toward Humanware in schools that may be doing it well and had more positive student outcomes.

CMSD has made substantial progress in prioritizing and addressing a number of recommendations from the 2008 audit. This has included progress in each of the 10 sets of strategies and their recommendations. Based on data we reviewed, CMSD has responded to and fully implemented 10 recommendations and partly implemented another 35. No progress was made on 11 recommendations. In particular, the district has:

- Developed a strong, collaborative Executive Leadership team to oversee Humanware and other initiatives.
- Developed staff buy-in for the importance of Humanware.

- Implemented a universal, systematic Humanware effort and sustained a focus on Humanware despite unanticipated financial challenges during the 2008 to 2012 period.
- Focused extensively on building universal strategies for improving social and emotional learning (SEL) through the implementation of a research-based SEL curriculum, PATHS, for prekindergarten through Grade 5 students in all district schools. CMSD has begun implementing class meetings in some grades.
- Expanded Tier 2 supports through the development of planning centers staffed by instructional aides, through which students can seek assistance in problem solving or can be referred for targeted support.
- Implemented student support teams (SSTs) as a Tier 3 resource in schools to provide a problem-solving group of school staff who meet weekly to address students' problems in a timely manner so they can be successful.
- Developed and implemented quality standards for screening and selecting school-based services.
- Focused intensively on improving conditions for learning through a data-based approach, which is used for continuous quality improvement, assessment, accountability, and performance review.
- Included conditions for learning in reform efforts and labor contracts.

Also, data from the Conditions for Learning Survey show marked improvements since the 2007–08 school year (for Grades 5–12) and 2008–09 school year (for Grades 2–4), particularly:

- Improved student ratings of physical safety in Grades 5–8
- Improved student ratings of student support in at all grade levels
- Improved student ratings of peer social and emotional competence in Grades 2–4 and Grades 9–12

This follow-up assessment identified areas for further improvement, though. Key gaps and areas of need to address students' mental health needs and reduce aggressive behavior and violence include the following:

- Improving Humanware monitoring and execution across all CMSD schools so that schools receive timely support.
- Enhancing the implementation quality of PATHS, planning centers, and student support teams—and building school capacity to implement these with quality.
- Expanding the penetration of CMSD's systematic efforts, which is constrained when adults do not buy in.
- Addressing unmet student mental health needs—and further building CMSD capacity to address these concerns including through provision of trauma-informed care.
- Implementing middle and high school SEL programming.
- Reducing high levels of exclusionary discipline.
- Enhancing teacher social and emotional skills and their understanding of child and youth development.

• Enhancing cultural and linguistic competence of school staff to engage with diverse students and families.

To continue its progress in transforming its school system and working to enhance conditions for learning, it is necessary that CMSD address these major areas of need. AIR's current recommendations cluster around five areas:

- 1. Furthering CMSD's vision by fostering the right environments in schools so that students have the conditions and supports they need to succeed.
- 2. Developing student and staff capacity to enhance conditions for learning.
- 3. Improving monitoring and execution of Humanware/SEL to ensure that school-based deployment of resources ensures positive conditions for learning and effective SEL for every student in every school.
- 4. Calibrating conditions for learning and SEL indicators for planning and performance monitoring and building school and community capacity to use these indicators.
- 5. Addressing mental health and disciplinary issues that limit students' opportunities to learn.

These recommendations can assist CMSD in addressing the identified areas of need.

I. Introduction

On October 10, 2007, a small model school in Cleveland funded by the Bill & Melinda Gates Foundation experienced a highly visible shooting. The Cleveland Metropolitan School District's (CMSD) first response to this tragic event was typical at that time: purchase metal detectors and increase security. Cleveland then diverged from the approaches used in many other cities and recognized the need to invest in people ("Humanware") rather than punitive and abrasive security measures. Leaders assumed the challenge of bringing about the district-wide reform necessary to achieve CMSD's mission to become a premiere school district.

Shortly after this incident, CMSD and the City of Cleveland selected the American Institutes for Research (AIR) to assess the quality and sufficiency of existing health and human services provided to CMSD students and to identify what would be needed to reach an appropriate and sustainable level of services that would result in the best possible human service "safety net" for CMSD students. With this charge, we designed and conducted a district-wide Humanware assessment in 2008 to understand the existing and perceived conditions for learning for students in CMSD schools, the services and human capital available within the community, and the contextual factors that may have had an impact on the effective delivery of services as well as on the gaps in providing the needed student supports.

Since then, CMSD has made improving conditions for learning within the district's schools a high priority. This report contains our follow-up assessment examining CMSD's progress in improving conditions for learning in its schools and addressing the recommendations in the 2008 report. The report includes recommendations for supporting CMSD's continued transformation and implementation of The Cleveland Plan, whose goal is to ensure that every child in Cleveland attends a high-quality school.

Conditions for Learning Assessment

In 2008, we conducted an audit to provide a comprehensive understanding of the quality and adequacy of human services (e.g., mental health counseling, social work supports) and to understand the extent to which three research-based conditions for learning—emotional and physical safety, the experience of student support, and student social and emotional competency—were evident in CMSD schools. Our approach to the assessment was guided by the research literature. For example, student support, emotional and physical safety, and academic achievement are linked (e.g., Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Spier, Cai, Kendziora, & Osher, 2007). From this assessment, we developed a set of findings and recommendations that CMSD used as a springboard to create and then implement a plan for improving student supports and learning conditions district-wide.¹

Conceptual Framework. Our approach to the 2008 audit employed a three-tiered public health framework for collecting and using data on all children, youth, neighborhoods, and schools to:

¹ The full report with the original recommendations is available online at http://www.air.org/sites/default/files/downloads/report/AIR Cleveland 8-20-0821 0.pdf.

- (1) identify needs (including factors that place individuals at risk) and assets (including factors that buffer or moderate risk factors), (2) parse or triage resources, (3) plan interventions, and (4) monitor results (Dwyer & Osher, 2007; Dwyer, Osher, & Warger, 1998; Osher, Dwyer, & Jackson, 2004; U.S. Department of Education, 1994; U.S. Public Health Service, 1999, 2000a, 2000b). The three tiers consist of:
 - Universal promotion and prevention for all members of a group (e.g., all students) at the school, district, or community level. Universal promotion focuses on enhancing individual and environmental strengths and assets to reduce the risk of later problems and to increase the opportunities for healthy development and thriving. Universal prevention addresses risk factors at the individual and environmental levels that could place individuals at risk of poor outcomes (e.g., academics, behavior).
 - Early intervention for individuals who are known (by membership in a subgroup) or identified (by screening or other data collection) for a higher level of risk. Early intervention creates services and supports that address individual risk factors and build on protective factors for students at risk for severe academic or behavioral difficulties.
 - Intensive interventions and treatment for individuals who are determined to be at the highest levels of risk or need. Intensive interventions provide coordinated, comprehensive, intensive, sustained, culturally appropriate, child- and family-focused services and supports.

We recommended 10 strategies and related sets of activities to address the depth and complexity of the gaps identified in a sustainable manner designed to build on Cleveland's and CMSD's strengths. The current assessment examined how Cleveland implemented these strategies as well as how conditions for learning and related student and staff behaviors and beliefs have changed between 2007–08 and 2013–14.

Report Organization

The report is organized into four sections. These include a review of assessment methods followed by the assessment findings, and a discussion of key strengths and gaps. The report concludes with recommendations intended to support CMSD's continued progress in improving conditions for learning district-wide. Appendices include supplementary analyses. We also include technical notes at the end of the report.

II. Assessment Questions and Methods

This assessment examined the current status of conditions for learning (safety, support, and peer social and emotional competence) and student support services within CMSD. We also assessed the extent to which its 2008 recommendations were implemented, assessed the quality of the existing interventions and supports, and examined current gaps in conditions for learning and supports for student mental health. The assessment addresses the following four core questions:

- How has CMSD responded to the 10 sets of recommendations in the 2008 report following the initial assessment of conditions for learning?
- How have conditions for learning changed since the 2007–08 school year?
- What is the quality of implementation of key elements of Humanware—PATHS, planning centers, and student support teams—and what capacity-related needs are evident?
- What current gaps exist in conditions for learning and what would we recommend to improve supports to better address students' mental health needs and reduce aggressive behavior and violence?

We carried out a comprehensive set of activities to answer these four core questions. These methods² included the following.

- Student-Level Data Analysis. We analyzed student data including (1) extant CMSD quantitative data (e.g., attendance, behavior) and (2) 7 years of data from the Conditions for Learning Survey.³
- Principal Survey. To obtain principal perspectives district-wide, we administered a survey of CMSD principals during the winter of 2013–14. Almost all principals completed the survey (with a 98% response rate).
- School Visits. To understand progress and changes at the school level, we visited eight schools during the spring of 2013 including the four schools visited as part of the 2008 audit (Harvey Rice PreK–8, H. Barbara Booker PreK–8, Glenville High, Lincoln West High) and four additional schools (Patrick Henry PreK–8, William Cullen Bryant K–8, Collinwood High, John Marshall High).

We selected the four additional schools⁴ because they demonstrated significant progress in improving both conditions for learning and student outcomes, and also had principals

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² We intended to also use data from the Conditions for Teaching Survey that CMSD developed and piloted in 2014. However, the response rates were insufficient for the data to be used in our analyses.

³ The Conditions for Learning Survey is a psychometrically validated instrument to measure student connection and conditions for learning with three versions: elementary school (Grades 2–4), middle school (Grades 5–8) and high school (Grades 9–12). The survey has four scales: safety (with emotional and physical safety subscales), student support, peer social–emotional competence, and academic challenge.

⁴ The Cuyahoga River separates Cleveland in two, commonly referred to as an "east side" and a "west side" (those neighborhoods east and west of the river, respectively). Because of the demographic and cultural identity associated with these two areas of the city and their meaning to members of the Cleveland community, AIR selected these schools so that half came from Cleveland's west side and half from its east side.

who reported relatively strong implementation of planning centers, student support teams, and in the case of schools with elementary grades, PATHS. We selected these four additional schools to better understand staff opinions about and attitudes toward Humanware in schools that may be implementing it well and had more positive student outcomes. During school visits, we conducted interviews with key school staff (e.g., principals, members of student support teams, planning center instructional aides, security personnel), conducted focus groups with randomly selected teachers, and also conducted focus groups with randomly selected students. In the K–8 schools, we conducted two focus groups, one with students in Grades 3–5 and another with students in Grades 6–8.

- Central Office Interviews. To collect central office perspectives on progress in responding to the 2008 audit recommendations, we interviewed 13 central office staff during the spring of 2014, including five academic superintendents and the Humanware team.
- Technical Assistance Provider Interviews. We conducted two interviews of external technical assistance providers working with CMSD on its SEL implementation.

As with the original audit, we conducted two validation focus groups with students (May 2014) and teachers (May and September 2014). Attendance was low at the May 2014 teacher focus groups, so we repeated these again at the beginning of the 2014–15 school year. These focus groups allowed us to assess the validity of findings from the other data collection activities and expand on them as appropriate. These focus groups included participants from schools that were not selected for the school case studies. The next section presents our assessment findings.

III. Findings

This section summarizes findings organized by core question. The first part of this section synthesizes how CMSD has responded to the 10 sets of recommendations in the 2008 report. Next, we describe how conditions for learning have changed since the initial assessment, drawing on various data sources as well as two key student outcomes that we would expect to improve as conditions improve: student attendance and behavior. Third, we report findings on the implementation of three core Humanware components: Promoting Alternative Thinking Strategies (PATHS), student support teams, and planning centers. Together, these findings point to a number of strengths as well as areas of need to continue CMSD's transformation to becoming a premier school district.

Progress Responding to 2008 Recommendations

CMSD has made substantial progress in prioritizing and addressing a number of recommendations from the 2008 audit. This has included progress in each of the 10 strategies, which each have related recommendations. Based on data that we reviewed, CMSD has responded to and fully implemented 10 recommendations and partly implemented another 35. No progress was made on 11 recommendations. In particular, the district has:

- Developed a strong, collaborative Executive Leadership team to oversee Humanware and other initiatives.
- Developed staff buy-in for the importance of Humanware.
- Implemented a universal, systematic Humanware effort and sustained a focus on Humanware despite unanticipated financial challenges during the 2008 to 2012 period.
- Focused extensively on building universal strategies for improving SEL through the implementation of a research-based SEL curriculum, PATHS, for prekindergarten through Grade 5 students in all district schools. CMSD has begun implementing class meetings in some grades.
- Expanded Tier 2 supports through the development of planning centers staffed by instructional aides, through which students can seek assistance in problem solving or to which they can be referred for targeted support.
- Implemented student support teams (SSTs) as a Tier 3 resource in schools to provide a problem-solving group of school staff who meet weekly to address students' problems in a timely manner so they can be successful.
- Developed and implemented quality standards for screening and selecting school-based services.
- Focused on improving conditions for learning through a data-based approach, which is used for continuous quality improvement, assessment, accountability, and performance review.
- Included conditions for learning in reform efforts and labor contracts.

Table 1 summarizes CMSD progress in responding to each of the 2008 audit recommendations. We categorize progress, based on the data we collected, with three ratings: no change, partly implemented, and implemented. The accompanying descriptions summarize key information that led to these ratings. These descriptions include important nuances for "partly implemented" since this rating includes instances where some progress has been made, but it appears insufficient to have much impact; or it appears sufficient to have some or much impact.

 Table 1: District Progress on Implementing 2008 Audit Recommendations

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented) ⁵	Description
Strategy 1:Improve Capa	ncity to Assess, Plan,	Deploy, and Monitor Humanware Resources
Focus resources that go to schools	Partly implemented	Progress appears sufficient to have some impact. CMSD has developed a Wraparound Initiative for Academic Achievement that is targeting resources to some schools including increased access to social services, for those schools with the greatest student need. CMSD's portfolio model and increased school control of budgets are two additional examples of where CMSD is working to focus the delivery of resources to schools based on school need. This is an important strength. Furthermore, school psychologists were allocated based on need, and each school had an assigned mental health agency during the 2013–14 school year. However, financial/personnel challenges with staffing social workers lead to their removal around the 2005–06 school year, leaving many schools without these needed supports.
Ensure appropriate staffing ratios	Partly implemented	Progress appears insufficient to have much impact. During the 2013–14 school year, CMSD staffed approximately 85 school psychologists (all schools) and 65 guidance counselors (high school level only). Although the school psychologist staffing ratio is within minimal staffing standards (1 to 500 students), counselors (1 to 200 students) and school social workers (1 to 300 students) are not.

⁵ No change: AIR did not find evidence that CMSD has addressed the 2008 recommendation; *Partly implemented*: CMSD has partly, but not fully, addressed the 2008 recommendation in ways that can be expected to have minimal, moderate, or large impact; *Implemented*: AIR found evidence that CMSD has responded in a manner that has accomplished what AIR originally recommended.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented) ⁵	Description
Free up school psychologists and guidance counselors to counsel students	No change	School psychologists and guidance counselors do not appear to be doing more counseling; the former continue to be more focused on special education testing and the latter focused on course selection, college planning, and other duties as assigned (perhaps more so than during the 2008 audit).
Expand use of graduate social work and school psychology interns	Partly implemented	Progress appears insufficient to have much impact. CMSD has 1–7 interns in the psychology department annually, but no social work interns.
Use Medicaid Crisis Intervention resources to fund mobile crisis teams	No change	CMSD has not used Medicaid Crisis Intervention resources to fund mobile crisis teams, although it maintains a crisis response desk to respond to students in crisis in a timely manner.
Build structures to support change (Humanware and student support teams at school and district levels)	Implemented	CMSD has established a Humanware Team at the central office to support Humanware activities, although more capacity is needed in this area. Furthermore, all schools have student support teams, which replaced the district's IBA Team as a mechanism for addressing student needs. The levels of implementation and overall quality of student support teams currently vary.
Strategy 2: Improve School	ool Policies, Procedu	res, Protocols, and Practices ⁶
Improve suspension procedures	Partly implemented	Progress appears sufficient to have some impact. CMSD has revised the code of conduct, improved its expulsion process, and reduced the number of student suspensions. However, more work is needed to improve suspension protocols and practices.
Eliminate right of removal	No change	The "right of removal" remains in the teacher contract and is now called the "right of educational intervention."
Eliminate transferring of students with problem behaviors	No change	Progress appears insufficient to have an impact. CMSD still conducts involuntary student transfers. Staff involved in these decisions consider the impact on the receiving school, try to find schools close to students' home neighborhoods, and work with planning centers to facilitate student transition. Also, although some central office staff reported that the number of involuntary student transfers has decreased in recent years, data suggest that the number of Article 15-10/11 Staff Assault involuntary transfers has increased from 170 in 2008–09 to 273 in 2013–14 even while

⁶ In this section, we do not include "remove limits on where security personnel can go in schools." Since the 2008 report, we learned that these limits were part of the CTU contract, but not part of the safety and security contract so safety and security personnel have always been able to monitor all areas of school buildings.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented) ⁵	Description
		student enrollment substantially decreased during this period. ⁷
Improve alternative programming	Partly implemented	Progress appears sufficient to have some impact. CMSD has made important progress in expanding alternative programming in the district. The Wraparound Initiative for Academic Achievement is targeting supports to investment and community wraparound schools. Also, CMSD still accesses supports from the Positive Education Program for students with severe emotional—behavioral disturbance (EBD).
Examine 40-minute classes	Partly implemented	Progress appears sufficient to have some impact. Some high schools offer 90-minute block schedules, in addition to offering innovative programming.
Strategy 3: Improve Sch	ool Climate	
Implement wearable identification tags for students and staff	Partly implemented	Progress appears sufficient to have some impact. All schools now have student identification tags that are also multifunctional and can be used at lunch and the media center. Furthermore, the identification cards of students in Grades 6–12 and who live a half mile or more away from their school will grant them access to public transportation from 5:30 to 8:00 p.m. Four buildings are also using the identification tags to manage student attendance during the 2014–15 school year. However, the identification tags were not implemented as originally recommended and were unlikely to affect connectedness (as intended) along with safety (as also intended.)
Improve the metal detector process	Implemented	CMSD trains all security staff on an annual basis, focusing on efficiency in the screening process. The district also now has a staff person trained to inspect and calibrate machines.
Employ class meetings in Grades K–4	Partly implemented	Progress on this recommendation has been sufficient to have some impact, but not systematically in Grades K–4. Class meetings are now mandatory for Grade 9 and staff have been trained on conducting class meetings. Some self-selected schools have also implemented class meetings in Grade 8. Class meetings are implemented in only a few K–4 classrooms.

 $^{^{7}}$ For other years, the number of involuntary transfers were: 160 for 2009–10, 133 for 2010–11, 208 for 2011–12, and 231 for 2012–13.

	Progress (No Change, Partly Implemented,		
2008 Recommendations	Implemented) ⁵	Description	
Employ advisories in Grades 5–12	Partly implemented	Progress on this recommendation has not been sufficient to have an impact yet. CMSD is implementing a mixture of advisories and class meetings at several grade levels and at some schools.	
Enhance services and supports for LGBTQ students	Partly implemented	Progress on this recommendation has been insufficient to have much impact. CMSD made some early progress by convening an LGBTQ workgroup of community stakeholders and adding LGBTQ-resources to the principal manual, but this has not been a focus of Humanware until this past school year.	
Address unprofessional behavior of some security officers	Implemented	CMSD has expanded in-service (professional development) hours for security personnel and according to central office interviewees, has improved the quality and type of training provided to these staff.	
Improve school bathroom cleanliness	Partly implemented	Progress appears sufficient to have some impact. Central office interviewees reported mixed perspectives on school bathroom cleanliness, with some improvement and some signs of no change based on their school visits.	
Implement effective attendance management and follow-up processes	Partly implemented	Progress appears insufficient to have the intended impact, since insufficient resources focus on prevention and early intervention. Attendance continues to be a challenge in CMSD. To date, the district's Target 11 Attendance Initiative is in place to help parents/guardians monitor and support their child's school attendance. Target 11 helps parents track their child's attendance, with a goal to not exceed 11 days of absences (excused, unexcused, and out-of-school suspension) in an academic school year. However, there has not been progress on selective and targeted interventions for students with excessively high absence rates.	
Consider implementing Achievement for Latinos Through Success (ALAS) and Check and Connect	No change	CMSD explored implementation of programs intended to enhance student connection to schools and reduce factors that place these students at risk for school dropout, although it has decided not to implement these programs.	
Strategy 4: Provide Positive Behavioral Supports and Social and Emotional Learning			
Work with the American Federation of Teachers (AFT) to provide training in the use of proactive approaches for addressing behavior	Partly implemented	Progress appears insufficient to have much impact. Some schools received de-escalation training in previous school years.	
Employ positive behavioral interventions	Partly implemented	Progress appears sufficient to have a great deal of impact in the elementary grades, but insufficient	

	Progress (No Change, Partly		
2008 Recommendations	Implemented, Implemented) ⁵	Description	
and support in a manner that has been intentionally refined to explicitly address SEL		for middle and high school grades. PATHS is now mandatory in grades PreK–5, with teachers receiving training to implement the curriculum with fidelity. CMSD has identified but not funded a middle school program. Overall, CMSD has not fully addressed this recommendation at the middle and high school levels.	
Plan to make hall activities a common responsibility	Partly implemented	Progress appears insufficient to have much impact. Central office interviewees reported variable progress in making monitoring hall activities a common responsibility among school staff. We did not find evidence of systematic efforts and supports to do this aside from the roles of security personnel.	
Revise the student code of conduct	Partly implemented	Progress appears sufficient to have some impact. CMSD has revised its code of conduct, but more work is needed so that it is more inclusive, and student and family friendly.	
Enhance student respect and social and emotional learning	Implemented	CMSD has collaborated with CASEL and has established SEL competencies and standards. Furthermore, CMSD has implemented PATHS in Grades PreK–5, identified a middle school program, and is making good progress in its participation in the NoVo Foundation's SEL Collaborating Districts Initiative.	
Consider service learning	Partly implemented	Progress appears sufficient to have some impact. Several central office interviewees noted that CMSD high schools currently offer service learning opportunities.	
Consider implementing Positive Adolescent Choices Training (PACT)	No change	We did not find evidence of a violence prevention training curriculum such as PACT being implemented in CMSD schools.	
Consider implementing evidence-based anger management programs (e.g., Skill Streaming)	Partly implemented	Progress appears insufficient to have much impact. While schools are not implementing anger management programs, some central office interviewees reported that mental health agencies are providing these services in some schools.	
Adapt social and emotional learning and related cultural competency standards	Partly implemented	Progress appears sufficient to have a large impact. CMSD has made significant progress establishing SEL competencies. However, CMSD has not addressed cultural competency standards.	
Strategy 5: Develop Warning and Response Systems			
Develop warning signs system	Partly implemented	Progress appears sufficient to have some impact. CMSD has implemented planning centers and student support teams district-wide, but several central office interviewees noted that school responses to student needs are still largely reactive rather than proactive. Also, CMSD is participating in a study examining the validity of its	

	Progress (No Change, Partly	
2008 Recommendations	Implemented, Implemented) ⁵	Description
		early warning system intended to identify students at increased risk of dropping out of high school.
Conduct periodic screening for early warning signs	Partly implemented	CMSD has implemented student support teams district-wide with varying degrees of consistency and effectiveness. For example, several central office interviewees noted that school responses to student needs are still largely reactive rather than proactive. Furthermore, periodic screening of early warning signs is not currently underway except in some planning centers.
Improve intervention- based assessment (IBA) early interventions	Partly implemented	Progress appears sufficient to have some impact, but its impact is limited by the quality of implementation. CMSD has implemented student support teams in place of IBAs in all schools district-wide. Some schools are using interventions, but key informants noted that more is needed to enhance interventions for students needing additional supports. Additionally, school visits and validation focus groups indicated that student support teams did not always provide helpful interventions or suggestions in response to student referrals. Furthermore, we heard that student support teams may still be too special education driven in some schools.
Improved use of evidence-based intensive interventions (e.g., cognitive behavioral therapy, wraparound planning)	Partly implemented	Progress appears sufficient to have some impact. CMSD has moved forward with implementing a community wraparound strategy within its 13 investment schools and 4 community wraparound schools. However, evidence-based intensive interventions have not been systematically expanded in other schools. Furthermore, CMSD's Closing the Achievement Gap (CTAG) program provides a targeted intervention for ninth grade males who, based on certain risk factors, might be at risk for difficulty transitioning to the high school environment. CTAG provides various supports to these students including mentorship and life skills coaching.
Strategy 6: Enhance School-Agency Collaboration		
Enhance collaboration between schools and agencies	Implemented	Progress appears sufficient to have some impact. Although more mental health services for students are needed, as of the 2013–14 school year, CMSD was collaborating with six community-based mental health agencies to provide services to students in its schools. CMSD has also created a universal referral form for these agencies. The Humanware Team has supported coordination of these services. CMSD has also expanded health clinics in its schools. Furthermore, CMSD's CEO sits on the Cuyahoga County Family & Children

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented) ⁵	Description	
		First Council.	
Develop protocols to ensure effective and timely sharing of information	Implemented	Protocols have been established and a universal referral form is in place.	
Develop a common framework for intervention	Implemented	CMSD has developed a framework for intervention that builds on universal SEL and use of planning centers and student support teams to respond to more intensive student needs.	
Identify effective community groups that can support schools and neighborhood centers	Implemented	CMSD has worked with community-based mental health organizations to facilitate their collaboration with schools. In collaboration with MetroHealth, CMSD plans to open as many as 20 such school-based health centers in the next 2 years. Additionally, the Cleveland Coalition reflects new engagement of community groups to support CMSD schools	
Collaborate and align with the Cleveland foundation's Youth Development Initiative	Implemented	Through its 2008 partnership with MyCom, CMSD has been able to increase services and continue services, even after the 2010 loss of funding from Title IV. Over the three-year partnership, services increased and new services were introduced.	
Enhance collaboration with neighborhood collaboratives	No change	We did not find evidence that CMSD has enhanced collaboration with neighborhood collaboratives.	
Improve assessment and educational opportunities for children and youth in neglected and delinquent facilities	No change	We did not find evidence that CMSD has improved and enhanced educational opportunities for children and youth in neglected and delinquent facilities. The district wanted to expand administration of the Conditions for Learning Survey to residential facilities, but did not receive cooperation from these organizations to do so.	
Strategy 7: Enhance Family-School Partnership			
Implement a three-tiered approach to family engagement	Partly implemented	Progress appears sufficient to have some impact. Following the 2008 audit, CMSD established school-based family liaisons in every school as part of its Family and Community Engagement (FACE) office. While these positions were not sustainable, CMSD has continued to maintain a FACE Team that is responsible for developing programs and strategies to support the meaningful district-wide engagement of families and community stakeholders in The Cleveland Plan. FACE works to expand the capacity of schools to partner with families and community-based organizations to support student achievement	

⁸ We did not visit the facilities, but we did not hear about services in these facilities in our central office interviews.

	Progress	
	(No Change, Partly Implemented,	
2008 Recommendations	Implemented) ⁵	Description
		and school improvement. FACE also plans and hosts events to engage families in their schools. This includes a parent university. During the 2013–14 school year, CMSD began tracking parent participation in events and parent-teacher conferences through eSchoolPlus. Also, some schools (investment, new and innovative) have advisory councils comprised of parents, teachers, and community members.
Help parents/caregivers understand the important role they can play in supporting their child's education	Partly implemented	Progress appears sufficient to have some impact. CMSD has addressed this recommendation through FACE events and outreach to families, including family liaisons in previous school years.
Review outcomes of Families and Schools Together (FAST) and consider expansion	No change	Some schools have had FAST for many years, with approximately three schools participating during the 2013–14 school year. However, central office staff noted that it is labor and time intensive, so schools have been unwilling to commit to do it. Furthermore, with the loss of the family liaisons, there's neither an infrastructure nor a champion for FAST in the schools.
Strategy 8: Provide Focus	sed Professional Deve	lopment and Support
Provide early warning signs training	Partly implemented	Progress appears sufficient to have some impact. Some CMSD staff training has addressed early warning signs, although this is not broad in scope as described in the 2008 report (e.g., for security staff and custodians). Furthermore, trainings on class meetings and PATHS may be contributing to greater staff awareness about early warning signs, identification of these needs, and referral to services.
Provide cultural competence training	Partly implemented	Progress appears sufficient to have some impact. Through its CTAG program, which includes a diversity component, the district put in place three diversity linkage coordinators beginning in 2012. Coordinator responsibilities include providing diversity training and supports to staff. However, many central office staff pointed to the need for cultural competency training for school staff on topics related to socio-cultural diversity (e.g., students/families who are African-American, Latino, lesbian or gay, living in poverty), suggesting that the penetration of these supports is not adequate yet.
Provide training in child development for elementary school staff	Partly implemented	Progress appears sufficient to have some impact. The PATHS curriculum provides some staff training in child development.
Provide training in	No change	We did not find evidence of adolescent

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented) ⁵	Description	
adolescent development for those working in Grades 6–12		development training for staff working in Grades 6–12.	
Offer in-school Humanware coaching	Partly implemented	Progress appears sufficient to have some impact in the elementary grades, but insufficient for other grade levels. While CMSD has not put in place Humanware coaches, it has supported coaches responsible for supporting implementation of PATHS, a core element of Humanware, in schools with elementary grades.	
Strategy 9: Focus Fundi	ng Agency Resource	s ⁹	
Identify and cost out a small set of strategies and programs that CMSD will support	Partly implemented	Progress appears sufficient to have some impact. CMSD has moved forward with implementing planning centers, 8th grade class meetings at self-selected schools, 9th grade class meetings, student support teams in all schools, and PATHS in schools with elementary grades. CMSD has also identified and costed out a middle school SEL program. However, funders have so far not been willing to fund Humanware services and SEL programming.	
Implement quality standards	Partly implemented	Progress appears sufficient to have some impact. CMSD developed and implemented quality standards that schools are expected to follow when screening and selecting programs and interventions. However, these standards are not used to monitor implementation quality and inform improvement efforts.	
Improve early childhood interventions to prevent development or exacerbation of behavioral problems	Partly implemented	Progress appears sufficient to have some impact. CMSD has expanded access to pre-Kindergarten programming in some schools.	
Strategy 10: Collect and Analyze Key Data for Monitoring, Evaluation, and Quality Improvement ¹⁰			
Improve data systems use and accountability	Partly implemented	Progress appears sufficient to have some impact. CMSD has improved its data system and use of data to monitor change at a district level. Through the school improvement planning process that CMSD has implemented, all schools are held accountable for using data (e.g., attendance, Conditions for	

⁹ This section does not include "encourage funding agencies to focus on outcomes-based grant making" since this recommendation focuses on funders rather than CMSD actions. This section also does not include "change the State of Ohio Medicaid regulations" since this recommendation was targeted to the state.

¹⁰ This section does not include "agencies providing mental health services implement a management information

¹⁰ This section does not include "agencies providing mental health services implement a management information system to monitor individual progress and results," since this recommendation was directed at agencies rather than CMSD.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented) ⁵	Description
		Learning Survey) to inform efforts to build more positive conditions for learning. More work is needed to ensure timely utilization of data, however, to ensure a greater impact.
Develop a school– community dashboard to monitor progress toward goals	Partly implemented	Progress appears insufficient to have much impact. Cuyahoga County, the City of Cleveland, and CMSD have not developed a school-community dashboard to monitor progress toward its goals. However, CMSD has recently developed network and site-level dashboards with key academic and social data reports. The consistency and depth of utilization of these reports and the district and site levels seemingly varies, however.
Hold principals accountable for CFL results	Implemented	Principals and schools are expected to make progress on conditions for learning results.
Adapt the CFL toolkit for the district and agencies	No change	CMSD has not adapted the toolkit.
Monitor and evaluate the quality of, and outcomes realized through, all Humanware activities	Partly implemented	Progress appears sufficient to have some impact. While more capacity building at the school and district levels is needed, CMSD's Humanware Team supports monitoring of Humanware activities including PATHS, planning centers, class meetings, and student support teams.

Conditions for Learning

This section of the report focuses on three of CMSD's current conditions for learning, noting changes in these conditions since the 2007–08 school year (for Grades 5–12) and 2008–09 school year (for Grades 2–4). The following three figures illustrate trends in conditions for learning across grade levels since the 2008 audit. These data show marked improvements in a number of areas, particularly:

- Improved student ratings of physical safety in Grades 5–8
- Improved student ratings of student support in at all grade levels
- Improved student ratings of peer social and emotional competence in Grades 2–4 and Grades 9–12

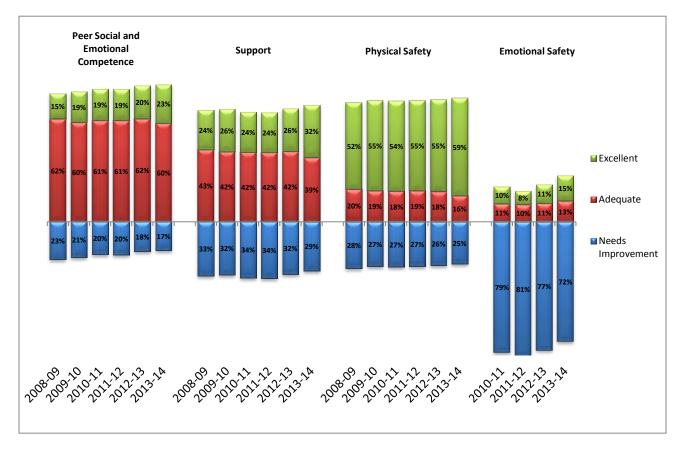
Figure 1 provides aggregate district data for Grades 2–4, Figure 2 provides data for Grades 5–8, and Figure 3 provides data for Grades 9–12. Appendix A includes results by student

¹¹ Unless otherwise noted, all findings are statistically significant (p < .05).

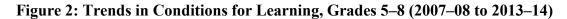
¹² The Conditions for Learning Survey for students in Grades 2 to 4 was first administered during the 2008–09 school year, so that is the baseline year. In contrast, for Grades 5–8 and Grades 9–12, the survey was first administered during the 2007–08 school year.

demographic (e.g., race/ethnicity). Appendix A also provides the "needs improvement" results for each school, based on the years of available data from 2007–08 to 2013–14.

Figure 1: Trends in Conditions for Learning, Grades 2-4 (2008-09 to 2013-14)¹³



¹³ In the case of emotional safety, baseline data are available beginning in 2010–11.



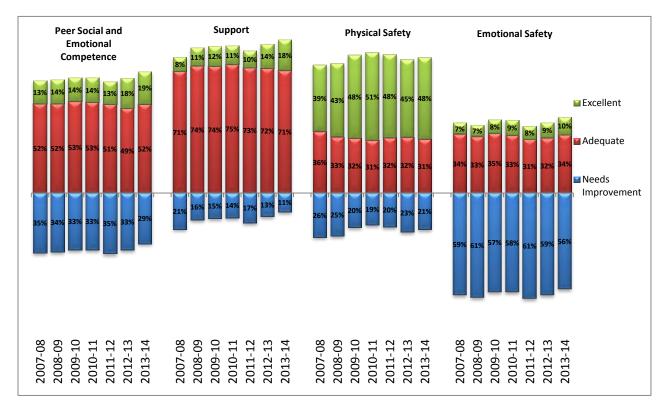
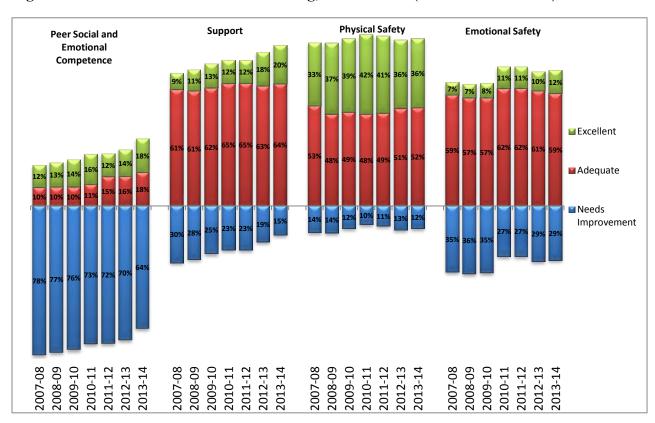


Figure 3: Trends in Conditions for Learning, Grades 9–12 (2007–08 to 2013–14)



The scatterplots in Appendix B plot all schools in terms of the percentage of students who provided ratings that indicated their schools were "adequate" or "excellent" during the baseline year and the percentage of students who provided these ratings during the 2013–14 school year. The scatterplots illustrate the following results:¹⁴

- Of 64 schools with Grades 2–4, peer social and emotional competence improved in 44 schools (69%), emotional safety improved in 43 schools (67%), physical safety improved in 37 schools (58%), and student support improved in 32 school (50%).
- Of 62 schools with Grades 5–8, student support improved in 55 schools, a large majority (89%); peer social and emotional competence improved in 42 schools (68%); physical safety improved in 41 schools (66%); and emotional safety improved in 33 schools (53%).
- Of 17 schools with Grades 9–12, student support improved in all schools (100%); peer social and emotional competence improved in 15 schools, a large majority (88%); emotional safety improved in 8 schools (47%); and physical safety improved in 7 schools (41%).

In most cases the case study schools performed better during the 2013–14 school year than they did during the baseline year.

Additionally, we assessed the extent to which results explain the variance in school performance indices, as both the state and district use the index as an important school performance metric (see Appendix C, which includes technical notes for these analyses). Using data from the 2012–13 school year, our analyses found that:

- For Grades 2–4, conditions for learning scale categories explain 63.3% of the variance in school performance indices; when added to the model, attendance increases this percentage to 74.8%. Emotional and physical safety are especially relevant (and statistically significant) in these grades.
- For Grades 5–8, conditions for learning scale categories explain 59.3% of the variance in school performance indices; when added to the model, attendance increases this percentage to 67.1%. Emotional safety is especially relevant (and statistically significant) in these grades.
- For Grades 9–12, conditions for learning scale categories explain 79.3% of the variance in school performance indices; when added to the model, attendance increases this percentage to 83.9%.

This same analysis was replicated using a combination of data over each of 5 academic years and produced similar findings. This suggests that an important relationship exists between conditions for learning and student performance on the Ohio Achievement Assessments and Ohio Graduate Tests, as measured by the school performance indices.

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¹⁴ These data are based on schools that existed during the baseline year as well as the most current school year. Other schools are excluded.

To further interpret conditions for learning, we conducted a network analysis, comparing CMSD's school networks (growth, refocus, repurpose, school improvement grant, investment, transformation) based on the percentage of students within each network who identified the conditions for learning at their school as "adequate" or "excellent." Our analyses found the following statistically significant results:

- For Grades 2–4, a larger percentage (by at least 10 percentage points) of students in transformation network schools provided ratings that indicated their schools were "adequate" or "excellent" on student support, physical safety, and emotional safety compared to students in most other networks. ¹⁵
- For Grades 5–8, a larger percentage of students in transformation network schools provided ratings that indicated their schools were "adequate" or "excellent" on emotional safety and peer social and emotional competence compared to students in the other networks.
- For Grades 9–12, a larger percentage of students in transformation network schools provided ratings that indicated their schools were "adequate" or "excellent" on emotional safety and peer social and emotional competence compared to students in the other networks.

Appendix D provides the complete results for each grade level.

In the remainder of this section, we provide findings specific to safety and its two subscales (physical and emotional safety), student support, and perceptions of peer social and emotional competence. Then, we report findings related to student disciplinary incidents and student attendance, two areas where we would expect to see improvement as conditions for learning improve in CMSD schools. Each unit begins with key findings followed by examples of key supporting evidence. Data from various sources (principal survey, CFL student survey, extant quantitative data) are integrated where available and applicable. We denote instances where changes in "excellent" ratings were at least 5 percentage points over the period. Appendix E provides the complete results from the principal survey. Appendix F provides detailed analyses of the school visit data.

Physical Safety

Students, principals, and other school staff tended to report feeling physically safe at school. This is an improvement over the 2007–08 school year. Based on the CFL surveys, student ratings of physical safety improved slightly at all three grade levels between the 2008–09 and 2013–14 school years. Students in Grades 9–12 continued to have more positive views of their schools' physical safety, compared to students in Grades 2–4 (which had the lowest percentage of students rating their schools "adequate" or "excellent" in this area) and Grades 5–8. However, there are some differences in how White students viewed their school's physical safety compared to Black and Hispanic/Latino students in the K–8 schools.

¹⁵ This difference was not statistically significant for physical safety and student support in the case of SIG network schools.

Principals reported feeling physically safe and largely agreed the district is on the right track in this area. Among the eight case study schools, most participants reported that their school's physical safety had either improved or was unchanged from prior school years ¹⁶, but concerns about physical safety remained. Key informants pointed to various factors either supporting some or impeding physical safety in their schools such as students fighting (4 schools), building layout (4 schools) increased gang activity (3 schools), increased fire alarm pulling (1 school), theft (1 school), and weapons (1 school).

Evidence

CFL Survey: Grades 2–4

- Between the 2008–09 and 2013–14 school years, the percentage of students providing ratings that indicated physical safety at their school was "adequate" or "excellent" increased from 72% to 75%. This increase was most evident among White students (5 percentage points). Also, the overall percentage of students providing ratings that indicated physical safety was "excellent" increased 7 percentage points to 59%.
- During the 2013–14 school year, White students (84%) were more likely to provide ratings that indicated physical safety at their school was "adequate" or "excellent" compared to Black (71%) and Hispanic/Latino students (77%).

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated physical safety at their school was "adequate" or "excellent" increased from 75% to 79%. This increase was most evident among Black and Hispanic/Latino students (4 percentage points), females (5 percentage points), and students with disabilities (6 percentage points). Also, the overall percentage of students providing ratings that indicated physical safety was "excellent" increased 9 percentage points to 48%.
- During the 2013–14 school year, White (83%) and Hispanic/Latino (82%) students were more likely to provide ratings that indicated physical safety at their school was "adequate" or "excellent" compared to Black (77%) students.

CFL Survey: Grades 9–12

Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated physical safety at their school was "adequate" or "excellent" increased from 86% to 88%. This increase was most pronounced among students with disabilities (6 percentage points) and among females (3 percentage points).

¹⁶ In some cases, these perspectives were based on participant experiences and reflections over the previous five years. In other instances, because staff (or students) were new to their schools, they commented on the last few years.

 $^{^{17}}$ All changes in CFL results and differences by subgroup are statistically significant (p < .05) unless otherwise noted.

• During the 2013–14 school year, some differences by student demographic group were evident, but none where the difference was at least 5 percentage points.

Principal Survey¹⁸

- A large majority of principals "agreed" or "strongly agreed:"
 - Their school is on the right track to ensure that every student is physically safe (66% agreed, 28% strongly agreed).
 - Teachers work to ensure their school is physically safe (67% agreed, 25% strongly agreed).
 - The district is on the right track to ensure that every student is physical safe (69% agreed, 14% strongly agreed).
- Majorities indicated that "almost always" or "always:"
 - They feel physically safe at their school (36% almost always, 55% always).
 - School entrances are monitored throughout the day (35% almost always, 39% always).
 - School entrance security devises are always operational during the school day (27% almost always, 57% always).
 - Security personnel are effective (38% almost always, 25% always).
 - Their academic superintendent is concerned about ensuring the school is physically safe (36% almost always, 40% always).

Emotional Safety

Emotional safety, which received low ratings in 2008, continued to be a challenge in the district, although there were improvements since the baseline year. Student ratings of emotional safety improved slightly at all three grade levels, but remained a concern. This was especially evident at the elementary school level where fewer than 1 in 4 students rated their school "adequate" or "excellent" in emotional safety. Most principals also noted that bullying is at least "sometimes" a problem in their schools. Still, they generally had highly favorable opinions about school and district efforts to ensure students are respected by their peers. Feedback tended to be more positive in seven of the case study schools and the validation focus groups than in the principal survey, although some concerns about student bullying were reported.

Evidence

CFL Survey: Grades 2–4

■ Between the 2010–11 and 2013–14 school years, the percentage of students providing ratings that indicated emotional safety at their school was "adequate" or "excellent" increased from 21% to 28%. This increase was most evident among White students (9)

¹⁸ This is the first year that AIR administered a survey of CMSD principals. Therefore, there is no comparison point reported in these survey findings.

- percentage points) and males (7 percentage points). Also, the overall percentage of students providing ratings that indicated emotional safety was "excellent" remained very low, but increased 5 percentage points to 15%.
- During the 2013–14 school year, White (39%) and Hispanic/Latino (38%) students were more likely than Black students (22%) to providing ratings that indicated emotional safety at their school was "adequate" or "excellent."

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated that emotional safety at their school was "adequate" or "excellent" increased from 41% to 44%. This increase was most evident among Hispanic/Latino students (9 percentage points), females (4 percentage points), and students with disabilities (7 percentage points).
- During the 2013–14 school year, Hispanic/Latino (55%) students were more likely to provide ratings that indicated emotional safety at their school was "adequate" or "excellent" compared to White (48%) and Black (38%)¹⁹ students. Furthermore, males (48%) were also more likely than females (40%) to provide these ratings.

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated emotional safety at their school was "adequate" or "excellent" increased from 66% to 71%. This increase was most evident among Hispanic/Latino (9 percentage points), Black (6 percentage points), and female (8 percentage points) students. Also, the overall percentage of students providing ratings that indicated emotional safety as "excellent" remained very low, but increased 5 percentage points to 12%.
- During the 2013–14 school year, Hispanic/Latino (77%) were more likely than White (70%) and Black (70%) students to provide ratings that indicated that emotional safety at their school was "adequate" or "excellent." Differences were also evident based on gender and disability status: 74% of males compared to 68% of females provided ratings that indicated emotional safety was at least "adequate;" 72% of students without disabilities compared to 69% of students with disabilities provided ratings that indicated emotional safety was "adequate" or "excellent."

Principal Survey

- A majority of principals indicated that bullying is "sometimes" (68%), "almost always" (5%), or "always" (4%) a problem at their school.
- A majority "agreed" or "strongly agreed:"
 - Their school is on the right track to ensure that every student develops positive relationships with their peers (80% agreed, 8% strongly agreed).

¹⁹ The difference between White and Black students is also significant in this category.

- Teachers work to ensure students are respected by their peers (64% agreed, 25% strongly agreed).
- A majority indicated that their academic superintendent is concerned about ensuring that (1) students are respected by their peers (almost always, 33%, always 34%) and (2) students develop positive relationships with peers (35% almost always, always 32%). Still, 11% and 12% of principals, respectively, responded that their academic superintendent is "rarely or never" concerned with these issues.

Student Support

Student perception of support from adults and their connectedness improved in CMSD's schools since the 2008 audit. Student ratings of support from adults improved at the high school level in particular. Students in Grades 5–8 continued to have more positive perceptions of support, compared to students in Grades 2–4 (which had the lowest percentage of students rating their schools "adequate" or "excellent" in this area) and Grades 9–12. Some differences by student race/ethnicity and gender were evident, though. Although key informants for the school case studies noted challenges in their schools regarding student—teacher relationships in their schools, they tended to have favorable opinions about student support. Furthermore, principals largely had favorable perspectives about student support in their schools and the district. In addition, self-reported quality of planning centers and SST implementation were associated with student perception of support and connection at the high school level only.

Evidence

CFL Survey: Grades 2-4

- Between the 2008–09 and 2013–14 school years, the percentage of students providing ratings that indicated that student support at their school was "adequate" or "excellent" increased from 67% to 71%. This increase was most evident among White and Hispanic/Latino students (6 percentage points), as well as students with disabilities (5 percentage points). Also, the overall percentage of students rating student support as "excellent" increased 8 percentage points to 32%.
- Differences in the 2012–13 results varied by student characteristic: Hispanic/Latino (76%) and White students (78%) were more likely to provide ratings that indicated student support was "adequate" or "excellent" at their school compared to Black (67%) students during the 2013–14 school year. This was also true for females (73%) compared to males (68%).

CFL Survey: Grades 5–8

Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated student support at their school was "adequate" or "excellent" increased from 79% to 89%. This pattern of increase over the 7-year period was evident across all student subgroups. Also, the overall percentage of students providing ratings that indicated student support was "excellent" remained low, but increased 10 percentage points to 18%.

• During the 2013–14 school year, ratings varied by student characteristic: Hispanic/Latino students (93%) were more likely to provide ratings that indicated student support was "adequate" or "excellent" than White (88%) and Black (88%) students. Also, students with disabilities (94%) were more likely to provide ratings that indicated student support was "adequate" or "excellent" compared to students without disabilities (88%).

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, there was a large improvement in student ratings of student support for Grades 9–12. The percentage of students providing ratings that indicated student support at their school was "adequate" or "excellent" increased from 70% to 84% over this period. Also, the overall percentage of students providing ratings that indicated student support was "excellent" increased 11 percentage points to 20%.
- During the 2013–14 school year, ratings varied by student characteristic, but differences of 5 percentage points or greater were not evident.
- For high schools with medium or high principal-reported levels of planning center implementation quality, the percentage of students providing ratings that indicated student support was "adequate" or "excellent" in their schools was 9 percentage points higher in 2012–13 than in 2008–09. Similarly, for medium or high-quality implementation of SSTs, the percentage of students providing ratings that indicated student support was "adequate" or "excellent" in their schools was 7 percentage points higher in 2012–13.

Principal Survey

- A large majority of principals responded that:
 - Their school is on the right track to ensure that every student has at least one adult in the school who cares about them (63% agreed, 26% strongly agreed).
 - Teachers work to ensure that students feel cared about by adults in the school (69% agreed, 21% strongly agreed).
 - Teachers and students treat one another with respect (62% almost always, 5% always).
 - The district is on the right track to ensure that every student is connected to at least one caring adult in their school (69% agreed, 8% strongly agreed).
- A majority of principals indicated that their academic superintendent is concerned about ensuring students feel cared about by adults in the school (38% almost always, 38% always).

Peer Social and Emotional Competence

In K–8 schools, student ratings of peer social and emotional competence were largely positive, and improved in Grades 2–4 where the percentage of students rating their schools "adequate" or "excellent" in this area was highest. In contrast, students in Grades 9–12 continued to view peer social and emotional competence in their schools as an area needing significant improvement.

Additionally, principals had largely favorable opinions about social and emotional learning (SEL) in their schools, although there is an opportunity for improvement in the effectiveness and coordination of SEL supports.

Evidence

CFL Survey: Grades 2–4

- Between the 2008–09 and 2013–14 school years, the percentage of students providing ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" increased from 77% to 83%. This increase was evident for all student subgroups but least evident for Black students (4 percentage points). Also, the percentage of students providing ratings that indicated peer social and emotional competence was "excellent" increased 8 percentage points to 23%.
- During the 2013–14 school year, Hispanic/Latino (89%) and White (88%) students were more likely to provide ratings that indicated peer social and emotional competence was "adequate" or "excellent" at their school compared to Black (80%) students. Also, students with disabilities (87%) were more likely to provide these ratings compared to those without disabilities (82%).

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" increased from 65% to 71%. This increase was most evident among Hispanic/Latino students (7 percentage points), males (7 percentage points), and students with disabilities (6 percentage points). Also, the overall percentage of students providing ratings that indicated peer social and emotional competence was "excellent" remained low, but increased 6 percentage points to 19%.
- During the 2013–14 school year, differences were evident by student characteristic: Hispanic/Latino students (78%) were more likely to provide ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" compared to Black (69%) and White (68%) students. Also, males (74%) were more likely to provide ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" compared to females (67%), as were students with disabilities (79%) compared to students without disabilities (68%).

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" increased from 22% to 36%. This increase was evident for all student subgroups. Also, the overall percentage of students providing ratings that indicated peer social and emotional competence was "excellent" remained low, but increased 6 percentage points to 18%.
- During the 2013–14 school year, differences were again evident by student characteristic: Black (36%) and Hispanic/Latino (39%) students were more likely than White students

(30%) to provide ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" during the 2013–14 school year. Furthermore, this percentage was higher for males (38%) compared to females (33%), and higher for students with disabilities (39%) compared to students without disabilities (34%).

Principal Survey

- A large majority "agreed" or "strongly agreed" that:
 - Their school is on the right track to ensure that every student understands their emotions (68% agreed, 11% strongly agreed), effectively manages their emotions (69% agreed, 9% strongly agreed), and understands what positive relationships look like (70% agreed, 11% strongly agreed).
 - Teachers look out for students' social and emotional needs (67% agreed, 19% strongly agreed).
 - Their school is able to meet students' SEL needs through a combination of supports from district, school, and agency staff (63% agreed, 9% strongly agreed).
 - Supports to address students' SEL at their school are effective (55% agreed, 7% strongly agreed) and coordinated (55% agreed, 9% strongly agreed).
 - The school district is on the right track to support every student's SEL (68% agreed, 7% strongly agreed).
- Majorities of principals indicated that their academic superintendent is concerned about ensuring that (1) students understand their emotions (32% almost always, 29% always); (2) students effectively manage their emotions (37% almost always, 28% always), and (3) students understand what positive relationships look like (34% almost always, 33% always); however, 10% to 13% of principals responded that their academic superintendent is "rarely or never" concerned about these issues.

Student Behavior

The number of disciplinary incidents for every 100 students decreased from 48 during the 2008–09 school year to 37 during the 2012–13 school year, but this reduction was not observed for the most serious types of incidents. Notably, we found an association between medium- or high-quality implementation of PATHS, planning centers, and student support teams (as reported by principals), and decreases in the number of student suspensions. Furthermore, we examined the correlation between conditions for learning results and the rates of disciplinary incidents (i.e., number of incidents/student enrollment). The results (see Appendix G) show that for Grades 2–4 and Grades 9–12, there are positive correlations between the percentage of students providing ratings that indicated their schools "need improvement" and particular disciplinary incident rates. Specifically, we found:

• Where rates of Disobedient/Disruptive behaviors were higher, students in Grades 2–4 reported "needs improvement" at higher levels on overall safety, emotional safety, student support, and peer social and emotional competence.

- Where rates of Fighting/Violence behaviors were higher, students in Grades 2–4 reported "needs improvement" at higher levels on overall safety, emotional safety, student support, and peer social and emotional competence.
- Where rates of Serious Bodily Injury behaviors were higher, students in Grades 2–4 reported "needs improvement" at higher levels on overall safety and emotional safety.
- Where rates of Disobedient/Disruptive behaviors were higher, students in Grades 9–12 reported "needs improvement" at higher levels on overall safety, physical safety, and emotional safety.
- Where rates of Fighting/Violence behaviors were higher, students in in Grades 9–12 reported "needs improvement" at higher levels on physical safety.
- Where rates of Harassment/Intimidation behaviors were higher, students in in Grades 9–12 reported "needs improvement" at higher levels on overall safety, physical safety, and emotional safety.
- Where rates of Serious Bodily Injury behaviors were higher, students in in Grades 9–12 reported "needs improvement" at higher levels on overall safety, physical safety, and emotional safety.

This suggests that in schools with higher incident rates, students had higher concerns about conditions for learning.

Evidence

Extant Data

During the 2008–09 school year, high schools reported an average of 74 disciplinary incidents for every 100 students. By the 2012–13 school year, that number decreased to 42. However, a more modest reduction was observed for the most serious types of incidents. For instance, the change in the average number of incidents that involved fighting or violence, harassment or intimidation, or serious bodily injury went from an average of 15 such incidents for every 100 students during the 2008–09 school year to an average of 12 such incidents for every 100 students during the 2012–13 school year. Outcomes were associated with implementation quality. Examples include the following:

- For schools with medium- or high-level SST implementation, the number of suspensions decreased from an average of 248 per school to an average of 183 per school, a decrease of 26.3%.
- For schools with a medium- or high-level of planning center implementation, the number of suspensions *decreased* from an average of 271 per school to an average of 188 per school, a decrease of 30.6%.

²⁰ Schools were excluded from these analyses if they did not report any incidents for one of the school years.

• For schools with ratings of medium or high on two or more of the Humanware strategies (PATHS, planning centers, SSTs), the number of suspensions *decreased* from an average of 240 per school to an average of 172 per school, a decrease of 28.2%.

Additionally, the correlations between conditions for learning results and the rates of discipline incidents (i.e., number of incidents/student enrollment) found the following statistically significant positive relationships with the percentage of students providing ratings that indicated their schools "need improvement":

- Grades 2–4: disobedient/disruptive (all scales), fighting/violence (emotional safety, student support, peer social and emotional competence), serious bodily injury (emotional safety)
- Grades 9–12: disobedient/disruptive (emotional and physical safety), harassment/intimidation (emotional safety, physical safety), serious bodily injury (emotional safety, physical safety)

Student Attendance

The attendance rate²¹ district-wide increased slightly between 2008–09 and 2012–13 from 85.7% to 86.0%. The largest change occurred at the high school level, where attendance rates increased nearly two percentage points over that period. There were no substantive differences in district-wide attendance rates during the 2008–09 school year and the 2012–13 school year for students in Grades 1–8. Also, the only observed differences in school attendance rates among student subgroups occurred in Grades 9–12 based on gender (females: 82%, males: 80%) and disability status (with a disability: 78%, without a disability: 82%). There were no substantial differences in attendance rates among Black, Hispanic/Latino, and White students, regardless of grade level.

Additionally, many key informants across all eight schools pointed to student tardiness and absenteeism as an ongoing challenge in their schools. However, some informants reported attendance increases (in four schools). In four schools, some respondents reported an increase in student attendance. Respondents in six schools discussed strategies they are currently implementing to address the high rates of tardiness and absenteeism. Factors affecting student attendance or schools' ability to effectively improve it varied, but included concerns such as a high caseload for the attendance liaison, the time required to process truancy cases, parental/family concerns, lack of assigned scheduling for students, and lack of student investment in their education.

Implementation of Humanware Strategies

This section of the report focuses on the quality of CMSD's implementation of Humanware strategies in response to the 2008 audit. This section presents key findings on the implementation of Promoting Alternative Thinking Strategies (PATHS), planning centers, and student support

²¹ We found inconsistencies in the attendance data for the 2013–14 school year from CMSD. These inconsistencies could not be reconciled in time for inclusion in the analyses here. We found more than 375 students in the data for which their grade level was identified as Grade 8, but their school was identified as one of the high schools in the district.

teams (SSTs). We include the school visit data in this section since that is a core data source for these findings.

Promoting Alternative Thinking Strategies (PATHS)

In the four K–8 case study schools, there were mixed perspectives about the quality of PATHS implementation, with some strengths and some challenges evident across the schools. Key informants highlighted concerns related to PATHS implementation such as time constraints that keep teachers from being able to fully implement PATHS in their classrooms and, at one school, lack of full teacher buy-in. Also, at two schools, teachers noted that PATHS alone is not enough to counteract the school's environment (e.g., behavior of older students) or the child's home environment.

Furthermore, an evaluation of PATHS implementation during the 2010–11 and 2011–12 school years (Faria, Kendziora, Brown, O'Brien, & Osher, 2013), which the NoVo Foundation funded, found that although training was extremely well-received, other implementation challenges emerged, such as insufficient coaching, teacher dissatisfaction with the coaching experience, and relatively low numbers of PATHS lessons delivered. Although teachers valued the direct teaching of social and emotional skills to their students and generally liked the PATHS materials and strategies, they found it challenging to find time for the lessons and expressed concerns about whether PATHS was appropriate for all of their students. Teachers expressed a desire for greater levels of support in implementing PATHS. Analyses also linked teacher-reported implementation with teacher-reported student outcomes, finding that as teacher-reported implementation of PATHS increased (positive ratings of training, experience of coaching, and overall levels of implementation), so did their ratings of students' social and emotional competence and attention. Also, in Year 2 of the evaluation, students in classrooms with higher PATHS implementation had smaller increases in aggression from fall to spring than students in classrooms with lower PATHS implementation, suggesting that PATHS may be a protective factor against increases in aggression during the school year.

Additionally, the PATHS evaluation examined how PATHS implementation was connected with conditions for learning as rated by students in Grades 2–4 in all CMSD elementary schools. Although there was no documented relationship between PATHS and conditions for learning in Year 1, in Year 2 of the evaluation, as teachers' reports of implementation of PATHS increased, so too did students' report of teachers' expectations in their school, supportive teachers in their school, their peers' social competence, and safety within the school. These findings suggested that during Year 2, schools with better implementation of PATHS also had better conditions for learning.

Evidence

School Visits: Original Case Study Schools

Perspectives on PATHS varied across the two original K-8 case study schools. At one school, perceptions of PATHS were largely positive, with key informants sharing examples of how PATHS has been implemented in the school (e.g., students "turtling" in the planning center). For example, one school leader shared that "I think it's a high-quality program when it's put in place with fidelity. It's successful in our younger

- children; it's not successful with our older children." Another school leader in this school commented that they "like the program, I think it's what our kids need because it teachers them how to be social, you know, individuals. What to do properly. ... They don't know it and unless we teacher it to them, they're never going to get it." Despite some implementation challenges, teachers noted students "love it" and PATHS can be "very effective."
- Inadequate monitoring and time constraints limited PATHS implementation, however. One school leader commented that PATHS was low quality in the other K-8 school with none of the school's teachers "teaching the lessons the way they should." This was attributed to a combination of factors including lack of buy-in for a few teachers, time constraints, and lack of leadership monitoring of it. As the interviewee shared, "I have to take ownership in that too. There's a saying here in the district, what gets done is what, whatever is monitored and I don't monitor it the way that I know I should." Some teachers also commented that PATHS works for most students, "but for some, they go, 'I don't care'." Another teacher commented that they used PATHS "a lot" during the first half of the school year, but "ran out of time with all the other curriculum that I was trying to fit in" so it "got lost" in the latter part of the school year. Other teachers echoed this concern about time constraints, due to issues such as standardized testing.

School Visits: New Case Study Schools

- Similarly, perspectives on PATHS varied across the two new K-8 case study schools. At one of these schools, key informants reported that PATHS was being implemented well with most teachers working to infuse it into their curriculum. A school leader at this school noted that some teachers "really love it." At the other K-8 school, teachers raised concerns about PATHS' fidelity and that it is inadequate to fully address student needs, in particular impulsive student behavior.
- For example, one teacher shared that "I think it's better than not having a program, but it, just, there's definite weaknesses and it also depends on the teacher that's doing the lessons." Another comment shared in one teacher focus group pertained to the effects of younger students being exposed to inappropriate behavior of older students in the school: "They could teach a PATHS lesson in Kindergarten and then walk their kids [upstairs] and see the 8th grade going nuts in the hallway. ... They're in the same building with 8th graders who might be cussing non-stop and picking on each other and pushing" each other. Another teacher at this school shared that, "I think it's faithfully being implemented by the teachers, maybe not directly from the book, but I think teachers implement it. I just don't think it's strongly accepted by the kids. We don't have them long enough to change that mentality and they already come to us at five or six years of age so they've already unfortunately learned things at home and you know the famous babysitter of the TV takes over and the shows that they watch, the things that they watch, and the violence that they see transcends into their lives."

Planning Centers

More than two thirds of principals "agreed" or "strongly agreed" that planning centers are an effective resource to address student needs. During visits to the eight case study schools, opinions about the quality of the planning centers were mixed. Most key informants from seven

schools rated the quality of their planning centers as "mixed" or "medium" and noted a number of concerns. In five schools, participants' negative reactions seemed fueled by differences in their views about the planning center's purpose and what some teachers thought it should be (inschool suspension). Some teachers did not consider the planning center a place of punishment like they wanted, but more of a "party center" or a "holding center." Also, at six schools (including all four original case study schools) there were concerns about the staff capacity to serve students in the centers. Although the planning centers were not considered as effective as they could be, some participants felt that the quality of their center had improved from the prior year. Furthermore, at one school, key informants thought their school had a high-quality center because of the aide responsible for it. Lastly, implementation supports were identified in four schools, with participants reporting that planning center staff (3 schools), regular professional development (2 schools), and SST meetings (1 school) were all helpful to implementing the planning centers.

Evidence

Principal Survey

Almost all principals (95%) "agreed" or "strongly agreed" that they are knowledgeable about the purpose of their school's planning center and they are pleased their school has it (81%). Also, a large majority (68%) "agreed" or "strongly agreed" that planning centers are an effective resource to address student needs, although 29% "disagreed" or "strongly disagreed" with this statement.

School Visits: Original Case Study Schools

- According to key informants, processes for students accessing the planning centers varied. In one high school, students could self-refer to the planning center. In the two K—8 schools, only teachers or administrators could refer students to the planning centers. In the second high school, responses conflicted—one respondent stated students can refer themselves, while another respondent noted that students had to have a referral signed by an administrator. Two schools were using an online referral system. As one respondent stated: "We use a database called WebXI where teachers can go in and refer the kid and then they can go back and see what actions have been taken. So it's actually pretty cool you can search by student and filter out to see like what are the infractions, is there a specific time of day, is it a specific teacher, like what's going on kid by kid."
- Most key informants in the original case study schools did not describe a set of procedures for the referral process. However, three key informants provided some information on this topic. One indicated that there is a generic form that is filled out, but did not specify where or to whom this form would go after it is completed. Another key informant stated that teachers would fill out a recommendation to the principal, who would then decide on the student's placement. A third indicated that the planning center staff can type in the information from the referrals that the students provide, but did not specify where the referral originated or through whose approval it was sent.
- Opinions about the quality of the planning centers in the four original case study schools tended to be mixed, with several concerns raised such as:

- Inadequate center staffing (at all four schools). For example, respondents at one school thought the planning center was run well, but that it could be "an overwhelming job" since the PCIA was also serving as the WAVE mediator. This contributes to "problems" in trying to respond to student needs.
- Teachers using the planning center as a form of in-school suspension at one of the K–8 schools and both high schools. For example, a school leader at one school shared that "I have not seen staff specifically request for a student to go to the planning center. I've seen staff send a student with a referral to an administrator, I think with the assumption that we will send them to the planning center or keep them. I think when a staff sends a kid it's just, 'I need this kid out of my room so I can teach the other kids'."
- Lack of follow-up from the planning center; for example, sometimes homework that is sent with a student never returns to the classroom (at one K–8 school).
- Planning centers not making a difference in student outcomes (including at one of the K–8 schools and both high schools).
- Students being "coddled" at the K-8 schools. For example, one interviewee shared the following: "I think there's a little too much coddling happening and not enough of the conflict mediation and skills. So instead of like solving it, it's putting a bandaid on it."
- Despite these concerns, key informants in both of the K-8 schools and one high school tended to think that the quality of their planning center was improving. Also, one key informant at one of the K-8 schools stated that their planning center was run well and they had seen positive outcomes come from it.
- Some key informants recommended adding staff to the centers (at both K-8 schools and one high school) and changing the culture of the center so it provides structured discipline (at one of the K-8 schools).

School Visits: New Case Study Schools

- According to key informants, processes for students accessing the planning centers varied. In the two K-8 schools, students could self-refer to go to the planning center. In both high schools, only teachers or administrators could refer students to the planning centers. Generally, key informants in the new case study schools indicated that teachers fill out a referral form to send to the planning center if they want to refer a student. Then, either the planning center aide or an administrator decides whether the student is placed in the center.
- Similar to the original case study schools, in 3 of the 4 new case study schools, key informants' opinions about the quality of their school's planning center tended to be mixed. For example, some key informants stated that their planning center was run well and was helpful, providing a valuable support in the school. Key informants in these three schools thought their planning centers were "improving," or were "helpful," but needed further improvement.
- Concerns similar to those in the original case study schools emerged, in particular that the centers were used as in-school suspension (at both high schools). For example, one teacher shared that "it's used for the wrong purpose. People use it as a suspension room

as opposed to The planning center was supposed to be a safe haven a place where [students] could go and kind of get that out of their system. Talk with somebody who helps them work through some things, and then they could come on back to the classroom." A school leader also shared the following: "our teachers think that it inschool suspension. That is not in-school suspension. They don't understand, although we explain it to them, they've gotten multiple trainings on it, they still want that to be where a kid, he's being punished, he goes in there, he sits with his hands folded he be quiet and he face the front of the room. That's not the type of program that PCIA room is for and they don't understand that."

Other concerns included:

- At one high school, key informants commented about a lack of coordination or organization with the planning centers (e.g., student homework sent with the student to the planning center never being returned). At one of the high schools, there were concerns about the planning center coddling students.
- Inadequate staffing at two schools.
- In contrast, key informants at one of the K-8 schools widely thought their school had a high-quality planning center because it was "professionally run" since the planning center aide was helpful and able to keep students on track with their school work and behavior. In contrast, participants from one school rated the quality of their planning centers as "high." Key informants also felt that the aide made a genuine connection with students while also being able to discipline them and encourage them to finish their work. Additionally, the center at this school was no longer used as a form of in-school suspension.
- Some key informants in the new case study schools recommended the following to improve planning center quality:
 - Training staff on proper use of the planning center (i.e., not using it as in-school suspension) and how to properly fill out referral forms (three schools)
 - More resources, such as school supplies and computers to accommodate all students (one school)
 - More staff to assist with the center (one school)
 - Using a planning period to address planning center issues (one school)

Student Support Teams

Perspectives on the quality of SST implementation varied, with principals and central office staff tending to have largely favorable feedback on the SSTs. For example, the principal survey found high levels of agreement about the effectiveness of SSTs. However, school visits revealed a number of concerns with SST implementation in both the original and new case study schools with one of the new case study schools reporting high-quality SST implementation and the other seven schools reporting mixed perspectives. Concerns across the schools spanned several areas such as: a sense that the SST process is cumbersome, teachers do not fully buy into the process (e.g., they do not properly fill out referrals or conducting interventions as part of the SST process), and inadequate staff capacity to effectively respond to the SST caseload.

Evidence

Principal Survey

Almost all principals (98%) "agreed" or "strongly agreed" that they are knowledgeable about the purpose of their school's SST, their SSTs meet weekly (88%), and they are pleased their school has it (91%). Also, a large majority "agreed" or "strongly agreed" that SSTs are an effective resource to address student needs (87%), although 11% "disagreed" or "strongly disagreed" with this statement.

School Visits: Original Case Study Schools

- According to key informants, in most schools a teacher (or other staff member) refers a student to the SST. The staff member responsible for initially responding to the referrals differed by school; in two schools this was a designated person. Key informants reported that their school's SST meetings followed a set schedule—the frequency of which depended on the school, but was often weekly—to discuss the referrals that were in the pipeline.
- In the four original case study schools, most key informants believed that their school's SST was of either "medium" or "mixed" quality. Concerns about SST implementation included the following:
 - Lack of time or staff (e.g., to hold SST meetings or to handle referrals) (3 schools).
 - The amount of "red tape" involved when referring a student (such as documentation and putting interventions in place). For example, one teacher shared the following: "We have to document this and then after we do that then we have to do an exemption. 'Have you tried this?' And by that time, four or five months have passed—and remember they're still in the classroom and they're not going anywhere, so at that same level. And then when that comes back, then you have to wait again because now you have the process of getting the parents to come in, who you can't contact or no answer ... and next thing you know, school is over. So there's a whole year sitting as a matter of fact I have a student who I am retaining because of that, I had no choice and I started in September" (3 schools).
 - Teachers not providing the appropriate information or documentation on referral forms, or not conducting interventions with students before referring them to the SST (2 schools).
 - New staff not yet acclimated to the SST processes (2 schools).
 - Lack of parental involvement, especially when parents are needed to sign off on services or to consult with teachers (2 schools).
- Still, key informants in three of the schools noted that SST staff were helpful in supporting students' needs. In two of these schools, key informants thought their SSTs were improving. At one school, a member of the SST noted that teachers are starting to understand the SST process more and conduct the proper interventions before referring students to the SST. They shared the following: "I think it is getting stronger. I think teachers are understanding more that they have to be players on the team, it's not just a team that fixes problems, 'you drop them off and we fix them.' They've gotten much more familiar with, 'oh wait, accommodations, well we don't do that in our room. And we're

like 'well, yes you do.' We call it differentiated instruction, happens in every classroom, and if you aren't familiar with it we will be happy to explain. So we've been doing that a lot in the last couple years."

- In three of the schools, key informants made several recommendations to enhance coordination of their school's SST:
 - Less "red tape" and paperwork (one school)
 - More staff to handle referrals (one school)
 - Professional development for teachers and staff on the use and function of SSTs (one school)

School Visits: New Case Study Schools

- In most of the four new case study schools, a teacher (or other staff member) refers a student to the SST. The staff responsible for processing and handling the student referrals differed based on the school, and only one school reported having a designated person who handled the referrals. Similar to the original case study schools, the SSTs followed a set meeting schedule. One school also reported having a formal system with regular "integrity checks" to monitor how teachers are implementing interventions.
- In the four new case study schools, key informants were divided in their opinions about the quality of their school's SST. In two of these schools, key informants thought the quality of the SST to be mixed and provided the following reasons:
 - The SST was improving, but there was a lack of staff and support to handle the amount of student referrals, which negatively affected its effectiveness.
 - Teachers were not conducting interventions with students before referring them to the SST.
- In a third school, key informants thought the quality of the SST was low for several reasons:
 - Teachers were not conducting interventions with students before referring them to the SST, or their documentation in their referrals was not helpful.
 - The paperwork for the SST was considered to be overwhelming.
 - Teachers used the SST to "manage classroom behavior" instead of taking steps to conduct interventions with students before referring to SST.
- As one school leader shared, "Referrals from teachers have not been helpful because at first nobody referred anyone because ... they had to do the interventions."
- In contrast, in the fourth new case study school, key informants thought the quality of the SST was high. Informants believed that the SST gave them helpful interventions to implement with their students, was well coordinated, and was able to function properly with teachers taking the proper steps (documentation, interventions) before referring a student to the SST. This school reported using an electronic system to track students referred to the SST. This system helped to email related reminders and coordinate the SST. As one key informant shared about the SST, "It's outstanding. ... It's all electronic. ... [You can enter] all of your interventions, what you're doing, and you just pull this up and its nice little drop boxes." This interviewee also stated that the teachers were now

buying into the idea of the SST and taking the appropriate steps before they refer a student to it: "I think now after we've been doing it for a little bit, our teachers really have gotten used to the idea that it's [the SST] to help a kid, not just identify him as special ed[ucation], and that was a big difference to change people's minds about that."

- Participants from all four new case study schools identified several additional barriers to SST implementation, including:
 - Teachers not providing complete information on referral forms.
 - Lack of time or staff (e.g., to hold SST meetings or to handle referrals). For example, one member of a school's SST shared that "It's hard ... we're short staffed and we don't have a lot of time to collaborate."
- Recommendations to enhance SST coordination from key informants from three schools including the following:
 - Faster turnaround and follow-through from SSTs so that more students could be identified in a shorter period of time (1 school).
 - More staff to deal with workload (1 school).
 - Teachers filling out referral forms correctly and conducting interventions before referring to SST (1 school).
 - Professional development for teachers and staff on the use and function of SST which could include having teachers put more information about why a student is being referred to an SST and providing teachers with information about what SSTs are and how to gain access to the process, as well as case studies on how to handle certain issues in the classroom that may otherwise lead to SST referrals (1 school).

IV. Major Needs and Recommendations

The previous sections presented key findings on changes in conditions for learning since the 2008 audit, along with data on the implementation quality of PATHS, planning centers, and SSTs. Two other areas are important to address as part of this follow-up assessment: student mental health needs, and CMSD's capacity to address them; and exclusionary discipline practices. After reviewing data related to these three areas, we summarize key areas of need and then make recommendations for continuing CMSD's progress.

Student Mental Health and Experience of Traumatic Events

Principals and school visit key informants noted concerns about mental health and trauma in their schools and the capacity of their schools to effectively address these needs. Many school visit key informants were concerned about students' mental health in all eight schools, with key informants in five of these schools raising concerns about unmet student needs. Furthermore, according to principals, many CMSD students have life experiences that are potentially traumatic. The findings suggest significant levels of student mental health and trauma-related needs. Although these needs may be due in whole or part to how the Great Recession has impacted family stress and mobility, improved strategies are required to address these needs.

Evidence

Principal Survey

A majority of principals indicated that during the current school year, their students had experienced what research (Evans, Li, & Whipple, 2013; Kwon & Wickrama, 2014) shows are potentially traumatizing events:

- "Some" (36%) or "quite a few" (37%) students have a caregiver who has been incarcerated.
- "Some" (47%) or "quite a few" (26%) students had a close family member die.
- "Some" (34%) or "quite a few" (38%) students have witnessed violence at home.
- "Quite a few" (44%) or "most or all" (22%) students have witnessed violence in the community.
- When asked whether these experiences affect students' *achievement* at school, more than half responded "quite a bit" or "significantly" for each experience. For example a majority responded that witnessing violence at home affected student *achievement* "quite a bit" (27%) or "significantly" (35%), with a larger percentage indicating this experience affects student *behavior* at school "quite a bit" (33%) or "significantly" (36%).
- Almost half of principals "disagreed" (41%) or "strongly disagreed" (5%) that their school is able to support students who have experienced challenges outside of school.
- Opinions about whether their schools facilitate positive collaboration with the community (e.g., social service providers) were also mixed: 12% of principals responded "rarely or never," 28% responded "sometimes," and 49% responded "almost always."

Exclusionary Discipline Practices

Furthermore, while there has been a decrease in exclusionary discipline, there appear to be disparities. Analyses of the most currently available disciplinary data from the U.S. Department of Education's Office for Civil Rights provided more specific details about behavioral outcomes and the extent to which student subgroups experienced exclusionary school discipline during the 2011–2012 school year. These data suggest disparities in exclusionary discipline for Black and Latino students:

- The risk for one out-of-school suspension was 8.63 per 100 Black male students, compared to 5.69 for Latino males and 4.52 for White males. The risk for one out-of-school suspension was 7.27 per 100 Black female students, compared to 4.54 for Latino females and 3.25 for White females.
- The risk for more than one out-of-school suspension was 5.66 per 100 Black male students, compared to 2.04 for Latino males and 2.10 for White males. The risk for more than one out-of-school suspension was 3.39 per 100 Black female students, compared to 2.27 for Latino females and 1.39 for White females.
- The risk for expulsion was 0.98 per 100 Black male students, compared to 0.56 for Latino males and 0.50 for White males. The risk for expulsion was 0.61 per 100 Black female students, compared to 0.14 for Latino females and 0.27 for White females.

Key Gaps and Recommendations

As noted earlier in the report, CMSD has made much progress in addressing the 2008 audit findings and working to improve conditions for learning for CMSD students and their families. Initially, progress was hampered by three factors: (1) lack of prioritization of Humanware efforts by some district and school staff and leaders; (2) limited general and Humanware-specific capacity at the district and school level; and (3) limited financial resources. The following areas represent key gaps and areas of need to create safe, supportive schools, address students' mental health needs, and reduce aggressive/violent student behavior:

- Improving Humanware monitoring and execution across all CMSD schools so that schools receive timely support.
- Enhancing the implementation quality of PATHS, planning centers, and student support teams—and building school capacity to implement these with quality.
- Expanding the penetration of CMSD's systematic efforts, which is constrained when adults do not buy in.
- Addressing unmet student mental health needs—and further building CMSD capacity to address these concerns including through provision of trauma-informed care.
- Implementing middle and high school SEL programming.
- Reducing high levels of exclusionary discipline.
- Enhancing teacher social and emotional skills and their understanding of child and youth development.
- Enhancing cultural and linguistic competence of school staff to engage with diverse students and families.

To continue its progress in transforming its schools system and working to enhance conditions for learning, it is necessary that CMSD address these major areas of need. Our recommendations, which follow, address these needs and are intended to guide CMSD in responding to these areas of need. Many of these recommendations build on and deepen CMSD's Humanware efforts since the 2008 audit. These recommendations cluster around five areas:

- Furthering CMSD's vision by fostering the right environments in schools so that students have the conditions and supports they need to succeed
- Developing student and staff capacity to enhance conditions for learning
- Improving monitoring and execution of Humanware/SEL
- Calibrating conditions for learning and SEL indicators for planning and performance monitoring and building school community capacity to use these indicators
- Addressing issues that limit students' opportunities to learn

Each strategic recommendation includes related tactical recommendations in a table indicating the actor(s) responsible for addressing it. These actors include central office leadership, the central office's Humanware Team, principals and school teams, other school staff (e.g., teachers, PCIAs), and community-based providers. These overarching recommendations can further efforts to enhance conditions for learning.

Overarching Recommendation 1: Further CMSD's Vision for a More Inclusive, Student-Centered District in Ways That Enhance School Environments and Support Student Success

CMSD has made significant progress implementing numerous practices and programming/interventions to support student success and foster more positive school environments. More is needed to further CMSD's improvements in becoming a district with more student-centered schools with appropriate supports for its students and families. Also, additional efforts are needed to build school capacity to improve student attendance and engagement and to reduce the use of exclusionary discipline.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
1A. Revise Student Code of Conduct to Enhance Focus on Restoration and Lessen Focus on Punishment. Through a transformative process, revise the code of conduct to better align with CMSD's vision of a more inclusive, student-centered district. Ensure it is as positive and proactive as possible to maximize student engagement in self-discipline and for staff to engage in more proactive and positive disciplinary practices that are consistent with federal	•		•	•	

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
recommendations regarding discipline and restorative practice. 1B. Reduce Student Tardiness, Absenteeism, and Dropout Through a Student-Centered Approach. Collect, monitor, and address data on chronic absenteeism. Assess current efforts to reduce student tardiness and absenteeism and identify and pursue opportunities to enhance current practices. Move away from a "lock out" approach that results in students missing instruction and move toward an approach that identifies and addresses why students are tardy. Additionally, as recommended in the 2008 audit report, consider implementing an evidence-based dropout prevention and attendance promotion intervention such as Check and Connect. Alternatively, intentionally develop a CMSD intervention that is consistent with the principles of good dropout prevention/attendance promotion programs. Importantly, also review what CTAG is doing to prevent school dropout to further enhance and, where it is working, potentially expand its efforts to other student populations.	•		•	•	•
Implementation of Planning Centers. Collect anonymous data from a sample of teachers and from students who access planning centers to assess whether and how the centers are helpful or could be enhanced. For example, do students experience the planning center as punitive or as a helpful support? For teachers, are PCIAs communicating with them about students? Are teachers providing students' work in a timely fashion? Are students referred to the planning centers for reasons consistent with the district's vision for these supports? Use this information to enhance the quality of planning center implementation in all schools.	•	•	•	•	
1D. Redefine Counselors' Roles and Responsibilities. Collaboratively revisit and redefine the roles and responsibilities of high school counselors in a manner that builds collective capacity to meet students' individual and collective academic and social and emotional support needs. This can include, for example, individual and group counseling, career and college counseling, high-level family counseling, leadership roles on SSTs, serving as point persons in collaborations with community-based mental health services, individual academic and social goal setting, progress monitoring, and follow-ups.	•		•		
1E. Build District-wide Capacity for Trauma-Informed School Practices and Mental Health Care. Collaborate with school staff, county and city child- and family-serving systems, and mental health providers, to build and support CMSD staff skills to proactively support students with an understanding of student and family experience of trauma and its effects on student behavior and well-being. Collaborate	•	•	•	•	•

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
with mental health providers working in CMSD schools to build their capacity to respond to and address trauma-related needs of students and families. Additionally, free up psychologists so that they are available to provide more trauma-informed counseling and other supports to students.					
1F. Expand Targeted Supports for LGBTQ Students and Allies. To ensure that all students are safe and supported in CMSD schools, implement supports for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and their allies such as gay-straight alliances and safe spaces in schools. Ensure students have access to affirming LGBTQ resources (e.g., in counselors' offices) and school staff have access to resources to build their knowledge and skills about this population including how the challenges they experience can impact conditions for learning as well as their academic progress and social and emotional well-being. Also, provide related trainings to school staff such as teachers, school nurses, PCIAs, and guidance counselors, and expand school leader awareness of and accountability for practices that create safe, supportive schools for LGBTQ students, their families, and families with LGBT parents or caregivers.	•	•	•	•	•

Overarching Recommendation 2: Develop Student and Staff Capacity to Further Enhance Conditions for Learning

CMSD has made significant progress developing student social and emotional competencies at the elementary school level through PATHS implementation district-wide. Similar student programming is now needed in Grades 6 and above to develop the social and emotional competencies of students and attend to academics. We also recommend expanding professional development for CMSD staff to develop their competencies for addressing the whole child, working with culturally diverse students and families, managing the stress that comes with their job, and interacting with colleagues and students in positive, strengths-based ways. Additionally, we recommend expanding dropout prevention and attendance promotion interventions to further support students at risk for academic problems, dropout, and antisocial behavior.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
2A. Implement Second Step with Quality at the Middle School Levels, Building on Lessons Learned from PATHS Implementation. CMSD has already identified Second Step as its middle school SEL intervention. Fund and implement it with fidelity in Grades 6–8, building on the lessons learned from PATHS implementation. Develop quality metrics that principals are expected to report to the Humanware team. Also, develop a strategy for using Second Step to expand SEL in middle school lesson planning and instruction.	•	•	•	•	
2B. Implement Social and Emotional Programming at the High School Level. Vet, select, and implement developmentally appropriate social and emotional programming for students in Grades 9–12, infusing the programming into class meetings and planning centers.	•	•	•	•	
2C. Expand the Use of Class Meetings. Incrementally expand class meetings to elementary and middle grades in a developmentally appropriate manner. Build upon CMSD's recent efforts to develop educator guidance, tools, and resources aimed at integrating the class meetings approach into core content area lesson planning and instruction.	•	•	•	•	
2D. Enhance Cultural and Linguistic Competence of School Staff. Through formal and informal professional development opportunities, develop and support the capacity of the workforce to interact with students and families from diverse cultural, racial/ethnic, and socioeconomic backgrounds.	•		•		
2E. Enhance Social and Emotional Wellness and Skills of School Staff. Through formal and informal professional development opportunities, develop social and emotional skills of the CMSD workforce to enhance staff wellness along with staff–staff and staff–student interactions and relationships. This should include training in child and youth development for staff working in middle and high school grades.	•		•	•	
2F. Train Literacy Coaches on Integrating SEL, School Climate, and Academics. CMSD has made valuable progress integrating SEL into its scope and sequence. Coaching is necessary to build the capacity of educators to fluently integrate SEL and academics and to realize the benefits of that integration. Consider building the capacity of literacy coaches to work with teachers to integrate SEL, school climate, and academics through training and other supports. This can help to reinforce and expand connections teachers are making to integrate SEL into their instruction.	•			•	

Overarching Recommendation 3: Improve Monitoring and Execution of Humanware/SEL to Ensure That School-Based Deployment of Resources Ensures Positive Conditions for Learning and Effective Social and Emotional Learning for Every Student in Every School

Although steps have been taken to emphasize the importance of implementing each Humanware/SEL intervention (PATHS, SSTs, planning centers) and strategy (e.g., analyzing and responding to Conditions for Learning Survey data) with fidelity, more is needed. A cultural shift is underway in CMSD, with more school staff buying into and implementing Humanware/SEL. However, academic superintendents, principals, and teachers still need to become more fluent in how to access student supports in a timely manner. Academic superintendents, principals, and teachers also need to more systematically understand that these supports are not ancillary to learning, but are necessary supports for deeper learning, student success, and school improvement. Failure to fully access and implement these supports with quality can contribute to student challenges, including increased special education referrals, and school failure. The following recommendations provide core strategies for enhancing this fidelity by building upon the potential strengths of existing processes and structures.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3A. Expand Humanware Management Team's Access to Academic Superintendents and School Leaders. To support monitoring of Humanware implementation in CMSD schools, it is important that the Humanware Management Team have more regular, easier access to the academic superintendents and school leaders through standing data-driven, network-level strategic planning meetings focused on the most recent available network and site-level data. This increased access should provide opportunities for the team to work with academic superintendents and school leaders to support progress in building positive conditions for learning in ways that also support academics. Increased accessibility and data-driven discussions are particularly important for new academic superintendents and school leaders. Furthermore, this expanded access should support the team's efforts to better monitor and support Humanware implementation.	•	•			

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3B. Expand Responsibility and Accountability for Humanware Monitoring and Execution at the School Level. The Humanware Management Team does not have the capacity it needs to consistently monitor Humanware implementation across the school district, in every school and at regular intervals throughout the school year. CMSD can expand this capacity by broadening responsibility and accountability for Humanware monitoring to include the academic superintendents, clarifying roles and expectations in the process. Academic superintendents and school leaders should have sufficient, consistent tools and time to carry out this monitoring. This includes deepening the expertise of academic superintendents and principals and school staff to support and monitor Humanware/SEL fidelity through use of quality standards and data-driven discussions during district and site-level leadership meetings, supervisory discussions, and professional development activities to integrate SEL with academics. Additionally, it is important to put in place metrics for measuring progress in school-level monitoring of Humanware.	•	•	•	•	
3C. Reinforce Expectations for Humanware/SEL Fidelity. CMSD has made important progress setting expectations for Humanware/SEL, such as integration of CFL data into site-level goals. To further support the cultural shift underway in CMSD, senior leadership and school principals should regularly reinforce with schools (1) the importance of student support (Humanware) and social and emotional learning generally as well as (2) staff expectations and guidelines for implementing PATHS, SSTs, and planning centers with fidelity, in particular. This should occur throughout the year. Additionally, all key CMSD leadership and school leaders should regularly communicate with educators about the purposes, processes, and collective expectations for doing things well and implementing all Humanware/SEL components with fidelity, emphasizing how these support academic performance.	•		•		
3D. Review, Modify, and Establish Systematic Humanware Communication Practices. Review current practices and frequency of Humanware/SEL top-down communication, assess its effectiveness, and expand practices that can systematically reinforce expectations/guidelines and improve Humanware/SEL fidelity across CMSD schools.	•	•			

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3E. Revise School Walk-Through Protocols. Expand, deepen, and integrate the Humanware/SEL model schools checklist and fidelity indicators into academic superintendent, principal, and peer walk-through tools and protocols. This will ensure that objective implementation data and more nuanced understandings, grounded in quality standards, can be collected through this process. Also, develop a mechanism to efficiently analyze the implementation data gathered through academic superintendent walk-throughs and Humanware team site visits. Central office staff can use findings from these analyses to provide proactive, timely, and targeted technical assistance and professional development to schools identified as struggling with specific Humanware/SEL components. Principals and other school leaders can use these data to support school staff.	•	•	•	•	
 3F. Enhance Student Support Team Quality. CMSD's integration of SST referrals and follow-up documentation into SchoolNet is an opportunity to centralize and facilitate a more efficient process for SST coordination and progress monitoring. In addition to ensuring district-wide roll out and appropriately trained staff for the SchoolNet integration, other efforts are needed to move SST quality to the next level. A time-bound workgroup should be established to assess/revise SST procedures, protocols, and guidance tools to address concerns about time and human resource constraints. This workgroup should include representatives of the relevant school-based stakeholders. It should assist SSTs in: Reviewing data for more students during the set SST meeting time (50 minutes weekly); Establishing and maintaining feedback loops—between meetings as a team and with referring teachers and families; and Identifying how SSTs can be more systematic and proactive in identifying early warning signs for academic or behavioral concerns. 	•	•	•	•	

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3G. Reassess and Address Gaps in Student Support Team Interventions. Reassess and clearly delineate available academic and social supports that address trends among students referred to SSTs (at both the K–8 and 9–12 school levels). Importantly, address any identified gaps in interventions to better address students' needs through the general education program. This should include developing a mechanism(s) for SSTs and other school-based personnel to identify appropriate interventions that can be implemented effectively to improve targeted results in schools.	•	•	•		
3H. Improve Reporting and Use of Data on School-Level Implementation. Review and revise monitoring forms as needed to ensure actionable feedback from principals and other school leadership. These forms should align with clearly defined quality standards for PATHS, planning center, and SST implementation. These forms should include clear criteria to ensure reliability and validity of principal feedback. Second, work with principals to ensure that implementation feedback on planning centers, SSTs, and other interventions are reported to the central office as requested. For example, fewer than 10 schools submitted SST "check-in" documentation as requested by the Humanware team during the 2013–14 school year.	•	•	•	•	
3I. Support Humanware/SEL Monitoring and Quality Improvement Efforts by Engaging Youth Experience and Voice. Tap into the potential power of the Student Advisory Committee by deepening their engagement in analyzing the implications of conditions for learning and other data, and continuing to incorporate their input on Humanware/SEL strategies to address areas of need. This should include their involvement in suggesting ways that school- and district-based interventions can improve conditions for learning.	•	•	•	•	

Overarching Recommendation 4: Calibrate Conditions for Learning and Social and Emotional Learning Indicators and Build Capacity to Use These Indicators

As Cleveland moves to more site-based decision making, there are both opportunities for Humanware improvements as well as risks of backsliding. Although conditions for learning and academic data will help CMSD monitor school progress, it may be important to develop additional metrics to ensure the best results. The recommendations that follow provide guidance for expanding the use of metrics.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
4A. Calibrate and Use Indicators for Planning and Performance Monitoring. CMSD has become increasingly data driven in its use of conditions for learning data and has innovated by using data in recent years. These data should be calibrated empirically so that they can be used for setting targets and benchmarks. CMSD should calibrate conditions for learning and SEL indicators for planning and performance monitoring, as well as support their use. Furthermore, CMSD staff and students should receive training and support so that they can use these indicators for planning and monitoring. This process should include adapting the Conditions for Learning Survey so that it can address the conditions for learning in residential facilities that serve CMSD children and youth.	•	•			
4B. Develop a Conditions for Learning Toolkit for Schools and Agencies. A web-based toolkit, such as that developed for the Conditions for Learning Survey in Chicago, can support the effective identification and use of interventions by local school teams.	•	•			
4C. Develop Metrics to Monitor School Humanware Progress. Consider developing other metrics to monitor school Humanware progress to support monitoring in a decentralized CMSD. CMSD should convene a workgroup with support from an external resource to consider whether additional metrics are needed.	•	•			
4D. In Collaboration with Cleveland and Cuyahoga County, Develop a School and Community Dashboard. As noted in the 2008 audit report, all Cleveland schools and agencies should monitor quality though a dashboard that includes indicators on how children and youth are doing socially, emotionally, and academically. The indicators should link both to community aspirations for Cleveland's children and youth, Cleveland's plan for transforming schools, and to the mandates and goals of the participating agencies. CMSD should work with the city and county to develop a school and community age 0–16 dashboard to help monitor and coordinate school and community inputs that affect results for Cleveland's children and youth. To ensure excellence, agencies and CMSD should identify a small number of key	•	•			

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
metrics (many of which the agencies have in common) and focus on inputs, outputs, and outcomes.					

Overarching Recommendation 5: Address Mental Health and Disciplinary Issues That Limit Students' Opportunities to Learn

As previously noted, CMSD has made important progress in implementing practices that support student success. Additional efforts are needed to build school capacity to address their mental health needs. Furthermore, while student behavior has improved, significant disciplinary disparities as well as involuntary transfers persist.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
5A. Enhance Quality of and Expand Access to Mental Health Services. Unmet student mental health needs are an ongoing challenge in CMSD. Collaboratively revisit and better codify partnerships with (a) community-based mental health providers and (b) city-wide social support organizations through the Family & Children First Council and its members to establish an authentic, high-quality, data-driven system of care. This should include referral thresholds and processes, data sharing, progress monitoring, individual goal-setting, and service exit criteria, for example. This is particularly critical for K–8 schools that lack school counselors, which can impact the availability of quality, timely social–behavioral supports delivered by trained professionals. Furthermore, as recommended in the 2008 audit, expand use of public resources, such as by accessing Medicaid Crisis Intervention resources, to fund mobile crisis teams.	•	•	•	•	•
5B. Continue Using CMSD Quality Standards for Selecting and Working with Mental Health Providers. CMSD created, vetted, and established quality standards for selecting external providers working with schools. As Cleveland moves to more site-based choice in selecting mental health providers to address student needs, use these quality standards to ensure that these school-level decisions effectively address student needs. Also, the Humanware team and academic superintendents should monitor these decisions to ensure that the quality standards are consistently applied. Furthermore, the Humanware team and school leadership teams should collect, analyze, and use data on the dosage and effectiveness of these services to work with providers on improving service quality.		•	•		
5C. Reduce Overall Disciplinary Rates and Practices that Exclude Students from Instruction. There is still a punitive mentality among some administrators and teachers. The base rate of discipline is high. CMSD should examine practices of districts (e.g., Baltimore, Chicago, Los Angeles) with socio-economic stresses similar to Cleveland, but that have dramatically reduced student suspensions. CMSD should ensure that students are not punished for issues related to their experience of trauma or mental health challenges. This includes involuntary student transfers. We recommend collecting data on the	•	•	•	•	•

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
reasons for these transfers to assess whether some teachers and schools with the same student demographics use it more frequently and, if so, why. Use this information to examine both risks created by the right of educational intervention (formerly right of removal) and to provide better supports to students and teachers to eliminate its use.					
5D. Reduce Disciplinary Disparities, in Particular among African American Males and Students with Disabilities. In addition to reducing the base rate of student removal from learning, it is important to address disparities. Students removed from class/school in CMSD are more likely to be Black males and students with disabilities. CMSD should use data to identify disparities and monitor progress in removing those disparities by disaggregating data, conducting analyses to assess differential risk, and identify targets for disparities reduction. Analyze disciplinary data to understand and then address the bigger drivers of exclusionary and punitive discipline (e.g., more prudent use of the most subjective and over utilized Level II behavioral infractions). Additionally, as The Council of State Governments has recommended and some urban school districts have done, remove subjective student offenses from CMSD's disciplinary practices. For example, revise the code to clarify which behaviors rise to the level of legitimate classroom disruptions and problem behaviors.	•	•	•	•	•
5E. Examine Data on Involuntary Transfers. Examine involuntary transfer data to assess what is occurring (e.g., whether there are some schools that tend to do it more than other schools with similar demographics). Conduct a retrospective analysis of some students to find out what interventions were tried before the transfers and why they were not successful.	•				

V. Conclusion

CMSD has dedicated itself to improving schools and prioritizing conditions for learning at a level seen by few school districts in the United States. Yet, such an effort cannot be fully realized in just 6 years, particularly when general organizational capacity is low, specific Humanware capacity at the school level varies, implementation at the school level varies and often is less than high quality, monitoring is inadequate, and data are not used for continuous improvement. Over the past few years the district has improved it general organizational capacity and has implemented a number of strategies to monitor progress and use data collaboratively and effectively, such as the multiple administrations of the Conditions for Learning Survey. More is needed, though to create safe, supportive schools, address students' mental health needs, and reduce aggressive/violent student behavior.

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Appendix A: Supplementary Conditions for Learning Survey Results

This appendix provides supplementary Conditions for Learning Survey results. First, the figures that follow survey results for the baseline year and during the most recent collection year for:

- Student race/ethnicity (Black, Hispanic/Latino, White)
- Student sex (female, male)
- Student disability status (with, without)

We tested for statistically significant differences. This included differences in the percentage of individual subgroups of students who provided ratings that indicated their schools were "adequate" or "excellent" across years (e.g., Black students at baseline vs. Black students in 2013–14) as well as across subgroups for the most recent year that data were collected (e.g., Black students in 2013–14). Each figure is accompanied by a note that describes statistically significant differences. The baseline year for Grades 5–12 is the 2007–08 school year. The baseline year differs for students in Grades 2-4 (2008–09 instead of 2007–08) and again for the emotional safety subscale for students in Grades 2–4 (2010–11).

Following the figures are tables showing "needs improvement" for each grade level and scale.

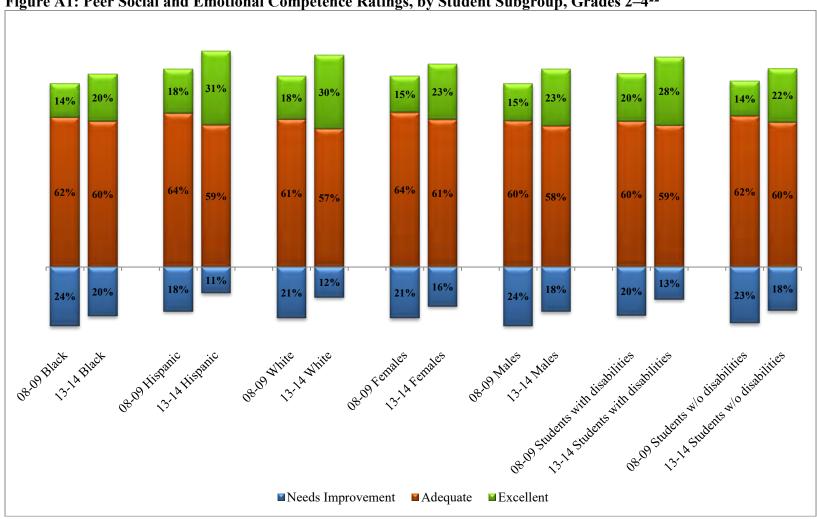


Figure A1: Peer Social and Emotional Competence Ratings, by Student Subgroup, Grades 2–4²²

Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013-14 school year: Blacks vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

²² In this and other figures, in some instances the percentages for a particular student subgroup do not add up to 100% due to rounding.

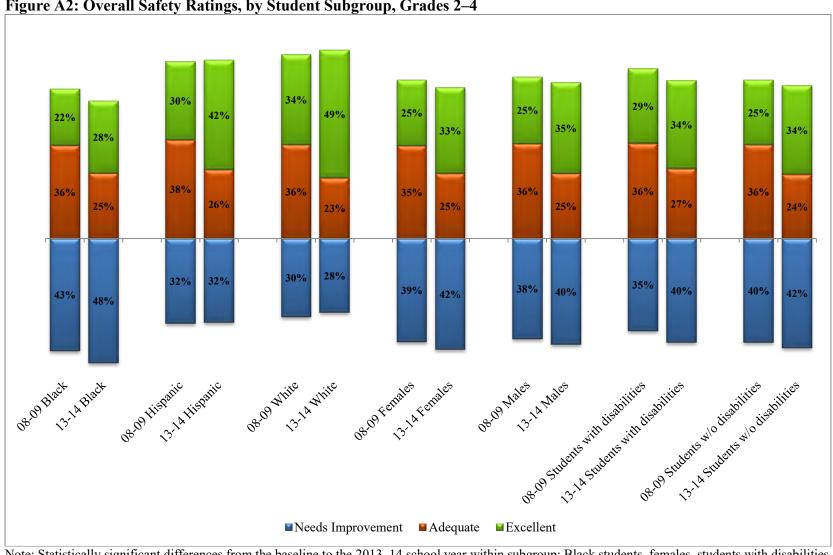


Figure A2: Overall Safety Ratings, by Student Subgroup, Grades 2-4

Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, females, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites and Blacks vs. Hispanics/Latinos.

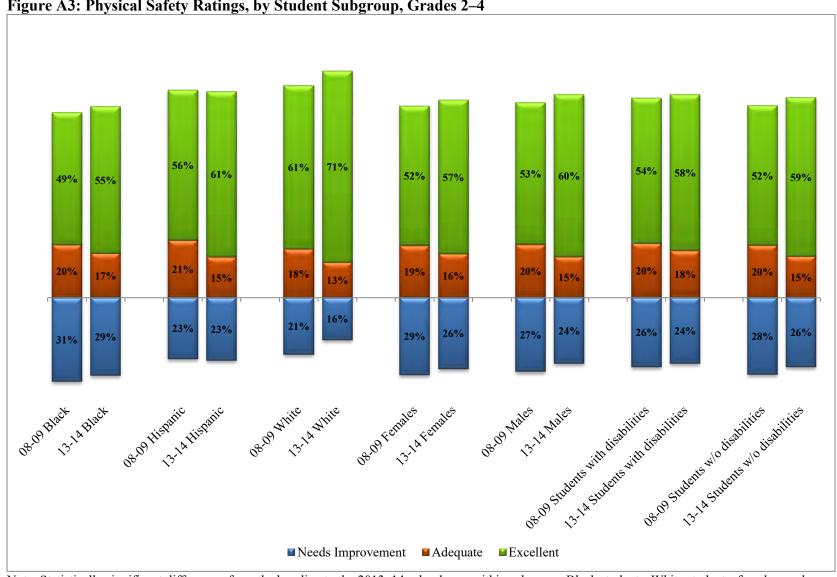


Figure A3: Physical Safety Ratings, by Student Subgroup, Grades 2–4

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, White students, females, and students without disabilities. Statistically significant differences across subgroups for the 2013-14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites and Blacks vs. Hispanics/Latinos.

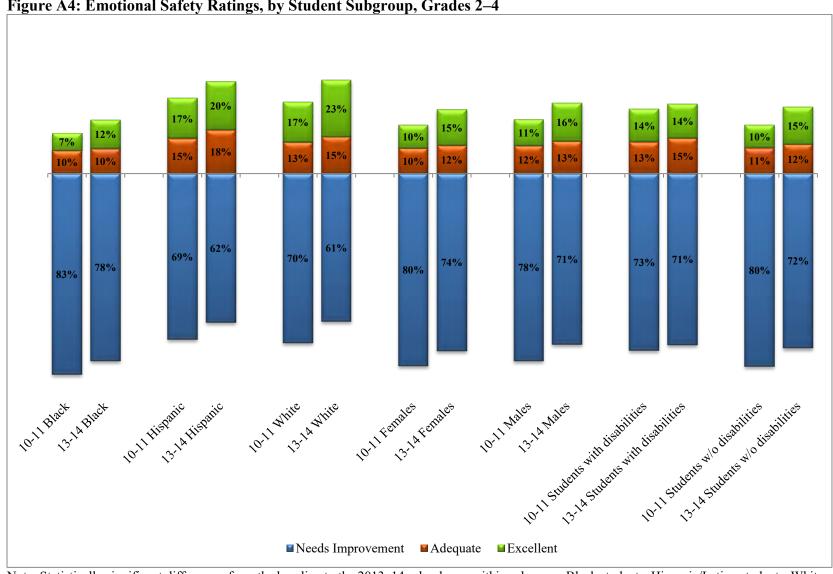
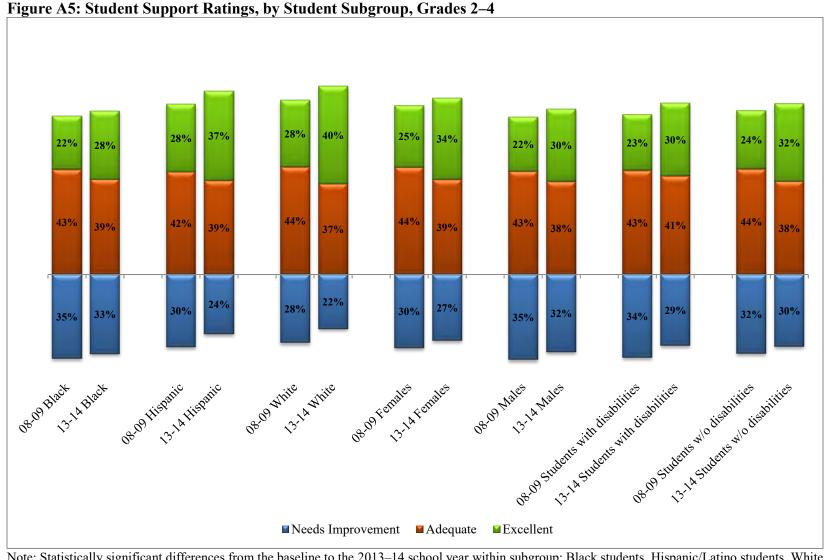
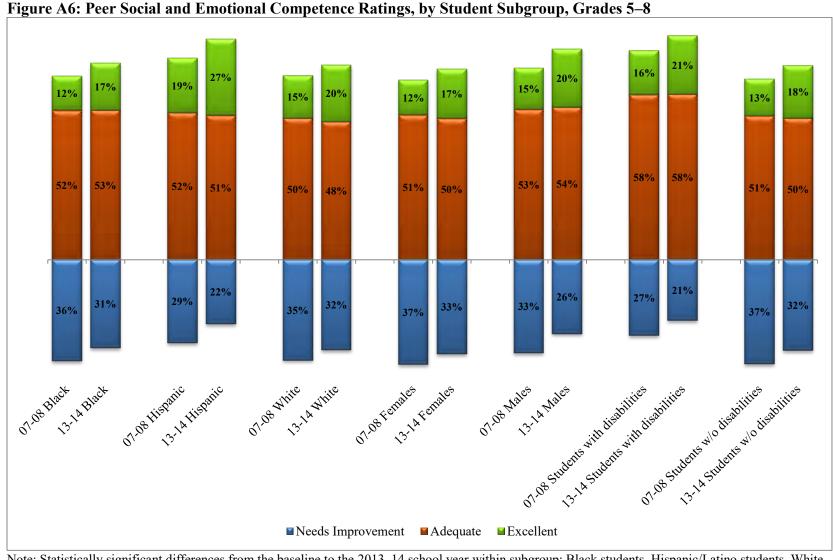


Figure A4: Emotional Safety Ratings, by Student Subgroup, Grades 2–4

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.



Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.



Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

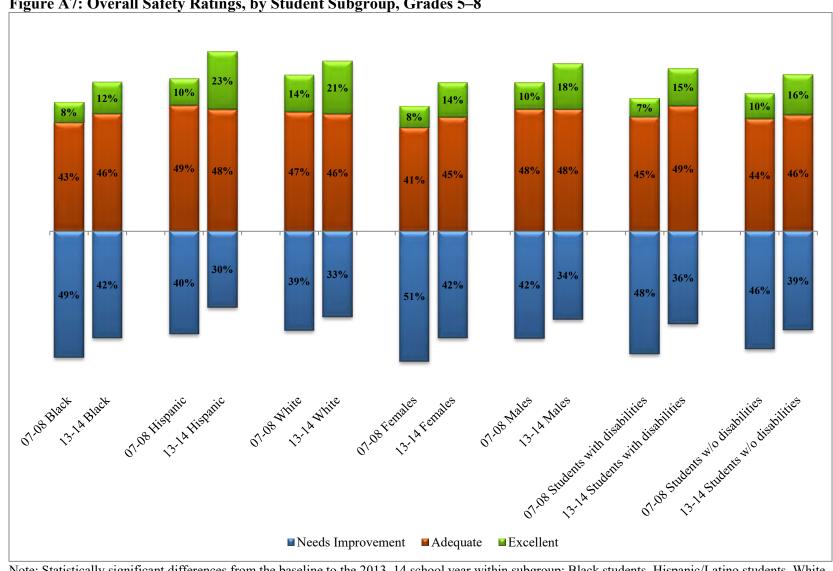


Figure A7: Overall Safety Ratings, by Student Subgroup, Grades 5–8

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.

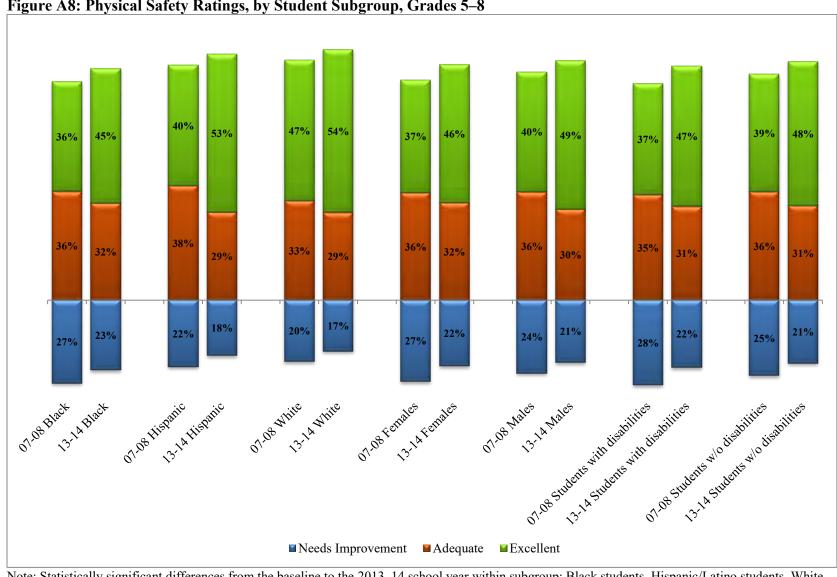


Figure A8: Physical Safety Ratings, by Student Subgroup, Grades 5–8

Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013-14 school year: Blacks vs. Whites, and Blacks vs. Hispanics/Latinos.

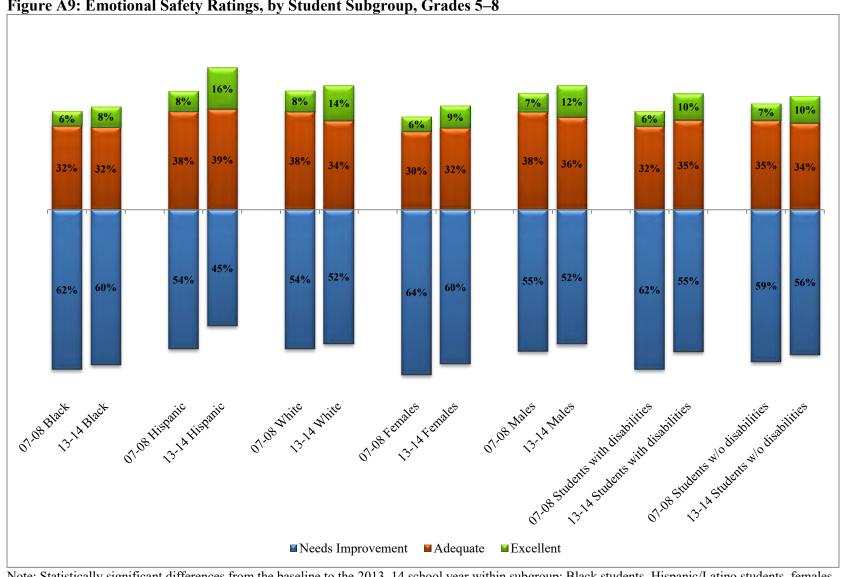


Figure A9: Emotional Safety Ratings, by Student Subgroup, Grades 5–8

Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.

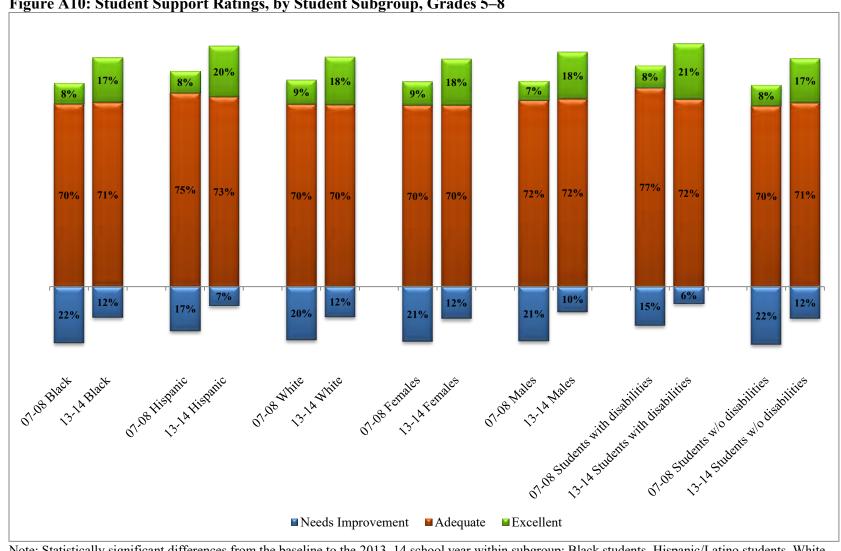


Figure A10: Student Support Ratings, by Student Subgroup, Grades 5–8

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

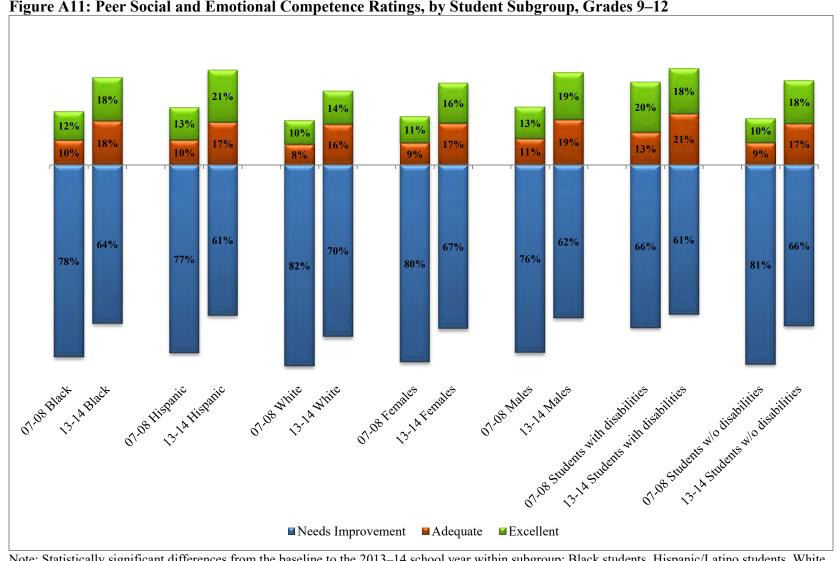


Figure A11: Peer Social and Emotional Competence Ratings, by Student Subgroup, Grades 9–12

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013-14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites, males vs. females, and students with disabilities vs. students without disabilities.

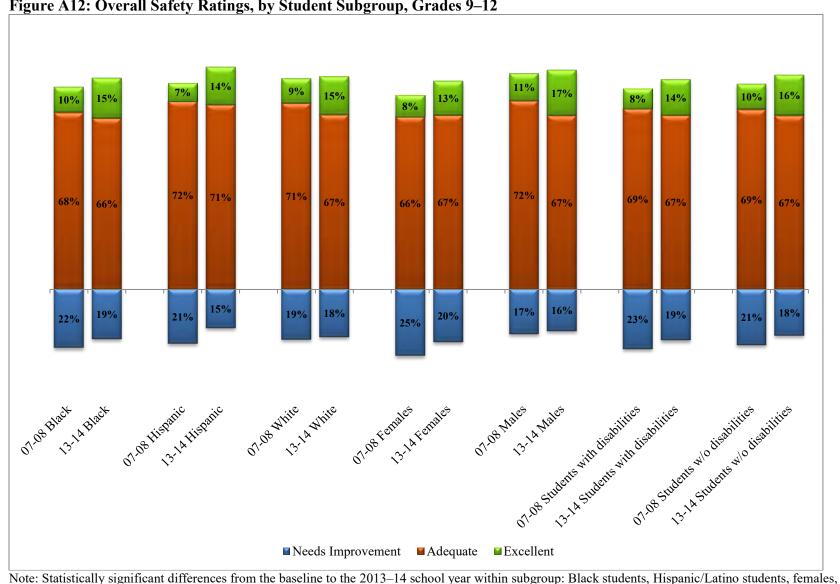


Figure A12: Overall Safety Ratings, by Student Subgroup, Grades 9–12

students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Hispanics/Latinos, and males vs. females.

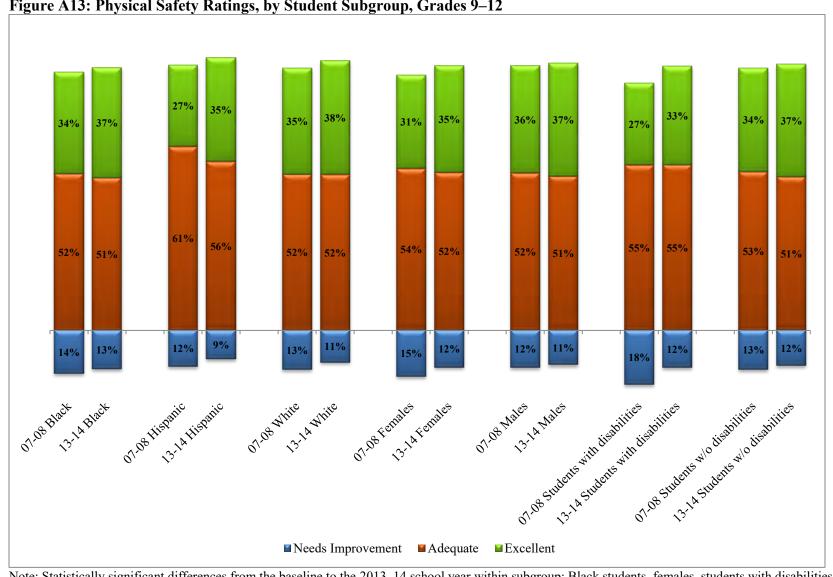


Figure A13: Physical Safety Ratings, by Student Subgroup, Grades 9–12

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, females, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Hispanics/Latinos.

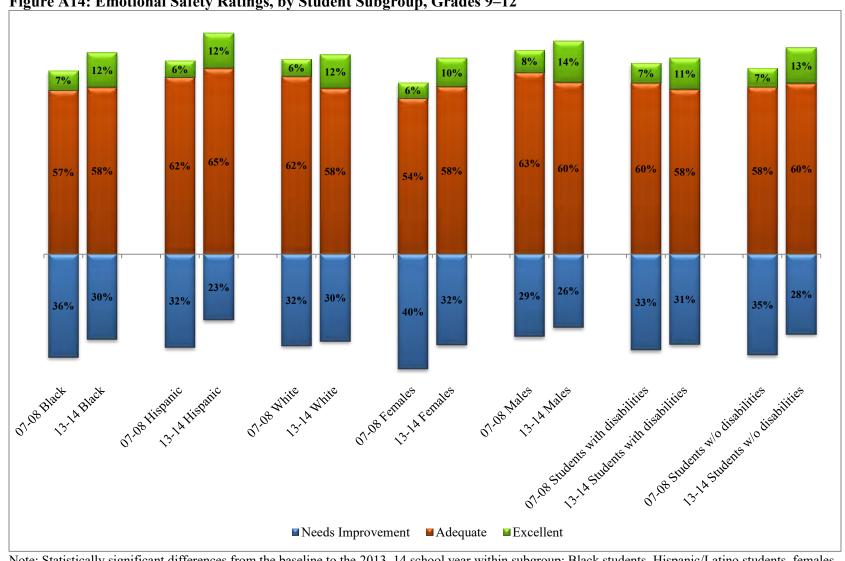


Figure A14: Emotional Safety Ratings, by Student Subgroup, Grades 9–12

Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, females, males, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

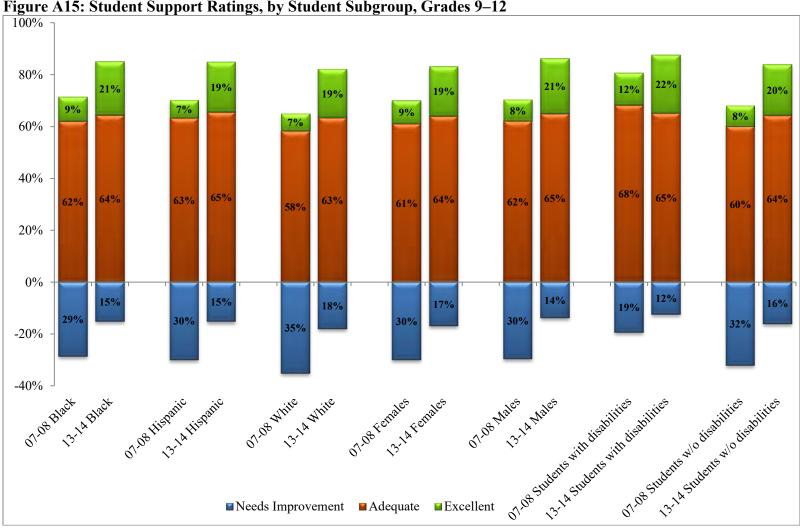


Figure A15: Student Support Ratings, by Student Subgroup, Grades 9–12

Note: Statistically significant differences from the baseline to the 2013-14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013-14 school year: Blacks vs. Whites, males vs. females, and students with disabilities vs. students without disabilities.

Table A1: Grades 2-4—Emotional Safety "Needs Improvement," by School and Year

				Emotional Safety				
2011		2012		2013		2014		
School		Improvement School		leeds Improvement School		Needs Improvement School		Needs Improvement
ADLAI E. STEVENSON SCHOOL	69	79.71% ADLAI E. STEVENSON SCHOOL	94	86.17% ADLAI E. STEVENSON SCHOOL	119	79.83% ADLAI E. STEVENSON SCHOOL	98	83.67%
ALMIRA SCHOOL	115	89.57% ALMIRA SCHOOL	93	87.10% ALMIRA SCHOOL	83	93.98% ALMIRA SCHOOL	99	72.73%
ANDREW J. RICKOFF SCHOOL	136	91.91% ANDREW J. RICKOFF SCHOOL	138	93.48% ANDREW J. RICKOFF SCHOOL	153	84.31% ANDREW J. RICKOFF SCHOOL	139	84.89%
ANTON GRDINA SCHOOL	98	93.88% ANTON GRDINA SCHOOL	101	88.12% ANTON GRDINA SCHOOL	73	95.89% ANTON GRDINA SCHOOL	81	87.65%
ARTEMUS WARD SCHOOL	122	79.51% ARTEMUS WARD SCHOOL	141	75.18% ARTEMUS WARD SCHOOL	145	68.97% ARTEMUS WARD SCHOOL	120	73.33%
BENJAMIN FRANKLIN SCHOOL	197	65.99% BENJAMIN FRANKLIN SCHOOL	186	64.52% BENJAMIN FRANKLIN SCHOOL	188	58.51% BENJAMIN FRANKLIN SCHOOL	165	65.45%
BOLTON SCHOOL	122	89.34% BOLTON SCHOOL	98	90.82% BOLTON SCHOOL	80	92.50% BOLTON SCHOOL	74	75.68%
BUCKEYE-WOODLAND SCHOOL	91	82.42% BUCKEYE-WOODLAND SCHOOL	82	86.59% BUCKEYE-WOODLAND SCHOOL	57	78.95% BUCKEYE-WOODLAND SCHOOL	78	74.36%
BUHRER @ KENTUCKY SCHOOL	108	46.30% BUHRER @ KENTUCKY SCHOOL	114	50.88% BUHRER @ KENTUCKY SCHOOL	117	56.41% BUHRER @ KENTUCKY SCHOOL	118	44.07%
Campus International at CSU Cole Center	37	48.65% Campus International at CSU Cole Center	84	71.43% Campus International at CSU Cole C	150	36.67% Campus International at CSU Cole Center	177	19.77%
CAPTAIN ARTHUR ROTH SCHOOL	64	76.56%						
CARL & LOUIS STOKES CENTRAL ACADEM'	154	88.31% CARL & LOUIS STOKES CENTRAL ACADEMY	121	98.35% CARL & LOUIS STOKES CENTRAL	125	86.40%		
CASE SCHOOL	123	85.37% CASE SCHOOL	105	84.76% CASE SCHOOL	108	85.19% CASE SCHOOL	93	90.32%
CHARLES A. MOONEY SCHOOL	181	74.03% CHARLES A. MOONEY SCHOOL	117	75.21% CHARLES A. MOONEY SCHOOL	118	74.58% CHARLES A. MOONEY SCHOOL	113	64.60%
CHARLES DICKENS SCHOOL	97	83.51% CHARLES DICKENS SCHOOL	115	86.09% CHARLES DICKENS SCHOOL	116	83.62% CHARLES DICKENS SCHOOL	90	73.33%
CHARLES W. ELIOT SCHOOL	128	85.16% CHARLES W. ELIOT SCHOOL	100	92.00% CHARLES W. ELIOT SCHOOL	101	87.13% CHARLES W. ELIOT SCHOOL	84	86.90%
CLARA E. WESTROPP SCHOOL	180	83.89% CLARA E. WESTROPP SCHOOL	130	70.77% CLARA E. WESTROPP SCHOOL	103	78.64% CLARA E. WESTROPP SCHOOL	102	75.49%
CLARK ELEMENTARY SCHOOL	175	73.71% CLARK ELEMENTARY SCHOOL	154	84.42% CLARK ELEMENTARY SCHOOL	172	82.56% CLARK ELEMENTARY SCHOOL	179	77.09%
CLEVELAND SCHOOL OF THE ARTS, DIKE (205	84.88% CLEVELAND SCHOOL OF THE ARTS, DIKE CAN	220	90.91% CLEVELAND SCHOOL OF THE AR	182	81.32% CLEVELAND SCHOOL OF THE ARTS, E	154	85.71%
DANIEL E. MORGAN SCHOOL	88	69.32% DANIEL E. MORGAN SCHOOL	82	85.37% DANIEL E. MORGAN SCHOOL	89	76.40% DANIEL E. MORGAN SCHOOL	98	87.76%
	187	73.80% DENISON SCHOOL	206		201		148	87.84%
DENISON SCHOOL DOUGLAS MACARTHUR SCHOOL	94	64.89% DOUGLAS MACARTHUR SCHOOL	102	85.44% DENISON SCHOOL 56.86% DOUGLAS MACARTHUR SCHOOL	102	84.58% DENISON SCHOOL 46.08% DOUGLAS MACARTHUR SCHOOL	97	28.87%
	94 40		31		20		91	20.61%
EARLY CHILDHOOD CENTER		80.00% EARLY CHILDHOOD CENTER		70.97% EARLY CHILDHOOD CENTER		95.00%	00	71 /00
EAST CLARK @ MARGARET SPELLACY	117	87.18% EAST CLARK @ MARGARET SPELLACY	123	91.87% EAST CLARK @ MARGARET SPEL	89	79.78% EAST CLARK @ MARGARET SPELLAC'	89	74.16%
EMILE B. DESAUZE CONTEMPORARY ACAD	67	82.09%						
Euclid Park	99	93.94% Euclid Park	86	84.88% Euclid Park	94	79.79% Euclid Park	100	79.00%
FRANKLIN D. ROOSEVELT SCHOOL	189	79.37% FRANKLIN D. ROOSEVELT SCHOOL	131	82.44% FRANKLIN D. ROOSEVELT SCHOO	118	83.05% FRANKLIN D. ROOSEVELT SCHOOL	96	87.50%
FULLERTON SCHOOL	109	81.65% FULLERTON SCHOOL	90	93.33% FULLERTON SCHOOL	68	85.29% FULLERTON SCHOOL	49	95.92%
Garfield	116	59.48% Garfield	141	72.34% Garfield	159	67.30% Garfield	153	62.09%
GEORGE WASHINGTON CARVER SCHOOL (112	93.75% GEORGE WASHINGTON CARVER SCHOOL @ /	161	87.58% GEORGE WASHINGTON CARVER	124	89.52% GEORGE WASHINGTON CARVER SCH	104	92.31%
GIDDINGS SCHOOL	70	92.86%						
H. BARBARA BOOKER SCHOOL	119	90.76% H. BARBARA BOOKER SCHOOL	107	85.98% H. BARBARA BOOKER SCHOOL	99	88.89% H. BARBARA BOOKER SCHOOL	95	69.47%
HANNAH GIBBONS-NOTTINGHAM SCHOOL	82	89.02% HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	81.33% HANNAH GIBBONS-NOTTINGHAM	77	90.91% HANNAH GIBBONS-NOTTINGHAM SCH	50	72.00%
HARVEY RICE @ JESSE OWENS	122	87.70% HARVEY RICE @ JESSE OWENS	97	92.78% HARVEY RICE @ JESSE OWENS	88	79.55% HARVEY RICE @ JESSE OWENS	60	91.67%
IOWA-MAPLE SCHOOL	108	82.41% IOWA-MAPLE SCHOOL	107	95.33% IOWA-MAPLE SCHOOL	102	86.27% IOWA-MAPLE SCHOOL	92	83.70%
JOSEPH M. GALLAGHER SCHOOL	218	72.94% JOSEPH M. GALLAGHER SCHOOL	185	81.62% JOSEPH M. GALLAGHER SCHOOL	171	79.53% JOSEPH M. GALLAGHER SCHOOL	172	73.26%
KENNETH W. CLEMENT SCHOOL	72	84.72% KENNETH W. CLEMENT SCHOOL	63	88.89% KENNETH W. CLEMENT SCHOOL	55	87.27% Kenneth W. Clement Boys Leadership Ac	49	30.61%
LOUIS AGASSIZ SCHOOL	123	62.60% LOUIS AGASSIZ SCHOOL	100	55.00% LOUIS AGASSIZ SCHOOL	91	53.85% LOUIS AGASSIZ SCHOOL	82	53.66%
LOUISA MAY ALCOTT SCHOOL	110	45.45% LOUISA MAY ALCOTT SCHOOL	83	65.06% LOUISA MAY ALCOTT SCHOOL	100	49.00% LOUISA MAY ALCOTT SCHOOL	108	34.26%
LUIS MUNOZ MARIN	202	75.25% LUIS MUNOZ MARIN	176	83.52% LUIS MUNOZ MARIN	195	85.13% LUIS MUNOZ MARIN	185	63.78%
	147		139		144		131	
MARION C. SELTZER ELEMENTARY SCHOO		76.87% MARION C. SELTZER ELEMENTARY SCHOOL		83.45% MARION C. SELTZER ELEMENTAF		84.72% MARION C. SELTZER ELEMENTARY SC		77.86%
MARION-STERLING SCHOOL	148	95.27% MARION-STERLING SCHOOL	145	97.24% MARION-STERLING SCHOOL	101	91.09% MARION-STERLING SCHOOL	98	97.96%
MARY B. MARTIN SCHOOL	90	76.67% MARY B. MARTIN SCHOOL	105	82.86% MARY B. MARTIN SCHOOL	110	89.09% MARY B. MARTIN SCHOOL	120	83.33%
MARY M. BETHUNE SCHOOL	105	79.05% MARY M. BETHUNE SCHOOL	92	82.61% MARY M. BETHUNE SCHOOL	98	88.78% MARY M. BETHUNE SCHOOL	95	81.05%
MCKINLEY SCHOOL	80	70.00% MCKINLEY SCHOOL	88	85.23% MCKINLEY SCHOOL	84	58.33% MCKINLEY SCHOOL	69	66.67%
MEMORIAL SCHOOL	125	87.20% MEMORIAL SCHOOL	132	83.33% MEMORIAL SCHOOL	119	89.08% MEMORIAL SCHOOL	101	81.19%
MICHAEL R. WHITE SCHOOL	125	92.80% MICHAEL R. WHITE SCHOOL	112	90.18% MICHAEL R. WHITE SCHOOL	100	96.00% MICHAEL R. WHITE SCHOOL	84	89.29%
MILES PARK SCHOOL	137	90.51% MILES PARK SCHOOL	139	84.89% MILES PARK SCHOOL	147	83.67% MILES PARK SCHOOL	146	87.67%
MILES SCHOOL	96	88.54% MILES SCHOOL	71	98.59% MILES SCHOOL	16	81.25% MILES SCHOOL	65	84.62%
MOUND SCHOOL	75	90.67% MOUND SCHOOL	120	89.17% MOUND SCHOOL	113	86.73% MOUND SCHOOL	109	84.40%
NATHAN HALE SCHOOL @ MT. PLEASANT	94	84.04% NATHAN HALE SCHOOL @ MT. PLEASANT	85	82.35% NATHAN HALE SCHOOL @ MT. PL	103	83.50% NATHAN HALE SCHOOL @ MT. PLEAS.	90	83.33%
NEWTON D. BAKER SCHOOL	123	78.05% NEWTON D. BAKER SCHOOL	101	85.15% NEWTON D. BAKER SCHOOL	106	79.25% NEWTON D. BAKER SCHOOL	90	30.00%
OLIVER H. PERRY ELEMENTARY SCHOOL	100	83.00% OLIVER H. PERRY ELEMENTARY SCHOOL	81	80.25% OLIVER H. PERRY ELEMENTARY 5	90	81.11% OLIVER H. PERRY ELEMENTARY SCHO	82	82.93%
ORCHARD SCHOOL OF SCIENCE	118	66.95% ORCHARD SCHOOL OF SCIENCE	93	83.87% ORCHARD SCHOOL OF SCIENCE	81	72.84% ORCHARD SCHOOL OF SCIENCE	97	69.07%
PATRICK HENRY SCHOOL @ STEPHEN E. H	91	90.11% PATRICK HENRY SCHOOL @ STEPHEN E. HOV	95	93.68% PATRICK HENRY SCHOOL @ STE	98	89.80% PATRICK HENRY SCHOOL @ STEPHE!	83	89.16%
PAUL L. DUNBAR SCHOOL	49	59.18% PAUL L. DUNBAR SCHOOL	40	62.50% PAUL L. DUNBAR SCHOOL	39	64.10% PAUL L. DUNBAR SCHOOL	50	66.00%
PAUL REVERE SCHOOL	131	87.79% PAUL REVERE SCHOOL	115	88.70% PAUL REVERE SCHOOL	96	83.33% PAUL REVERE SCHOOL	90	86.67%
RIVERSIDE SCHOOL	179	57.54% RIVERSIDE SCHOOL	158	58.86% RIVERSIDE SCHOOL	132	62.88% RIVERSIDE SCHOOL	121	45.45%
ROBERT H. JAMISON SCHOOL	107	91.59% ROBERT H. JAMISON SCHOOL	104	88.46% ROBERT H. JAMISON SCHOOL	88	84.09% ROBERT H. JAMISON SCHOOL	64	87.50%
	103		73		98		124	62.90%
ROBINSON G. JONES @ N. HAWTHORNE SC		73.79% ROBINSON G. JONES @ N. HAWTHORNE SCH		82.19% ROBINSON G. JONES @ N. HAWT		76.53% ROBINSON G. JONES @ N. HAWTHOR		
SCRANTON SCHOOL	136	55.88% SCRANTON SCHOOL	125	68.80% SCRANTON SCHOOL	110	71.82% SCRANTON SCHOOL	91	51.65%
SUNBEAM SCHOOL	60	75.00% SUNBEAM SCHOOL	62	75.81% SUNBEAM SCHOOL	57	82.46% SUNBEAM SCHOOL	44	79.55%
Thomas Jefferson International Newcomers Ac	46	21.74% Thomas Jefferson International Newcomers Acade	60	30.00% Thomas Jefferson International New	72	47.22% Thomas Jefferson International Newcom€	101	47.52%
TREMONT MONTESSORI SCHOOL	139	77.70% TREMONT MONTESSORI SCHOOL	179	75.42% TREMONT MONTESSORI SCHOOL	167	65.27% TREMONT MONTESSORI SCHOOL	163	74.85%
UNION SCHOOL	58	77.59%						
VALLEY VIEW BOYS LEADERSHIP ACADEM	67	64.18% VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	92.00% VALLEY VIEW BOYS LEADERSHIP	63	79.37% VALLEY VIEW BOYS LEADERSHIP AC#	48	91.67%
WADE PARK @ HARRY E. DAVIS SCHOOL	94	90.43% WADE PARK @ HARRY E. DAVIS SCHOOL	120	88.33% WADE PARK @ HARRY E. DAVIS &	105	91.43% WADE PARK @ HARRY E. DAVIS SCHC	105	85.71%
WALTON ELEMENTARY SCHOOL	155	82.58% WALTON ELEMENTARY SCHOOL	119	88.24% WALTON ELEMENTARY SCHOOL	107	78.50% WALTON ELEMENTARY SCHOOL	106	77.36%
WARNER GIRLS LEADERSHIP ACADEMY	127	72.44% WARNER GIRLS LEADERSHIP ACADEMY	133	78.20% WARNER GIRLS LEADERSHIP AC/	131	87.79% WARNER GIRLS LEADERSHIP ACADEM	118	64.41%
WATTERSON-LAKE SCHOOL	101	89.11% WATTERSON-LAKE SCHOOL	97	89.69% WATTERSON-LAKE SCHOOL	70	78.57% WATTERSON-LAKE SCHOOL	78	71.79%
WAVERLY SCHOOL	103	83.50% WAVERLY SCHOOL	104	90.38% WAVERLY SCHOOL	82	65.85% WAVERLY SCHOOL	75	82.67%
Whitney M. Young Leadership Academy	54	70.37% Whitney M. Young Leadership Academy	42	71,43% Whitney M. Young Leadership Acade	26	53.85% Whitney M. Young Leadership Academy	33	78.79%
WILBUR WRIGHT SCHOOL	143	76.92% WILBUR WRIGHT SCHOOL	98	59.18% WILBUR WRIGHT SCHOOL	55	56.36% WILBUR WRIGHT SCHOOL	101	59.419
WILLIAM CULLEN BRYANT SCHOOL	92	60.87% WILLIAM CULLEN BRYANT SCHOOL	110	59.09% WILLIAM CULLEN BRYANT SCHOOL	114	52.63% WILLIAM CULLEN BRYANT SCHOOL	111	50.45%
WILLOW SCHOOL	70	77.14% WILLOW SCHOOL	57	84.21% WILLOW SCHOOL	57	85.96% WILLOW SCHOOL	80	77.50%
Willson	82	76.83% Willson	111	73.87% Willson	114	75.44% Willson	108	76.85%
WOODLAND HILLS SCHOOL	82 95		111	13.0170 ¥¥IIISOTI	114	(U.4470 VVIIISUI)	100	10.00%
	50	93.68%				Alfred A. Benesch School	81	86.429

Table A2: Grades 2-4—Physical Safety "Needs Improvement," by School and Year

2009		2010		2011	Physical Saf	2012		2013		2014		
School	N Needs In	mprovement School	N Needs In	nprovement School	N Needs Improv	ement School	N Needs I	nprovement School	N is	Improver School	N	Needs Impro
LAI E. STEVENSON SCHOOL	84	29.76% ADLAI E. STEVENSON SCHOOL	80	36.25% ADLAI E. STEVENSON SCHOOL	69	28.99% ADLAI E. STEVENSON SCHOOL	94	23.40% ADLAI E. STEVENSON SCHOOL	119	27.73% ADLAI E. STEVENSON SCHOOL	98	
ERT B. HART SCHOOL	92	32.61% ALBERT B. HART SCHOOL	80	36.25%								
ANDER GRAHAM BELL SCHOOL	134	23.88% ALEXANDER GRAHAM BELL SCHOOL	104	12.50%								
IRA SCHOOL	134	20.90% ALMIRA SCHOOL	96	25.00% ALMIRA SCHOOL	115	34.78% ALMIRA SCHOOL	93	32.26% ALMIRA SCHOOL		26.51% ALMIRA SCHOOL	99	
REW J. RICKOFF SCHOOL	160	30.63% ANDREW J. RICKOFF SCHOOL	148	29.73% ANDREW J. RICKOFF SCHOOL		37.50% ANDREW J. RICKOFF SCHOOL	138	44.93% ANDREW J. RICKOFF SCHOOL		33.99% ANDREW J. RICKOFF SCHOOL	139	
ON GRDINA SCHOOL	137	33.58% ANTON GRDINA SCHOOL	141	33.33% ANTON GRDINA SCHOOL	98	41.84% ANTON GRDINA SCHOOL	101	36.63% ANTON GRDINA SCHOOL		45.21% ANTON GRDINA SCHOOL	81	
MUS WARD SCHOOL	123	19.51% ARTEMUS WARD SCHOOL	136	16.91% ARTEMUS WARD SCHOOL	122	14.75% ARTEMUS WARD SCHOOL	141	19.15% ARTEMUS WARD SCHOOL	145	28.97% ARTEMUS WARD SCHOOL	120	
UBON SCHOOL	112	38.39% AUDUBON SCHOOL	88	51.14%	107	IF THE PENIANNI FRANKLINI COLOOL	100	A A 2007 PERMANAN EDANGLIN COMO OL	100	10 CAV PENIALABLE PRANCIBLE COLOOL	1.05	_
AMIN FRANKLIN SCHOOL	192	17.19% BENJAMIN FRANKLIN SCHOOL	190	11.58% BENJAMIN FRANKLIN SCHOOL	197	15.74% BENJAMIN FRANKLIN SCHOOL	186	11.29% BENJAMIN FRANKLIN SCHOOL		10.64% BENJAMIN FRANKLIN SCHOOL	165 74	
TON SCHOOL	96	38.54% BOLTON SCHOOL	72	51.39% BOLTON SCHOOL	122	38.52% BOLTON SCHOOL	98	44.90% BOLTON SCHOOL	80	52.50% BOLTON SCHOOL	74	
OKLAWN SCHOOL KEYE-WOODLAND SCHOOL	86 82	29.07% BROOKLAWN SCHOOL	65 70	20.00% 18.57% BUCKEYE-WOODLAND SCHOOL	21	35.16% BUCKEYE-WOODLAND SCHOOL	82	30.49% BUCKEYE-WOODLAND SCHOOL		24.56% BUCKEYE-WOODLAND SCHOOL	78	_
RER @ KENTUCKY SCHOOL	142	32.93% BUCKEYE-WOODLAND SCHOOL 18.31% BUHRER @ KENTUCKY SCHOOL	113	15.93% BUHRER @ KENTUCKY SCHOOL	91 108	6.48% BUHRER @ KENTUCKY SCHOOL	115	10.43% BUHRER @ KENTUCKY SCHOOL		10.26% BUHRER @ KENTUCKY SCHOOL	118	
TAIN ARTHUR ROTH SCHOOL	84		54	33.33% CAPTAIN ARTHUR ROTH SCHOOL	64	34.38%	115	10.43% BUTKER @ KENTUCKT SCHOOL	117	10.26% BOHRER @ KENTOCKT SCHOOL	110	
L & LOUIS STOKES CENTRAL ACADEMY	143	25.00% CAPTAIN ARTHUR ROTH SCHOOL 47.55% CARL & LOUIS STOKES CENTRAL ACADEMY	123	36.59% CAPTAIN ARTHUR ROTH SCHOOL 36.59% CARL & LOUIS STOKES CENTRAL ACADE!	154	38.96% CARL & LOUIS STOKES CENTRAL ACADEMY	121	52.89% CARL & LOUIS STOKES CENTRAL ACADEMY	125	32.80%		
SCHOOL	114	36.84% CASE SCHOOL	103	24.27% CASE SCHOOL	123	26.02% CASE SCHOOL	105	21.90% CASE SCHOOL		20.37% CASE SCHOOL	93	
RLES A. MOONEY SCHOOL	155	40.65% CHARLES A. MOONEY SCHOOL	151	25.17% CHARLES A. MOONEY SCHOOL	181	23.20% CHARLES A. MOONEY SCHOOL	117	20.51% CHARLES A. MOONEY SCHOOL		29.66% CHARLES A. MOONEY SCHOOL	113	
LES DICKENS SCHOOL	73	38.36% CHARLES DICKENS SCHOOL	74	24.32% CHARLES DICKENS SCHOOL	97	28.87% CHARLES DICKENS SCHOOL	115	14.78% CHARLES DICKENS SCHOOL		23.28% CHARLES DICKENS SCHOOL	90	
LES H. LAKE SCHOOL @ LOUIS PASTEUR	37	45.95% CHARLES W. ELIOT SCHOOL	64	35.94% CHARLES W. ELIOT SCHOOL	128	30.47% CHARLES W. ELIOT SCHOOL	100	31.00% CHARLES DICKENS SCHOOL	101	36.63% CHARLES W. ELIOT SCHOOL	84	
RLES W. ELIOT SCHOOL	74	43.24% CLARA E. WESTROPP SCHOOL	148	18.24% CLARA E. WESTROPP SCHOOL	180	24.44% CLARA E. WESTROPP SCHOOL	130	19.23% CLARA E. WESTROPP SCHOOL		26.21% CLARA E. WESTROPP SCHOOL	101	
A E. WESTROPP SCHOOL	186	16.13%	140	16.24% CEARA E. WESTROFF SCHOOL	100	24.44% CLARA E. WESTROPP SCHOOL	130	19.23% CLARA E. WESTROFF SCHOOL	103	26.21% CLARA E. WESTROFF SCHOOL	101	
K ELEMENTARY SCHOOL	173	20.81% CLARK ELEMENTARY SCHOOL	170	17.06% CLARK ELEMENTARY SCHOOL	175	21.14% CLARK ELEMENTARY SCHOOL	154	18.83% CLARK ELEMENTARY SCHOOL	172	27.33% CLARK ELEMENTARY SCHOOL	179	
LAND SCHOOL OF THE ARTS, DIKE CAMPUS	141	17.73% CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	149	19.46% CLEVELAND SCHOOL OF THE ARTS, DIKE		28.29% CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	220	33.18% CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS		32.97% CLEVELAND SCHOOL OF THE ARTS, DIKE	155	
EL E. MORGAN SCHOOL	128	30.47% DANIEL E. MORGAN SCHOOL	104	19.23% DANIEL E. MORGAN SCHOOL		27.27% DANIEL E. MORGAN SCHOOL	82	23.17% DANIEL E. MORGAN SCHOOL	89	8.99% DANIEL E. MORGAN SCHOOL	98	
ON SCHOOL	226	34.96% DENISON SCHOOL	197	38.58% DENISON SCHOOL		33.16% DENISON SCHOOL	206	34.47% DENISON SCHOOL	201	37.31% DENISON SCHOOL	148	
ilas macarthur school	56	16.07% DOUGLAS MACARTHUR SCHOOL	81	17.28% DOUGLAS MACARTHUR SCHOOL		13.83% DOUGLAS MACARTHUR SCHOOL	102	5.88% DOUGLAS MACARTHUR SCHOOL	102	11.76% DOUGLAS MACARTHUR SCHOOL	97	
CHILDHOOD CENTER	45	8.89% EARLY CHILDHOOD CENTER	52	15.38% EARLY CHILDHOOD CENTER		37.50% EARLY CHILDHOOD CENTER	31	16.13% EARLY CHILDHOOD CENTER	20	5.00%	31	
CLARK @ MARGARET SPELLACY	118	31.36% EAST CLARK @ MARGARET SPELLACY	126	30.95% EAST CLARK @ MARGARET SPELLACY	117	35.04% EAST CLARK @ MARGARET SPELLACY	122	29.51% EAST CLARK @ MARGARET SPELLACY		28.09% EAST CLARK @ MARGARET SPELLACY	89	
E B. DESAUZE CONTEMPORARY ACADEMY	94	41.49% EMILE B. DESAUZE CONTEMPORARY ACADEMY	69	28.99% EMILE B. DESAUZE CONTEMPORARY AC	67	37.31%		and the same of the state of th	95	was easily symmetry of elected	03	
RE COMPUTECH SCHOOL	71	22.54% EMPIRE COMPUTECH SCHOOL	68	29.41%	07	0110270						
ST HILL PARKWAY SCHOOL	110	47.27% FOREST HILL PARKWAY SCHOOL	77	44.16%								
IKLIN D. ROOSEVELT SCHOOL	98	27.55% FRANKLIN D. ROOSEVELT SCHOOL	113	39.82% FRANKLIN D. ROOSEVELT SCHOOL	189	30.69% FRANKLIN D. ROOSEVELT SCHOOL	130	36.92% FRANKLIN D. ROOSEVELT SCHOOL	118	33.05% FRANKLIN D. ROOSEVELT SCHOOL	96	_
ERTON SCHOOL	129	32.56% FULLERTON SCHOOL	82	42.68% FULLERTON SCHOOL	109	34.86% FULLERTON SCHOOL	90	44.44% FULLERTON SCHOOL		29.41% FULLERTON SCHOOL	49	
RGE WASHINGTON CARVER SCHOOL @ ALFRED	116	22.41% GEORGE WASHINGTON CARVER SCHOOL @ ALFRED A.	132	29.55% GEORGE WASHINGTON CARVER SCHOO	112	28.57% GEORGE WASHINGTON CARVER SCHOOL @ A	161	29.81% GEORGE WASHINGTON CARVER SCHOOL @ ALFR		27.42% GEORGE WASHINGTON CARVER SCHOC	104	
INGS SCHOOL	89	33.71% GIDDINGS SCHOOL	60	28.33% GIDDINGS SCHOOL	70	40.00%	101	25.0277 debitde 1770/11110/1011 deliver selfode & 76211	227	E7.4E70 GEORGE 1770/IIITG1011 GRIVER SCHOOL	204	
EMOUNT SCHOOL	141	21.99% GRACEMOUNT SCHOOL	155	35.48%	7.0	-1010070						
RBARA BOOKER SCHOOL	75	30.67% H. BARBARA BOOKER SCHOOL	106	28.30% H. BARBARA BOOKER SCHOOL	119	34.45% H. BARBARA BOOKER SCHOOL	107	35.51% H. BARBARA BOOKER SCHOOL	99	34.34% H. BARBARA BOOKER SCHOOL	95	
NAH GIBBONS-NOTTINGHAM SCHOOL	76	25.00% HANNAH GIBBONS-NOTTINGHAM SCHOOL	71	26.76% HANNAH GIBBONS-NOTTINGHAM SCHO	82	20.73% HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	33.33% HANNAH GIBBONS-NOTTINGHAM SCHOOL		33.77% HANNAH GIBBONS-NOTTINGHAM SCHO	50	
/EY RICE @ JESSE OWENS	62	32.26% HARVEY RICE @ JESSE OWENS	83	38.55% HARVEY RICE @ JESSE OWENS		35.25% HARVEY RICE @ JESSE OWENS	97	29.90% HARVEY RICE @ JESSE OWENS		22.47% HARVEY RICE @ JESSE OWENS	60	
RY W. LONGFELLOW SCHOOL	70	21.43% HENRY W. LONGFELLOW SCHOOL	76	28.95%	***	DESIGNATION OF THE PARTY OF THE		EDIDOTO THE CONTRACTOR	0.5	ELITICAL THE CONTROL OF THE CONTROL	00	
A-MAPLE SCHOOL	96	35.42% IOWA-MAPLE SCHOOL	79	36.71% IOWA-MAPLE SCHOOL	108	27.78% IOWA-MAPLE SCHOOL	107	33.64% IOWA-MAPLE SCHOOL	102	28.43% IOWA-MAPLE SCHOOL	92	
D. ROCKEFELLER SCHOOL	71	36.62% JOHN D. ROCKEFELLER SCHOOL	55	43.64%								
W. RAPER SCHOOL	106	32.08% JOHN W. RAPER SCHOOL	94	32.98%								
PH F. LANDIS SCHOOL	91	30.77% JOSEPH F. LANDIS SCHOOL	104	28.85%								
PH M. GALLAGHER SCHOOL	183	25.14% JOSEPH M. GALLAGHER SCHOOL	222	34.23% JOSEPH M. GALLAGHER SCHOOL	218	24.31% JOSEPH M. GALLAGHER SCHOOL	185	24.86% JOSEPH M. GALLAGHER SCHOOL	171	26.32% JOSEPH M. GALLAGHER SCHOOL	172	
NETH W. CLEMENT SCHOOL	51	29.41% KENNETH W. CLEMENT SCHOOL	94	19.15% KENNETH W. CLEMENT SCHOOL		25.00% KENNETH W. CLEMENT SCHOOL	63	19.05% KENNETH W. CLEMENT SCHOOL		9.09% Kenneth W. Clement Boys Leadership A	49	
S AGASSIZ SCHOOL	109	18.35% LOUIS AGASSIZ SCHOOL	115	22.61% LOUIS AGASSIZ SCHOOL		21.95% LOUIS AGASSIZ SCHOOL	100	22.00% LOUIS AGASSIZ SCHOOL	91	4.40% LOUIS AGASSIZ SCHOOL	82	
ISA MAY ALCOTT SCHOOL	100	13.00% LOUISA MAY ALCOTT SCHOOL	109	9.17% LOUISA MAY ALCOTT SCHOOL	110	4.55% LOUISA MAY ALCOTT SCHOOL	83	4.82% LOUISA MAY ALCOTT SCHOOL	100	12.00% LOUISA MAY ALCOTT SCHOOL	108	
MUNOZ MARIN	211	20.85% LUIS MUNOZ MARIN	184	29.35% LUIS MUNOZ MARIN	202	24.26% LUIS MUNOZ MARIN	175	26.86% LUIS MUNOZ MARIN	195	34.87% LUIS MUNOZ MARIN	185	
ION C. SELTZER ELEMENTARY SCHOOL	156	22.44% MARION C. SELTZER ELEMENTARY SCHOOL	139	26.62% MARION C. SELTZER ELEMENTARY SCHO	147	29.25% MARION C. SELTZER ELEMENTARY SCHOOL	139	35.25% MARION C. SELTZER ELEMENTARY SCHOOL	144	25.69% MARION C. SELTZER ELEMENTARY SCHO	131	
ON-STERLING SCHOOL	127	43.31% MARION-STERLING SCHOOL	141	41.13% MARION-STERLING SCHOOL	148	42.57% MARION-STERLING SCHOOL	144	43.75% MARION-STERLING SCHOOL	101	28.71% MARION-STERLING SCHOOL	98	
Y B. MARTIN SCHOOL	80	37.50% MARY B. MARTIN SCHOOL	86	26.74% MARY B. MARTIN SCHOOL	90	22.22% MARY B. MARTIN SCHOOL	105	20.00% MARY B. MARTIN SCHOOL	110	40.91% MARY B. MARTIN SCHOOL	120	
Y M. BETHUNE SCHOOL	110	31.82% MARY M. BETHUNE SCHOOL	94	31.91% MARY M. BETHUNE SCHOOL		29.52% MARY M. BETHUNE SCHOOL	92	22.83% MARY M. BETHUNE SCHOOL	98	35.71% MARY M. BETHUNE SCHOOL	95	
NLEY SCHOOL	87	20.69% MCKINLEY SCHOOL	84	20.24% MCKINLEY SCHOOL		21.25% MCKINLEY SCHOOL	88	14.77% MCKINLEY SCHOOL	84	9.52% MCKINLEY SCHOOL	68	
IORIAL SCHOOL	138	28.26% MEMORIAL SCHOOL	133	27.07% MEMORIAL SCHOOL	125	41.60% MEMORIAL SCHOOL	132	20.45% MEMORIAL SCHOOL	119	23.53% MEMORIAL SCHOOL	101	
IAEL R. WHITE SCHOOL	104	35.58% MICHAEL R. WHITE SCHOOL	94	27.66% MICHAEL R. WHITE SCHOOL		37.60% MICHAEL R. WHITE SCHOOL	112	33.04% MICHAEL R. WHITE SCHOOL	100	39.00% MICHAEL R. WHITE SCHOOL	84	
S PARK SCHOOL	123	15.45% MILES PARK SCHOOL	129	19.38% MILES PARK SCHOOL		32.85% MILES PARK SCHOOL	139	27.34% MILES PARK SCHOOL	147	29.25% MILES PARK SCHOOL	146	
SCHOOL	70	41.43% MILES SCHOOL	82	43.90% MILES SCHOOL	96	38.54% MILES SCHOOL	71	50.70% MILES SCHOOL	16	25.00% MILES SCHOOL	65	
ND SCHOOL	67	47.76% MOUND SCHOOL	76	48.68% MOUND SCHOOL	75	37.33% MOUND SCHOOL	120	40.83% MOUND SCHOOL	113	30.97% MOUND SCHOOL	110	
IAN HALE SCHOOL @ MT. PLEASANT	95	40.00% NATHAN HALE SCHOOL @ MT. PLEASANT	67	26.87% NATHAN HALE SCHOOL @ MT. PLEASAN	94	26.60% NATHAN HALE SCHOOL @ MT. PLEASANT	85	27.06% NATHAN HALE SCHOOL @ MT. PLEASANT	103	30.10% NATHAN HALE SCHOOL @ MT. PLEASAN	90	
TON D. BAKER SCHOOL	180	10.56% NEWTON D. BAKER SCHOOL	101	18.81% NEWTON D. BAKER SCHOOL		20.33% NEWTON D. BAKER SCHOOL	101	21.78% NEWTON D. BAKER SCHOOL	106	20.75% NEWTON D. BAKER SCHOOL	90	
ER H. PERRY ELEMENTARY SCHOOL	123	30.08% OLIVER H. PERRY ELEMENTARY SCHOOL	105	34.29% OLIVER H. PERRY ELEMENTARY SCHOOL		31.00% OLIVER H. PERRY ELEMENTARY SCHOOL	81	37.04% OLIVER H. PERRY ELEMENTARY SCHOOL	91	27.47% OLIVER H. PERRY ELEMENTARY SCHOOL	82	
IARD SCHOOL OF SCIENCE	132	26.52% ORCHARD SCHOOL OF SCIENCE	91	16.48% ORCHARD SCHOOL OF SCIENCE	118	19.49% ORCHARD SCHOOL OF SCIENCE	93	20.43% ORCHARD SCHOOL OF SCIENCE	81	29.63% ORCHARD SCHOOL OF SCIENCE	97	
ICK HENRY SCHOOL @ STEPHEN E. HOWE	79	56.96% PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	93	34.41% PATRICK HENRY SCHOOL @ STEPHEN E.	91	26.37% PATRICK HENRY SCHOOL @ STEPHEN E. HOW	94	20.21% PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	98	37.76% PATRICK HENRY SCHOOL @ STEPHEN E.	83	
. L. DUNBAR SCHOOL	63	28.57% PAUL L. DUNBAR SCHOOL	79	26.58% PAUL L. DUNBAR SCHOOL	49	10.20% PAUL L. DUNBAR SCHOOL	40	15.00% PAUL L. DUNBAR SCHOOL	39	20.51% PAUL L. DUNBAR SCHOOL	50	
REVERE SCHOOL	93	30.11% PAUL REVERE SCHOOL	103	32.04% PAUL REVERE SCHOOL	131	35.11% PAUL REVERE SCHOOL	115	41.74% PAUL REVERE SCHOOL	96	43.75% PAUL REVERE SCHOOL	90	
RSIDE SCHOOL	177	11.30% RIVERSIDE SCHOOL	133	6.77% RIVERSIDE SCHOOL	179	6.70% RIVERSIDE SCHOOL	158	10.76% RIVERSIDE SCHOOL	132	19.70% RIVERSIDE SCHOOL	121	
RT FULTON SCHOOL	77	37.66% ROBERT FULTON SCHOOL	66	39.39%								
RT H. JAMISON SCHOOL	150	40.00% ROBERT H. JAMISON SCHOOL	122	26.23% ROBERT H. JAMISON SCHOOL	107	33.64% ROBERT H. JAMISON SCHOOL	104	44.23% ROBERT H. JAMISON SCHOOL	88	51.14% ROBERT H. JAMISON SCHOOL	64	
NSON G. JONES @ N. HAWTHORNE SCHOOL	102	12.75% ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	94	6.38% ROBINSON G. JONES @ N. HAWTHORNE	103	18.45% ROBINSON G. JONES @ N. HAWTHORNE SCHO	73	23.29% ROBINSON G. JONES @ N. HAWTHORNE SCHOOL		25.51% ROBINSON G. JONES @ N. HAWTHORNI	124	
NTON SCHOOL	149	17.45% SCRANTON SCHOOL	54	5.56% SCRANTON SCHOOL		21.32% SCRANTON SCHOOL	125	20.80% SCRANTON SCHOOL		26.36% SCRANTON SCHOOL	91	
EAM SCHOOL	54	12.96% SUNBEAM SCHOOL	35	28.57% SUNBEAM SCHOOL	60	26.67% SUNBEAM SCHOOL	62	32.26% SUNBEAM SCHOOL		26.32% SUNBEAM SCHOOL	44	
ONT MONTESSORI SCHOOL	126	27.78% TREMONT MONTESSORI SCHOOL	133	22.56% TREMONT MONTESSORI SCHOOL	139	30.22% TREMONT MONTESSORI SCHOOL	179	26.82% TREMONT MONTESSORI SCHOOL	167	15.57% TREMONT MONTESSORI SCHOOL	163	
N SCHOOL	55	34.55% UNION SCHOOL	56	16.07% UNION SCHOOL	58	20.69%						
Y VIEW BOYS LEADERSHIP ACADEMY	42	11.90% VALLEY VIEW BOYS LEADERSHIP ACADEMY	57	15.79% VALLEY VIEW BOYS LEADERSHIP ACADE!	67	10.45% VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	17.33% VALLEY VIEW BOYS LEADERSHIP ACADEMY		12.70% VALLEY VIEW BOYS LEADERSHIP ACADE	48	
PARK @ HARRY E. DAVIS SCHOOL	46	26.09% WADE PARK @ HARRY E. DAVIS SCHOOL	90	34.44% WADE PARK @ HARRY E. DAVIS SCHOOL	94	34.04% WADE PARK @ HARRY E. DAVIS SCHOOL	120	30.83% WADE PARK @ HARRY E. DAVIS SCHOOL		31.43% WADE PARK @ HARRY E. DAVIS SCHOOL	105	
ON ELEMENTARY SCHOOL	188	29.26% WALTON ELEMENTARY SCHOOL	134	32.84% WALTON ELEMENTARY SCHOOL	155	39.35% WALTON ELEMENTARY SCHOOL	119	27.73% WALTON ELEMENTARY SCHOOL		25.23% WALTON ELEMENTARY SCHOOL	106	
IER GIRLS LEADERSHIP ACADEMY	72	26.39% WARNER GIRLS LEADERSHIP ACADEMY	118	16.95% WARNER GIRLS LEADERSHIP ACADEMY	127	22.83% WARNER GIRLS LEADERSHIP ACADEMY	133	24.06% WARNER GIRLS LEADERSHIP ACADEMY		22.14% WARNER GIRLS LEADERSHIP ACADEMY	118	
ERSON-LAKE SCHOOL	165	21.21% WATTERSON-LAKE SCHOOL	140	21.43% WATTERSON-LAKE SCHOOL	101	24.75% WATTERSON-LAKE SCHOOL	96	31.25% WATTERSON-LAKE SCHOOL		17.14% WATTERSON-LAKE SCHOOL	78	
ERLY SCHOOL	117	27.35% WAVERLY SCHOOL	93	29.03% WAVERLY SCHOOL	103	29.13% WAVERLY SCHOOL	104	24.04% WAVERLY SCHOOL	84	19.05% WAVERLY SCHOOL	75	
UR WRIGHT SCHOOL	146	34.25% WILBUR WRIGHT SCHOOL	128	15.63% WILBUR WRIGHT SCHOOL	143	16.78% WILBUR WRIGHT SCHOOL	98	13.27% WILBUR WRIGHT SCHOOL	55	36.36% WILBUR WRIGHT SCHOOL	101	
IAM CULLEN BRYANT SCHOOL	135	20.00% WILLIAM CULLEN BRYANT SCHOOL	102	14.71% WILLIAM CULLEN BRYANT SCHOOL	92	9.78% WILLIAM CULLEN BRYANT SCHOOL	110	15.45% WILLIAM CULLEN BRYANT SCHOOL		5.26% WILLIAM CULLEN BRYANT SCHOOL	111	
OW SCHOOL	59	27.12% WILLOW SCHOOL	69	26.09% WILLOW SCHOOL	70	25.71% WILLOW SCHOOL	57	33.33% WILLOW SCHOOL		21.05% WILLOW SCHOOL	79	
DLAND HILLS SCHOOL	98	33.67% WOODLAND HILLS SCHOOL	73	28.77% WOODLAND HILLS SCHOOL	95	47.37%						
				Thomas Jefferson International Newcon	46	6.52% Thomas Jefferson International Newcomers A	60	45.00% Thomas Jefferson International Newcomers Acac	71	43.66% Thomas Jefferson International Newcor	101	
				Whitney M. Young Leadership Academy	54	22.22% Whitney M. Young Leadership Academy	42	7.14% Whitney M. Young Leadership Academy		30.77% Whitney M. Young Leadership Academy	33	
		Garfield	103	17.48% Garfield	116	18.97% Garfield	141	12.77% Garfield		18.24% Garfield	153	
			200	Euclid Park	99	26.26% Euclid Park	86	12.77% Garried 12.79% Euclid Park		19.15% Euclid Park	100	
				Willson		26.83% Willson						
					82		111	27.03% Willson	114	26.32% Willson	108	

Table A3: Grades 2-4—Peer Social and Emotional Competence "Needs Improvement," by School and Year

2009		2010			Peer Social and En	notional Competence		2012		2014		
School 2009	N Needs Imp		N Needs In	2011 mprovement School	N Needs I	2012 mprovement School	N Needs II	2013 mprovement School	N ds In	2014 mprovei School	N No	leeds Improver
DLAI E. STEVENSON SCHOOL	84	11.90% ADLAI E. STEVENSON SCHOOL	80	36.25% ADLAI E. STEVENSON SCHOOL	69	17.39% ADLAI E. STEVENSON SCHOOL	94	20.21% ADLAI E. STEVENSON SCHOOL		16.10% ADLAI E. STEVENSON SCHOOL	98	eeds improver
BERT B. HART SCHOOL	92	33.70% ALBERT B. HART SCHOOL	80	27.50%								
EXANDER GRAHAM BELL SCHOOL	134	20.15% ALEXANDER GRAHAM BELL SCHOOL	104	15.38%								
MIRA SCHOOL	135	22.96% ALMIRA SCHOOL	96	29.17% ALMIRA SCHOOL	115	25.22% ALMIRA SCHOOL	93	21.51% ALMIRA SCHOOL	83	25.30% ALMIRA SCHOOL	99	2
DREW J. RICKOFF SCHOOL TON GRDINA SCHOOL	161 137	29.19% ANDREW J. RICKOFF SCHOOL 35.04% ANTON GRDINA SCHOOL	148 141	23.65% ANDREW J. RICKOFF SCHOOL 22.70% ANTON GRDINA SCHOOL	136 98	30.88% ANDREW J. RICKOFF SCHOOL 28.57% ANTON GRDINA SCHOOL	138 101	29.71% ANDREW J. RICKOFF SCHOOL 35.64% ANTON GRDINA SCHOOL		20.92% ANDREW J. RICKOFF SCHOOL 26.03% ANTON GRDINA SCHOOL	139 81	2
TEMUS WARD SCHOOL	123	21.14% ARTEMUS WARD SCHOOL	136	19.12% ARTEMUS WARD SCHOOL	122	14.75% ARTEMUS WARD SCHOOL	141	12.77% ARTEMUS WARD SCHOOL		20.00% ARTEMUS WARD SCHOOL	120	2
DUBON SCHOOL	114	34.21% AUDUBON SCHOOL	88	21.59%	122	14.7378 ARTEMOS WARD SCHOOL	141	12.77% AKTEMOS WARD SCHOOL	143	20.00/8 AKTEMOS WARD SCHOOL	120	
NJAMIN FRANKLIN SCHOOL	192	17.19% BENJAMIN FRANKLIN SCHOOL	190	8.42% BENJAMIN FRANKLIN SCHOOL	197	9.14% BENJAMIN FRANKLIN SCHOOL	186	10.22% BENJAMIN FRANKLIN SCHOOL	187	10.70% BENJAMIN FRANKLIN SCHOOL	165	1
LTON SCHOOL	96	33.33% BOLTON SCHOOL	72	43.06% BOLTON SCHOOL	122	32.79% BOLTON SCHOOL	98	37.76% BOLTON SCHOOL		32.50% BOLTON SCHOOL	74	1
OOKLAWN SCHOOL	86	31.40% BROOKLAWN SCHOOL	65	15.38%								
CKEYE-WOODLAND SCHOOL	82	19.51% BUCKEYE-WOODLAND SCHOOL	70	28.57% BUCKEYE-WOODLAND SCHOOL	91	26.37% BUCKEYE-WOODLAND SCHOOL	82	20.73% BUCKEYE-WOODLAND SCHOOL		15.79% BUCKEYE-WOODLAND SCHOOL	77	1
HRER @ KENTUCKY SCHOOL	142	11.97% BUHRER @ KENTUCKY SCHOOL	113	8.85% BUHRER @ KENTUCKY SCHOOL	108	3.70% BUHRER @ KENTUCKY SCHOOL	115	4.35% BUHRER @ KENTUCKY SCHOOL	117	5.13% BUHRER @ KENTUCKY SCHOOL	118	
PTAIN ARTHUR ROTH SCHOOL	85 143	25.88% CAPTAIN ARTHUR ROTH SCHOOL	54 123	5.56% CAPTAIN ARTHUR ROTH SCHOOL 29.27% CARL & LOUIS STOKES CENTRAL ACADE!	64 154	14.06%	121	26 26W CARL B LOUIS STOKES SENTEN A CAREARY	125	20.0004		
L & LOUIS STOKES CENTRAL ACADEMY E SCHOOL	114	29.37% CARL & LOUIS STOKES CENTRAL ACADEMY 32.46% CASE SCHOOL	103	13.59% CASE SCHOOL	123	20.13% CARL & LOUIS STOKES CENTRAL ACADEMY 21.95% CASE SCHOOL	121 105	36.36% CARL & LOUIS STOKES CENTRAL ACADEMY 22.86% CASE SCHOOL	125	22.22% CASE SCHOOL	93	2
RLES A. MOONEY SCHOOL	155	23.23% CHARLES A. MOONEY SCHOOL	151	14.57% CHARLES A. MOONEY SCHOOL	181	14.92% CHARLES A. MOONEY SCHOOL	117	7.69% CHARLES A. MOONEY SCHOOL		18.64% CHARLES A. MOONEY SCHOOL	113	-
RLES DICKENS SCHOOL	73	32.88% CHARLES DICKENS SCHOOL	74	18.92% CHARLES DICKENS SCHOOL	97	14.43% CHARLES DICKENS SCHOOL	115	27.83% CHARLES DICKENS SCHOOL		19.83% CHARLES DICKENS SCHOOL	89	2
RLES H. LAKE SCHOOL @ LOUIS PASTEUR	37	21.62%										
RLES W. ELIOT SCHOOL	74	18.92% CHARLES W. ELIOT SCHOOL	64	39.06% CHARLES W. ELIOT SCHOOL	128	25.78% CHARLES W. ELIOT SCHOOL	100	34.00% CHARLES W. ELIOT SCHOOL	101	26.73% CHARLES W. ELIOT SCHOOL	84	1
RA E. WESTROPP SCHOOL	186	16.67% CLARA E. WESTROPP SCHOOL	149	15.44% CLARA E. WESTROPP SCHOOL	180	19.44% CLARA E. WESTROPP SCHOOL	130	9.23% CLARA E. WESTROPP SCHOOL		12.75% CLARA E. WESTROPP SCHOOL	101	2
RK ELEMENTARY SCHOOL	174	24.14% CLARK ELEMENTARY SCHOOL	170	16.47% CLARK ELEMENTARY SCHOOL	175	15.43% CLARK ELEMENTARY SCHOOL	154	21.43% CLARK ELEMENTARY SCHOOL		18.71% CLARK ELEMENTARY SCHOOL	179	1
VELAND SCHOOL OF THE ARTS, DIKE CAMPUS	142	21.83% CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	149	13.42% CLEVELAND SCHOOL OF THE ARTS, DIKE	205	27.80% CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	220	30.00% CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS		36.11% CLEVELAND SCHOOL OF THE ARTS, DIKE	151	2
IIEL E. MORGAN SCHOOL	128	25.78% DANIEL E. MORGAN SCHOOL	102	21.57% DANIEL E. MORGAN SCHOOL	88	13.64% DANIEL E. MORGAN SCHOOL	82	32.93% DANIEL E. MORGAN SCHOOL		16.85% DANIEL E. MORGAN SCHOOL	98	1
SON SCHOOL	226 56	30.97% DENISON SCHOOL 16.07% DOUGLAS MACARTHUR SCHOOL	197 81	28.43% DENISON SCHOOL 22.22% DOUGLAS MACARTHUR SCHOOL	187 94	25.13% DENISON SCHOOL 8.51% DOUGLAS MACARTHUR SCHOOL	206 102	30.58% DENISON SCHOOL 4.90% DOUGLAS MACARTHUR SCHOOL		25.37% DENISON SCHOOL 9.80% DOUGLAS MACARTHUR SCHOOL	147 97	
GLAS MACARTHUR SCHOOL Y CHILDHOOD CENTER	56 45	15.56% EARLY CHILDHOOD CENTER	81 52	22.22% DOUGLAS MACARTHUR SCHOOL 25.00% EARLY CHILDHOOD CENTER	94 40	8.51% DOUGLAS MACARTHUR SCHOOL 10.00% EARLY CHILDHOOD CENTER	102 31	4.90% DOUGLAS MACARTHUR SCHOOL 6.45% EARLY CHILDHOOD CENTER		9.80% DOUGLAS MACARTHUR SCHOOL 20.00%	9/	
CLARK @ MARGARET SPELLACY	45 118	23.73% EAST CLARK @ MARGARET SPELLACY	126	25.00% EARLY CHILDHOOD CENTER 26.98% EAST CLARK @ MARGARET SPELLACY	117	23.93% EAST CLARK @ MARGARET SPELLACY	123	6.45% EARLY CHILDHOOD CENTER 24.39% EAST CLARK @ MARGARET SPELLACY		11.24% EAST CLARK @ MARGARET SPELLACY	89	_
E B. DESAUZE CONTEMPORARY ACADEMY	94	32.98% EMILE B. DESAUZE CONTEMPORARY ACADEMY	69	15.94% EMILE B. DESAUZE CONTEMPORARY AC	67	29.85%	140	2	- 03	AND THE PROPERTY OF THE PROPER	03	
RE COMPUTECH SCHOOL	71	14.08% EMPIRE COMPUTECH SCHOOL	69	15.94%		water a series of the						
ST HILL PARKWAY SCHOOL	110	24.55% FOREST HILL PARKWAY SCHOOL	77	29.87%								
KLIN D. ROOSEVELT SCHOOL	98	26.53% FRANKLIN D. ROOSEVELT SCHOOL	113	22.12% FRANKLIN D. ROOSEVELT SCHOOL	189	18.52% FRANKLIN D. ROOSEVELT SCHOOL	131	17.56% FRANKLIN D. ROOSEVELT SCHOOL	118	24.58% FRANKLIN D. ROOSEVELT SCHOOL	96	
RTON SCHOOL	129	27.91% FULLERTON SCHOOL	82	40.24% FULLERTON SCHOOL	109	30.28% FULLERTON SCHOOL	90	38.89% FULLERTON SCHOOL		26.87% FULLERTON SCHOOL	48	
IGE WASHINGTON CARVER SCHOOL @ ALFRED	117	19.66% GEORGE WASHINGTON CARVER SCHOOL @ ALFRED A.	132	12.88% GEORGE WASHINGTON CARVER SCHOO	112	21.43% GEORGE WASHINGTON CARVER SCHOOL @ A	161	21.74% GEORGE WASHINGTON CARVER SCHOOL @ ALFR	122	19.67% GEORGE WASHINGTON CARVER SCHOC	104	
INGS SCHOOL	89	16.85% GIDDINGS SCHOOL	60	33.33% GIDDINGS SCHOOL	70	22.86%						
EMOUNT SCHOOL	141	23.40% GRACEMOUNT SCHOOL	155	34.84%								
RBARA BOOKER SCHOOL	75	33.33% H. BARBARA BOOKER SCHOOL	106	33.96% H. BARBARA BOOKER SCHOOL	119	24.37% H. BARBARA BOOKER SCHOOL	107	28.97% H. BARBARA BOOKER SCHOOL		27.27% H. BARBARA BOOKER SCHOOL	95	
IAH GIBBONS-NOTTINGHAM SCHOOL	76	32.89% HANNAH GIBBONS-NOTTINGHAM SCHOOL	71	23.94% HANNAH GIBBONS-NOTTINGHAM SCHO	82	24.39% HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	18.67% HANNAH GIBBONS-NOTTINGHAM SCHOOL		18.18% HANNAH GIBBONS-NOTTINGHAM SCHC	47	
EY RICE @ JESSE OWENS	62 70	17.74% HARVEY RICE @ JESSE OWENS	83 76	33.73% HARVEY RICE @ JESSE OWENS	122	27.05% HARVEY RICE @ JESSE OWENS	97	19.59% HARVEY RICE @ JESSE OWENS	88	18.18% HARVEY RICE @ JESSE OWENS	60	
RY W. LONGFELLOW SCHOOL A-MAPLE SCHOOL	96	22.86% HENRY W. LONGFELLOW SCHOOL 22.92% IOWA-MAPLE SCHOOL	79	22.37% 21.52% IOWA-MAPLE SCHOOL	108	12.96% IOWA-MAPLE SCHOOL	107	26.17% IOWA-MAPLE SCHOOL	101	15.84% IOWA-MAPLE SCHOOL	92	
D. ROCKEFELLER SCHOOL	71	33.80% JOHN D. ROCKEFELLER SCHOOL	55	36.36%	100	12.30% OWA-MAI LE SCHOOL	107	20.2770 OWA-WAY EE SCHOOL	101	13.5478 IOWA-WAI LE SCHOOL	- 72	
I W. RAPER SCHOOL	105	31.43% JOHN W. RAPER SCHOOL	94	29.79%								
PH F. LANDIS SCHOOL	91	17.58% JOSEPH F. LANDIS SCHOOL	104	20.19%								
PH M. GALLAGHER SCHOOL	183	15.85% JOSEPH M. GALLAGHER SCHOOL	222	13.51% JOSEPH M. GALLAGHER SCHOOL	218	12.39% JOSEPH M. GALLAGHER SCHOOL	185	17.30% JOSEPH M. GALLAGHER SCHOOL	170	7.06% JOSEPH M. GALLAGHER SCHOOL	172	
IETH W. CLEMENT SCHOOL	51	21.57% KENNETH W. CLEMENT SCHOOL	94	28.72% KENNETH W. CLEMENT SCHOOL	72	37.50% KENNETH W. CLEMENT SCHOOL	63	41.27% KENNETH W. CLEMENT SCHOOL	55	14.55% Kenneth W. Clement Boys Leadership A	48	
S AGASSIZ SCHOOL	109	13.76% LOUIS AGASSIZ SCHOOL	115	20.00% LOUIS AGASSIZ SCHOOL	123	15.45% LOUIS AGASSIZ SCHOOL	100	8.00% LOUIS AGASSIZ SCHOOL		10.99% LOUIS AGASSIZ SCHOOL	82	
SA MAY ALCOTT SCHOOL	100	3.00% LOUISA MAY ALCOTT SCHOOL	109	9.17% LOUISA MAY ALCOTT SCHOOL	110	8.18% LOUISA MAY ALCOTT SCHOOL	83	2.41% LOUISA MAY ALCOTT SCHOOL		15.00% LOUISA MAY ALCOTT SCHOOL	107	
MUNOZ MARIN	212	16.04% LUIS MUNOZ MARIN	184	25.00% LUIS MUNOZ MARIN	202	14.36% LUIS MUNOZ MARIN	176	15.34% LUIS MUNOZ MARIN		13.33% LUIS MUNOZ MARIN	185	
ION C. SELTZER ELEMENTARY SCHOOL	156	19.23% MARION C. SELTZER ELEMENTARY SCHOOL	139	20.14% MARION C. SELTZER ELEMENTARY SCHO	147	14.97% MARION C. SELTZER ELEMENTARY SCHOOL	139	21.58% MARION C. SELTZER ELEMENTARY SCHOOL		15.00% MARION C. SELTZER ELEMENTARY SCHC	129	
ON-STERLING SCHOOL	127 80	29.13% MARION-STERLING SCHOOL	141 86	30.50% MARION-STERLING SCHOOL	148	31.76% MARION-STERLING SCHOOL	145	31.72% MARION-STERLING SCHOOL		17.82% MARION-STERLING SCHOOL	98	
r B. Martin School r M. Bethune School	111	27.50% MARY B. MARTIN SCHOOL 25.23% MARY M. BETHUNE SCHOOL	94	18.60% MARY B. MARTIN SCHOOL 39.36% MARY M. BETHUNE SCHOOL	90 105	17.78% MARY B. MARTIN SCHOOL 23.81% MARY M. BETHUNE SCHOOL	105 92	13.33% MARY B. MARTIN SCHOOL 17.39% MARY M. BETHUNE SCHOOL		12.73% MARY B. MARTIN SCHOOL 29.90% MARY M. BETHUNE SCHOOL	119 95	
NLEY SCHOOL	87	20.69% MCKINLEY SCHOOL	84	19.05% MCKINLEY SCHOOL	80	8.75% MCKINLEY SCHOOL	88	17.05% MCKINLEY SCHOOL		16.67% MCKINLEY SCHOOL	69	
ORIAL SCHOOL	137	20.44% MEMORIAL SCHOOL	133	18.80% MEMORIAL SCHOOL	125	26.40% MEMORIAL SCHOOL	132	18.18% MEMORIAL SCHOOL		14.66% MEMORIAL SCHOOL	100	
AEL R. WHITE SCHOOL	104	18.27% MICHAEL R. WHITE SCHOOL	94	17.02% MICHAEL R. WHITE SCHOOL	125	20.00% MICHAEL R. WHITE SCHOOL	112	17.86% MICHAEL R. WHITE SCHOOL		36.00% MICHAEL R. WHITE SCHOOL	84	
PARK SCHOOL	123	9.76% MILES PARK SCHOOL	129	18.60% MILES PARK SCHOOL	137	33.58% MILES PARK SCHOOL	139	21.58% MILES PARK SCHOOL		17.69% MILES PARK SCHOOL	146	
SCHOOL	70	28.57% MILES SCHOOL	82	26.83% MILES SCHOOL	96	29.17% MILES SCHOOL	71	22.54% MILES SCHOOL		31.25% MILES SCHOOL	64	
ID SCHOOL	67	28.36% MOUND SCHOOL	76	23.68% MOUND SCHOOL	75	32.00% MOUND SCHOOL	120	17.50% MOUND SCHOOL	112	28.57% MOUND SCHOOL	109	
AN HALE SCHOOL @ MT. PLEASANT	96	25.00% NATHAN HALE SCHOOL @ MT. PLEASANT	67	22.39% NATHAN HALE SCHOOL @ MT. PLEASAN	94	36.17% NATHAN HALE SCHOOL @ MT. PLEASANT	85	10.59% NATHAN HALE SCHOOL @ MT. PLEASANT	102	13.73% NATHAN HALE SCHOOL @ MT. PLEASAN	90	
ON D. BAKER SCHOOL	180	15.56% NEWTON D. BAKER SCHOOL	101	14.85% NEWTON D. BAKER SCHOOL	123	17.07% NEWTON D. BAKER SCHOOL	101	14.85% NEWTON D. BAKER SCHOOL		18.10% NEWTON D. BAKER SCHOOL	89	
R H. PERRY ELEMENTARY SCHOOL	122	27.87% OLIVER H. PERRY ELEMENTARY SCHOOL	105	21.90% OLIVER H. PERRY ELEMENTARY SCHOOL	100	23.00% OLIVER H. PERRY ELEMENTARY SCHOOL	81	17.28% OLIVER H. PERRY ELEMENTARY SCHOOL		17.05% OLIVER H. PERRY ELEMENTARY SCHOOL	82	
ARD SCHOOL OF SCIENCE	132	20.45% ORCHARD SCHOOL OF SCIENCE 30.38% PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	91 93	17.58% ORCHARD SCHOOL OF SCIENCE	118	14.41% ORCHARD SCHOOL OF SCIENCE	93	21.51% ORCHARD SCHOOL OF SCIENCE		16.05% ORCHARD SCHOOL OF SCIENCE	95	
K HENRY SCHOOL @ STEPHEN E. HOWE	79 63		93 79	15.05% PATRICK HENRY SCHOOL @ STEPHEN E. 25.32% PAUL L. DUNBAR SCHOOL	91 49	31.87% PATRICK HENRY SCHOOL @ STEPHEN E. HOW	95 40	25.26% PATRICK HENRY SCHOOL @ STEPHEN E. HOWE 2.50% PAUL L. DUNBAR SCHOOL		23.47% PATRICK HENRY SCHOOL @ STEPHEN E.	83 50	
. DUNBAR SCHOOL EVERE SCHOOL	63 93	31.75% PAUL L. DUNBAR SCHOOL 23.66% PAUL REVERE SCHOOL	79 103	25.32% PAUL L. DUNBAR SCHOOL 22.33% PAUL REVERE SCHOOL	49 131	14.29% PAUL L. DUNBAR SCHOOL 19.85% PAUL REVERE SCHOOL	40 115	2.50% PAUL L. DUNBAR SCHOOL 14.78% PAUL REVERE SCHOOL		15.38% PAUL L. DUNBAR SCHOOL 26.04% PAUL REVERE SCHOOL	50 90	
IDE SCHOOL	177	11.86% RIVERSIDE SCHOOL	133	6.02% RIVERSIDE SCHOOL	179	3.35% RIVERSIDE SCHOOL	158	4.43% RIVERSIDE SCHOOL		9.09% RIVERSIDE SCHOOL	121	
T FULTON SCHOOL	77	18.18% ROBERT FULTON SCHOOL	66	24.24%	2.0		200		101			
RT H. JAMISON SCHOOL	150	41.33% ROBERT H. JAMISON SCHOOL	122	28.69% ROBERT H. JAMISON SCHOOL	107	18.69% ROBERT H. JAMISON SCHOOL	104	20.19% ROBERT H. JAMISON SCHOOL	88	27.27% ROBERT H. JAMISON SCHOOL	63	
SON G. JONES @ N. HAWTHORNE SCHOOL	102	23.53% ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	94	8.51% ROBINSON G. JONES @ N. HAWTHORNE	103	16.50% ROBINSON G. JONES @ N. HAWTHORNE SCHO	73	23.29% ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	98	18.37% ROBINSON G. JONES @ N. HAWTHORNI	124	
TON SCHOOL	149	7.38% SCRANTON SCHOOL	54	16.67% SCRANTON SCHOOL	136	8.09% SCRANTON SCHOOL	125	13.60% SCRANTON SCHOOL	110	4.55% SCRANTON SCHOOL	91	
AM SCHOOL	54	14.81% SUNBEAM SCHOOL	35	11.43% SUNBEAM SCHOOL	60	16.67% SUNBEAM SCHOOL	62	22.58% SUNBEAM SCHOOL		10.71% SUNBEAM SCHOOL	44	
NT MONTESSORI SCHOOL	126	17.46% TREMONT MONTESSORI SCHOOL	133	26.32% TREMONT MONTESSORI SCHOOL	139	17.99% TREMONT MONTESSORI SCHOOL	179	20.11% TREMONT MONTESSORI SCHOOL	167	16.77% TREMONT MONTESSORI SCHOOL	162	
SCHOOL	55	36.36% UNION SCHOOL	56	17.86% UNION SCHOOL	58	22.41%			التيم		كيب	
VIEW BOYS LEADERSHIP ACADEMY	42	26.19% VALLEY VIEW BOYS LEADERSHIP ACADEMY	57	24.56% VALLEY VIEW BOYS LEADERSHIP ACADE!	67	11.94% VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	22.67% VALLEY VIEW BOYS LEADERSHIP ACADEMY		22.58% VALLEY VIEW BOYS LEADERSHIP ACADE	48	
ARK @ HARRY E. DAVIS SCHOOL	46 188	19.57% WADE PARK @ HARRY E. DAVIS SCHOOL 15.96% WALTON ELEMENTARY SCHOOL	90 134	35.56% WADE PARK @ HARRY E. DAVIS SCHOOL 19.40% WALTON ELEMENTARY SCHOOL	94	22.34% WADE PARK @ HARRY E. DAVIS SCHOOL 18.71% WALTON ELEMENTARY SCHOOL	120	35.83% WADE PARK @ HARRY E. DAVIS SCHOOL 14.29% WALTON ELEMENTARY SCHOOL		27.62% WADE PARK @ HARRY E. DAVIS SCHOOL 4.67% WALTON ELEMENTARY SCHOOL	105	
N ELEMENTARY SCHOOL R GIRLS LEADERSHIP ACADEMY	188 72	11.11% WARNER GIRLS LEADERSHIP ACADEMY	118	24.58% WARNER GIRLS LEADERSHIP ACADEMY	155 127	18.71% WALTON ELEMENTARY SCHOOL 24.41% WARNER GIRLS LEADERSHIP ACADEMY	119 133	23.31% WARNER GIRLS LEADERSHIP ACADEMY		22.14% WARNER GIRLS LEADERSHIP ACADEMY	106 118	
RSON-LAKE SCHOOL	165	22.42% WATTERSON-LAKE SCHOOL	140	17.14% WATTERSON-LAKE SCHOOL	101	10.89% WATTERSON-LAKE SCHOOL	97	30.93% WATTERSON-LAKE SCHOOL		14.49% WATTERSON-LAKE SCHOOL	78	
RLY SCHOOL	116	23.28% WAVERLY SCHOOL	94	22.34% WAVERLY SCHOOL	103	22.33% WAVERLY SCHOOL	104	16.35% WAVERLY SCHOOL		9.21% WAVERLY SCHOOL	75	
R WRIGHT SCHOOL	147	29.25% WILBUR WRIGHT SCHOOL	128	8.59% WILBUR WRIGHT SCHOOL	143	9.79% WILBUR WRIGHT SCHOOL	98	6.12% WILBUR WRIGHT SCHOOL		5.45% WILBUR WRIGHT SCHOOL	101	
M CULLEN BRYANT SCHOOL	135	20.74% WILLIAM CULLEN BRYANT SCHOOL	102	13.73% WILLIAM CULLEN BRYANT SCHOOL	92	13.04% WILLIAM CULLEN BRYANT SCHOOL	110	13.64% WILLIAM CULLEN BRYANT SCHOOL	113	7.96% WILLIAM CULLEN BRYANT SCHOOL	110	
V SCHOOL	59	25.42% WILLOW SCHOOL	69	13.04% WILLOW SCHOOL	70	21.43% WILLOW SCHOOL	57	28.07% WILLOW SCHOOL	57	14.04% WILLOW SCHOOL	77	
AND HILLS SCHOOL	98	18.37% WOODLAND HILLS SCHOOL	73	31.51% WOODLAND HILLS SCHOOL	95	34.74%						
				Thomas Jefferson International Newcon	46	0.00% Thomas Jefferson International Newcomers A	60	3.33% Thomas Jefferson International Newcomers Acac		7.14% Thomas Jefferson International Newcor	101	
				Euclid Park	99	18.18% Euclid Park	86	19.77% Euclid Park		17.20% Euclid Park	100	
				Whitney M. Young Leadership Academy	54	37.04% Whitney M. Young Leadership Academy	42	19.05% Whitney M. Young Leadership Academy		23.08% Whitney M. Young Leadership Academs	33	
		Garfield	103	16.50% Garfield	116	12.07% Garfield	141	10.64% Garfield		15.09% Garfield	153	
				Campus International at CSU Cole Cent€	37	8.11% Campus International at CSU Cole Center 28.05% Willson	84	10.71% Campus International at CSU Cole Center	149	10.74% Campus International at CSU Cole Cents	176	
				Willson			111	19.82% Willson		16.96% Willson	108	

Table A4: Grades 2-4—Student Support "Needs Improvement," by School and Year

2009		2010		2011	Studen	t Support 2012		2013		2014		
School		Improvement School		provement School		nprovement School		mprovement School	N ds Im	prover School		eds Improvement
ADLAI E. STEVENSON SCHOOL ALBERT B. HART SCHOOL	84 92	33.33% ADLAI E. STEVENSON SCHOOL 36.96% ALBERT B. HART SCHOOL	80 80	53.75% ADLAI E. STEVENSON SCHOOL 36.25%	69	44.93% ADLAI E. STEVENSON SCHOOL	94	31.91% ADLAI E. STEVENSON SCHOOL	118 3	31.36% ADLAI E. STEVENSON SCHOOL	98	34.699
ALEXANDER GRAHAM BELL SCHOOL	134	29.85% ALEXANDER GRAHAM BELL SCHOOL	104	17.31%								
ALMIRA SCHOOL	135	27.41% ALMIRA SCHOOL	96	37.50% ALMIRA SCHOOL	115	40.87% ALMIRA SCHOOL	93	33.33% ALMIRA SCHOOL	83 3	32.53% ALMIRA SCHOOL	99	29.29%
ANDREW J. RICKOFF SCHOOL	161	39.13% ANDREW J. RICKOFF SCHOOL	148	50.00% ANDREW J. RICKOFF SCHOOL	136	44.12% ANDREW J. RICKOFF SCHOOL	138	44.20% ANDREW J. RICKOFF SCHOOL		5.95% ANDREW J. RICKOFF SCHOOL	139	43.88%
ANTON GRDINA SCHOOL ARTEMUS WARD SCHOOL	137 123	33.58% ANTON GRDINA SCHOOL 27.64% ARTEMUS WARD SCHOOL	141 136	43.26% ANTON GRDINA SCHOOL 21.32% ARTEMUS WARD SCHOOL	98 122	50.00% ANTON GRDINA SCHOOL 22.95% ARTEMUS WARD SCHOOL	101 141	46.53% ANTON GRDINA SCHOOL 29.79% ARTEMUS WARD SCHOOL		32.88% ANTON GRDINA SCHOOL 44.48% ARTEMUS WARD SCHOOL	81 120	33.33% 35.83%
AUDUBON SCHOOL	114	35.96% AUDUBON SCHOOL	88	43.18%	122	22.55% ARTENIOS WARD SCHOOL	141	25.75% ARTENIOS WARD SCHOOL	145 5	94.46% ARTENIOS WARD SCHOOL	120	33.6376
BENJAMIN FRANKLIN SCHOOL	192	22.92% BENJAMIN FRANKLIN SCHOOL	190	15.26% BENJAMIN FRANKLIN SCHOOL	197	22.34% BENJAMIN FRANKLIN SCHOOL	186	15.05% BENJAMIN FRANKLIN SCHOOL	187 2	22.46% BENJAMIN FRANKLIN SCHOOL	165	26.67%
BOLTON SCHOOL	96	44.79% BOLTON SCHOOL	72	70.83% BOLTON SCHOOL	122	54.10% BOLTON SCHOOL	98	60.20% BOLTON SCHOOL	80 4	3.75% BOLTON SCHOOL	74	28.38%
BROOKLAWN SCHOOL	86 82	40.70% BROOKLAWN SCHOOL	65 70	44.62%	01	40 3EW BLICKEVE WOODLAND SCHOOL	93	AT ACT DISCUST WOODS AND SCHOOL	F7 3	A OF A BUCKEYE WOOD! AND SCHOOL	77	24.68%
BUCKEYE-WOODLAND SCHOOL BUHRER @ KENTUCKY SCHOOL	142	46.34% BUCKEYE-WOODLAND SCHOOL 16.90% BUHRER @ KENTUCKY SCHOOL	113	42.86% BUCKEYE-WOODLAND SCHOOL 12.39% BUHRER @ KENTUCKY SCHOOL	91 108	48.35% BUCKEYE-WOODLAND SCHOOL 9.26% BUHRER @ KENTUCKY SCHOOL	82 115	41.46% BUCKEYE-WOODLAND SCHOOL 13.91% BUHRER @ KENTUCKY SCHOOL		21.05% BUCKEYE-WOODLAND SCHOOL 15.38% BUHRER @ KENTUCKY SCHOOL	118	7.63%
CAPTAIN ARTHUR ROTH SCHOOL	85	36.47% CAPTAIN ARTHUR ROTH SCHOOL	54	31.48% CAPTAIN ARTHUR ROTH SCHOOL	64	54.69%	220	EDDET DOTTING THE TOTAL DETTO		Side of the side o	220	
CARL & LOUIS STOKES CENTRAL ACADEMY	143	34.27% CARL & LOUIS STOKES CENTRAL ACADEMY	123	42.28% CARL & LOUIS STOKES CENTRAL ACADE↑	154	31.17% CARL & LOUIS STOKES CENTRAL ACADEMY	121	57.85% CARL & LOUIS STOKES CENTRAL ACADEMY	125 3			
CASE SCHOOL	114	41.23% CASE SCHOOL	103	33.01% CASE SCHOOL	123	40.65% CASE SCHOOL	105	41.90% CASE SCHOOL		34.26% CASE SCHOOL	93	35.48%
CHARLES A. MOONEY SCHOOL CHARLES DICKENS SCHOOL	155 73	32.26% CHARLES A. MOONEY SCHOOL 45.21% CHARLES DICKENS SCHOOL	151 74	29.14% CHARLES A. MOONEY SCHOOL 31.08% CHARLES DICKENS SCHOOL	181 97	30.39% CHARLES A. MOONEY SCHOOL 37.11% CHARLES DICKENS SCHOOL	117 115	31.62% CHARLES A. MOONEY SCHOOL 31.30% CHARLES DICKENS SCHOOL		87.29% CHARLES A. MOONEY SCHOOL 16.55% CHARLES DICKENS SCHOOL	113 89	20.35% 35.96%
CHARLES H. LAKE SCHOOL @ LOUIS PASTEUR	37	48.65%	74	31.00% CHARLES DICKERS SCHOOL	37	37.11% CHARLES DICKLAS SCHOOL	113	31.30% CHARLES DICKENS SCHOOL	110 4	S. JS/N CHARLES DICKERS SCHOOL	03	33.30%
CHARLES W. ELIOT SCHOOL	74	54.05% CHARLES W. ELIOT SCHOOL	64	39.06% CHARLES W. ELIOT SCHOOL	128	41.41% CHARLES W. ELIOT SCHOOL	100	58.00% CHARLES W. ELIOT SCHOOL	101 4	14.55% CHARLES W. ELIOT SCHOOL	84	21.43%
CLARA E. WESTROPP SCHOOL	186	26.88% CLARA E. WESTROPP SCHOOL	149	24.16% CLARA E. WESTROPP SCHOOL	180	23.33% CLARA E. WESTROPP SCHOOL	130	25.38% CLARA E. WESTROPP SCHOOL		0.39% CLARA E. WESTROPP SCHOOL	101	22.77%
CLARK ELEMENTARY SCHOOL CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	174 142	22.41% CLARK ELEMENTARY SCHOOL 24.65% CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	170 149	26.47% CLARK ELEMENTARY SCHOOL 27.52% CLEVELAND SCHOOL OF THE ARTS, DIKE	175 205	26.86% CLARK ELEMENTARY SCHOOL 37.56% CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	154 220	27.27% CLARK ELEMENTARY SCHOOL 44.55% CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS		80.99% CLARK ELEMENTARY SCHOOL 13.33% CLEVELAND SCHOOL OF THE ARTS, DIKE	179	32.40% 44.37%
DANIEL E. MORGAN SCHOOL	128	29.69% DANIEL E. MORGAN SCHOOL	104	10.58% DANIEL E. MORGAN SCHOOL	88	25.00% DANIEL E. MORGAN SCHOOL	82	31.71% DANIEL E. MORGAN SCHOOL		25.84% DANIEL E. MORGAN SCHOOL	151 98	45.92%
DENISON SCHOOL	226	49.56% DENISON SCHOOL	197	47.72% DENISON SCHOOL	187	47.06% DENISON SCHOOL	206	48.54% DENISON SCHOOL		12.79% DENISON SCHOOL	147	38.78%
DOUGLAS MACARTHUR SCHOOL	56	19.64% DOUGLAS MACARTHUR SCHOOL	81	16.05% DOUGLAS MACARTHUR SCHOOL	94	19.15% DOUGLAS MACARTHUR SCHOOL	102	8.82% DOUGLAS MACARTHUR SCHOOL	102 1	10.78% DOUGLAS MACARTHUR SCHOOL	97	8.25%
EARLY CHILDHOOD CENTER	45	13.33% EARLY CHILDHOOD CENTER	52	25.00% EARLY CHILDHOOD CENTER	40	30.00% EARLY CHILDHOOD CENTER	31	16.13% EARLY CHILDHOOD CENTER		20.00%		
EAST CLARK @ MARGARET SPELLACY	118 94	26.27% EAST CLARK @ MARGARET SPELLACY	126 69	37.30% EAST CLARK @ MARGARET SPELLACY 36.23% EMILE B. DESAUZE CONTEMPORARY AC/	117 67	35.04% EAST CLARK @ MARGARET SPELLACY 38.81%	123	34.96% EAST CLARK @ MARGARET SPELLACY	89 3	32.58% EAST CLARK @ MARGARET SPELLACY	89	26.97%
EMILE B. DESAUZE CONTEMPORARY ACADEMY EMPIRE COMPUTECH SCHOOL	71	53.19% EMILE B. DESAUZE CONTEMPORARY ACADEMY 30.99% EMPIRE COMPUTECH SCHOOL	69	28.99%	67	38.81%						
FOREST HILL PARKWAY SCHOOL	110	52.73% FOREST HILL PARKWAY SCHOOL	77	46.75%								
FRANKLIN D. ROOSEVELT SCHOOL	98	12.24% FRANKLIN D. ROOSEVELT SCHOOL	113	23.89% FRANKLIN D. ROOSEVELT SCHOOL	189	32.28% FRANKLIN D. ROOSEVELT SCHOOL	131	29.77% FRANKLIN D. ROOSEVELT SCHOOL	118 3	0.51% FRANKLIN D. ROOSEVELT SCHOOL	96	32.29%
FULLERTON SCHOOL	129	25.58% FULLERTON SCHOOL	82	36.59% FULLERTON SCHOOL	109	29.36% FULLERTON SCHOOL	90	42.22% FULLERTON SCHOOL		25.37% FULLERTON SCHOOL	48	33.33%
GEORGE WASHINGTON CARVER SCHOOL @ ALFRED	117	27.35% GEORGE WASHINGTON CARVER SCHOOL @ ALFRED A.	132	26.52% GEORGE WASHINGTON CARVER SCHOO	112	27.68% GEORGE WASHINGTON CARVER SCHOOL @ A	161	39.13% GEORGE WASHINGTON CARVER SCHOOL @ ALFR	122 3	85.25% GEORGE WASHINGTON CARVER SCHOC	104	60.58%
GIDDINGS SCHOOL GRACEMOUNT SCHOOL	89 141	26.97% GIDDINGS SCHOOL 39.72% GRACEMOUNT SCHOOL	60 155	38.33% GIDDINGS SCHOOL 41.94%	70	40.00%						
H. BARBARA BOOKER SCHOOL	75	32.00% H. BARBARA BOOKER SCHOOL	106	42.45% H. BARBARA BOOKER SCHOOL	119	47.06% H. BARBARA BOOKER SCHOOL	107	50.47% H. BARBARA BOOKER SCHOOL	99 5	88.59% H. BARBARA BOOKER SCHOOL	95	33.68%
HANNAH GIBBONS-NOTTINGHAM SCHOOL	76	38.16% HANNAH GIBBONS-NOTTINGHAM SCHOOL	71	52.11% HANNAH GIBBONS-NOTTINGHAM SCHO	82	37.80% HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	41.33% HANNAH GIBBONS-NOTTINGHAM SCHOOL	77 3	81.17% HANNAH GIBBONS-NOTTINGHAM SCHC	47	36.17%
HARVEY RICE @ JESSE OWENS	62	32.26% HARVEY RICE @ JESSE OWENS	83	46.99% HARVEY RICE @ JESSE OWENS	122	38.52% HARVEY RICE @ JESSE OWENS	97	40.21% HARVEY RICE @ JESSE OWENS	88 3	0.68% HARVEY RICE @ JESSE OWENS	60	33.33%
HENRY W. LONGFELLOW SCHOOL	70	21.43% HENRY W. LONGFELLOW SCHOOL	76	40.79%								
IOWA-MAPLE SCHOOL	96 71	30.21% IOWA-MAPLE SCHOOL 38.03% JOHN D. ROCKEFELLER SCHOOL	79 55	24.05% IOWA-MAPLE SCHOOL 65.45%	108	34.26% IOWA-MAPLE SCHOOL	107	45.79% IOWA-MAPLE SCHOOL	101 2	27.72% IOWA-MAPLE SCHOOL	92	30.43%
JOHN D. ROCKEFELLER SCHOOL JOHN W. RAPER SCHOOL	106	24.53% JOHN W. RAPER SCHOOL	94	38.30%								
JOSEPH F. LANDIS SCHOOL	91	41.76% JOSEPH F. LANDIS SCHOOL	104	30.77%								
JOSEPH M. GALLAGHER SCHOOL	183	26.78% JOSEPH M. GALLAGHER SCHOOL	222	26.13% JOSEPH M. GALLAGHER SCHOOL	218	27.52% JOSEPH M. GALLAGHER SCHOOL	185	35.68% JOSEPH M. GALLAGHER SCHOOL	2.0	7.65% JOSEPH M. GALLAGHER SCHOOL	172	29.65%
KENNETH W. CLEMENT SCHOOL	51	23.53% KENNETH W. CLEMENT SCHOOL	94	27.66% KENNETH W. CLEMENT SCHOOL	72	34.72% KENNETH W. CLEMENT SCHOOL	63	38.10% KENNETH W. CLEMENT SCHOOL		23.64% Kenneth W. Clement Boys Leadership A	48	8.33%
LOUIS AGASSIZ SCHOOL LOUISA MAY ALCOTT SCHOOL	109 100	41.28% LOUIS AGASSIZ SCHOOL 22.00% LOUISA MAY ALCOTT SCHOOL	115 109	30.43% LOUIS AGASSIZ SCHOOL 17.43% LOUISA MAY ALCOTT SCHOOL	123 110	27.64% LOUIS AGASSIZ SCHOOL 26.36% LOUISA MAY ALCOTT SCHOOL	100 83	32.00% LOUIS AGASSIZ SCHOOL 18.07% LOUISA MAY ALCOTT SCHOOL		19.78% LOUIS AGASSIZ SCHOOL 14.00% LOUISA MAY ALCOTT SCHOOL	82 107	25.61% 21.50%
LUIS MUNOZ MARIN	212	31.60% LUIS MUNOZ MARIN	184	29.89% LUIS MUNOZ MARIN	202	33.17% LUIS MUNOZ MARIN	176	28.41% LUIS MUNOZ MARIN		80.77% LUIS MUNOZ MARIN	185	28.11%
MARION C. SELTZER ELEMENTARY SCHOOL	156	33.97% MARION C. SELTZER ELEMENTARY SCHOOL	139	25.18% MARION C. SELTZER ELEMENTARY SCHO	147	29.25% MARION C. SELTZER ELEMENTARY SCHOOL	139	30.94% MARION C. SELTZER ELEMENTARY SCHOOL		32.86% MARION C. SELTZER ELEMENTARY SCHC	129	34.11%
MARION-STERLING SCHOOL	127	29.13% MARION-STERLING SCHOOL	141	37.59% MARION-STERLING SCHOOL	148	37.16% MARION-STERLING SCHOOL	145	45.52% MARION-STERLING SCHOOL	101 3	6.63% MARION-STERLING SCHOOL	98	45.92%
MARY B. MARTIN SCHOOL	80	43.75% MARY B. MARTIN SCHOOL	86	32.56% MARY B. MARTIN SCHOOL	90	38.89% MARY B. MARTIN SCHOOL	105	34.29% MARY B. MARTIN SCHOOL		9.09% MARY B. MARTIN SCHOOL	119	26.05%
MARY M. BETHUNE SCHOOL	111 87	32.43% MARY M. BETHUNE SCHOOL	94	43.62% MARY M. BETHUNE SCHOOL	105 80	36.19% MARY M. BETHUNE SCHOOL	92 88	25.00% MARY M. BETHUNE SCHOOL		87.11% MARY M. BETHUNE SCHOOL	95 69	43.16% 33.33%
MCKINLEY SCHOOL MEMORIAL SCHOOL	138	37.93% MCKINLEY SCHOOL 38.41% MEMORIAL SCHOOL	133	39.29% MCKINLEY SCHOOL 27.07% MEMORIAL SCHOOL	125	23.75% MCKINLEY SCHOOL 37.60% MEMORIAL SCHOOL	132	40.91% MCKINLEY SCHOOL 34.85% MEMORIAL SCHOOL		85.71% MCKINLEY SCHOOL 81.03% MEMORIAL SCHOOL	100	33.33%
MICHAEL R. WHITE SCHOOL	104	34.62% MICHAEL R. WHITE SCHOOL	94	35.11% MICHAEL R. WHITE SCHOOL	125	48.00% MICHAEL R. WHITE SCHOOL	112	47.32% MICHAEL R. WHITE SCHOOL		52.00% MICHAEL R. WHITE SCHOOL	84	48.81%
MILES PARK SCHOOL	123	22.76% MILES PARK SCHOOL	129	23.26% MILES PARK SCHOOL	137	43.80% MILES PARK SCHOOL	139	33.09% MILES PARK SCHOOL		32.65% MILES PARK SCHOOL	146	23.29%
MILES SCHOOL	70	60.00% MILES SCHOOL	82	50.00% MILES SCHOOL	96	45.83% MILES SCHOOL	71	50.70% MILES SCHOOL		1.25% MILES SCHOOL	64	48.44%
MOUND SCHOOL NATHAN HALE SCHOOL @ MT. PLEASANT	67 96	41.79% MOUND SCHOOL 37.50% NATHAN HALE SCHOOL @ MT. PLEASANT	76 67	35.53% MOUND SCHOOL 34.33% NATHAN HALE SCHOOL @ MT. PLEASAN	75 94	45.33% MOUND SCHOOL 48.94% NATHAN HALE SCHOOL @ MT. PLEASANT	120 85	45.83% MOUND SCHOOL 25.88% NATHAN HALE SCHOOL @ MT. PLEASANT		6.61% MOUND SCHOOL 4.31% NATHAN HALE SCHOOL @ MT. PLEASAN	109 90	28.44% 38.89%
NEWTON D. BAKER SCHOOL	180	25.00% NEWTON D. BAKER SCHOOL	101	20.79% NEWTON D. BAKER SCHOOL	123	32.52% NEWTON D. BAKER SCHOOL	101	20.79% NEWTON D. BAKER SCHOOL		14.31% NATHAN HALE SCHOOL @ MT. PLEASAF	89	5.62%
OLIVER H. PERRY ELEMENTARY SCHOOL	123	34.96% OLIVER H. PERRY ELEMENTARY SCHOOL	105	37.14% OLIVER H. PERRY ELEMENTARY SCHOOL	100	44.00% OLIVER H. PERRY ELEMENTARY SCHOOL	81	35.80% OLIVER H. PERRY ELEMENTARY SCHOOL		9.55% OLIVER H. PERRY ELEMENTARY SCHOOL	82	42.68%
ORCHARD SCHOOL OF SCIENCE	132	31.82% ORCHARD SCHOOL OF SCIENCE	91	13.19% ORCHARD SCHOOL OF SCIENCE	118	31.36% ORCHARD SCHOOL OF SCIENCE	93	26.88% ORCHARD SCHOOL OF SCIENCE	81 2	7.16% ORCHARD SCHOOL OF SCIENCE	95	24.21%
PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	79	43.04% PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	93	47.31% PATRICK HENRY SCHOOL @ STEPHEN E.	91	48.35% PATRICK HENRY SCHOOL @ STEPHEN E. HOW	95	36.84% PATRICK HENRY SCHOOL @ STEPHEN E. HOWE		81.63% PATRICK HENRY SCHOOL @ STEPHEN E.	83	39.76%
PAUL L. DUNBAR SCHOOL PAUL REVERE SCHOOL	63 93	38.10% PAUL L. DUNBAR SCHOOL 43.01% PAUL REVERE SCHOOL	79 103	31.65% PAUL L. DUNBAR SCHOOL 37.86% PAUL REVERE SCHOOL	49 131	14.29% PAUL L. DUNBAR SCHOOL 41.98% PAUL REVERE SCHOOL	40 115	12.50% PAUL L. DUNBAR SCHOOL 37.39% PAUL REVERE SCHOOL		17.95% PAUL L. DUNBAR SCHOOL 16.88% PAUL REVERE SCHOOL	50 90	30.00% 30.00%
RIVERSIDE SCHOOL	177	22.60% RIVERSIDE SCHOOL	133	15.04% RIVERSIDE SCHOOL	179	12.85% RIVERSIDE SCHOOL	158	17.72% RIVERSIDE SCHOOL		19.55% RIVERSIDE SCHOOL	121	25.62%
ROBERT FULTON SCHOOL	77	49.35% ROBERT FULTON SCHOOL	66	28.79%	2.0		200					
ROBERT H. JAMISON SCHOOL	150	43.33% ROBERT H. JAMISON SCHOOL	122	34.43% ROBERT H. JAMISON SCHOOL	107	40.19% ROBERT H. JAMISON SCHOOL	104	46.15% ROBERT H. JAMISON SCHOOL		6.59% ROBERT H. JAMISON SCHOOL	63	28.57%
ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	102	26.47% ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	94	20.21% ROBINSON G. JONES @ N. HAWTHORNE	103	39.81% ROBINSON G. JONES @ N. HAWTHORNE SCHC	73	34.25% ROBINSON G. JONES @ N. HAWTHORNE SCHOOL		32.65% ROBINSON G. JONES @ N. HAWTHORNE	124	28.23%
SCRANTON SCHOOL SUNBEAM SCHOOL	149 54	29.53% SCRANTON SCHOOL 24.07% SUNBEAM SCHOOL	54 35	27.78% SCRANTON SCHOOL	136 60	25.00% SCRANTON SCHOOL	125 62	32.80% SCRANTON SCHOOL 17.74% SUNBEAM SCHOOL		L6.36% SCRANTON SCHOOL	91 44	19.78% 45.45%
TREMONT MONTESSORI SCHOOL	126	22.22% TREMONT MONTESSORI SCHOOL	133	20.00% SUNBEAM SCHOOL 36.09% TREMONT MONTESSORI SCHOOL	139	31.67% SUNBEAM SCHOOL 26.62% TREMONT MONTESSORI SCHOOL	179	33.52% TREMONT MONTESSORI SCHOOL		22.14% SUNBEAM SCHOOL 25.75% TREMONT MONTESSORI SCHOOL	162	45.45% 27.16%
UNION SCHOOL	55	25.45% UNION SCHOOL	56	21.43% UNION SCHOOL	58	31.03%			2	ESSOR SCHOOL		27.2070
ALLEY VIEW BOYS LEADERSHIP ACADEMY	42	19.05% VALLEY VIEW BOYS LEADERSHIP ACADEMY	57	26.32% VALLEY VIEW BOYS LEADERSHIP ACADE!	67	17.91% VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	42.67% VALLEY VIEW BOYS LEADERSHIP ACADEMY		10.32% VALLEY VIEW BOYS LEADERSHIP ACADE	48	29.17%
WADE PARK @ HARRY E. DAVIS SCHOOL	46	30.43% WADE PARK @ HARRY E. DAVIS SCHOOL	90	27.78% WADE PARK @ HARRY E. DAVIS SCHOOL	94	35.11% WADE PARK @ HARRY E. DAVIS SCHOOL	120	39.17% WADE PARK @ HARRY E. DAVIS SCHOOL		85.24% WADE PARK @ HARRY E. DAVIS SCHOOL	105	38.10%
WALTON ELEMENTARY SCHOOL WARNER GIRLS LEADERSHIP ACADEMY	188 72	29.26% WALTON ELEMENTARY SCHOOL 12.50% WARNER GIRLS LEADERSHIP ACADEMY	134 118	31.34% WALTON ELEMENTARY SCHOOL 27.12% WARNER GIRLS LEADERSHIP ACADEMY	155 127	40.00% WALTON ELEMENTARY SCHOOL 28.35% WARNER GIRLS LEADERSHIP ACADEMY	119 133	36.97% WALTON ELEMENTARY SCHOOL 32.33% WARNER GIRLS LEADERSHIP ACADEMY		23.36% WALTON ELEMENTARY SCHOOL 33.59% WARNER GIRLS LEADERSHIP ACADEMY	106 118	19.81% 13.56%
WATTERSON-LAKE SCHOOL	165	33.94% WATTERSON-LAKE SCHOOL	140	23.57% WATTERSON-LAKE SCHOOL	101	24.75% WATTERSON-LAKE SCHOOL	97	32.99% WATTERSON-LAKE SCHOOL		13.55% WARNER GIRLS LEADERSHIP ACADEMY	78	34.62%
VAVERLY SCHOOL	117	31.62% WAVERLY SCHOOL	94	25.53% WAVERLY SCHOOL	103	50.49% WAVERLY SCHOOL	104	34.62% WAVERLY SCHOOL		21.05% WAVERLY SCHOOL	75	28.00%
VILBUR WRIGHT SCHOOL	147	36.73% WILBUR WRIGHT SCHOOL	128	19.53% WILBUR WRIGHT SCHOOL	143	27.97% WILBUR WRIGHT SCHOOL	98	16.33% WILBUR WRIGHT SCHOOL	55 2	23.64% WILBUR WRIGHT SCHOOL	101	22.77%
WILLIAM CULLEN BRYANT SCHOOL	135	38.52% WILLIAM CULLEN BRYANT SCHOOL	102	30.39% WILLIAM CULLEN BRYANT SCHOOL	92	27.17% WILLIAM CULLEN BRYANT SCHOOL	110	18.18% WILLIAM CULLEN BRYANT SCHOOL		6.81% WILLIAM CULLEN BRYANT SCHOOL	110	17.27%
VILLOW SCHOOL VOODLAND HILLS SCHOOL	59 98	25.42% WILLOW SCHOOL	69 73	30.43% WILLOW SCHOOL	70 95	15.71% WILLOW SCHOOL	57	26.32% WILLOW SCHOOL	57 1	19.30% WILLOW SCHOOL	77	25.97%
YOODDANID MILLS SCHOOL	98	25.51% WOODLAND HILLS SCHOOL Garfield	73 103	43.84% WOODLAND HILLS SCHOOL 28.16% Garfield	95 116	44.21% 24.14% Garfield	141	16.31% Garfield	150 2	28.93% Garfield	153	30.07%
		Garriera	103	Campus International at CSU Cole Cente	37	10.81% Campus International at CSU Cole Center	84	30.95% Campus International at CSU Cole Center		28.93% Garrield 22.15% Campus International at CSU Cole Cents	176	10.80%
				Willson	82	18.29% Willson	111	33.33% Willson		17.86% Willson	108	19.44%
				Whitney M. Young Leadership Academy	54	48.15% Whitney M. Young Leadership Academy	42	45.24% Whitney M. Young Leadership Academy	26 4	6.15% Whitney M. Young Leadership Academy	33	45.45%
				Euclid Park	99	31.31% Euclid Park	86	20.93% Euclid Park	93 2	6.88% Euclid Park	100	24.00%
				Thomas Jefferson International Newcon		4.35% Thomas Jefferson International Newcomers A	60	30.00% Thomas Jefferson International Newcomers Acac	-	1.43% Thomas Jefferson International Newcor	101	12.87%

Table A5: Grades 5–8—Peer Social and Emotional Competence "Needs Improvement," by School and Year

2008		2009		2010		Peer Social and Emotional Comp 2011	ecence	20	12	201	3	2014		
		Improver School		Improver School		Improver School		Improver School		s Improver School		s Improver School		is Improv
ADLAI E. STEVENSON SCHOOL ALBERT B. HART SCHOOL	107 130	47.66% ADLAI E. STEVENSON SCHOOL 34.62% ALBERT B. HART SCHOOL	132 139	29.55% ADLAI E. STEVENSON SCHOOL 37.41% ALBERT B. HART SCHOOL	101 115	23.76% ADLAI E. STEVENSON SC 37.39%	101	21.78% ADLAI E. STEVENS	140	42.14% ADLAI E. STEVENSO	166	51.81% ADLAI E. STEVENSON SCHOOL	125	44.80
LEXANDER GRAHAM BELL SCHOO	109	15.60% ALEXANDER GRAHAM BELL SCHO	129	22.48% ALEXANDER GRAHAM BELL S	130	9.23%								
												Alfred A. Benesch School	114	
ALMIRA SCHOOL ANDREW J. RICKOFF SCHOOL	175 170	36.57% ALMIRA SCHOOL 32.94% ANDREW J. RICKOFF SCHOOL	53 181	56.60% ALMIRA SCHOOL 32.60% ANDREW J. RICKOFF SCHOOL	170 173	31.18% ALMIRA SCHOOL 49.13% ANDREW J. RICKOFF SCH	153 177	44.44% ALMIRA SCHOOL 37.29% ANDREW J. RICKO	123 193	33.33% ALMIRA SCHOOL 53.89% ANDREW J. RICKOFF	134 186	57.46% ALMIRA SCHOOL 40.86% ANDREW J. RICKOFF SCHOOL	144 189	
ANTON GRDINA SCHOOL	166	41.57% ANTON GRDINA SCHOOL	133	38.35% ANTON GRDINA SCHOOL	108	48.15% ANTON GRDINA SCHOO	124	54.03% ANTON GRDINA S	79	64.56% ANTON GRDINA SCI	8	25.00% ANTON GRDINA SCHOOL	79	
ARTEMUS WARD SCHOOL	152	34.87% ARTEMUS WARD SCHOOL	173	32.37% ARTEMUS WARD SCHOOL	199	26.13% ARTEMUS WARD SCHOO	201	33.33% ARTEMUS WARD 5	195	26.15% ARTEMUS WARD SC	212	27.83% ARTEMUS WARD SCHOOL	146	
AUDUBON SCHOOL	185	35.68% AUDUBON SCHOOL	129	36.43% AUDUBON SCHOOL	116	25.86%	200	22 704 25144441 55444	270	OF OTHER DESIGNATION FRANCIS	227	ACCOME DESIGNATION ED ANIMA DE COMO CO	254	24.25
BENJAMIN FRANKLIN SCHOOL BOLTON SCHOOL	287 113	33.10% BENJAMIN FRANKLIN SCHOOL 29.20% BOLTON SCHOOL	314 110	34.39% BENJAMIN FRANKLIN SCHOO 29.09% BOLTON SCHOOL	297 98	30.30% BENJAMIN FRANKLIN SC 32.65% BOLTON SCHOOL	299 131	32.78% BENJAMIN FRANK 41.98% BOLTON SCHOOL	278 100	35.97% BENJAMIN FRANKLI 51.00% BOLTON SCHOOL	237 85	40.93% BENJAMIN FRANKLIN SCHOOL 35.29% BOLTON SCHOOL	254 72	
BROOKLAWN SCHOOL	102	49.02% BROOKLAWN SCHOOL	85	45.88% BROOKLAWN SCHOOL	89	40.45%	151	41.30% BOLTON SCHOOL	100	32.00% BOETON SCHOOL	- 05	53.2578 BOLTON SCHOOL		27.707
BUCKEYE-WOODLAND SCHOOL	85	37.65% BUCKEYE-WOODLAND SCHOOL	92	23.91% BUCKEYE-WOODLAND SCHOOL	70	41.43% BUCKEYE-WOODLAND S	76	38.16% BUCKEYE-WOODL		43.62% BUCKEYE-WOODLA	96	39.58% BUCKEYE-WOODLAND SCHOOL	87	
BUHRER SCHOOL	116	27.59% BUHRER SCHOOL	168	21.43% BUHRER SCHOOL	125	12.80% BUHRER SCHOOL	120	12.50% BUHRER SCHOOL	129	11.63% BUHRER SCHOOL	142	11.27% BUHRER SCHOOL	144	
CAPTAIN ARTHUR ROTH SCHOOL	113	38.94% CAPTAIN ARTHUR ROTH SCHOOL	110	47.27% CAPTAIN ARTHUR ROTH SCHO	97	42.27% CAPTAIN ARTHUR ROTH	116	47.41%				Campus International @ CSU Cole Center	42	11.909
CARL & LOUIS STOKES CENTRAL AC	165	43.64% CARL & LOUIS STOKES CENTRAL	149	52.35% CARL & LOUIS STOKES CENTR	133	34.59% CARL & LOUIS STOKES C	132	52.27% CARL & LOUIS STC	86	41.86% CARL & LOUIS STOK	132	40.91% CASE SCHOOL	109	28.449
ASE SCHOOL	74	36.49% CASE SCHOOL	154	42.86% CASE SCHOOL	61	29.51% CASE SCHOOL	145	40.69% CASE SCHOOL	143	25.87% CASE SCHOOL	104	29.81% CHARLES A. MOONEY SCHOOL	187	
CHARLES A. MOONEY SCHOOL CHARLES DICKENS SCHOOL	210 115	26.67% CHARLES A. MOONEY SCHOOL 32.17% CHARLES DICKENS SCHOOL	220	35.00% CHARLES A. MOONEY SCHOO 41.09% CHARLES DICKENS SCHOOL	220 124	31.82% CHARLES A. MOONEY SC 35.48% CHARLES DICKENS SCHC	286 169	44.41% CHARLES A. MOOF 31.36% CHARLES DICKENS	211 181	44.08% CHARLES A. MOONI 31.49% CHARLES DICKENS S	190 128	32.63% CHARLES DICKENS SCHOOL 35.16% CHARLES W. ELIOT SCHOOL	147 92	
CHARLES H. LAKE SCHOOL	84	28.57% CHARLES DICKENS SCHOOL	129 61	29.51%	124	35.46% CHARLES DICKENS SCHO	103	31.30% CHARLES DICKENS	101	31.49% CHARLES DICKENS	120	35.16% CHARLES W. ELIOT SCHOOL	92	41.307
CHARLES W. ELIOT SCHOOL	83	31.33% CHARLES W. ELIOT SCHOOL	123	34.96% CHARLES W. ELIOT SCHOOL	106	39.62% CHARLES W. ELIOT SCHC	191	34.55% CHARLES W. ELIOT	180	42.22% CHARLES W. ELIOT!	178	31.46%		
CLARA E. WESTROPP SCHOOL	217	36.87% CLARA E. WESTROPP SCHOOL	186	37.63% CLARA E. WESTROPP SCHOOL	189	36.51% CLARA E. WESTROPP SCI	197	39.09% CLARA E. WESTRO	173	41.04% CLARA E. WESTROP	141	34.75% CLARA E. WESTROPP SCHOOL	148	
CLARK ELEMENTARY SCHOOL CLEVELAND SCHOOL OF ARTS DIKE	215 91	37.67% CLARK ELEMENTARY SCHOOL 25.27% CLEVELAND SCHOOL OF ARTS DI	218 103	38.53% CLARK ELEMENTARY SCHOOL 19.42% CLEVELAND SCHOOL OF ARTS	242 94	37.60% CLARK ELEMENTARY SCI 22.34% CLEVELAND SCHOOL OF	227 102	33.48% CLARK ELEMENTA 34.31% CLEVELAND SCHO	232 65	26.29% CLARK ELEMENTAR' 47.69% CLEVELAND SCHOO	228 58	28.95% CLARK ELEMENTARY SCHOOL 37.93% CLEVELAND SCHOOL OF ARTS DIKE CAM	227 65	
CLEVELAND SCHOOL OF THE ARTS	178	32.58% CLEVELAND SCHOOL OF THE ART	152	23.68% CLEVELAND SCHOOL OF THE	175	26.29% CLEVELAND SCHOOL OF	194	19.07% CLEVELAND SCHO	200	35.50% CLEVELAND SCHOO	146	23.97% CLEVELAND SCHOOL OF THE ARTS	152	
DANIEL E. MORGAN SCHOOL	167	51.50% DANIEL E. MORGAN SCHOOL	138	33.33% DANIEL E. MORGAN SCHOOL	122	31.15% DANIEL E. MORGAN SCI-	120	28.33% DANIEL E. MORGA	124	39.52% DANIEL E. MORGAN	118	33.05% DANIEL E. MORGAN SCHOOL	97	
DENISON SCHOOL	261	31.80% DENISON SCHOOL	259	41.70% DENISON SCHOOL	269	42.01% DENISON SCHOOL	253	39.13% DENISON SCHOOL	241	51.04% DENISON SCHOOL	218	43.12% DENISON SCHOOL	182	
AST CLARK SCHOOL	190	47.89% FAST CLARK SCHOOL	166	47.59% EAST CLARK SCHOOL	181	Douglas MacArthur Girls 41.44% EAST CLARK SCHOOL	29 140	13.79% Douglas MacArthu 27.14% FAST CLARK SCHO	53 130	22.64% Douglas MacArthur 52.31% EAST CLARK SCHOO	79 126	11.39% Douglas MacArthur Girls Leadership Acad 46.83% EAST CLARK SCHOOL	103 125	
MILE B. DESAUZE CONTEMPORAR	134	38.06% EMILE B. DESAUZE CONTEMPOR	117	41.03% EMILE B. DESAUZE CONTEMP	103	26.21% EMILE B. DESAUZE CON	76	27.14% EAST CLARK SCHO 17.11%	130	JZ.31/0 EAST CLARK SCHOO	120	40.0070 EAST CEARK SCHOOL	123	JJ.007
MPIRE COMPUTECH SCHOOL	119	26.89% EMPIRE COMPUTECH SCHOOL	116	18.10% EMPIRE COMPUTECH SCHOO	77	19.48%								
OREST HILL PARKWAY SCHOOL	187	33.69% FOREST HILL PARKWAY SCHOOL	166	42.17% FOREST HILL PARKWAY SCHO	98	33.67%								12.25
RANKLIN D. ROOSEVELT SCHOOL	110	36.36% FRANKLIN D. ROOSEVELT SCHOO	88	36.36% FRANKLIN D. ROOSEVELT SCI-	168	Euclid Park 39.88% FRANKLIN D. ROOSEVEL	130 214	36.15% Euclid Park 35.05% FRANKLIN D. ROO:	140 177	35.71% Euclid Park 29.94% FRANKLIN D. ROOSE	115 184	38.26% Euclid Park 32.61% FRANKLIN D. ROOSEVELT SCHOOL	130 160	
ULLERTON SCHOOL	108	31.48% FULLERTON SCHOOL			112	42.86% FULLERTON SCHOOL	103	32.04% FULLERTON SCHO	96	46.88% FULLERTON SCHOO	53	26.42% FULLERTON SCHOOL	47	
				Garfield	174	25.29% Garfield	196	19.39% Garfield	251	28.69% Garfield	223	27.80% Garfield	200	
GEORGE WASHINGTON CARVER SC	135	39.26% GEORGE WASHINGTON CARVER	127	37.01% GEORGE WASHINGTON CARV	126	34.13% GEORGE WASHINGTON	70	45.71% GEORGE WASHING	128	39.06% GEORGE WASHING	85	55.29% GEORGE WASHINGTON CARVER SCHOOL	121	26.459
GIDDINGS SCHOOL GRACEMOUNT SCHOOL	94 179	36.17% GIDDINGS SCHOOL 38.55% GRACEMOUNT SCHOOL	122 187	48.36% GIDDINGS SCHOOL 33.16% GRACEMOUNT SCHOOL	101 190	40.59% GIDDINGS SCHOOL 42.11%	41	60.98%						
I. BARBARA BOOKER SCHOOL	142	50.00% H. BARBARA BOOKER SCHOOL	102	41.18% H. BARBARA BOOKER SCHOO	140	39.29%		H. BARBARA BOOF	143	44.06% H. BARBARA BOOKE	104	45.19% H. BARBARA BOOKER SCHOOL	98	46.949
HANNAH GIBBONS-NOTTINGHAM	90	40.00% HANNAH GIBBONS-NOTTINGHAI	92	32.61% HANNAH GIBBONS-NOTTING	92	33.70% HANNAH GIBBONS-NOT	73	31.51% HANNAH GIBBON:	96	37.50% HANNAH GIBBONS-	94	41.49% HANNAH GIBBONS-NOTTINGHAM SCHO	65	
ARVEY RICE SCHOOL	115	28.70% HARVEY RICE SCHOOL	114	31.58% HARVEY RICE SCHOOL	150	40.67% HARVEY RICE SCHOOL	175	38.86% HARVEY RICE SCH	167	34.13% HARVEY RICE SCHO	127	40.16% HARVEY RICE SCHOOL	159	32.089
HENRY W. LONGFELLOW SCHOOL OWA MAPLE SCHOOL	113 134	30.97% HENRY W. LONGFELLOW SCHOC 30.60% IOWA MAPLE SCHOOL	61 109	19.67% HENRY W. LONGFELLOW SCH 38.53% IOWA MAPLE SCHOOL	67 133	25.37% 36.84% IOWA MAPLE SCHOOL	113	34.51% IOWA MAPLE SCH	147	44.22% IOWA MAPLE SCHO	134	41.79% IOWA MAPLE SCHOOL	110	37.279
OHN D. ROCKEFELLER SCHOOL	87	35.63% JOHN D. ROCKEFELLER SCHOOL	99	30.30% JOHN D. ROCKEFELLER SCHOOL	62	32.26%	110	34.5270 10477111111 22.5011	247	77.2270 10 177 1177 12 2 2 2 2 1 1 2	251	421 270 10 117 1111 122 0011002	110	011211
OHN W. RAPER SCHOOL	135	41.48% JOHN W. RAPER SCHOOL	130	39.23% JOHN W. RAPER SCHOOL	79	44.30%								
OSEPH F. LANDIS SCHOOL	163	33.13% JOSEPH F. LANDIS SCHOOL	120	30.00% JOSEPH F. LANDIS SCHOOL	100	25.00%						Jane Addams Business Careers Center	23	17.399
OSEPH M. GALLAGHER SCHOOL	237	25.74% JOSEPH M. GALLAGHER SCHOOL	243	26.34% JOSEPH M. GALLAGHER SCHC	274	21.17% JOSEPH M. GALLAGHER	235	30.64% JOSEPH M. GALLA	229	25.76% JOSEPH M. GALLAG	252	25.79% JOSEPH M. GALLAGHER SCHOOL	251	
						Kenneth W. Clement Bo	35	22.86% Kenneth W. Cleme	44	29.55% Kenneth W. Clemen	51	49.02% Kenneth W. Clement Boys Leadership Ac	73	
OUIS AGASSIZ SCHOOL	109	32.11% LOUIS AGASSIZ SCHOOL	131	28.24% LOUIS AGASSIZ SCHOOL	130	24.62% LOUIS AGASSIZ SCHOOL	121	19.83% LOUIS AGASSIZ SC	140	17.86% LOUIS AGASSIZ SCH	127	10.24% LOUIS AGASSIZ SCHOOL	123	
OUISA MAY ALCOTT SCHOOL UIS MUNOZ MARIN	29 265	3.45% LOUISA MAY ALCOTT SCHOOL 34.72% LUIS MUNOZ MARIN	33 300	21.21% LOUISA MAY ALCOTT SCHOOL 32.67% LUIS MUNOZ MARIN	19 300	0.00% LOUISA MAY ALCOTT SC 34.00% LUIS MUNOZ MARIN	29 269	13.79% LOUISA MAY ALCC 30.11% LUIS MUNOZ MAR	26 263	11.54% LOUISA MAY ALCOT 37.26% LUIS MUNOZ MARIF	29 259	17.24% LOUISA MAY ALCOTT SCHOOL 27.80% LUIS MUNOZ MARIN	24 238	
MARION C. SELTZER ELEMENTARY	254	31.89% MARION C. SELTZER ELEMENTAF	252	30.95% MARION C. SELTZER ELEMEN	196	26.02% MARION C. SELTZER ELE	230	29.13% MARION C. SELTZE	193	33.16% MARION C. SELTZEF	123	38.21% MARION C. SELTZER ELEMENTARY SCHO	169	
MARION STERLING SCHOOL	130	36.15% MARION STERLING SCHOOL	152	44.08% MARION STERLING SCHOOL	113	28.32% MARION STERLING SCH	144	29.17% MARION STERLING	91	39.56% MARION STERLING	105	36.19% MARION STERLING SCHOOL	93	
MARY B. MARTIN SCHOOL	115	47.83% MARY B. MARTIN SCHOOL	120	41.67% MARY B. MARTIN SCHOOL	112	47.32% MARY B. MARTIN SCHOOL	116	30.17% MARY B. MARTIN	137	36.50% MARY B. MARTIN SC	143	37.76% MARY B. MARTIN SCHOOL	104	
MARY M. BETHUNE SCHOOL	143 132	42.66% MARY M. BETHUNE SCHOOL	124	36.29% MARY M. BETHUNE SCHOOL	138	48.55% MARY M. BETHUNE SCH	117	49.57% MARY M. BETHUN	116	37.07% MARY M. BETHUNE 32.00% MCKINLEY SCHOOL	125	36.80% MARY M. BETHUNE SCHOOL 30.00% MCKINLEY SCHOOL	112	
MCKINLEY SCHOOL MEMORIAL SCHOOL	164	43.18% MCKINLEY SCHOOL 29.88% MEMORIAL SCHOOL	120 169	39.17% MCKINLEY SCHOOL 27.22% MEMORIAL SCHOOL	125 172	40.00% MCKINLEY SCHOOL 26.16% MEMORIAL SCHOOL	112 170	33.04% MCKINLEY SCHOO 31.18% MEMORIAL SCHOOL	75 175	31.43% MEMORIAL SCHOOL	110 155	34.19% MEMORIAL SCHOOL	109 154	
MICHAEL R. WHITE SCHOOL	143	25.17% MICHAEL R. WHITE SCHOOL	131	32.06% MICHAEL R. WHITE SCHOOL	134	22.39% MICHAEL R. WHITE SCH	175	27.43% MICHAEL R. WHIT	142	28.17% MICHAEL R. WHITE	102	32.35% MICHAEL R. WHITE SCHOOL	145	
MILES ELEMENTARY SCHOOL	134	41.79% MILES ELEMENTARY SCHOOL	131	48.85% MILES ELEMENTARY SCHOOL	130	42.31% MILES ELEMENTARY SCI	150	42.00% MILES ELEMENTAI	147	45.58% MILES ELEMENTARY	108	40.74% MILES ELEMENTARY SCHOOL	128	
MILES PARK SCHOOL MOUND SCHOOL	203 99	33.50% MILES PARK SCHOOL 33.33% MOUND SCHOOL	178 67	36.52% MILES PARK SCHOOL 25.37% MOUND SCHOOL	199 75	33.17% MILES PARK SCHOOL 46.67% MOUND SCHOOL	188 91	28.19% MILES PARK SCHO 31.87% MOUND SCHOOL	216 130	32.87% MILES PARK SCHOO 43.08% MOUND SCHOOL	218 118	34.86% MILES PARK SCHOOL 45.76% MOUND SCHOOL	185 137	31.899
NATHAN HALE SCHOOL	144	36.11% NATHAN HALE SCHOOL	121	40.50% NATHAN HALE SCHOOL	118	29.66% NATHAN HALE SCHOOL	152	33.55% NATHAN HALE SCI	168	33.33% NATHAN HALE SCH	146	35.62% NATHAN HALE SCHOOL	140	
NEWTON D. BAKER SCHOOL	270	23.33% NEWTON D. BAKER SCHOOL	225	25.33% NEWTON D. BAKER SCHOOL	187	21.39% NEWTON D. BAKER SCH-	200	34.50% NEWTON D. BAKE	136	25.00% NEWTON D. BAKER	130	22.31% NEWTON D. BAKER SCHOOL	133	
DLIVER H. PERRY ELEMENTARY SCI	139	41.01% OLIVER H. PERRY ELEMENTARY S	152	48.03% OLIVER H. PERRY ELEMENTAF	160	46.88% OLIVER H. PERRY ELEME	172	46.51% OLIVER H. PERRY E	140	54.29% OLIVER H. PERRY EL	128	53.91% OLIVER H. PERRY ELEMENTARY SCHOOL	110	47.279
DPTION COMPLEX @ MARGARET II DRCHARD SCHOOL OF SCIENCE	56 180	46.43% OPTION COMPLEX @ MARGARE* 40.00% ORCHARD SCHOOL OF SCIENCE	16 161	37.50% OPTION COMPLEX @ MARGA 36.65% ORCHARD SCHOOL OF SCIENG	41 106	48.78% 33.02% ORCHARD SCHOOL OF S	118	26.27% ORCHARD SCHOO	133	27.82% ORCHARD SCHOOL	115	26.09% ORCHARD SCHOOL OF SCIENCE	115	29.579
PATRICK HENRY SCHOOL	147	32.65% PATRICK HENRY SCHOOL	99	54.55% PATRICK HENRY SCHOOL	140	37.14% PATRICK HENRY SCHOOL	149	32.21% PATRICK HENRY SC	144	37.50% PATRICK HENRY SCI	143	31.47% PATRICK HENRY SCHOOL	121	
AUL L. DUNBAR SCHOOL	108	23.15% PAUL L. DUNBAR SCHOOL	91	23.08% PAUL L. DUNBAR SCHOOL	103	30.10% PAUL L. DUNBAR SCHOC	66	27.27% PAUL L. DUNBAR S	53	30.19% PAUL L. DUNBAR SC	60	35.00% PAUL L. DUNBAR SCHOOL	78	
PAUL REVERE SCHOOL	152	41.45% PAUL REVERE SCHOOL	143	41.96% PAUL REVERE SCHOOL	130	44.62% PAUL REVERE SCHOOL	163	46.01% PAUL REVERE SCH	183	43.17% PAUL REVERE SCHO	120	32.50% PAUL REVERE SCHOOL	104	
RIVERSIDE SCHOOL	193	19.69% RIVERSIDE SCHOOL	237	21.10% RIVERSIDE SCHOOL	182	20.88% RIVERSIDE SCHOOL	202	20.30% RIVERSIDE SCHOO	190	18.42% RIVERSIDE SCHOOL	183	19.67% RIVERSIDE SCHOOL	122	13.939
ROBERT FULTON SCHOOL ROBERT H. JAMISON SCHOOL	107 240	33.64% ROBERT FULTON SCHOOL 47.50% ROBERT H. JAMISON SCHOOL	107 216	27.10% ROBERT FULTON SCHOOL 35.19% ROBERT H. JAMISON SCHOOL	90 189	32.22% 44.44% ROBERT H. JAMISON SCI	177	43.50% ROBERT H. JAMISC	158	34.81% ROBERT H. JAMISOI	94	31.91% ROBERT H. JAMISON SCHOOL	72	20.839
ROBINSON G. JONES SCHOOL	166	36.14% ROBINSON G. JONES SCHOOL	163	32.52% ROBINSON G. JONES SCHOOL	131	16.79% ROBINSON G. JONES SCI	124	21.77% ROBINSON G. JON	156	38.46% ROBINSON G. JONE	157	30.57% ROBINSON G. JONES SCHOOL	145	
CRANTON SCHOOL	156	24.36% SCRANTON SCHOOL	147	24.49% SCRANTON SCHOOL	166	21.69% SCRANTON SCHOOL	175	21.14% SCRANTON SCHOOL	196	38.27% SCRANTON SCHOOL	194	32.47% SCRANTON SCHOOL	162	
SUNBEAM SCHOOL	73	16.44% SUNBEAM SCHOOL	62	12.90% SUNBEAM SCHOOL	67	11.94% SUNBEAM SCHOOL	75 68	18.67% SUNBEAM SCHOO	69 71	15.94% SUNBEAM SCHOOL	65 99	33.85% SUNBEAM SCHOOL 7.07% Thomas Jefferson International Newcom	61	
REMONT ELEMENTARY SCHOOL	127	31.50% TREMONT ELEMENTARY SCHOO	120	33.33% TREMONT ELEMENTARY SCH	124	Thomas Jefferson Intern 26.61% TREMONT ELEMENTARY	152	0.00% Thomas Jefferson 39.47% TREMONT ELEMEI	140	7.04% Thomas Jefferson Ir 28.57% TREMONT ELEMEN	148	31.76% TREMONT ELEMENTARY SCHOOL	126 134	
INION SCHOOL		28.57% UNION SCHOOL		31.13% UNION SCHOOL		29.11% UNION SCHOOL	70	30.00%						
						Valley View Boys Leader	20	10.00% Valley View Boys L	26	11.54% Valley View Boys Le	45	24.44% Valley View Boys Leadership Academy	66	
NADE PARK ELEMENTARY SCHOOL NALTON ELEMENTARY SCHOOL	95 200	41.05% WADE PARK ELEMENTARY SCHO 25.50% WALTON ELEMENTARY SCHOOL	78 189	48.72% WADE PARK ELEMENTARY SC 32.28% WALTON ELEMENTARY SCHO	163 221	57.67% WADE PARK ELEMENTAL 31.67% WALTON ELEMENTARY:	138 223	42.03% WADE PARK ELEM 27.80% WALTON ELEMEN	118 199	44.92% WADE PARK ELEME 39.20% WALTON ELEMENT,	130 138	50.77% WADE PARK ELEMENTARY SCHOOL 26.81% WALTON ELEMENTARY SCHOOL	133 113	
VALION ELEMENTARY SCHOOL	200	25.50% WALTON ELEMENTARY SCHOOL	189	32.28% WALTON ELEMENTARY SCHO	221	Warner Girls Leadership	45	40.00% Warner Girls Lead	80	36.25% Warner Girls Leader	100	23.00% Warner Girls Leadership Academy	134	
	206	40.78% WATTERSON-LAKE SCHOOL	200	29.50% WATTERSON-LAKE SCHOOL	171	29.24% WATTERSON-LAKE SCHC	169	33.14% WATTERSON-LAKE	141	43.26% WATTERSON-LAKE!	132	34.85% WATTERSON-LAKE SCHOOL	98	
VATTERSON-LAKE SCHOOL	155	27.74% WAVERLY SCHOOL	166	33.73% WAVERLY SCHOOL	156	27.56% WAVERLY SCHOOL	170	37.65% WAVERLY SCHOOL	105	36.19% WAVERLY SCHOOL	118	30.51% WAVERLY SCHOOL	112	16.96
VAVERLY SCHOOL														
VAVERLY SCHOOL VHITNEY M. YOUNG SCHOOL	151	36.42% WHITNEY M. YOUNG SCHOOL	143	28.67% WHITNEY M. YOUNG SCHOOL	104	25.00% WHITNEY M. YOUNG SC	119	23.53% WHITNEY M. YOU	118	25.42% WHITNEY M. YOUN	116	19.83% WHITNEY M. YOUNG SCHOOL	91	
WATTERSON-LAKE SCHOOL WAVERLY SCHOOL WHITNEY M. YOUNG SCHOOL WILBUR WRIGHT SCHOOL WILBUR WRIGHT SCHOOL	151 204	44.12% WILBUR WRIGHT SCHOOL	193	32.64% WILBUR WRIGHT SCHOOL	172	28.49% WILBUR WRIGHT SCHOOL	209	23.92% WILBUR WRIGHT!	176	21.02% WILBUR WRIGHT SC	173	35.84% WILBUR WRIGHT SCHOOL	139	15.839
VAVERLY SCHOOL VHITNEY M. YOUNG SCHOOL	151													15.839 20.009

Table A6: Grades 5–8—Student Support "Needs Improvement," by School and Year

2008		2009		2010		Student Support 2011		20	12	201	3	2014	_	_
School		Improver School		s Improver School		s Improver School		Improver School		Improver School		s Improver School		is Impro
DLAI E. STEVENSON SCHOOL BERT B. HART SCHOOL	104 129	19.23% ADLAI E. STEVENSON SCHOOL 7.75% ALBERT B. HART SCHOOL	132 139	13.64% ADLAI E. STEVENSON SCHOOL 12.23% ALBERT B. HART SCHOOL	101 115	12.87% ADLAI E. STEVENSON SC 7.83%	101	9.90% ADLAI E. STEVENS	140	15.71% ADLAI E. STEVENSO	166	26.51% ADLAI E. STEVENSON SCHOOL	125	16.0
EXANDER GRAHAM BELL SCHOO	106	7.55% ALEXANDER GRAHAM BELL SCHO	129	12.40% ALEXANDER GRAHAM BELL S	130	8.46%								
												Alfred A. Benesch School	114	
MIRA SCHOOL DREW J. RICKOFF SCHOOL	174 169	17.82% ALMIRA SCHOOL 20.71% ANDREW J. RICKOFF SCHOOL	53 181	11.32% ALMIRA SCHOOL 15.47% ANDREW J. RICKOFF SCHOOL	170 173	14.12% ALMIRA SCHOOL 23.12% ANDREW J. RICKOFF SCH	153 177	16.99% ALMIRA SCHOOL 22.60% ANDREW J. RICKO	123 193	19.51% ALMIRA SCHOOL 31.09% ANDREW J. RICKOFF	134 186	22.39% ALMIRA SCHOOL 18.28% ANDREW J. RICKOFF SCHOOL	144 189	
TON GRDINA SCHOOL	166	15.66% ANTON GRDINA SCHOOL	133	19.55% ANTON GRDINA SCHOOL	108	16.67% ANTON GRDINA SCHOO	124	20.97% ANTON GRDINA SI	79	40.51% ANTON GRDINA SCI	8	25.00% ANTON GRDINA SCHOOL	79	12.
EMUS WARD SCHOOL	149 180	14.09% ARTEMUS WARD SCHOOL 15.00% AUDUBON SCHOOL	173 129	13.29% ARTEMUS WARD SCHOOL 9.30% AUDUBON SCHOOL	199	11.06% ARTEMUS WARD SCHOO	201	16.92% ARTEMUS WARD!	195	11.79% ARTEMUS WARD SC	212	10.38% ARTEMUS WARD SCHOOL	146	5 4.
JAMIN FRANKLIN SCHOOL	180 288	21.88% BENJAMIN FRANKLIN SCHOOL	314	9.30% AUDUBON SCHOOL 15.92% BENJAMIN FRANKLIN SCHOO	116 297	11.21% 10.77% BENJAMIN FRANKLIN SC	299	13.71% BENJAMIN FRANK	278	17.99% BENJAMIN FRANKLI	237	14.35% BENJAMIN FRANKLIN SCHOOL	254	15
TON SCHOOL	114	24.56% BOLTON SCHOOL	110	16.36% BOLTON SCHOOL	98	24.49% BOLTON SCHOOL	131	19.85% BOLTON SCHOOL	100	37.00% BOLTON SCHOOL	85	11.76% BOLTON SCHOOL	72	2 6
OOKLAWN SCHOOL CKEYE-WOODLAND SCHOOL	102 84	47.06% BROOKLAWN SCHOOL 9.52% BUCKEYE-WOODLAND SCHOOL	85 92	43.53% BROOKLAWN SCHOOL 11.96% BUCKEYE-WOODLAND SCHOO	89 70	31.46% 18.57% BUCKEYE-WOODLAND S	76	21.05% BUCKEYE-WOODL	94	21.28% BUCKEYE-WOODLA	96	14.58% BUCKEYE-WOODLAND SCHOOL	87	7 6
IRER SCHOOL	115	14.78% BUHRER SCHOOL	168	10.12% BUHRER SCHOOL	125	11.20% BUHRER SCHOOL	120	10.83% BUHRER SCHOOL	129	6.98% BUHRER SCHOOL	142	4.93% BUHRER SCHOOL	144	
TAIN ARTHUR ROTH SCHOOL	114	21.05% CAPTAIN ARTHUR ROTH SCHOOL	110	10.00% CAPTAIN ARTHUR ROTH SCHO	97	13.40% CAPTAIN ARTHUR ROTH	116	13.79%						
L & LOUIS STOKES CENTRAL AC	165	23.64% CARL & LOUIS STOKES CENTRAL	149	18.12% CARL & LOUIS STOKES CENTR	133	15.04% CARL & LOUIS STOKES C	132	18.18% CARL & LOUIS STC	86	25.58% CARL & LOUIS STOK	132	Campus International @ CSU Cole Center 18.18%	42	2
E SCHOOL	74	25.68% CASE SCHOOL	154	24.68% CASE SCHOOL	61	8.20% CASE SCHOOL	145	9.66% CASE SCHOOL	143	14.69% CASE SCHOOL	104	14.42% CASE SCHOOL	109	9
RLES A. MOONEY SCHOOL	210	13.81% CHARLES A. MOONEY SCHOOL	220	12.73% CHARLES A. MOONEY SCHOO	220	16.82% CHARLES A. MOONEY SC	286	18.53% CHARLES A. MOOF	211	17.54% CHARLES A. MOONI	190	21.58% CHARLES A. MOONEY SCHOOL	187	
RLES DICKENS SCHOOL RLES H. LAKE SCHOOL	115 86	26.09% CHARLES DICKENS SCHOOL 15.12% CHARLES H. LAKE SCHOOL	129 61	20.93% CHARLES DICKENS SCHOOL 11.48%	124	24.19% CHARLES DICKENS SCHC	169	15.38% CHARLES DICKENS	181	11.05% CHARLES DICKENS 5	128	13.28% CHARLES DICKENS SCHOOL	147	7 8
RLES W. ELIOT SCHOOL	84	27.38% CHARLES W. ELIOT SCHOOL	123	13.01% CHARLES W. ELIOT SCHOOL	106	28.30% CHARLES W. ELIOT SCHO	191	13.09% CHARLES W. ELIOT	180	18.33% CHARLES W. ELIOT!	178	17.98% CHARLES W. ELIOT SCHOOL	92	
RA E. WESTROPP SCHOOL	217	20.28% CLARA E. WESTROPP SCHOOL	186	14.52% CLARA E. WESTROPP SCHOOL	189	12.70% CLARA E. WESTROPP SCI	197	16.24% CLARA E. WESTRO	173	10.40% CLARA E. WESTROP	141	13.48% CLARA E. WESTROPP SCHOOL	148	
RK ELEMENTARY SCHOOL /ELAND SCHOOL OF ARTS DIKE	214 89	19.16% CLARK ELEMENTARY SCHOOL 22.47% CLEVELAND SCHOOL OF ARTS DI	218 103	14.68% CLARK ELEMENTARY SCHOOL 5.83% CLEVELAND SCHOOL OF ARTS	242 94	13.22% CLARK ELEMENTARY SCI 8.51% CLEVELAND SCHOOL OF	227 102	7.05% CLARK ELEMENTA 8.82% CLEVELAND SCHO	232 65	10.78% CLARK ELEMENTAR' 23.08% CLEVELAND SCHOO	228 58	7.02% CLARK ELEMENTARY SCHOOL 17.24% CLEVELAND SCHOOL OF ARTS DIKE CAMI	227 65	
/ELAND SCHOOL OF THE ARTS	175	12.57% CLEVELAND SCHOOL OF THE ART	152	8.55% CLEVELAND SCHOOL OF THE	175	5.14% CLEVELAND SCHOOL OF	194	5.15% CLEVELAND SCHO	200	13.00% CLEVELAND SCHOO	146	13.70% CLEVELAND SCHOOL OF THE ARTS	152	
IEL E. MORGAN SCHOOL	165	36.97% DANIEL E. MORGAN SCHOOL	138	15.94% DANIEL E. MORGAN SCHOOL	122	10.66% DANIEL E. MORGAN SCH	120	20.00% DANIEL E. MORGA	124	9.68% DANIEL E. MORGAN	118	5.93% DANIEL E. MORGAN SCHOOL	97	
ISON SCHOOL	263	15.97% DENISON SCHOOL	259	19.69% DENISON SCHOOL	269	19.33% DENISON SCHOOL Douglas MacArthur Girls	253 29	19.37% DENISON SCHOOL 6.90% Douglas MacArthu	241 53	27.39% DENISON SCHOOL 3.77% Douglas MacArthur	218 79	19.27% DENISON SCHOOL 6.33% Douglas MacArthur Girls Leadership Acad	182 103	
T CLARK SCHOOL	189	25.93% EAST CLARK SCHOOL	166	21.08% EAST CLARK SCHOOL	181	13.81% EAST CLARK SCHOOL	140	10.71% EAST CLARK SCHO	130	26.15% EAST CLARK SCHOO	126	16.67% EAST CLARK SCHOOL	125	
LE B. DESAUZE CONTEMPORAR	133	30.08% EMILE B. DESAUZE CONTEMPOR	117	36.75% EMILE B. DESAUZE CONTEMP	103	17.48% EMILE B. DESAUZE CONT	76	14.47%	1.10	20 000/ Fuelly Post		10 12W Fuelid Peak	122	
PIRE COMPUTECH SCHOOL	119	15.13% EMPIRE COMPUTECH SCHOOL	116	7.76% EMPIRE COMPUTECH SCHOO	77	Euclid Park 3.90%	130	16.92% Euclid Park	140	30.00% Euclid Park	115	19.13% Euclid Park	130) 1:
EST HILL PARKWAY SCHOOL	186	30.11% FOREST HILL PARKWAY SCHOOL	166	19.88% FOREST HILL PARKWAY SCHO	98	22.45%								
NKLIN D. ROOSEVELT SCHOOL	109	10.09% FRANKLIN D. ROOSEVELT SCHOO	88	15.91% FRANKLIN D. ROOSEVELT SCI-	168	9.52% FRANKLIN D. ROOSEVEL	214	7.48% FRANKLIN D. ROO:	177	11.86% FRANKLIN D. ROOSE	184	8.70% FRANKLIN D. ROOSEVELT SCHOOL	160	
LERTON SCHOOL	106	27.36% FULLERTON SCHOOL	120	18.33% FULLERTON SCHOOL Garfield	112 174	23.21% FULLERTON SCHOOL 13.79% Garfield	103 196	17.48% FULLERTON SCHO 13.78% Garfield	96 251	18.75% FULLERTON SCHOO 16.73% Garfield	53 223	16.98% FULLERTON SCHOOL 18.39% Garfield	47 200	
PRGE WASHINGTON CARVER SC	136	18.38% GEORGE WASHINGTON CARVER	127	25.20% GEORGE WASHINGTON CARV	126	18.25% GEORGE WASHINGTON	70	24.29% GEORGE WASHING	128	17.19% GEORGE WASHING	85	16.47% GEORGE WASHINGTON CARVER SCHOOL	121	_
INGS SCHOOL	92	30.43% GIDDINGS SCHOOL	122	14.75% GIDDINGS SCHOOL	101	21.78% GIDDINGS SCHOOL	41	9.76%						
CEMOUNT SCHOOL ARBARA BOOKER SCHOOL	178 140	23.03% GRACEMOUNT SCHOOL 27.14% H. BARBARA BOOKER SCHOOL	187 102	17.65% GRACEMOUNT SCHOOL 19.61% H. BARBARA BOOKER SCHOO	190 140	21.58%		H. BARBARA BOOK	143	20.28% H. BARBARA BOOKE	104	20.19% H. BARBARA BOOKER SCHOOL	98	3 10
NAH GIBBONS-NOTTINGHAM	91	26.37% HANNAH GIBBONS-NOTTINGHAI	92	17.39% HANNAH GIBBONS-NOTTING	92	21.74% HANNAH GIBBONS-NOT	73	9.59% HANNAH GIBBON:	96	18.75% HANNAH GIBBONS-	94	19.15% HANNAH GIBBONS-NOTTINGHAM SCHO	65	
EVEY RICE SCHOOL	115	25.22% HARVEY RICE SCHOOL	114	14.91% HARVEY RICE SCHOOL	150	18.00% HARVEY RICE SCHOOL	175	13.14% HARVEY RICE SCH	167	19.16% HARVEY RICE SCHO	127	15.75% HARVEY RICE SCHOOL	159	
NRY W. LONGFELLOW SCHOOL	114 133	19.30% HENRY W. LONGFELLOW SCHOOL	61	14.75% HENRY W. LONGFELLOW SCH	67 133	11.94% 18.80% IOWA MAPLE SCHOOL	112	20 2EW JOWA MADI E COU	147	25.17% IOWA MAPLE SCHO	124	10 40% JOHA MADI E SCHOOL	110) 12
VA MAPLE SCHOOL	133	21.05% IOWA MAPLE SCHOOL	109	22.02% IOWA MAPLE SCHOOL	133	18.80% IOWA MAPLE SCHOOL	113	20.35% IOWA MAPLE SCH	14/	25.17% IOWA MAPLE SCHO	134	19.40% IOWA MAPLE SCHOOL Jane Addams Business Careers Center	110 23	
IN D. ROCKEFELLER SCHOOL	85	20.00% JOHN D. ROCKEFELLER SCHOOL	99	12.12% JOHN D. ROCKEFELLER SCHOOL	62	16.13%								
IN W. RAPER SCHOOL	133	22.56% JOHN W. RAPER SCHOOL	130 120	19.23% JOHN W. RAPER SCHOOL	79	22.78%								
SEPH F. LANDIS SCHOOL SEPH M. GALLAGHER SCHOOL	163 234	15.95% JOSEPH F. LANDIS SCHOOL 18.38% JOSEPH M. GALLAGHER SCHOOL	243	15.83% JOSEPH F. LANDIS SCHOOL 11.11% JOSEPH M. GALLAGHER SCHC	100 274	9.49% JOSEPH M. GALLAGHER	235	7.23% JOSEPH M. GALLA	229	8.73% JOSEPH M. GALLAG	252	11.11% JOSEPH M. GALLAGHER SCHOOL	251	. 6
						Kenneth W. Clement Bo	35	5.71% Kenneth W. Cleme	44	13.64% Kenneth W. Clemen	51	11.76% Kenneth W. Clement Boys Leadership Ac	73	
JIS AGASSIZ SCHOOL	110	21.82% LOUIS AGASSIZ SCHOOL	131	15.27% LOUIS AGASSIZ SCHOOL	130	17.69% LOUIS AGASSIZ SCHOOL	121	14.88% LOUIS AGASSIZ SC	140	5.00% LOUIS AGASSIZ SCH	127	6.30% LOUIS AGASSIZ SCHOOL	123	
JISA MAY ALCOTT SCHOOL S MUNOZ MARIN	29 265	3.45% LOUISA MAY ALCOTT SCHOOL 25.28% LUIS MUNOZ MARIN	33 300	9.09% LOUISA MAY ALCOTT SCHOOL 15.00% LUIS MUNOZ MARIN	19 300	0.00% LOUISA MAY ALCOTT SC 10.00% LUIS MUNOZ MARIN	29 269	3.45% LOUISA MAY ALCC 17.84% LUIS MUNOZ MAR	26 263	0.00% LOUISA MAY ALCOT 12.17% LUIS MUNOZ MARIF	29 259	6.90% LOUISA MAY ALCOTT SCHOOL 13.13% LUIS MUNOZ MARIN	24 238	
RION C. SELTZER ELEMENTARY	255	23.53% MARION C. SELTZER ELEMENTAF	252	10.71% MARION C. SELTZER ELEMEN	196	12.24% MARION C. SELTZER ELE	230	15.65% MARION C. SELTZE	193	15.03% MARION C. SELTZEF	123	11.38% MARION C. SELTZER ELEMENTARY SCHO	169	
RION STERLING SCHOOL	129	15.50% MARION STERLING SCHOOL	152	13.16% MARION STERLING SCHOOL	113	6.19% MARION STERLING SCHO	144	9.72% MARION STERLING	91	16.48% MARION STERLING	105	11.43% MARION STERLING SCHOOL	93	
RY B. MARTIN SCHOOL RY M. BETHUNE SCHOOL	114 144	17.54% MARY B. MARTIN SCHOOL 15.97% MARY M. BETHUNE SCHOOL	120 124	13.33% MARY B. MARTIN SCHOOL 19.35% MARY M. BETHUNE SCHOOL	112 138	11.61% MARY B. MARTIN SCHOOL 26.09% MARY M. BETHUNE SCH	116 117	6.90% MARY B. MARTIN 22.22% MARY M. BETHUN	137 116	13.87% MARY B. MARTIN SC 18.97% MARY M. BETHUNE	143 125	13.29% MARY B. MARTIN SCHOOL 14.40% MARY M. BETHUNE SCHOOL	104 112	
KINLEY SCHOOL	131	35.11% MCKINLEY SCHOOL	120	23.33% MCKINLEY SCHOOL	125	27.20% MCKINLEY SCHOOL	112	17.86% MCKINLEY SCHOO	75	25.33% MCKINLEY SCHOOL	110	15.45% MCKINLEY SCHOOL	109	
MORIAL SCHOOL	163	13.50% MEMORIAL SCHOOL	169	12.43% MEMORIAL SCHOOL	173	16.76% MEMORIAL SCHOOL	170	10.00% MEMORIAL SCHOOL	175	8.57% MEMORIAL SCHOOL	155	12.26% MEMORIAL SCHOOL	154	
HAEL R. WHITE SCHOOL ES ELEMENTARY SCHOOL	143 134	15.38% MICHAEL R. WHITE SCHOOL	131 131	9.16% MICHAEL R. WHITE SCHOOL	134 130	7.46% MICHAEL R. WHITE SCH	175 150	4.57% MICHAEL R. WHIT 11.33% MILES ELEMENTAI	142 147	23.24% MICHAEL R. WHITE	102 108	19.61% MICHAEL R. WHITE SCHOOL	145 128	
ES PARK SCHOOL	200	26.87% MILES ELEMENTARY SCHOOL 20.00% MILES PARK SCHOOL	178	16.79% MILES ELEMENTARY SCHOOL 17.42% MILES PARK SCHOOL	199	15.38% MILES ELEMENTARY SCI- 15.08% MILES PARK SCHOOL	188	10.64% MILES PARK SCHO	216	19.73% MILES ELEMENTAR' 15.28% MILES PARK SCHOO	218	12.04% MILES ELEMENTARY SCHOOL 16.51% MILES PARK SCHOOL	128	
UND SCHOOL	99	20.20% MOUND SCHOOL	67	11.94% MOUND SCHOOL	75	21.33% MOUND SCHOOL	91	19.78% MOUND SCHOOL	130	35.38% MOUND SCHOOL	118	11.02% MOUND SCHOOL	137	7 8
THAN HALE SCHOOL	145	29.66% NATHAN HALE SCHOOL	121	24.79% NATHAN HALE SCHOOL	118	11.02% NATHAN HALE SCHOOL	152	15.13% NATHAN HALE SCI	168	10.71% NATHAN HALE SCHO	146	7.53% NATHAN HALE SCHOOL	140	
VTON D. BAKER SCHOOL VER H. PERRY ELEMENTARY SCH	268 138	14.55% NEWTON D. BAKER SCHOOL 18.84% OLIVER H. PERRY ELEMENTARY S	225 152	10.67% NEWTON D. BAKER SCHOOL 19.74% OLIVER H. PERRY ELEMENTAF	187 160	5.35% NEWTON D. BAKER SCH 22.50% OLIVER H. PERRY ELEME	200 172	16.00% NEWTON D. BAKE 22.67% OLIVER H. PERRY E	136 140	21.32% NEWTON D. BAKER 25.71% OLIVER H. PERRY EL	130 128	10.00% NEWTON D. BAKER SCHOOL 13.28% OLIVER H. PERRY ELEMENTARY SCHOOL	133 110	
ION COMPLEX @ MARGARET IF	56	23.21% OPTION COMPLEX @ MARGARE	16	12.50% OPTION COMPLEX @ MARGA	41	17.07%	272	EE:0779 GEVENTILLE	140	EDITATO DESTENDING E	120	2012011 October 11 Control Control	- 110	
HARD SCHOOL OF SCIENCE	178	22.47% ORCHARD SCHOOL OF SCIENCE	161	12.42% ORCHARD SCHOOL OF SCIENC	106	9.43% ORCHARD SCHOOL OF S	118	7.63% ORCHARD SCHOO 15.44% PATRICK HENRY SC	133	16.54% ORCHARD SCHOOL	115	13.04% ORCHARD SCHOOL OF SCIENCE	115	
RICK HENRY SCHOOL IL L. DUNBAR SCHOOL	146 107	28.08% PATRICK HENRY SCHOOL 15.89% PAUL L. DUNBAR SCHOOL	99 91	24.24% PATRICK HENRY SCHOOL 9.89% PAUL L. DUNBAR SCHOOL	140 103	12.14% PATRICK HENRY SCHOOI 15.53% PAUL L. DUNBAR SCHOO	149 66	15.44% PATRICK HENRY SC 13.64% PAUL L. DUNBAR S	144 53	22.92% PATRICK HENRY SCI 22.64% PAUL L. DUNBAR SC	143 60	10.49% PATRICK HENRY SCHOOL 3.33% PAUL L. DUNBAR SCHOOL	121 78	
JL REVERE SCHOOL	149	18.12% PAUL REVERE SCHOOL	143	18.88% PAUL REVERE SCHOOL	130	23.08% PAUL REVERE SCHOOL	163	20.86% PAUL REVERE SCH	183	24.59% PAUL REVERE SCHO	120	11.67% PAUL REVERE SCHOOL	104	
RSIDE SCHOOL	192	18.23% RIVERSIDE SCHOOL	237	12.66% RIVERSIDE SCHOOL	182	14.84% RIVERSIDE SCHOOL	202	21.29% RIVERSIDE SCHOO	190	15.26% RIVERSIDE SCHOOL	183	15.85% RIVERSIDE SCHOOL	122	2 !
ERT FULTON SCHOOL ERT H. JAMISON SCHOOL	108 240	23.15% ROBERT FULTON SCHOOL 17.92% ROBERT H. JAMISON SCHOOL	107 216	16.82% ROBERT FULTON SCHOOL 19.91% ROBERT H. JAMISON SCHOOL	90 189	8.89% ROBERT H. JAMISON SCI 15.87%	177	20.90% ROBERT H. JAMISC	158	15.19% ROBERT H. JAMISON	94	8.51% ROBERT H. JAMISON SCHOOL	72	2 :
INSON G. JONES SCHOOL	166	20.48% ROBINSON G. JONES SCHOOL	163	6.75% ROBINSON G. JONES SCHOOL	131	9.92% ROBINSON G. JONES SCI	124	10.48% ROBINSON G. JON	156	14.74% ROBINSON G. JONE:	157	8.92% ROBINSON G. JONES SCHOOL	145	5
ANTON SCHOOL	155	15.48% SCRANTON SCHOOL	147	6.12% SCRANTON SCHOOL	166	9.04% SCRANTON SCHOOL	175	18.86% SCRANTON SCHOOL	196	16.84% SCRANTON SCHOOL	194	18.56% SCRANTON SCHOOL	162	1
IBEAM SCHOOL	74	9.46% SUNBEAM SCHOOL	62	4.84% SUNBEAM SCHOOL	67	8.96% SUNBEAM SCHOOL	75 68	8.00% SUNBEAM SCHOO	69	11.59% SUNBEAM SCHOOL 2.82% Thomas Jefferson Ir	65	7.69% SUNBEAM SCHOOL 10.10% Thomas Jefferson International Newcom	61	
MONT ELEMENTARY SCHOOL	126	15.08% TREMONT ELEMENTARY SCHOO	120	15.83% TREMONT ELEMENTARY SCH	124	Thomas Jefferson Intern 13.71% TREMONT ELEMENTARY	68 152	4.41% Thomas Jefferson 17.11% TREMONT ELEMEI	71 140	2.82% Thomas Jefferson Ir 20.71% TREMONT ELEMEN	99 148	10.10% Thomas Jefferson International Newcom 15.54% TREMONT ELEMENTARY SCHOOL	126 134	
ON SCHOOL		23.91% UNION SCHOOL	106	16.04% UNION SCHOOL	79	3.80% UNION SCHOOL	70	5.71%						
DE DADY EL PAPPER DU COLO	A.F.	42 LOW WARP BARY TO THE STATE OF THE STATE O	70	15 20W WARF DARWEI FLATHERS		Valley View Boys Leader	20	0.00% Valley View Boys L	26	15.38% Valley View Boys Le	45	6.67% Valley View Boys Leadership Academy 14.62% WADE PARK ELEMENTARY SCHOOL	66	
DE PARK ELEMENTARY SCHOOL LTON ELEMENTARY SCHOOL	95 199	43.16% WADE PARK ELEMENTARY SCHO 11.56% WALTON ELEMENTARY SCHOOL	78 189	15.38% WADE PARK ELEMENTARY SC 17.99% WALTON ELEMENTARY SCHO	163 221	20.86% WADE PARK ELEMENTAL 11.76% WALTON ELEMENTARY:	138 223	22.46% WADE PARK ELEM 13.45% WALTON ELEMEN	118 199	17.80% WADE PARK ELEME 19.10% WALTON ELEMENT,	130 138	14.62% WADE PARK ELEMENTARY SCHOOL 15.22% WALTON ELEMENTARY SCHOOL	133 113	
	2.55	The state of the s	103			Warner Girls Leadership	45	2.22% Warner Girls Lead	80	30.00% Warner Girls Leader	100	9.00% Warner Girls Leadership Academy	134	
TTERSON-LAKE SCHOOL	205	24.39% WATTERSON-LAKE SCHOOL	200	13.00% WATTERSON-LAKE SCHOOL	171	9.36% WATTERSON-LAKE SCHC	169	10.06% WATTERSON-LAKE	141	18.44% WATTERSON-LAKE!	132	10.61% WATTERSON-LAKE SCHOOL	98	
VERLY SCHOOL ITNEY M. YOUNG SCHOOL	150 149	18.00% WAVERLY SCHOOL 42.95% WHITNEY M. YOUNG SCHOOL	166 143	14.46% WAVERLY SCHOOL 35.66% WHITNEY M. YOUNG SCHOOL	156 104	11.54% WAVERLY SCHOOL 28.85% WHITNEY M. YOUNG SC	170 119	15.88% WAVERLY SCHOOL 11.76% WHITNEY M. YOU	105 118	11.43% WAVERLY SCHOOL 16.10% WHITNEY M. YOUN	118 116	10.17% WAVERLY SCHOOL 9.48% WHITNEY M. YOUNG SCHOOL	112 91	
BUR WRIGHT SCHOOL	205	27.32% WILBUR WRIGHT SCHOOL	193	13.47% WILBUR WRIGHT SCHOOL	172	12.79% WILBUR WRIGHT SCHOO	209	12.92% WILBUR WRIGHT:	176	15.91% WILBUR WRIGHT SC	173	13.87% WILBUR WRIGHT SCHOOL	139	
LIAM CULLEN BRYANT SCHOOL	186	18.82% WILLIAM CULLEN BRYANT SCHO	172	17.44% WILLIAM CULLEN BRYANT SC	170	21.18% WILLIAM CULLEN BRYAN	131	14.50% WILLIAM CULLEN	152	13.16% WILLIAM CULLEN BI	166	7.83% WILLIAM CULLEN BRYANT SCHOOL	135	5 6
LLOW SCHOOL	94	12.77% WILLOW SCHOOL	90	10.00% WILLOW SCHOOL	69	8.70% WILLOW SCHOOL Willson	91	17.58% WILLOW SCHOOL	66	7.58% WILLOW SCHOOL	82 110	7.32% WILLOW SCHOOL 5.45% Willson	91 105	
							143	9.09% Willson	164	10.98% Willson				

Table A7: Grades 5-8—Emotional Safety "Needs Improvement," by School and Year

2008		2009		2010		Emotional Safety 2011		20	12	201	3	2014		
School		s Improver School		s Improver School		s Improver School	N ds	Improver School	t N	Improver School	k N	s Improver School		ds Impro
DLAI E. STEVENSON SCHOOL	108	64.81% ADLAI E. STEVENSON SCHOOL	132	56.06% ADLAI E. STEVENSON SCHOOL	101	61.39% ADLAI E. STEVENSON SC	101	56.44% ADLAI E. STEVENS	140	75.00% ADLAI E. STEVENSO	171	73.10% ADLAI E. STEVENSON SCHOOL	131	. 71.7
BERT B. HART SCHOOL EXANDER GRAHAM BELL SCHOO	130 109	56.15% ALBERT B. HART SCHOOL 44.04% ALEXANDER GRAHAM BELL SCHO	139 129	72.66% ALBERT B. HART SCHOOL 54.26% ALEXANDER GRAHAM BELL S	115 130	72.17% 30.77%								
DOWNER STORY OF THE SERVICE SERVICES	205	THE PARTY OF THE P	225	STEED THE STATE OF	200							Alfred A. Benesch School	114	72.
MIRA SCHOOL	177	56.50% ALMIRA SCHOOL	53	69.81% ALMIRA SCHOOL	170	65.29% ALMIRA SCHOOL	153	72.55% ALMIRA SCHOOL	123	73.98% ALMIRA SCHOOL	134	85.82% ALMIRA SCHOOL	147	
DREW J. RICKOFF SCHOOL	171	64.91% ANDREW J. RICKOFF SCHOOL	181	71.27% ANDREW J. RICKOFF SCHOOL	173	81.50% ANDREW J. RICKOFF SCI	177	76.27% ANDREW J. RICKO	193	75.65% ANDREW J. RICKOFF	192	71.35% ANDREW J. RICKOFF SCHOOL	194	
TON GRDINA SCHOOL TEMUS WARD SCHOOL	167 152	70.66% ANTON GRDINA SCHOOL 63.82% ARTEMUS WARD SCHOOL	133 173	77.44% ANTON GRDINA SCHOOL 50.29% ARTEMUS WARD SCHOOL	108 199	78.70% ANTON GRDINA SCHOO 51.26% ARTEMUS WARD SCHOO	124 201	82.26% ANTON GRDINA SI 57.71% ARTEMUS WARD S	79 195	89.87% ANTON GRDINA SCI 61.54% ARTEMUS WARD SC	10 214	90.00% ANTON GRDINA SCHOOL 51.87% ARTEMUS WARD SCHOOL	80 150	
DUBON SCHOOL	187	73.26% AUDUBON SCHOOL	129	65.89% AUDUBON SCHOOL	116	72.41%	201	J7.71% ARTENOS WARD.	193	01.54% ARTENIOS WARD SC	214	31.67/8 ARTENIOS WARD SCHOOL	130	40
NJAMIN FRANKLIN SCHOOL	288	47.22% BENJAMIN FRANKLIN SCHOOL	314	56.69% BENJAMIN FRANKLIN SCHOO	297	48.15% BENJAMIN FRANKLIN SC	299	49.16% BENJAMIN FRANK	278	51.44% BENJAMIN FRANKLI	237	56.54% BENJAMIN FRANKLIN SCHOOL	254	48
DLTON SCHOOL	115	65.22% BOLTON SCHOOL	110	64.55% BOLTON SCHOOL	98	55.10% BOLTON SCHOOL	131	66.41% BOLTON SCHOOL	100	80.00% BOLTON SCHOOL	86	73.26% BOLTON SCHOOL	74	62
ROOKLAWN SCHOOL	102	71.57% BROOKLAWN SCHOOL	85	63.53% BROOKLAWN SCHOOL	89	57.30%								
JCKEYE-WOODLAND SCHOOL	85	64.71% BUCKEYE-WOODLAND SCHOOL	92	39.13% BUCKEYE-WOODLAND SCHOOL	70	71.43% BUCKEYE-WOODLAND S		55.26% BUCKEYE-WOODL		69.15% BUCKEYE-WOODLA		73.20% BUCKEYE-WOODLAND SCHOOL 18.88% BUHRER SCHOOL		67
JHRER SCHOOL APTAIN ARTHUR ROTH SCHOOL	117 114	51.28% BUHRER SCHOOL 64.91% CAPTAIN ARTHUR ROTH SCHOOL	168 110	52.98% BUHRER SCHOOL 78.18% CAPTAIN ARTHUR ROTH SCHO	125 97	25.60% BUHRER SCHOOL 67.01% CAPTAIN ARTHUR ROTH	120 116	22.50% BUHRER SCHOOL 76.72%	129	21.71% BUHRER SCHOOL	143	18.88% BUFFRER SCHOOL	144	13
ARL & LOUIS STOKES CENTRAL AC	165	80.00% CARL & LOUIS STOKES CENTRAL	149	75.17% CARL & LOUIS STOKES CENTR	133	65.41% CARL & LOUIS STOKES C	132	74.24% CARL & LOUIS STC	86	58.14% CARL & LOUIS STOK	132	66.67%		
												Campus International @ CSU Cole Center	42	
SE SCHOOL	76	69.74% CASE SCHOOL	154	63.64% CASE SCHOOL	61	68.85% CASE SCHOOL	145	64.14% CASE SCHOOL	143	58.04% CASE SCHOOL	107	66.36% CASE SCHOOL	111	
IARLES A. MOONEY SCHOOL IARLES DICKENS SCHOOL	212 115	50.00% CHARLES A. MOONEY SCHOOL 66.09% CHARLES DICKENS SCHOOL	220 129	61.82% CHARLES A. MOONEY SCHOO 69.77% CHARLES DICKENS SCHOOL	220 124	55.00% CHARLES A. MOONEY SC 60.48% CHARLES DICKENS SCHC	286 169	68.88% CHARLES A. MOO! 64.50% CHARLES DICKENS	211 181	63.98% CHARLES A. MOONI 62.43% CHARLES DICKENS S	195 132	60.00% CHARLES A. MOONEY SCHOOL 69.70% CHARLES DICKENS SCHOOL	187 148	
ARLES H. LAKE SCHOOL	86	52.33% CHARLES H. LAKE SCHOOL	61	65.57% CHARLES DICKENS SCHOOL	124	60.48% CHARLES DICKENS SCHO	169	64.50% CHARLES DICKENS	191	62.43% CHARLES DICKENS S	132	69.70% CHARLES DICKENS SCHOOL	140	. 0
IARLES W. ELIOT SCHOOL	84	65.48% CHARLES W. ELIOT SCHOOL	123	73.98% CHARLES W. ELIOT SCHOOL	106	68.87% CHARLES W. ELIOT SCHO	190	62.63% CHARLES W. ELIO1	180	63.89% CHARLES W. ELIOT!	188	67.55% CHARLES W. ELIOT SCHOOL	98	8 66
ARA E. WESTROPP SCHOOL	217	61.75% CLARA E. WESTROPP SCHOOL	186	69.89% CLARA E. WESTROPP SCHOOL	189	64.02% CLARA E. WESTROPP SCI	197	58.38% CLARA E. WESTRO	173	56.65% CLARA E. WESTROP	144	55.56% CLARA E. WESTROPP SCHOOL	149	
ARK ELEMENTARY SCHOOL	216	68.52% CLARK ELEMENTARY SCHOOL	218	70.64% CLARK ELEMENTARY SCHOOL	242	57.02% CLARK ELEMENTARY SCI	227	63.44% CLARK ELEMENTA	232	59.91% CLARK ELEMENTAR'	228	61.40% CLARK ELEMENTARY SCHOOL	228	
EVELAND SCHOOL OF ARTS DIKE	91	54.95% CLEVELAND SCHOOL OF ARTS DI	103	29.13% CLEVELAND SCHOOL OF ARTS	93	51.61% CLEVELAND SCHOOL OF	102	67.65% CLEVELAND SCHO	65	58.46% CLEVELAND SCHOO	58	65.52% CLEVELAND SCHOOL OF ARTS DIKE CAMI	65	
EVELAND SCHOOL OF THE ARTS	179	40.22% CLEVELAND SCHOOL OF THE ART	152	36.18% CLEVELAND SCHOOL OF THE	175	46.29% CLEVELAND SCHOOL OF	194	33.51% CLEVELAND SCHO	200	53.50% CLEVELAND SCHOO	150	37.33% CLEVELAND SCHOOL OF THE ARTS	155	
NIEL E. MORGAN SCHOOL NISON SCHOOL	168 265	79.76% DANIEL E. MORGAN SCHOOL 53.58% DENISON SCHOOL	138 259	67.39% DANIEL E. MORGAN SCHOOL 63.32% DENISON SCHOOL	122 269	53.28% DANIEL E. MORGAN SCH 67.66% DENISON SCHOOL	120 253	41.67% DANIEL E. MORGA 67.59% DENISON SCHOOL	124 241	58.87% DANIEL E. MORGAN 72.61% DENISON SCHOOL	121 219	60.33% DANIEL E. MORGAN SCHOOL 73.06% DENISON SCHOOL	97 185	
TO U.I VIIII VIII	203	SS. SS. SERIOUS SERIOUS	233	SOLUEIT DESIGNATION SUITAVE	200	Douglas MacArthur Girls	29	20.69% Douglas MacArthu	53	49.06% Douglas MacArthur	80	30.00% Douglas MacArthur Girls Leadership Acad	103	
AST CLARK SCHOOL	191	71.20% EAST CLARK SCHOOL	166	75.30% EAST CLARK SCHOOL	181	71.27% EAST CLARK SCHOOL	140	60.00% EAST CLARK SCHO	130	78.46% EAST CLARK SCHOO	127	70.08% EAST CLARK SCHOOL	127	
VILE B. DESAUZE CONTEMPORAR	135	65.93% EMILE B. DESAUZE CONTEMPOR	117	67.52% EMILE B. DESAUZE CONTEMP	103	46.60% EMILE B. DESAUZE CONT	76	50.00%						
MPIRE COMPUTECH SCHOOL	120	50.83% EMPIRE COMPUTECH SCHOOL	116	39.66% EMPIRE COMPUTECH SCHOO	77	38.96%		em envi m. Vi i		74.000 F N -	-	CEASURE VIEW		
DECT IIII DADWAYAYAYAY	100	E7.149/ FORESTHELL PARKWAY SCHOOL	166	66.87% FOREST HILL PARKWAY SCHO	00	Euclid Park	130	67.69% Euclid Park	140	74.29% Euclid Park	118	65.25% Euclid Park	132	. 7
DREST HILL PARKWAY SCHOOL RANKLIN D. ROOSEVELT SCHOOL	189 110	57.14% FOREST HILL PARKWAY SCHOOL 62.73% FRANKLIN D. ROOSEVELT SCHOOL	166 88	55.68% FRANKLIN D. ROOSEVELT SCH	98 168	62.24% 62.50% FRANKLIN D. ROOSEVEL	214	60.75% FRANKLIN D. ROO:	177	64.41% FRANKLIN D. ROOSE	194	61.41% FRANKLIN D. ROOSEVELT SCHOOL	164	7.
JLLERTON SCHOOL	109	56.88% FULLERTON SCHOOL	120	60.83% FULLERTON SCHOOL	112	60.71% FULLERTON SCHOOL	103	66.99% FULLERTON SCHO	96	70.83% FULLERTON SCHOO	57	59.65% FULLERTON SCHOOL	50	
	205		220	Garfield	174	36.21% Garfield	196	30.10% Garfield	251	44.22% Garfield	234	40.60% Garfield	206	
ORGE WASHINGTON CARVER SC	136	67.65% GEORGE WASHINGTON CARVER	127	66.93% GEORGE WASHINGTON CARV	126	81.75% GEORGE WASHINGTON	70	84.29% GEORGE WASHING	128	76.56% GEORGE WASHING	88	73.86% GEORGE WASHINGTON CARVER SCHOOL	121	
DDINGS SCHOOL	94	62.77% GIDDINGS SCHOOL	122	72.95% GIDDINGS SCHOOL	101	61.39% GIDDINGS SCHOOL	41	80.49%						
RACEMOUNT SCHOOL	181	59.67% GRACEMOUNT SCHOOL	187	63.64% GRACEMOUNT SCHOOL	190	62.63%								_
BARBARA BOOKER SCHOOL ANNAH GIBBONS-NOTTINGHAM	143 91	71.33% H. BARBARA BOOKER SCHOOL	102 92	67.65% H. BARBARA BOOKER SCHOO 68.48% HANNAH GIBBONS-NOTTING	140	65.00%	73	H. BARBARA BOOF 57.53% HANNAH GIBBON:	143 96	74.13% H. BARBARA BOOKE 70.83% HANNAH GIBBONS-	104 97	65.38% H. BARBARA BOOKER SCHOOL 67.01% HANNAH GIBBONS-NOTTINGHAM SCHO	99 68	
ARVEY RICE SCHOOL	117	63.74% HANNAH GIBBONS-NOTTINGHAI 63.25% HARVEY RICE SCHOOL	114	61.40% HARVEY RICE SCHOOL	92 150	56.52% HANNAH GIBBONS-NOT 60.00% HARVEY RICE SCHOOL		68.57% HARVEY RICE SCH	167	64.67% HARVEY RICE SCHO		70.23% HARVEY RICE SCHOOL		. 6
ENRY W. LONGFELLOW SCHOOL	114	64.91% HENRY W. LONGFELLOW SCHOC	61	55.74% HENRY W. LONGFELLOW SCH	67	55.22%	1/5	OO.S770 TRACTED RICE SELL	107	04.0778 HARVET RICE SCHO	101	70.2377 HARVET MEE SCHOOL	101	0.
WA MAPLE SCHOOL	136	55.88% IOWA MAPLE SCHOOL	109	66.06% IOWA MAPLE SCHOOL	133	62.41% IOWA MAPLE SCHOOL	113	57.52% IOWA MAPLE SCH	147	72.79% IOWA MAPLE SCHO	136	78.68% IOWA MAPLE SCHOOL	111	. 79
HN D. ROCKEFELLER SCHOOL	87	64.37% JOHN D. ROCKEFELLER SCHOOL	99	71.72% JOHN D. ROCKEFELLER SCHOOL	62	69.35%								
HN W. RAPER SCHOOL	136	64.71% JOHN W. RAPER SCHOOL	130	71.54% JOHN W. RAPER SCHOOL	79	72.15%								
SEPH F. LANDIS SCHOOL	164	56.71% JOSEPH F. LANDIS SCHOOL	120	62.50% JOSEPH F. LANDIS SCHOOL	100	59.00%						Inno Adelana Business Careers Contos	24	50
SEPH M. GALLAGHER SCHOOL	238	46.64% JOSEPH M. GALLAGHER SCHOOL	243	54.32% JOSEPH M. GALLAGHER SCHO	274	45.99% JOSEPH M. GALLAGHER	235	55.74% JOSEPH M. GALLA	229	51.97% JOSEPH M. GALLAG	255	Jane Addams Business Careers Center 55.29% JOSEPH M. GALLAGHER SCHOOL	24 255	
SELLI M. GAEDIGIEK SCHOOL	250	40.0470 303EFFF MI. GAELAGITER SCHOOL	240	34.3270 703ETTI WI. GAEDAGITER SCITC	2/4	Kenneth W. Clement Bo	35	62.86% Kenneth W. Cleme	44	88.64% Kenneth W. Clemen	53	77.36% Kenneth W. Clement Boys Leadership Ac	75	
DUIS AGASSIZ SCHOOL	110	50.00% LOUIS AGASSIZ SCHOOL	131	48.85% LOUIS AGASSIZ SCHOOL	130	33.85% LOUIS AGASSIZ SCHOOL	121	38.02% LOUIS AGASSIZ SC	140	32.14% LOUIS AGASSIZ SCH	129	20.93% LOUIS AGASSIZ SCHOOL	124	
DUISA MAY ALCOTT SCHOOL	29	27.59% LOUISA MAY ALCOTT SCHOOL	33	57.58% LOUISA MAY ALCOTT SCHOOL	19	10.53% LOUISA MAY ALCOTT SC	29	20.69% LOUISA MAY ALCC	26	26.92% LOUISA MAY ALCOT	29	31.03% LOUISA MAY ALCOTT SCHOOL	24	41
IIS MUNOZ MARIN	269	60.22% LUIS MUNOZ MARIN	300	63.00% LUIS MUNOZ MARIN	300	56.00% LUIS MUNOZ MARIN	269	64.31% LUIS MUNOZ MAR	263	68.06% LUIS MUNOZ MARII	259	64.86% LUIS MUNOZ MARIN	241	
ARION C. SELTZER ELEMENTARY	257	57.59% MARION C. SELTZER ELEMENTAF	252	50.40% MARION C. SELTZER ELEMEN	196	49.49% MARION C. SELTZER ELE	230	53.04% MARION C. SELTZE	193	61.14% MARION C. SELTZEF	125	69.60% MARION C. SELTZER ELEMENTARY SCHO	170	
ARION STERLING SCHOOL ARY B. MARTIN SCHOOL	132 115	65.91% MARION STERLING SCHOOL 63.48% MARY B. MARTIN SCHOOL	152 120	69.08% MARION STERLING SCHOOL 73.33% MARY B. MARTIN SCHOOL	113 112	66.37% MARION STERLING SCHO 68.75% MARY B. MARTIN SCHOO	144 116	70.83% MARION STERLING 50.00% MARY B. MARTIN	91 137	73.63% MARION STERLING 72.26% MARY B. MARTIN SC	107 143	70.09% MARION STERLING SCHOOL 62.94% MARY B. MARTIN SCHOOL	95 110	
ARY M. BETHUNE SCHOOL	145	66.21% MARY M. BETHUNE SCHOOL	124	66.94% MARY M. BETHUNE SCHOOL	138	78.99% MARY M. BETHUNE SCH	117	70.09% MARY M. BETHUN	116	67.24% MARY M. BETHUNE	125	62.40% MARY M. BETHUNE SCHOOL	110	
CKINLEY SCHOOL	132	52.27% MCKINLEY SCHOOL	120	59.17% MCKINLEY SCHOOL	125	59.20% MCKINLEY SCHOOL	112	47.32% MCKINLEY SCHOO	75	54.67% MCKINLEY SCHOOL	110	53.64% MCKINLEY SCHOOL	109	
EMORIAL SCHOOL	166	59.64% MEMORIAL SCHOOL	169	55.03% MEMORIAL SCHOOL	173	53.76% MEMORIAL SCHOOL	170	51.18% MEMORIAL SCHO	175	60.00% MEMORIAL SCHOOL	155	64.52% MEMORIAL SCHOOL	155	6
CHAEL R. WHITE SCHOOL	143	56.64% MICHAEL R. WHITE SCHOOL	131	52.67% MICHAEL R. WHITE SCHOOL	134	52.99% MICHAEL R. WHITE SCH	175	57.71% MICHAEL R. WHIT	142	68.31% MICHAEL R. WHITE	102	79.41% MICHAEL R. WHITE SCHOOL	148	
ILES ELEMENTARY SCHOOL	134	70.15% MILES ELEMENTARY SCHOOL	131	77.86% MILES ELEMENTARY SCHOOL	130	64.62% MILES ELEMENTARY SCI	150	72.67% MILES ELEMENTAI	147	77.55% MILES ELEMENTARY	109	72.48% MILES ELEMENTARY SCHOOL	130	
ILES PARK SCHOOL	203	59.11% MILES PARK SCHOOL	178 67	65.17% MILES PARK SCHOOL	199 75	61.31% MILES PARK SCHOOL	188 91	62.23% MILES PARK SCHO	216 130	68.06% MILES PARK SCHOOL	224 119	62.50% MILES PARK SCHOOL	188 139	
OUND SCHOOL ATHAN HALE SCHOOL	145	55.56% MOUND SCHOOL 63.45% NATHAN HALE SCHOOL	121	53.73% MOUND SCHOOL 58.68% NATHAN HALE SCHOOL	118	69.33% MOUND SCHOOL 65.25% NATHAN HALE SCHOOL	152	70.33% MOUND SCHOOL 57.89% NATHAN HALE SCI	168	68.46% MOUND SCHOOL 64.29% NATHAN HALE SCHO	149	76.47% MOUND SCHOOL 67.11% NATHAN HALE SCHOOL	143	
WTON D. BAKER SCHOOL	271	41.33% NEWTON D. BAKER SCHOOL	225	50.22% NEWTON D. BAKER SCHOOL	187	32.62% NEWTON D. BAKER SCH	200	42.50% NEWTON D. BAKE	136	40.44% NEWTON D. BAKER	132	46.97% NEWTON D. BAKER SCHOOL	134	
IVER H. PERRY ELEMENTARY SCI	139	62.59% OLIVER H. PERRY ELEMENTARY S	152	78.29% OLIVER H. PERRY ELEMENTAF	160	65.63% OLIVER H. PERRY ELEME	172	70.35% OLIVER H. PERRY E	140	70.71% OLIVER H. PERRY EL	128		111	
TION COMPLEX @ MARGARET IF	56	67.86% OPTION COMPLEX @ MARGARE	16	62.50% OPTION COMPLEX @ MARGA	41	60.98%								
CHARD SCHOOL OF SCIENCE	180	65.56% ORCHARD SCHOOL OF SCIENCE	161	60.25% ORCHARD SCHOOL OF SCIENG	106	66.98% ORCHARD SCHOOL OF S	118	55.08% ORCHARD SCHOO	133	63.16% ORCHARD SCHOOL	116	48.28% ORCHARD SCHOOL OF SCIENCE	115	
TRICK HENRY SCHOOL	150	69.33% PATRICK HENRY SCHOOL	99	71.72% PATRICK HENRY SCHOOL	140	68.57% PATRICK HENRY SCHOOL	149	55.70% PATRICK HENRY SC	144	63.19% PATRICK HENRY SCI	153	59.48% PATRICK HENRY SCHOOL	126	
AUL L. DUNBAR SCHOOL AUL REVERE SCHOOL	109 153	50.46% PAUL L. DUNBAR SCHOOL 67.32% PAUL REVERE SCHOOL	91 143	51.65% PAUL L. DUNBAR SCHOOL 65.03% PAUL REVERE SCHOOL	103 130	62.14% PAUL L. DUNBAR SCHOC 66.92% PAUL REVERE SCHOOL	66 163	59.09% PAUL L. DUNBAR S 70.55% PAUL REVERE SCH	53 183	66.04% PAUL L. DUNBAR SC 74.86% PAUL REVERE SCHO	62 121	62.90% PAUL L. DUNBAR SCHOOL 58.68% PAUL REVERE SCHOOL	78 105	
VERSIDE SCHOOL	193	33.16% RIVERSIDE SCHOOL	237	35.02% RIVERSIDE SCHOOL	182	33.52% RIVERSIDE SCHOOL	202	28.71% RIVERSIDE SCHOO	190	28.95% RIVERSIDE SCHOOL	184	32.61% RIVERSIDE SCHOOL	123	
BERT FULTON SCHOOL	109	56.88% ROBERT FULTON SCHOOL	107	61.68% ROBERT FULTON SCHOOL	90	66.67% ROBERT H. JAMISON SCI	177	70.06% ROBERT H. JAMISC	158	69.62% ROBERT H. JAMISOI	96	65.63% ROBERT H. JAMISON SCHOOL		4
BERT H. JAMISON SCHOOL	241	76.35% ROBERT H. JAMISON SCHOOL	216	72.69% ROBERT H. JAMISON SCHOOL	189	62.96%								
BINSON G. JONES SCHOOL	167	59.88% ROBINSON G. JONES SCHOOL	163	53.99% ROBINSON G. JONES SCHOOL	130	42.31% ROBINSON G. JONES SCI	124	43.55% ROBINSON G. JON	156	51.92% ROBINSON G. JONE:	163	53.37% ROBINSON G. JONES SCHOOL	149	
RANTON SCHOOL	156	44.23% SCRANTON SCHOOL	147	39.46% SCRANTON SCHOOL	166	39.76% SCRANTON SCHOOL	175	42.29% SCRANTON SCHOOL	196	52.04% SCRANTON SCHOOL	195	51.79% SCRANTON SCHOOL	162	
NBEAM SCHOOL	74	47.30% SUNBEAM SCHOOL	62	35.48% SUNBEAM SCHOOL	67	37.31% SUNBEAM SCHOOL	75 68	52.00% SUNBEAM SCHOO	69 71	57.97% SUNBEAM SCHOOL 26.76% Thomas Jefferson Ir	65 99	55.38% SUNBEAM SCHOOL	63 126	
EMONT ELEMENTARY SCHOOL	127	50.39% TREMONT ELEMENTARY SCHOO	120	48.33% TREMONT ELEMENTARY SCH	124	Thomas Jefferson Intern 49.19% TREMONT ELEMENTARY	68 152	5.88% Thomas Jefferson 58.55% TREMONT ELEMEI	140	26.76% Thomas Jefferson Ir 53.57% TREMONT ELEMEN	99 149	26.26% Thomas Jefferson International Newcom 51.01% TREMONT ELEMENTARY SCHOOL	126 136	
ION SCHOOL	92		106	58.49% UNION SCHOOL	79		70	65.71%	140	33.3779 INCIVION I ELEWEN	143	OZ.OZZY TREMONT ELEMENTARY SCHOOL	130	3
						Valley View Boys Leader	20	50.00% Valley View Boys L	26	46.15% Valley View Boys Le	45	62.22% Valley View Boys Leadership Academy	68	5
ADE PARK ELEMENTARY SCHOOL	96		78	74.36% WADE PARK ELEMENTARY SC	163	79.14% WADE PARK ELEMENTA	138	74.64% WADE PARK ELEM	118	77.97% WADE PARK ELEME	134	76.87% WADE PARK ELEMENTARY SCHOOL		7
ALTON ELEMENTARY SCHOOL	201	53.73% WALTON ELEMENTARY SCHOOL	189	65.08% WALTON ELEMENTARY SCHO	221		223	58.30% WALTON ELEMEN	199	65.83% WALTON ELEMENT,	143	58.74% WALTON ELEMENTARY SCHOOL	116	
TTERCON LAVE COURSE	200	CE OFW WATTERCON LAWS COLLOCK	200	CO FOR WATTERCOM AND COMO	434	Warner Girls Leadership	45	75.56% Warner Girls Lead	80	67.50% Warner Girls Leader	100	47.00% Warner Girls Leadership Academy	136	
TTERSON-LAKE SCHOOL	206 155	65.05% WATTERSON-LAKE SCHOOL 60.65% WAVERLY SCHOOL	200 166	60.50% WATTERSON-LAKE SCHOOL 69.28% WAVERLY SCHOOL	171 156	48.54% WATTERSON-LAKE SCHC 53.21% WAVERLY SCHOOL	169 170	56.21% WATTERSON-LAKE 59.41% WAVERLY SCHOOL	141 105	65.96% WATTERSON-LAKE! 62.86% WAVERLY SCHOOL	134 122	56.72% WATTERSON-LAKE SCHOOL 66.39% WAVERLY SCHOOL	98 115	
IVERLY SCHOOL HTNEY M. YOUNG SCHOOL	155	52.98% WHITNEY M. YOUNG SCHOOL	143	34.97% WHITNEY M. YOUNG SCHOOL	104	30.77% WHITNEY M. YOUNG SC	119	33.61% WHITNEY M. YOU	118	33.90% WHITNEY M. YOUN	116	36.21% WHITNEY M. YOUNG SCHOOL	91	
LBUR WRIGHT SCHOOL	205	59.51% WILBUR WRIGHT SCHOOL	193	50.78% WILBUR WRIGHT SCHOOL	172	50.58% WILBUR WRIGHT SCHOO	209	43.54% WILBUR WRIGHT!	176	50.00% WILBUR WRIGHT SC	175	57.71% WILBUR WRIGHT SCHOOL	139	
		38.50% WILLIAM CULLEN BRYANT SCHO	172	42.44% WILLIAM CULLEN BRYANT SC	170	48.82% WILLIAM CULLEN BRYAN	131	36.64% WILLIAM CULLEN	152	23.03% WILLIAM CULLEN BI	167	22.16% WILLIAM CULLEN BRYANT SCHOOL	140	
LLIAM CULLEN BRYANT SCHOOL	187		1/2											
LIAM CULLEN BRYANT SCHOOL	187 95	48.42% WILLOW SCHOOL	90	52.22% WILLOW SCHOOL	69	59.42% WILLOW SCHOOL	91	52.75% WILLOW SCHOOL	66	71.21% WILLOW SCHOOL	83	50.60% WILLOW SCHOOL	93	5 5
		48.42% WILLOW SCHOOL	90			Willson			66 164	71.21% WILLOW SCHOOL 62.80% Willson	83 114		93 107	

Table A8: Grades 5-8—Physical Safety "Needs Improvement," by School and Year

2008 School		2009		2010		Physical Safe	2011	20)12	20.	13	2014		
		s Improver School		s Improver School		Improver School	N :	is Improver School	N de	Improver School	N ds	s Improver School		ds Impre
DLAI E. STEVENSON SCHOOL	108	35.19% ADLAI E. STEVENSON SCHOOL	132	23.48% ADLAI E. STEVENSON SCHOOL	101	12.87% ADLAI E. STEVENSO	SC 101	15.84% ADLAI E. STEVENS	140	20.71% ADLAIE. STEVENSO	171	30.41% ADLAI E. STEVENSON SCHOOL Alfred A. Benesch School	131 114	29.0 25.4
BERT B. HART SCHOOL	130	26.92% ALBERT B. HART SCHOOL	139	28.06% ALBERT B. HART SCHOOL	115	29.57%						Aired A. Beriesch School	114	23.4
EXANDER GRAHAM BELL SCHOO	109	16.51% ALEXANDER GRAHAM BELL SCHO	129	16.28% ALEXANDER GRAHAM BELL S	129	10.08%								
MIRA SCHOOL NDREW J. RICKOFF SCHOOL	177	22.60% ALMIRA SCHOOL	53	35.85% ALMIRA SCHOOL 27.07% ANDREW J. RICKOFF SCHOOL	170	27.65% ALMIRA SCHOOL 42.20% ANDREW J. RICKOFF	153	32.03% ALMIRA SCHOOL	123	26.83% ALMIRA SCHOOL	134	47.01% ALMIRA SCHOOL 26.56% ANDREW J. RICKOFF SCHOOL	147	
ITON GRDINA SCHOOL	171 167	29.82% ANDREW J. RICKOFF SCHOOL 31.14% ANTON GRDINA SCHOOL	181 133	32.33% ANTON GRDINA SCHOOL	173 108	28.70% ANTON GRDINA SCI		33.33% ANDREW J. RICKO 45.97% ANTON GRDINA SI	193 79	34.72% ANDREW J. RICKOFF 41.77% ANTON GRDINA SCI	192 10	30.00% ANTON GRDINA SCHOOL	193 80	36.
RTEMUS WARD SCHOOL	152	23.03% ARTEMUS WARD SCHOOL	173	18.50% ARTEMUS WARD SCHOOL	199	9.55% ARTEMUS WARD SO		15.42% ARTEMUS WARD S	195	14.36% ARTEMUS WARD SC	214		150	
JDUBON SCHOOL	187	32.09% AUDUBON SCHOOL	129	26.36% AUDUBON SCHOOL	116	26.72%								
NJAMIN FRANKLIN SCHOOL	288	11.81% BENJAMIN FRANKLIN SCHOOL	314	14.65% BENJAMIN FRANKLIN SCHOO	297	9.43% BENJAMIN FRANKLI		9.36% BENJAMIN FRANK		13.67% BENJAMIN FRANKLI		16.46% BENJAMIN FRANKLIN SCHOOL		17.
OLTON SCHOOL ROOKLAWN SCHOOL	115 102	29.57% BOLTON SCHOOL 38.24% BROOKLAWN SCHOOL	110 85	19.09% BOLTON SCHOOL 38.82% BROOKLAWN SCHOOL	98 89	28.57% BOLTON SCHOOL 26.97%	131	33.59% BOLTON SCHOOL	100	44.00% BOLTON SCHOOL	86	30.23% BOLTON SCHOOL	74	28.
JCKEYE-WOODLAND SCHOOL	85	25.88% BUCKEYE-WOODLAND SCHOOL	92	15.22% BUCKEYE-WOODLAND SCHOOL	70	37.14% BUCKEYE-WOODLA	DS 76	30.26% BUCKEYE-WOODL.	94	29.79% BUCKEYE-WOODLA	97	34.02% BUCKEYE-WOODLAND SCHOOL	88	23.
JHRER SCHOOL	117	27.35% BUHRER SCHOOL	168	18.45% BUHRER SCHOOL	125	8.80% BUHRER SCHOOL	120	4.17% BUHRER SCHOOL	129	7.75% BUHRER SCHOOL	143	6.29% BUHRER SCHOOL	144	
IOONOS UTOD DUUTDA MATOR	114	26.32% CAPTAIN ARTHUR ROTH SCHOOL	110	22 640/ CARTAIN ARTHUR BOTH SCH	0.7	24 749/ CARTAIN ARTHUR R	TU 116	34.48%				Campus International @ CSU Cole Center	42	9.
APTAIN ARTHUR ROTH SCHOOL ARL & LOUIS STOKES CENTRAL AC	114 165	38.79% CARL & LOUIS STOKES CENTRAL	110 149	23.64% CAPTAIN ARTHUR ROTH SCHO 38.26% CARL & LOUIS STOKES CENTR	97 133	24.74% CAPTAIN ARTHUR R 22.56% CARL & LOUIS STOK		27.27% CARL & LOUIS STC	86	36.05% CARL & LOUIS STOK	132	43.18%		
ASE SCHOOL	76	25.00% CASE SCHOOL	154	35.06% CASE SCHOOL	61	14.75% CASE SCHOOL	145	17.93% CASE SCHOOL	142	14.79% CASE SCHOOL	107	28.97% CASE SCHOOL	111	17
IARLES A. MOONEY SCHOOL	212	17.92% CHARLES A. MOONEY SCHOOL	220	19.55% CHARLES A. MOONEY SCHOO	220	16.36% CHARLES A. MOONI		23.43% CHARLES A. MOOF	211	13.27% CHARLES A. MOONI	195	18.46% CHARLES A. MOONEY SCHOOL	187	7
HARLES DICKENS SCHOOL HARLES H. LAKE SCHOOL	115 86	33.91% CHARLES DICKENS SCHOOL 32.56% CHARLES H. LAKE SCHOOL	129 61	36.43% CHARLES DICKENS SCHOOL 31.15%	124	31.45% CHARLES DICKENS S	HC 169	20.71% CHARLES DICKENS	181	20.44% CHARLES DICKENS S	132	31.82% CHARLES DICKENS SCHOOL	148	18
ARLES W. ELIOT SCHOOL	84	29.76% CHARLES W. ELIOT SCHOOL	123	33.33% CHARLES W. ELIOT SCHOOL	106	27.36% CHARLES W. ELIOT S	CHC 190	19.47% CHARLES W. ELIOT	180	18.33% CHARLES W. ELIOT!	188	30.85% CHARLES W. ELIOT SCHOOL	97	27
ARA E. WESTROPP SCHOOL	217	15.67% CLARA E. WESTROPP SCHOOL	186	18.28% CLARA E. WESTROPP SCHOOL	189	13.76% CLARA E. WESTROP		14.21% CLARA E. WESTRO	173	15.03% CLARA E. WESTROP	144	15.28% CLARA E. WESTROPP SCHOOL	150	12
ARK ELEMENTARY SCHOOL	216	26.39% CLARK ELEMENTARY SCHOOL	218	27.06% CLARK ELEMENTARY SCHOOL	242	16.53% CLARK ELEMENTAR		13.22% CLARK ELEMENTA	232	12.07% CLARK ELEMENTAR'	228	20.61% CLARK ELEMENTARY SCHOOL	228	
EVELAND SCHOOL OF ARTS DIKE	91 179	25.27% CLEVELAND SCHOOL OF ARTS DI 17.88% CLEVELAND SCHOOL OF THE ART	103 152	6.80% CLEVELAND SCHOOL OF ARTS 13.82% CLEVELAND SCHOOL OF THE	94 175	8.51% CLEVELAND SCHOO		14.71% CLEVELAND SCHO 9.28% CLEVELAND SCHO	65 200	29.23% CLEVELAND SCHOO 20.00% CLEVELAND SCHOO	58 148	27.59% CLEVELAND SCHOOL OF ARTS DIKE CAMI 17.57% CLEVELAND SCHOOL OF THE ARTS	65 156	
EVELAND SCHOOL OF THE ARTS ANIEL E. MORGAN SCHOOL	168	29.17% DANIEL E. MORGAN SCHOOL	138	32.61% DANIEL E. MORGAN SCHOOL	121	14.86% CLEVELAND SCHOO 25.62% DANIEL E. MORGAN		20.83% DANIEL E. MORGA	124	12.90% DANIEL E. MORGAN	121	17.36% DANIEL E. MORGAN SCHOOL	97	21
ENISON SCHOOL	265	18.87% DENISON SCHOOL	259	26.64% DENISON SCHOOL	269	18.96% DENISON SCHOOL	253	17.39% DENISON SCHOOL	241	24.07% DENISON SCHOOL	219	26.94% DENISON SCHOOL	185	31
						Douglas MacArthur	irls 29	6.90% Douglas MacArthu	53	1.89% Douglas MacArthur	80	2.50% Douglas MacArthur Girls Leadership Aca	103	3
AST CLARK SCHOOL	191	27.23% EAST CLARK SCHOOL	166	39.16% EAST CLARK SCHOOL		28.73% EAST CLARK SCHOO	140	12.14% EAST CLARK SCHO	130	24.62% EAST CLARK SCHOO	127	28.35% EAST CLARK SCHOOL	127	28
MILE B. DESAUZE CONTEMPORAR	135	24.44% EMILE B. DESAUZE CONTEMPOR	117	30.77% EMILE B. DESAUZE CONTEMP	103	18.45% EMILE B. DESAUZE (ON" 76 130	14.47% 16.15% Euclid Park	140	24.29% Euclid Park	118	21.19% Euclid Park	132	24
MPIRE COMPUTECH SCHOOL	120	25.83% EMPIRE COMPUTECH SCHOOL	116	27.59% EMPIRE COMPUTECH SCHOO	77	5.19%	150	10.15% Luciid Park	140	24.25% Eddid Park	110	21.15% Luciid Park	132	24
DREST HILL PARKWAY SCHOOL	189	26.98% FOREST HILL PARKWAY SCHOOL	166	22.29% FOREST HILL PARKWAY SCHO	98	38.78%								
RANKLIN D. ROOSEVELT SCHOOL	110	18.18% FRANKLIN D. ROOSEVELT SCHOO	88	27.27% FRANKLIN D. ROOSEVELT SCI-	168	17.26% FRANKLIN D. ROOSE			177	23.16% FRANKLIN D. ROOSE		22.28% FRANKLIN D. ROOSEVELT SCHOOL	164	
JLLERTON SCHOOL	109	35.78% FULLERTON SCHOOL	120	42.50% FULLERTON SCHOOL Garfield	112 174	33.93% FULLERTON SCHOO 5.17% Garfield	103 196	24.27% FULLERTON SCHO 4.59% Garfield	96 251	31.25% FULLERTON SCHOO	57 234	36.84% FULLERTON SCHOOL 12.82% Garfield	50 206	28 14
EORGE WASHINGTON CARVER SC	136	32.35% GEORGE WASHINGTON CARVER	127	34.65% GEORGE WASHINGTON CARV	126	30.16% GEORGE WASHING			128	7.17% Garfield 28.13% GEORGE WASHING		39.77% GEORGE WASHINGTON CARVER SCHOOL	122	
DDINGS SCHOOL	94	34.04% GIDDINGS SCHOOL	122	27.87% GIDDINGS SCHOOL	101	26.73% GIDDINGS SCHOOL		26.83%	22.0	ES:2070 GEORGE TYPOTHE			***	
RACEMOUNT SCHOOL	181	23.76% GRACEMOUNT SCHOOL	187	33.16% GRACEMOUNT SCHOOL	190	32.11%								
BARBARA BOOKER SCHOOL	143	27.27% H. BARBARA BOOKER SCHOOL	102	25.49% H. BARBARA BOOKER SCHOO	140	22.86%		H. BARBARA BOOF	143	28.67% H. BARBARA BOOKE		27.88% H. BARBARA BOOKER SCHOOL		21
ANNAH GIBBONS-NOTTINGHAM ARVEY RICE SCHOOL	91 117	26.37% HANNAH GIBBONS-NOTTINGHAI 28.21% HARVEY RICE SCHOOL	92 114	18.48% HANNAH GIBBONS-NOTTING 32.46% HARVEY RICE SCHOOL	92 150	9.78% HANNAH GIBBONS- 16.00% HARVEY RICE SCHOOL		15.07% HANNAH GIBBON: 21.71% HARVEY RICE SCH	96 167	20.83% HANNAH GIBBONS- 29.94% HARVEY RICE SCHO	97 131	34.02% HANNAH GIBBONS-NOTTINGHAM SCHO 29.01% HARVEY RICE SCHOOL	72 161	29
ENRY W. LONGFELLOW SCHOOL	114	30.70% HENRY W. LONGFELLOW SCHOOL	61	22.95% HENRY W. LONGFELLOW SCH	67	22.39%	L 1/5	21.71% HARVET RICE SCH	167	29.94% HARVET RICE SCHO	131	29.01% HARVET RICE SCHOOL	101	32
OWA MAPLE SCHOOL	136	25.74% IOWA MAPLE SCHOOL	109	32.11% IOWA MAPLE SCHOOL	133	27.82% IOWA MAPLE SCHO	L 113	12.39% IOWA MAPLE SCH	147	31.97% IOWA MAPLE SCHO	136	36.76% IOWA MAPLE SCHOOL	111	29
												Jane Addams Business Careers Center	24	12.
OHN D. ROCKEFELLER SCHOOL	87 136	36.78% JOHN D. ROCKEFELLER SCHOOL	99 130	33.33% JOHN D. ROCKEFELLER SCHOOL 36.15% JOHN W. RAPER SCHOOL	62	19.35%								
OHN W. RAPER SCHOOL DSEPH F. LANDIS SCHOOL	164	33.09% JOHN W. RAPER SCHOOL 32.32% JOSEPH F. LANDIS SCHOOL	120	30.83% JOSEPH F. LANDIS SCHOOL	79 100	37.97% 30.00%								
SEPH M. GALLAGHER SCHOOL	238	27.73% JOSEPH M. GALLAGHER SCHOOL	243	27.98% JOSEPH M. GALLAGHER SCHC	274	14.60% JOSEPH M. GALLAG	ER 235	12.77% JOSEPH M. GALLA	229	10.48% JOSEPH M. GALLAG	255	21.18% JOSEPH M. GALLAGHER SCHOOL	255	26
						Kenneth W. Clemen		11.43% Kenneth W. Clem€	44	11.36% Kenneth W. Clemen	53	30.19% Kenneth W. Clement Boys Leadership Ac	75	25
DUIS AGASSIZ SCHOOL	110	10.91% LOUIS AGASSIZ SCHOOL	131		130	9.23% LOUIS AGASSIZ SCH			140	6.43% LOUIS AGASSIZ SCH	129	3.88% LOUIS AGASSIZ SCHOOL	123	
DUISA MAY ALCOTT SCHOOL JIS MUNOZ MARIN	29 269	0.00% LOUISA MAY ALCOTT SCHOOL 29.00% LUIS MUNOZ MARIN	33 300	15.15% LOUISA MAY ALCOTT SCHOOL 40.67% LUIS MUNOZ MARIN	19 300	0.00% LOUISA MAY ALCOT 24.67% LUIS MUNOZ MARII	SC 29 269	3.45% LOUISA MAY ALCC 25.65% LUIS MUNOZ MAR	26 263	0.00% LOUISA MAY ALCOT 17.49% LUIS MUNOZ MARII	29 259	13.79% LOUISA MAY ALCOTT SCHOOL 24.71% LUIS MUNOZ MARIN	24 241	4 25
ARION C. SELTZER ELEMENTARY	257	22.57% MARION C. SELTZER ELEMENTAF	252	20.24% MARION C. SELTZER ELEMEN	196	14.80% MARION C. SELTZER		13.04% MARION C. SELTZE	193	26.42% MARION C. SELTZEF	126	34.13% MARION C. SELTZER ELEMENTARY SCHO	170	
IARION STERLING SCHOOL	132	28.79% MARION STERLING SCHOOL		29.61% MARION STERLING SCHOOL	113	23.89% MARION STERLING				29.67% MARION STERLING	107	28.97% MARION STERLING SCHOOL		
IARY B. MARTIN SCHOOL			152					35.42% MARION STERLING	91				95	20
2	115	33.04% MARY B. MARTIN SCHOOL	152	30.00% MARY B. MARTIN SCHOOL	112	21.43% MARY B. MARTIN S	100 116	35.42% MARION STERLING 18.10% MARY B. MARTIN	137	26.28% MARY B. MARTIN SC	143	24.48% MARY B. MARTIN SCHOOL	95 110	
IARY M. BETHUNE SCHOOL	145	26.21% MARY M. BETHUNE SCHOOL	120 124	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL	112 138	21.43% MARY B. MARTIN SO 28.26% MARY M. BETHUNE	CH 117	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN	137 116	26.28% MARY B. MARTIN SC 13.79% MARY M. BETHUNE	143 125	16.00% MARY M. BETHUNE SCHOOL	110 112	32 20
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL	145 132	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL	120 124 120	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL	112 138 125	21.43% MARY B. MARTIN SO 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL	CH 117 112	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO	137 116 75	26.28% MARY B. MARTIN SC 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL	143 125 110	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL	110 112 110	32 20 23
IARY M. BETHUNE SCHOOL ICKINLEY SCHOOL IEMORIAL SCHOOL	145 132 166	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL	120 124 120 169	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL	112 138 125 172	21.43% MARY B. MARTIN St 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL	CH 117 112 170	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO	137 116 75 175	26.28% MARY B. MARTIN SC 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL	143 125 110 155	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL	110 112 110 155	32 20 23 25
IARY M. BETHUNE SCHOOL ICKINLEY SCHOOL IEMORIAL SCHOOL IICHAEL R. WHITE SCHOOL IILES ELEMENTARY SCHOOL	145 132	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL	120 124 120 169 131	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL	112 138 125	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE	CH 117 112 170 CH: 175	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO 16.00% MICHAEL R. WHIT	137 116 75	26.28% MARY B. MARTIN SC 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOI 23.24% MICHAEL R. WHITE	143 125 110 155 102	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL	110 112 110	32 20 23 25 25
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL EMORIAL SCHOOL ICHAEL R. WHITE SCHOOL	145 132 166 143	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL	120 124 120 169	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL	112 138 125 172 134	21.43% MARY B. MARTIN St 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL	CH 117 112 170 CH: 175	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO	137 116 75 175 142	26.28% MARY B. MARTIN SC 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL	143 125 110 155	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL	110 112 110 155 148	32 20 23 25
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL EMORIAL SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL	145 132 166 143 134 203 99	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL	120 124 120 169 131 131 178 67	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 37.31% MOUND SCHOOL	112 138 125 172 134 130 198 75	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES PARK SCHOOL 42.67% MOUND SCHOOL	CH 117 112 170 CH 175 SCF 150 188 91	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO 16.00% MICHAEL R. WHIT 16.67% MILES PARK SCHO 37.36% MOUND SCHOOL	137 116 75 175 142 147 216	26.28% MARY B. MARTIN SI 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOl 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR' 3.15% MILES PARK SCHOO 30.00% MOUND SCHOOL	143 125 110 155 102 109 224 119	16.00% MARY M. BETHUNE SCHOOL 23.46% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.54% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL	110 112 110 155 148 130 188 139	32 20 23 25 25 24 27 20
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL EMORIAL SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL ATHAN HALE SCHOOL	145 132 166 143 134 203 99 145	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES FLEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL	120 124 120 169 131 131 178 67	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 37.31% MOUND SCHOOL 33.88% NATHAN HALE SCHOOL	112 138 125 172 134 130 198 75	21.43% MARY B. MARTIN S. 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTAR 21.21% MILES PARK SCHOOL 42.67% MOUND SCHOOL 16.10% NATHAN HALE SCH	CH 117 112 170 CH 175 SCF 150 188 91 OL 152	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHO 16.00% MICHAEL R. WHIT 16.67% MILES ELEMENTAI 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI	137 116 75 175 142 147 216 130 168	26.28% MARY B. MARTIN St 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOl 23.24% MICHAEL R. WHITE 23.13% MILES PARK SCHOO 30.00% MOUND SCHOOL 20.24% NATHAN HALE SCH	143 125 110 155 102 109 224 119	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.94% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 23.49% MATHAN HALE SCHOOL	110 112 110 155 148 130 188 139 143	32 20 23 25 25 24 27 20
ARY M. BETHUNE SCHOOL CKINGY SCHOOL CKINGY SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL TATHAN HALE SCHOOL EWTON D. BAKER SCHOOL	145 132 166 143 134 203 99 145 271	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL	120 124 120 169 131 131 178 67 121	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MIES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 37.31% MOUND SCHOOL 33.38% NATHAN HALE SCHOOL 13.33% NEWTON D. BAKER SCHOOL	112 138 125 172 134 130 198 75 118	21.43% MARY B. MARTIN SI 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MIES ELEMENTAR 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCHO 16.10% NATHAN HALE SCHOOL 12.83% NEWTON D. BAKER	CH 117 112 170 CH 175 SCF 150 188 91 DL 152 CH 200	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO 16.00% MICHAEL R. WHIT 16.67% MILES PARK SCHO 37.36% MOUND SCHOOL	137 116 75 175 142 147 216	26.28% MARY B. MARTIN SI 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOl 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR' 3.15% MILES PARK SCHOO 30.00% MOUND SCHOOL	143 125 110 155 102 109 224 119	16.00% MARY M. BETHUNE SCHOOL 23.46% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.54% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL	110 112 110 155 148 130 188 139 143	32 20 23 25 25 24 27 20
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL EMORIAL SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL VITHAN HALE SCHOOL WHON D. BAKER SCHOOL JUPET H. PERRY ELEMENTARY SCH	145 132 166 143 134 203 99 145	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES FLEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL	120 124 120 169 131 131 178 67	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 25.83% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 37.31% MOUND SCHOOL 33.88% NATHAN HALE SCHOOL	112 138 125 172 134 130 198 75	21.43% MARY B. MARTIN S. 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTAR 21.21% MILES PARK SCHOOL 42.67% MOUND SCHOOL 16.10% NATHAN HALE SCH	CH 117 112 170 CH 175 SCF 150 188 91 DL 152 CH 200	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO 16.00% MICHAEL R. WHIT 16.67% MILES FLEMENTAL 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE	137 116 75 175 142 147 216 130 168 136	26.28% MARY B. MARTIN St 13.79% MARY M. BETHUNE 21.33% MCKINIEY SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR 23.15% MILES PARK SCHOOL 03.00% MOUND SCHOOL 0.24% NATHAN HALE SCH 7.35% NEWTON D. BAKER	143 125 110 155 102 109 224 119 149	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.94% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 33.53% NEWTON D. BAKER SCHOOL	110 112 110 155 148 130 188 139 143	25 25 25 25 26 27 26 27 20 15
ARY M. BETHUNE SCHOOL CKNIEY SCHOOL CKNORIAL SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL ILES PARK SCHOOL ILES PARK SCHOOL ILES PARK SCHOOL IWTON D. BAKER SCHOOL IWTON D. BAKER SCHOOL IVER H. PERRY ELEMENTARY SCHOOL IVER H. PERR	145 132 166 143 134 203 99 145 271	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MICES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 40.2% NEWTON D. BAKER SCHOOL 23.02% OLIVER H. PERRY ELEMENTARY S	120 124 120 169 131 131 178 67 121 225	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.88% NATHAN HALE SCHOOL 13.38% NATHAN HALE SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.17% OLIVER H. PERRY ELEMENTAF	112 138 125 172 134 130 198 75 118 187	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES PARK SCHOO 42.67% MOUND SCHOOL 16.10% NATHAN HALE SCH 12.83% NEWTON D. BAKER 24.38% OLIVER H. PERRY EL	CH 117 112 170 CHI 175 SCI 150 188 91 OL 152 CHI 200 ME 172	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOO 16.00% MICHAEL R. WHIT 16.67% MILES FLEMENTAL 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE	137 116 75 175 142 147 216 130 168 136	26.28% MARY B. MARTIN St 13.79% MARY M. BETHUNE 21.33% MCKINIEY SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR 23.15% MILES PARK SCHOOL 03.00% MOUND SCHOOL 0.24% NATHAN HALE SCH 7.35% NEWTON D. BAKER	143 125 110 155 102 109 224 119 149	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.94% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 33.53% NEWTON D. BAKER SCHOOL	110 112 110 155 148 130 188 139 143	25 25 25 24 27 20 15 12 31
ARY M. BETHUNE SCHOOL CKNLEY SCHOOL ICHAEL R. WHITE SCHOOL ILES LERMENTARY SCHOOL ILES LERMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL THIAN HALE SCHOOL TWITON D. BAKER SCHOOL JUREN P. PERRY ELEMENTARY SCHOOL TON COMPLEX @ MARGARET II CKHARD SCHOOL OF SCIENCE TRICK HEMRY SCHOOL	145 132 166 143 134 203 99 145 271 139 56 180 150	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 14.02% NEWTON D. BAKER SCHOOL 30.36% OPTION COMPLEX @ MARGARE' 23.28% OLIVER H. PERRY ELEMENTARY S 30.36% OPTION COMPLEX @ MARGARE' 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL	120 124 120 169 131 131 178 67 121 225 152 16 161 99	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MICHAEL R. WHITE SCHOOL 17.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 21.91% MILES PARK SCHOOL 33.88% NATHAN HALE SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.173% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 14.91% ORCHARD SCHOOL OF SCIEN 50.51% PATRICK HENRY SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES PARK SCHOO 42.67% MOUND SCHOOL 16.10% NATHAN HALE SCHO 12.83% NEWTON D. BAKER 42.43% OLIVER N. BAKER 24.33% OLIVER N. PERRY EL 42.39% ORCHARD SCHOOL	CH 117 112 170 CH 175 SCI 150 188 91 OL 152 CH 200 ME 172 FS 118	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOI 16.00% MICHAEL R. WHIT 16.67% MILES ELEMENTAI 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE 28.49% OLIVER H. PERRY I	137 116 75 175 142 147 216 130 168 136 140	26.28% MARY B. MARTIN St 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MCHACEL R. WHITE 23.13% MILES ELEMENTAN 23.15% MILES PARK SCHOO 30.00% MOUND SCHOOL 20.24% NATHAN HALE SCH 7.35% NEWTON D. BAKER 20.00% OLIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCH	143 125 110 155 102 109 224 119 133 128	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 20.98% MILES FLEMENTARY SCHOOL 20.98% MILES FARK SCHOOL 27.73% MOUND SCHOOL 32.349% NATHAN HALE SCHOOL 13.53% NEWTON D. BAKER SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL	110 112 110 155 148 130 188 139 143 134 111	3: 2: 2: 2: 2: 2: 2: 2: 1: 1: 3:
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL CKNORIAL SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL THIAN IN ILES SCHOOL EWTON D. BAKER SCHOOL IVER H. PERRY ELEMENTARY SCHOOL IVER H. PERRY ELEMENTARY SCHOOL TON COMPLEX @ MARGARET II SCHARD SCHOOL OF SCIENCE STRICK HERRY SCHOOL ULL L. DUNBAR SCHOOL	145 132 166 143 134 203 99 145 271 139 56 180 150	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 13.02% OLIVER H. PERRY ELEMENTARY S 30.36% OPTION COMPLEX & MARGARE 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL	120 124 120 169 131 178 67 121 225 152 16 161 99	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.38% NATHIAN HALE SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.71% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 14.91% ORCHARD SCHOOL OF SCEN 05.51% PATRICK HENRY SCHOOL 20.88% PAUL I. DUNBAR SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140 103	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTAR 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCHO 16.10% NATHAN HALE SCHO 12.83% NEWTON D. BAKER 24.33% OLIVER H. PERRY EL 24.33% ORCHARD SCHOOL 15.00% PATICK HENRY SC 15.00% PATICK HENRY SC 16.50% PAUL L. DUNBAR SC	CH 117 112 170 170 170 170 170 170 170 170 170 170	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOY 16.67% MILES ELEMENTA 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE 28.49% OLIVER H. PERRY I	137 116 75 175 142 147 216 130 168 136 140	26.28% MARY B. MARTIN St. 3.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOl 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR 23.15% MILES PARK SCHOO 30.00% MOUND SCHOOL 20.24% NATHAN HALE SCH 7.35% NEWTON D. BAKER 20.00% OLIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 18.87% PAUL I. DUNBBAR SCI 18.87% PAUL I. DUNBBAR SCI	143 125 110 155 109 224 119 149 133 128	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MCHAEL R. WHITE SCHOOL 25.49% MILES ELEMENTARY SCHOOL 20.98% MILES PLARK SCHOOL 20.98% MILES PLARK SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 13.53% NEWTON D. BAKER SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL 19.35% PAUL I. DUNBAR SCHOOL	110 112 110 155 148 130 188 139 143 134 111	3 2 2 2 2 2 2 2 2 2 1 1 3
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL CKINLEY SCHOOL CKIALER. WHITE SCHOOL LLES LEMENTARY SCHOOL LLES PARK SCHOOL OUND SCHOOL THAN HALE SCHOOL TOTON D. BAKER SCHOOL TOTON D. BAKER SCHOOL TOTON D. BAKER SCHOOL TOTON O. BAKER SCHOOL TOTON O. BAKER SCHOOL TOTON O. BAKER SCHOOL THICK HEARY SCHOOL UL L. DUNBAR SCHOOL UL REVERE SCHOOL UL REVERE SCHOOL	145 132 166 143 134 203 99 145 271 139 56 180 150 109 153	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 23.02% OLIVER H. PERRY ELEMENTARY S 30.36% OPTION COMPLEX @ MARGARE' 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL 11.01% PAUL I. DUNBAR SCHOOL 36.66% PAUL REVERE SCHOOL	120 124 120 169 131 131 178 67 121 225 16 161 199 91	30.00% MARY B. MARTIN SCHOOL 25.33% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 17.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 21.91% MILES PARK SCHOOL 23.38% NATHIAN HALE SCHOOL 23.38% NATHIAN HALE SCHOOL 21.71% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 41.91% ORCHARDS SCHOOL OF SCEN 50.51% PATRICK HERRY SCHOOL 20.88% PAUL IL. DUNBAR SCHOOL 30.07% PAUL REVERE SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140 103 130	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTARY 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCH 24.67% MOUND SCHOOL 16.10% NATHAN HALE SCH 24.33% OLIVER H. PERRY EL 24.39% OLIVER H. PERRY EL 24.39% OCKIARD SCHOOL 15.00% PATRICK HERRY SCH 16.50% PAUL I. DUNBAR SC 34.62% PAUL REVERE SCHO	CH 117 112 170 171 175 175 175 175 175 175 175 175 175	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHO 16.00% MICHAEL R. WHIT 16.67% MILES ELEMENTAI 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWYON D. BAKE 28.49% OLIVER H. PERRY I 8.47% ORCHARD SCHOO 18.79% PATRICK HEINRY SCI 15.15% PAUL L DUNBAR S 13.19% PAUL REVERE SCH	137 116 75 175 142 147 216 130 168 136 140	26.28% MARY B. MARTIN St. 3.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MCHAEL R. WHITE 23.13% MILES ELEMENTAR' 23.15% MILES PARK SCHOO 30.05% MOUND SCHOOL 20.24% NATHAN HALE SCHO 7.35% NEWTON D. BAKER 20.00% GUIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 18.87% PAUL I. DUNBAR SC 24.59% PAUL REVERE SCHO	143 125 110 155 102 109 224 119 133 128 116 154 62 123	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.94% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 23.49% NATHAN HALE SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL 19.35% PAUL I. DUNBAR SCHOOL 26.83% PAUL REVERE SCHOOL	110 112 110 155 148 130 143 134 111 115 126 78 105	3 2 2 2 2 2 2 2 2 2 1 1 1 3
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL CKNORIAL SCHOOL CHAEL R. WHITE SCHOOL LIES FLERMENTARY SCHOOL LIES PARK SCHOOL UND SCHOOL THIAN HALE SCHOOL TWITON D. BAKER SCHOOL TWITON D. BAKER SCHOOL TWITON D. BAKER SCHOOL THEN H. PERRY ELEMENTARY SCI- VITION COMPLEX @ MARGARET II KCHARD SCHOOL OF SCIENCE TRICK HEARY SCHOOL ULL L. DUNBAR SCHOOL ULL LUNBAR SCHOOL ULL REVERE SCHOOL VERSIDE SCHOOL	145 132 166 143 134 203 99 145 271 139 56 180 150	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 13.02% OLIVER H. PERRY ELEMENTARY S 30.36% OPTION COMPLEX & MARGARE 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL	120 124 120 169 131 178 67 121 225 152 16 161 99	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.38% NATHIAN HALE SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.71% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 14.91% ORCHARD SCHOOL OF SCEN 05.51% PATRICK HENRY SCHOOL 20.88% PAUL I. DUNBAR SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140 103	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTAR 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCHO 16.10% NATHAN HALE SCHO 12.83% NEWTON D. BAKER 24.33% OLIVER H. PERRY EL 24.33% ORCHARD SCHOOL 15.00% PATICK HENRY SC 15.00% PATICK HENRY SC 16.50% PAUL L. DUNBAR SC	CH 117 112 170 170 170 170 170 170 170 170 170 170	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOY 16.67% MILES ELEMENTA 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE 28.49% OLIVER H. PERRY I	137 116 75 175 142 147 216 130 168 136 140	26.28% MARY B. MARTIN St. 3.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOl 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR 23.15% MILES PARK SCHOO 30.00% MOUND SCHOOL 20.24% NATHAN HALE SCH 7.35% NEWTON D. BAKER 20.00% OLIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 18.87% PAUL I. DUNBBAR SCI 18.87% PAUL I. DUNBBAR SCI	143 125 110 155 109 224 119 149 133 128	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MCHAEL R. WHITE SCHOOL 25.49% MILES ELEMENTARY SCHOOL 20.98% MILES PLARK SCHOOL 20.98% MILES PLARK SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 13.53% NEWTON D. BAKER SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL 19.35% PAUL I. DUNBAR SCHOOL	110 112 110 155 148 130 188 139 143 134 111	3 2 2 2 2 2 2 2 2 2 1 1 3 3
ARY M. BETHUNE SCHOOL CKINLEY SCHOOL CKINLEY SCHOOL CHAEL R. WHITE SCHOOL LES PARK SCHOOL LES PARK SCHOOL JUND SCHOOL WTON D. BAKER SCHOOL WTON D. BAKER SCHOOL WTON D. BAKER SCHOOL TON COMPLEX @ MARGARET II CKHARD SCHOOL OF SCIENCE TRICK HERRY SCHOOL UL EDUNBAR SCHOOL UL REVERE SCHOOL JUREVERE SCHOOL JUREVERE SCHOOL JERSIDE SCHOOL JERSIDE SCHOOL	145 132 166 143 134 203 99 145 271 139 56 180 150 109 153 193	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 14.05% OFTION COMPLEX Ø MARGARE 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 16.66% RIVERSIDE SCHOOL	120 124 120 169 131 131 178 67 121 225 16 161 99 91 143 237	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 21.91% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 37.31% MOUND SCHOOL 13.33% NEWTON D. BAKER SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.71% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 14.91% ORCHARD SCHOOL OF SCIEN 05.15% PATERIC HENRY SCHOOL 02.88% PAUL L. DUNBAR SCHOOL 03.07% PAUL REVERE SCHOOL 1.71% RIVERSIDE SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140 103 130	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTARY 21.21% MILES PARK SCHOO 42.67% MOUND SCHOOL 16.10% NATHAN HALE SCH 12.83% NEWTON D. BAKER 24.38% OLYMEN H. PERRY EL 24.39% 9.43% ORCHARD SCHOOL 15.00% PAUL R. WHITE 15.00% PATRICK HENRY SCI 16.50% PAUL R. DUBBAR SC 34.62% PAUL REVERE SCHO 7.14% RIVERSIDE SCHOOL	CH 117 112 170 170 175 175 188 91 OL 152 CH- 200 ME 172 FF S 118 DOI 149 DOC 66 L 163 202	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOY 16.00% MICLES ELEMENTA 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE 28.49% OLIVER H. PERRY E 8.47% ORCHARD SCHOO 18.79% PATRICK HEINEY SCI 51.55% PAUL L DUMBAR E 31.90% PAUL REVERE SCH 6.44% RIVERSIDE SCHOO	137 116 75 175 142 147 216 130 168 136 140	26.28% MARY B. MARTIN St. 3.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MCHAEL R. WHITE 23.13% MILES ELEMENTAR' 23.15% MILES PARK SCHOO 30.05% MOUND SCHOOL 20.24% NATHAN HALE SCHO 7.35% NEWTON D. BAKER 20.00% GUIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 18.87% PAUL I. DUNBAR SC 24.59% PAUL REVERE SCHO	143 125 110 155 102 109 224 119 133 128 116 154 62 123 184	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MEMORIAL SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 22.94% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 23.49% NATHAN HALE SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL 19.35% PAUL I. DUNBAR SCHOOL 26.83% PAUL REVERE SCHOOL	110 112 110 155 148 130 188 139 143 134 111 115 126 78 105	3. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 1. 1. 3. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
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ARY M. BETHUNE SCHOOL CKINLEY SCHOOL CKINLEY SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SCHOOL OUND SCHOOL TWITHAN HALE SCHOOL OWNOOL BAKER SCHOOL OWNOOL BAKER SCHOOL OWNOOL BAKER SCHOOL OWNOOL SCHOOL TIGHT H. PERRY ELEMENTARY SCHOOL OWNOOL SCHOOL OWNOOL SCHOOL OWNOOL SCHOOL ULL L. DUNBAR SCHOOL ULL REVERE SCHOOL OWERSIDE SCHOOL DEERT H. JAMISON SCHOOL DEERT H. JAMISON SCHOOL BERT FULTON SCHOOL RANTON SCHOOL RANTON SCHOOL	145 132 166 143 134 203 99 145 271 139 56 180 150 109 153 109 241 167 156	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 14.04% MILES FLEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 23.03% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 13.02% OLIVER H. PERRY ELEMENTARY S 30.36% OPTION COMPLEX @ MARGARE* 23.89% ORCHARD SCHOOL OF SCIENCE 33.67% PATRICK HENRY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 11.01% PAUL L. JONBAR SCHOOL 30.30% ROBERT H. JAMISON SCHOOL 39.33% ROBERT H. JAMISON SCHOOL 25.75% ROBINSON G. JONES SCHOOL 16.67% SCRANTON SCHOOL 8.11% SUNBEAM SCHOOL	120 124 120 169 131 131 178 67 121 225 16 161 199 91 143 237 107 216 163	30.00% MARY B. MARTIN SCHOOL 25.38% MCKINLEY SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.38% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.88% NATHAN HALE SCHOOL 33.88% NATHAN HALE SCHOOL 21.71% GUIVER H. PERRY ELEMENTAR 25.00% OPTION COMPLEX @ MARGA 14.91% ORCHARD SCHOOL OF SCIEN 50.51% PATRICK HENRY SCHOOL 30.07% PAUL REVERE SCHOOL 7.17% RIVERSIDE SCHOOL 33.33% ROBERT H. JAMISON SCHOOL 33.33% ROBERT H. JAMISON SCHOOL 53.33% ROBERT H. JAMISON SCHOOL 53.33% ROBERT H. JAMISON SCHOOL 53.34% ROBISSON G. JONES SCHOOL 6.80% SCRANTON SCHOOL 6.80% SCRANTON SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140 103 130 182 89 189 131 166 67	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTAR 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCH 24.67% MOUND SCHOOL 12.83% NEWTON D. BAKER 24.38% OLIVER H. PERRY EL 24.39% 9.43% ORCHARD SCHOOL 15.00% PATRICK HENRY SCH 16.50% PAUL I. DUNBAR SC 34.62% PAUL R. DUNBAR SC 34.62% PAUL R. DUNBAR SC 34.63% OK ROBINSON G. JONE 9.04% SCRANTON SCHOOL 8.40% ROBINSON G. JONE 9.04% SCRANTON SCHOOL	CH 117 112 175 175 175 175 175 175 175 175 175 175	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOY 16.00% MICLES ELEMENTAI 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWYON D. BAKE 28.49% OLIVER H. PERRY I 8.47% ORCHARD SCHOO 18.79% PATRICK HENRY SCI 51.55% PAUL L DUNBAR S 31.90% PAUL REVERE SCH 6.44% RIVERSIDE SCHOO 25.42% ROBERT H. JAMISC 8.87% ROBINSON G. JON 10.29% SCRANTON SCHOO	137 116 75 175 142 147 216 130 168 136 140 133 144 53 183 190	26.28% MARY B. MARTIN St. 3.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MCHAEL R. WHITE 23.13% MILES PLARK SCHOO 30.00% MOUND SCHOOL 20.24% NATHAN HALE SCHO 7.35% NEWTON D. BAKER 20.00% OLIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 8.87% PAUL L. DUNBAR SC 24.59% PAUL L. DUNBAR SC 24.59% PAUL L. DUNBAR SC 24.59% ROBERT H. JAMISOI 41.10% ROBINSON G. JONE 14.10% ROBINSON G. JONE 14.10% ROBINSON G. JONE 14.10% ROBINSON G. JONE	143 125 110 155 102 109 224 119 149 133 128 116 62 123 184 96 163 195	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MCHAEL R. WHITE SCHOOL 25.49% MILES ELEMENTARY SCHOOL 22.94% MILES ELEMENTARY SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 27.73% MOUND SCHOOL 23.49% NATHAN HALE SCHOOL 13.53% NEWTON D. BAKER SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL 26.83% PAUL REVER SCHOOL 8.70% RIVERSIDE SCHOOL 27.08% ROBERT H. JAMISON SCHOOL 17.18% ROBINSON G. JONES SCHOOL 17.14% SCRANTON SCHOOL	110 112 110 155 148 130 188 139 143 134 111 115 126 78 105 123	322 202 222 222 222 222 222 222 222 222
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IRT MI, BETHUNE SCHOOL KINLEY SCHOOL CHAEL R. WHITE SCHOOL LES PARK SCHOOL LES PARK SCHOOL LES PARK SCHOOL JUND SCHOOL WTON D. BAKER SCHOOL UNTON COMPLEX @ MARGARET II CHARD SCHOOL OF SCIENCE TRICK HENRY SCHOOL UL L. DUNBAR SCHOOL UL REVERE SCHOOL BERT HOLTON S	145 132 166 143 134 203 99 145 271 139 56 180 150 109 241 167 156 74	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MIES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 13.03% OPTION COMPLEX @ MARGARE' 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 13.03% ROBERT H. JAMISON SCHOOL 25.75% ROBINSON G. JONES SCHOOL 16.67% SCRANTON SCHOOL 81.11% SUNBEAM SCHOOL 18.11% TREMONT ELEMENTARY SCHOO 15.25% UNION SCHOOL 43.75% WADE PARK ELEMENTARY SCHOOL	120 124 120 169 131 178 67 121 225 16 161 199 91 143 237 107 216 163 147 62	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.88% NATHAN HALE SCHOOL 13.38% NEWTON D. BAKER SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.71% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 4.91% ORCHAIARD SCHOOL OF SCIEN 50.51% PATRICK HENRY SCHOOL 20.88% PAUL L. DUNBAR SCHOOL 7.17% RIVERSIDE SCHOOL 21.34% ROBERT FULTON SCHOOL 15.34% ROBERT FULTON SCHOOL 15.34% ROBERT H. JAMISON SCHOOL 15.35% SUNDEAM SCHOOL 21.50% TREMONT ELEMENTARY SCH 23.58% UNION SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 103 130 182 89 131 166 67	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTARY 21.21% MILES PARK SCHOOL 24.67% MOUND SCHOOL 16.10% NATHAN HALE SCH 24.33% NEWTON D. BAKER 24.33% NEWTON D. BAKER 24.33% OCHIVER H. PERRY EL 24.33% ORCHARD SCHOOL 15.00% PATRICK HENRY SCH 16.50% PAUL L. DUNBAR SC 34.62% PAUL L. DUNBAR SC 34.62% PAUL L. DUNBAR SC 35.40% ROBERT H. JAMISON 8.40% ROBINSON G. JONE 9.04% SCRANTON SCHOOL 5.97% SUNBEAM SCHOOL 15.90% TREMONT ELEMENT 21.52% UNION SCHOOL 21.290% TREMONT ELEMENT 21.52% UNION SCHOOL	CH 117 112 175 175 175 175 175 175 175 175 175 175	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINLEY SCHOO 13.53% MEMORIAL SCHOI 16.00% MICHAEL R. WHIT 16.67% MILES ELEMENTAI 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE 28.49% ORCHARD SCHOO 18.79% PATRICK HENRY SCI 15.15% PAUL L. DUNBAR E 31.90% PAUR BEVERE SCHOO 25.42% ROBERT H. JAMISC 8.87% ROBINSON G. JON 10.29% SCRANTON SCHOC 13.33% SUNBEAM SCHOO 0.00% Thomas Jefferson 18.42% TREMONT ELEMEI 24.29% 5.00% VAILEY VIEW BOYS L 5.60% WADE PARK ELEM	137 116 75 175 142 216 130 168 136 140 133 144 53 183 190 158 156 195 69 71 140	26.28% MARY B. MARTIN St 3.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MICHAEL R. WHITE 23.13% MILES ELEMENTAR 23.15% MILES PARK SCHOO 30.09% MOUND SCHOOL 20.24% NATHAN HALE SCH 7.35% NEWTON D. BAKER 20.00% CULVER H. PERRY'EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 18.87% PAUL L. DUNBAR SC 24.59% PAUL REVER SCHOOL 22.15% ROBERT H. JAMISOI 14.10% ROBINSON G. JONE 14.36% SCRANTON SCHOOL 16.90% Thomas Jefferson It 17.86% TREMONT ELEMEN 3.85% VAILEY VAILEY WE BOYS LE 3.85% VAILEY VIEW BOYS LE 3.64% WAOLE PARK ELEME	143 125 110 155 109 224 119 149 133 128 116 154 62 123 184 96 163 195 65 99 149 45	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MICHAEL R. WHITE SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 20.98% MILES ELEMENTARY SCHOOL 20.98% MILES FARK SCHOOL 27.73% MOUND SCHOOL 23.349% NATHAN HALE SCHOOL 13.53% NEWTON D. BAKER SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 15.52% ORCHARD SCHOOL OF SCIENCE 24.03% PATRICK HENRY SCHOOL 19.35% PAUL I. DUNDAR SCHOOL 26.83% PAUL I. DUNDAR SCHOOL 27.08% ROBERT H. JAMISON SCHOOL 17.14% SCRANTON SCHOOL 17.15% TREMONT ELEMENTARY SCHOOL 16.26% Thomas Jefferson International Newcom 15.44% TREMONT ELEMENTARY SCHOOL 16.11.11% Valley View Boys Leadership Academy 36.57% WADE PARK ELEMENTARY SCHOOL	110 112 110 155 148 130 188 139 143 134 111 115 126 78 105 123 74 149 162 63 126 63 126 68 134	3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
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ARY M. BETHUNE SCHOOL CKNIEY SCHOOL CKNIEY SCHOOL ICHAEL R. WHITE SCHOOL ILES ELEMENTARY SCHOOL ILES PARK SC	145 132 166 143 134 203 99 145 271 139 56 180 150 109 241 167 156 74	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MIES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 13.03% OPTION COMPLEX @ MARGARE' 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HENRY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 13.03% ROBERT H. JAMISON SCHOOL 25.75% ROBINSON G. JONES SCHOOL 16.67% SCRANTON SCHOOL 81.11% SUNBEAM SCHOOL 18.11% TREMONT ELEMENTARY SCHOO 15.25% UNION SCHOOL 43.75% WADE PARK ELEMENTARY SCHOOL	120 124 120 169 131 178 67 121 225 16 161 199 91 143 237 107 216 163 147 62	30.00% MARY B. MARTIN SCHOOL 29.03% MARY M. BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.88% NATHAN HALE SCHOOL 13.38% NEWTON D. BAKER SCHOOL 13.33% NEWTON D. BAKER SCHOOL 12.71% OLIVER H. PERRY ELEMENTAF 25.00% OPTION COMPLEX @ MARGA 4.91% ORCHAIARD SCHOOL OF SCIEN 50.51% PATRICK HENRY SCHOOL 20.88% PAUL L. DUNBAR SCHOOL 7.17% RIVERSIDE SCHOOL 21.34% ROBERT FULTON SCHOOL 15.34% ROBERT FULTON SCHOOL 15.34% ROBERT H. JAMISON SCHOOL 15.35% SUNDEAM SCHOOL 21.50% TREMONT ELEMENTARY SCH 23.58% UNION SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 103 130 182 89 131 166 67	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 19.19% MEMORIAL SCHOOL 19.19% MEMORIAL SCHOOL 19.19% MEMORIAL SCHOOL 19.10% MILES PARK SCHOOL 21.21% MILES PARK SCHOOL 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCH 12.83% NEWTON D. BAKER 24.38% OLIVER H. PERRY EL 24.39% 9.43% ORCHARD SCHOOL 15.00% PATRICK HENRY SCH 16.50% PAUL L. DUNBAR SC 34.62% PAUL REVERE SCHOOL 23.60% 9.04% SORBINSON G. JONE 9.04% SCRANTON SCHOOL Thomas Jefferson In 21.52% UNION SCHOOL VAILED VINE MONT ELEMENT 21.52% WALTON ELEMENT WATTER GIR'S LEAGE 16.96% WALTTERSON-LAKE: WATTERSON-LAKE: MEMORIAL MEMORIA	CH 117 112 175 175 175 175 175 175 175 175 175 175	18.10% MARY B. MARTIN 24.79% MARY M. BETHUN 15.18% MCKINIEV SCHOO 13.53% MEMORIAL SCHOY 16.00% MICLES ELEMENTA 19.68% MILES PARK SCHO 37.36% MOUND SCHOOL 17.76% NATHAN HALE SCI 11.00% NEWTON D. BAKE 28.49% OLIVER H. PERRY E 8.47% ORCHARD SCHOO 18.79% PATRICK HENRY SCI 5.15% PAUL L. DUMBAR SCHOO 18.79% PATRICK HENRY SCHOOL 25.42% ROBERT H. JAMISC 8.87% ROBINSON G. JON 10.29% SCRANTON SCHOC 13.33% SUNBEAM SCHOO 10.00% Thomas Jefferson 18.42% TREMONT ELEMEI 42.99% 5.00% Valley View Boys L 6.09% WADE PARK ELEM 18.39% WALTON ELEMEI 4.39% WALTON ELEMEI 4.30% WALTON ELEMEI 4.30% WALTON ELEMEI 4.30% WALTON ELEMEI 4.30% WALTON	137 116 75 175 147 216 130 168 136 140 133 144 53 183 190 158 156 195 69 71 140	26.28% MARY B. MARTIN St 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 18.29% MEMORIAL SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MICHAEL R. WHITE 23.13% MILES PARK SCHOO 30.00% MOUND SCHOOL 20.24% NATHAN HALE SCH 20.00% OLIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 25.00% PATRICK HENRY SCI 14.10% ROBINSON G. JONE 14.36% SCRANTON SCHOOL 10.14% SUNBERM SCHOOL 10.14% SCHOOL 10.14% SUNBERM SCHOOL 10.14% SCHOOL	143 125 110 155 109 224 119 149 133 128 116 154 62 123 184 96 163 195 99 149	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 21.29% MICHAEL R. WHITE SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 20.98% MILES PARK SCHOOL 20.98% MILES PARK SCHOOL 20.38% MILES PARK SCHOOL 21.73% MOUND SCHOOL 23.34% NATHAN HALE SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 26.43% PAUL I. DUNBAR SCHOOL 26.43% PAUL I. DUNBAR SCHOOL 27.08% ROBERT H. JAMISON SCHOOL 17.14% SCRAINTON SCHOOL 17.14% SCRAINTON SCHOOL 17.14% SCRAINTON SCHOOL 17.14% SCRAINTON SCHOOL 18.46% SUNBEAM SCHOOL 26.26% Thomas Jefferson International Newcom 15.14% TREMONT ELEMENTARY SCHOOL 11.11% Valley View Boys Leadership Academy 36.57% WADE PARK ELEMENTARY SCHOOL	110 112 110 1155 1488 139 143 139 143 131 111 115 126 63 126 136 68 134 116 136 69 8	33 20 22 22 22 22 22 22 21 11 33 33 11 11 11 12 22 22 11 11 11 11 11 11 11
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ARY M. BETHUNE SCHOOL CKINLEY SCHOOL CKINLEY SCHOOL CKINLEY SCHOOL CKINLER WHITE SCHOOL LESS FARK SCHOOL LESS FARK SCHOOL DUND SCHOOL TITIAN HALE THE SCHOOL TITIAN HALE THE SCHOOL	145 132 166 143 134 203 99 145 271 156 180 109 153 193 109 241 167 74 127 92 96 201 206 205 155 151 205 187	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 41.04% MILES PERK SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 10.04% ORCHAEL SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 15.66% PAUR EVERE SCHOOL 16.66% PAUR EVERE SCHOOL 16.66% PAUR EVERE SCHOOL 18.13% ROBERT H. JAMISON SCHOOL 15.75% ROBINSON G. 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YOUI 15.50% WALLON COL	137 116 75 175 142 2147 216 130 168 133 144 53 190 158 156 195 69 71 1140 26 118 199 80 141 105 118	26.28% MARY B. MARTIN St 13.79% MARY M. BETHUNE 21.33% MCKINLEY SCHOOL 18.29% MEMORIAL SCHOOL 18.29% MEMORIAL SCHOOL 18.29% MEMORIAL SCHOOL 23.24% MILES PARK SCHOO 30.09% MOUND SCHOOL 20.24% NATHAN HALE SCHO 7.35% NEWTON D. BAKER 20.00% OLIVER H. PERRY EL 13.53% ORCHARD SCHOOL 25.00% PATRICK HENRY SCI 8.87% PAUL L. DUNBAR SC 24.59% PAUL L. DUNBAR SC 24.59% PAUL L. DUNBAR SC 24.59% ROBERT H. JAMISOT 14.10% ROBINSON G. JONE 14.10% ROBINSON G. JONE 14.10% ROBINSON G. JONE 14.36% SCRANTON SCHOOL 10.14% SUNBEAM SCHOOL 16.90% Thomas Jefferson IT 17.36% TREMONT ELEMEN' 3.85% Valley View Boys Le 36.44% WADC PARK ELEME 4.62% WALTON ELEMEN' 27.50% WARTON ELEMEN' 27.50% WATTERSON-LAKE: 10.48% WAVERY SCHOOL 10.14% WHITNEY M. 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WOUNG SCHOOL 31.75% WILLIAM CULLEN BRYANT SCHOOL	110 112 110 155 148 130 143 134 143 111 115 126 63 123 74 149 162 63 136 68 134 116 116 117 117 118 119 119 119 119 119 119 119 119 119	33 26 22 22 22 22 22 22 22 23 33 33 33 11 11 11 11 11 11 11 11 11 11
ARY M. BETHUNE SCHOOL CRIMERY SCHOOL CHAEL R. WHITE SCHOOL LES FLEMENTARY SCHOOL LES PARK SCHOOL LES PARK SCHOOL LES PARK SCHOOL JUND SCHOOL WITON D. BAKER SCHOOL WITON COMPILEX @ MARGARET II CHIARD SCHOOL OF SCIENCE TRICK HEARY SCHOOL UL REVERE SCHOOL UL REVERE SCHOOL BERTH J. JAMISON SCHOOL BERTH J. JAMISON SCHOOL BIBRISON G. JONES SCHOOL BORDAN SCHOOL LION SCHOOL ANDE PARK ELEMENTARY SCHOOL ALTON ELEMENTARY SCHOOL ALTON ELEMENTARY SCHOOL AUTHERSON-LAKE SCHOOL AUTHERSON-LAKE SCHOOL LIUN SC	145 132 166 143 134 203 99 145 271 139 169 150 150 167 147 127 92 96 201 206 155 151	26.21% MARY M. BETHUNE SCHOOL 24.24% MCKINLEY SCHOOL 17.47% MEMORIAL SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 18.18% MICHAEL R. WHITE SCHOOL 14.04% MILES ELEMENTARY SCHOOL 21.18% MILES PARK SCHOOL 35.35% MOUND SCHOOL 30.34% NATHAN HALE SCHOOL 14.02% NEWTON D. BAKER SCHOOL 16.03% OFTION COMPLEX @ MARGARE 23.89% ORCHARD SCHOOL OF SCIENCE 38.67% PATRICK HERNY SCHOOL 11.01% PAUL L. DUNBAR SCHOOL 13.03% ROBERT H. JAMISON SCHOOL 25.75% ROBINSON G. JONES SCHOOL 16.67% SCRANTON SCHOOL 8.11% SUNBEAM SCHOOL 18.11% TREMONT ELEMENTARY SCHOOL 13.75% WADE PARK ELEMENTARY SCHOOL 24.76% WATTERSON-LAKE SCHOOL 19.35% WALTON ELEMENTARY SCHOOL 24.76% WATTERSON-LAKE SCHOOL 19.35% WALTON ELEMENTARY SCHOOL 24.76% WATTERSON-LAKE SCHOOL 19.35% WALTON ELEMENTARY SCHOOL	120 124 120 169 131 131 178 67 121 225 166 161 99 91 143 237 216 163 147 62 120 106 78 189	30.00% MARY B MARTIN SCHOOL 25.93% MARY M BETHUNE SCHOOL 16.57% MEMORIAL SCHOOL 16.57% MEMORIAL SCHOOL 19.85% MICHAEL R. WHITE SCHOOL 47.33% MILES ELEMENTARY SCHOOL 21.91% MILES PARK SCHOOL 33.88% NATHAN HALE SCHOOL 33.88% NATHAN HALE SCHOOL 21.71% GUIVER H. PERRY ELEMENTAR 25.00% OPTION COMPLEX @ MARGA 14.91% ORCHARD SCHOOL OF SCIEN 50.51% PATRICK HENRY SCHOOL 30.07% PAUL REVERE SCHOOL 7.17% RIVERSIDE SCHOOL 33.33% ROBERT H. JAMISON SCHOOL 53.33% ROBERT H. JAMISON SCHOOL 6.80% SCRANTON SCHOOL 9.68% SUNDEAM SCHOOL 17.50% TREMONT ELEMENTARY SCH 23.58% UNION SCHOOL 23.58% WADE PARK ELEMENTARY SCH 23.58% UNION SCHOOL 17.50% TREMONT ELEMENTARY SCH 23.58% WANDE PARK ELEMENTARY SCH 25.59% WALTON ELEMENTARY SCH 22.50% WATTERSON-LAKE SCHOOL 16.87% WAVERLY SCHOOL 13.29% WALTON ELEMENTARY SCH 22.50% WATTERSON-LAKE SCHOOL 16.25% WALTON ELEMENTARY SCHO 22.50% WALTON ELEMENTARY SCHOOL 16.25% WATTERSON-LAKE SCHOOL 16.25% WALTON ELEMENTARY SCHOOL 16.25% WHITNEY W. YOUNG SCHOOL 16.25% WHITNEY W. YOUNG SCHOOL	112 138 125 172 134 130 198 75 118 187 160 41 106 140 103 130 182 89 189 131 166 67 124 79 163 221 171 156 104 172 170	21.43% MARY B. MARTIN SC 28.26% MARY M. BETHUNE 17.60% MCKINLEY SCHOOL 19.19% MEMORIAL SCHOOL 9.70% MICHAEL R. WHITE 30.00% MILES ELEMENTAR 21.21% MILES PARK SCHOOL 16.10% NATHAN HALE SCH 21.23% NEWTON D. BAKER 24.38% OLIVER H. PERRY EL 24.39% 30 ORCHARD SCHOOL 15.00% PATRICK HENRY SCI 65.00% PAUL L. 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JONE: 14.36% SCRANTON SCHOOL 10.14% SURBEAM SCHOOL 16.90% Thomas Jefferson IT 17.86% TREMONT ELEMENT 27.50% WATER OF THE SCHOOL 28.50% WATER OF THE SCHOOL 29.50% WATER OF THE SCHOOL 20.50% WAT	143 125 110 155 102 109 224 119 149 133 128 116 154 62 123 184 96 163 195 65 99 149 45 134 142 100 134 121 116 175 167 83	16.00% MARY M. BETHUNE SCHOOL 23.64% MCKINLEY SCHOOL 23.64% MCKINLEY SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 25.49% MICHAEL R. WHITE SCHOOL 20.98% MILES PARK SCHOOL 27.73% MOUND SCHOOL 23.53% NEWTON D. BAXER SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 25.00% OLIVER H. PERRY ELEMENTARY SCHOOL 26.403% PATICK HENRY SCHOOL 26.43% PAUL L. DUNBAR SCHOOL 27.08% ROBERT H. JAMISON SCHOOL 28.40% WALTON SCHOOL 28.40% WHITMENT SCHOOL	110 112 110 155 148 130 143 134 134 131 111 115 126 63 126 136 68 134 68 134 136 136 136 136 136 136 136 136 136 136	32 20 22 22 22 22 22 22 22 22 22 22 23 33 33

Table A9: Grades 9–12—Peer Social and Emotional Competence and Student Support "Needs Improvement," by School and Year

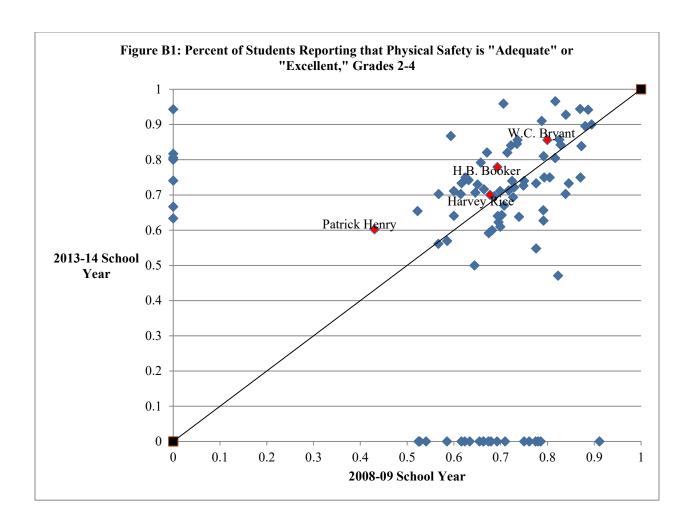
	2008	20	009	5	2010	201		cial and Emotional Competence 201	2	2013			2014	
School		leeds Improve School N		Needs ImpiSchool N		Needs ImpiSchool N		Needs Imp School N		Needs Imp School N	1			leeds Improvement
CARL SHULER SCHO		76.15% CARL SHULER SC	199	78.39% CARL SHULER	236	87.29% CARL SHULER SCHOO	249	79.92% CARL SHULER SCH	267	82.77%		redas improduosi		recus improvement
Cleveland School of	. 322	75.47% Cleveland Schoo	302	75.83% Cleveland Sch	274	65.33% Cleveland School of th	297	64.65% Cleveland School	372	61.83% Cleveland School of the Arts (188	52.66% Cleveland School of the Arts	278	56.47%
Collinwood	559	82.11% Collinwood	582	83.85% Collinwood	563	78.69% Collinwood	386	80.31% Collinwood	349	77.94% Collinwood	144	84.03% Collinwood	178	80.34%
		Design Lab Early	66	62.12% Design Lab Ea	111	76.58%						Design Lab Early College	135	74.07%
EAST HIGH SCHOOL	. 368	79.62% EAST HIGH SCH	165	82.42% EAST HIGH SC	238	73.53%								
East Tech	421	82.42% East Tech	335	82.69% East Tech	375	78.40% East Tech	413	77.48% East Tech	423	76.36% East Tech	426	73.24% East Tech	224	61.61%
										Facing History New Tech @ C	58	60.34% Facing History New Tech @ (96	63.54%
Garrett Morgan Sch		69.95% Garrett Morgan	184		225	· ·	324	68.21% Garrett Morgan Sc	272	72.06% Garrett Morgan School of Scie	211	69.19% Garrett Morgan School of Sci	195	62.05%
GENESIS HIGH SCHO		84.44% GENESIS HIGH S	71		76	84.21% GENESIS HIGH SCHOO	65	72.31%	450	57.000/ C' A	424	50.070/ G: A	4.42	52.020/
Ginn Academy	99	55.56% Ginn Academy	174	60.92% Ginn Academ	154	69.48% Ginn Academy	169	62.13% Ginn Academy	159	•	124	58.87% Ginn Academy	142	52.82%
Glenville High School		84.55% Glenville High S	540	82.78% Glenville High	531	81.54% Glenville High School	468	76.92% Glenville High Sch	470	78.94% Glenville High School	485	75.67% Glenville High School	280	70.00%
James Ford Rhodes Jane Addams Busine		84.71% James Ford Rho 72.39% Jane Addams Bu	822 284	80.17% James Ford RI	706 346	77.90% James Ford Rhodes H	580 436	75.34% James Ford Rhode	777	75.93% James Ford Rhodes High Scho	893 420	75.92% James Ford Rhodes High Sch- 79.76% Jane Addams Business Caree	438 245	83.11% 66.53%
John Adams High So		83.28% John Adams Hig	648	71.48% Jane Addams 82.72% John Adams F	463	71.68% Jane Addams Busines: 82.72% John Adams High Sch	599	76.83% Jane Addams Busi 81.30% John Adams High!	419 536	82.82% Jane Addams Business Career 83.02% John Adams High School	333	76.88% John Adams High School	416	77.88%
John F. Kennedy Hig		84.01% John F. Kennedy	595	85.04% John F. Kenne	379	85.22% John F. Kennedy High	408	82.11% John F. Kennedy F	300	80.67% John F. Kennedy High School	485	75.88% John F. Kennedy High School	263	79.47%
John Hay	495	57.58% John Hay	637	49.76% John Hay	686	46.65% John Hay	730	47.12% John Hay	699	44.49% John Hay	736	51.22% John Hay	709	42.45%
John Marshall High:		84.75% John Marshall H	906	84.77% John Marshal	986	85.80% John Marshall High Sc	769	83.62% John Marshall Hig	621	81.80% John Marshall High School	754	78.78% John Marshall High School	554	73.83%
Lincoln-West High S		74.29% Lincoln-West Hi	926	78.73% Lincoln-West	807	83.40% Lincoln-West High Sch	479	73.07% Lincoln-West High	457	71.12% Lincoln-West High School	352	76.14% Lincoln-West High School	34	70.59%
Max S. Hayes High S		75.08% Max S. Hayes Hi	436	68.35% Max S. Hayes	405	65.43% Max S. Hayes High Scl	418	64.83% Max S. Hayes High	415	71.33% Max S. Hayes High School	524	72.33% Max S. Hayes High School	641	63.49%
Max of Hayes High a		75.6676 Max 3. Mayes M	100	MC2STEM	135	79.26% MC2STEM	165	70.30% MC2STEM	153	65.36% MC2STEM	155	60.65% MC2STEM	168	72.62%
MLK Jr. High School	318	76.10% MLK Jr. High Sch	339	79.65% MLK Jr. High 5	321	76.95% MLK Jr. High School	325	83.08% MLK Jr. High Scho		82.92% MLK Jr. High School	265	78.11% MLK Jr. High School	141	78.72%
OPTION COMPLEX (75.00% OPTION COMPL	66	74.24% OPTION COM	2	50.00%		Ü		b		Ü		
SOUTH HIGH SCHOOL		78.31% SOUTH HIGH SC	454	81.94% SOUTH HIGH	106	73.58%								
										School of One	103	33.01% School of One	160	21.88%
Success Tech Acade	r 193	55.44% Success Tech Ac	198	54.04% Success Tech	141	58.87% Success Tech Academ	133	69.17% Success Tech Acac	96	80.21% Success Tech Academy	158	71.52% Success Tech Academy	160	65.63%
						Thomas Jefferson Inte	307	65.15% Thomas Jefferson	256	65.63% Thomas Jefferson Internation	302	64.57% Thomas Jefferson Internation	101	28.71%
						Washington Park Envi	101	60.40% Washington Park	131	63.36% Washington Park Environmer	167	55.69% Washington Park Environme	131	72.52%
Whitney M. Young L	L 205	81.46% Whitney M. Yoι	174	81.03% Whitney M. Y	154	80.52% Whitney M. Young Le	88	57.95% Whitney M. Young	97	44.33% Whitney M. Young Leadership	105	51.43% Whitney M. Young Leadershi	92	40.22%
							Si	udent Sunnort						
	2008	20	009		2010	201.		udent Support 201		2013			2014	
School	N N	leeds Improv∈ School N		Needs ImpiSchool N		Needs ImpiSchool N	.1 I	201 Needs Imp School N		Needs Imp School N	1			leeds Improvement
CARL SHULER SCHO	N N	Needs Improve School N 37.97% CARL SHULER SC	199	Needs ImpiSchool N 21.11% CARL SHULER	236	Needs ImpiSchool N 31.36% CARL SHULER SCHOO	1 I 249	201 Needs Imp School N 41.37% CARL SHULER SCH	267	Needs Imp School N 34.83%		Needs ImpiSchool	1 N	
CARL SHULER SCHO Cleveland School of	N N N 237 320	leeds Improv∈ School N 37.97% CARL SHULER SC 21.88% Cleveland Schoo	199 302	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch	236 274	Needs Impi School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th	.1 I 249 297	201 Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c	267 372	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (188	Needs ImpiSchool 8.51% Cleveland School of the Arts	N 1	9.71%
CARL SHULER SCHO	N N	Needs Improve School N 37.97% CARL SHULER SC 21.88% Cleveland Schoo 26.49% Collinwood	199 302 582	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood	236 274 563	Needs ImpiSchool N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood	1 I 249	201 Needs Imp School N 41.37% CARL SHULER SCH	267	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (Needs ImpiSchool 8.51% Cleveland School of the Arts 17.36% Collinwood	N 1 278 178	9.71% 11.80%
CARL SHULER SCHO Cleveland School of Collinwood	N N C 237 C 320 555	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early	199 302 582 66	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea	236 274 563 111	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72%	.1 I 249 297	201 Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c	267 372	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (188	Needs ImpiSchool 8.51% Cleveland School of the Arts	N 1	9.71%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL	N 237 320 555	Needs Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH	199 302 582 66 165	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC	236 274 563 111 238	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85%	1 249 297 386	201 Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School (26.68% Collinwood	267 372 349	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood	188 144	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College	278 178 135	9.71% 11.80% 21.48%
CARL SHULER SCHO Cleveland School of Collinwood	N N C 237 C 320 555	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early	199 302 582 66	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC	236 274 563 111	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85%	.1 I 249 297	201 Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School (26.68% Collinwood	267 372 349	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech	188 144 426	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech	278 178 135	9.71% 11.80% 21.48% 8.48%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech	N N 2 237 320 555 365 420	Needs Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH	199 302 582 66 165 335	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech	236 274 563 111 238 375	Needs ImpiSchool N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech	1 249 297 386	201 Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood	267 372 349 423	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C	188 144 426 58	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (278 178 135 224 96	9.71% 11.80% 21.48% 8.48% 19.79%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch	N 237 320 555 365 420	Needs Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH- 26.67% East Tech 23.37% Garrett Morgan	199 302 582 66 165 335	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech	236 274 563 111 238 375	Needs ImpiSchool N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech	1 249 297 386 413	201 Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech	267 372 349 423	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech	188 144 426	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech	278 178 135	9.71% 11.80% 21.48% 8.48%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO	N 237 320 555 365 420 44	National Report School National Report School National Report School Rep	199 302 582 66 165 335	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH	236 274 563 111 238 375 225 76	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech	249 297 386 413 324 65	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92%	267 372 349 423	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scis	188 144 426 58 211	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci	278 178 135 224 96 195	9.71% 11.80% 21.48% 8.48% 19.79% 13.85%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy	N 237 320 555 365 420 44 100	National Records (National Records Improve School (National Record	199 302 582 66 165 335 184 71 174	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg 25.35% GENESIS HIGH 10.92% Ginn Academ	236 274 563 111 238 375 225 76 154	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy	1 249 297 386 413 324 65 169	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan School 6.92% 10.65% Ginn Academy	267 372 349 423 272	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic	188 144 426 58 211	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy	278 178 135 224 96 195	9.71% 11.80% 21.48% 8.48% 19.79% 13.85%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School	N 237 320 555 365 420 44 100 758	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S	199 302 582 66 165 335 184 71 174 540	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High	236 274 563 111 238 375 225 76 154 531	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glenville High School	.1 249 297 386 413 324 65 169 468	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch	267 372 349 423 272 159 470	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School	188 144 426 58 211 124 485	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glerville High School	278 178 135 224 96 195 142 280	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy	N 237 320 555 365 420 44 100 758 1 934	National Records (National Records Improve School (National Record	199 302 582 66 165 335 184 71 174	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg 25.35% GENESIS HIGH 10.92% Ginn Academ	236 274 563 111 238 375 225 76 154	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOl 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H	1 249 297 386 413 324 65 169	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan School 6.92% 10.65% Ginn Academy	267 372 349 423 272	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic	188 144 426 58 211	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy	278 178 135 224 96 195	9.71% 11.80% 21.48% 8.48% 19.79% 13.85%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes	N 237 320 555 365 420 44 100 5 758 1 934 2 354	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GFRESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho	199 302 582 66 165 335 184 71 174 540 822	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI	236 274 563 111 238 375 225 76 154 531 706	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glenville High School	.1 249 297 386 413 324 65 169 468 580	Needs Imp School N41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode	267 372 349 423 272 159 470 777	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scix 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Scho	188 144 426 58 211 124 485 893	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School	278 178 135 224 96 195 142 280 438	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine	N 237 320 555 320 555 420 44 100 5 758 1 934 2 354 659	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bu	199 302 582 66 165 335 184 71 174 540 822 284	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams	236 274 563 111 238 375 225 76 154 531 706 346	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glerville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines:	1 249 297 386 413 324 65 169 468 580 436	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.85% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi	267 372 349 423 272 159 470 777 419	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scik 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career	188 144 426 58 211 124 485 893 420	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glerville High School 26.99% James Ford Rhodes High Scho 25.95% Jane Addams Business Caree	278 178 135 224 96 195 142 280 438 245	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 46.79% 24.43% 13.47%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High School	N 237 320 555 320 555 420 44 100 5 758 1 934 2 354 659	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bi 36.27% John Adams Hig	199 302 582 66 165 335 184 71 174 540 822 284 648	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams H	236 274 563 111 238 375 225 76 154 531 706 346 463	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOl 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High School	.1 249 297 386 413 324 65 169 468 580 436 599	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High:	267 372 349 423 272 159 470 777 419 536	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School	188 144 426 58 211 124 485 893 420 333	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High Scho 25.95% Jane Addams Business Caree 18.92% John Adams High School	278 178 135 224 96 195 142 280 438 245 416	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 6.79% 24.43% 13.47% 20.43%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High School John F. Kennedy High	N 237 320 555 365 420 365 440 100 758 314 254 659 354 492	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland Schoot 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy	199 302 582 66 165 335 184 71 174 540 822 284 648 595	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John F. Kenne	236 274 563 111 238 375 225 76 154 531 706 346 463 380	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Schol 32.11% John F. Kennedy High	.1 249 297 386 413 324 65 169 468 580 436 599 408	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High c 31.13% John F. Kennedy F	267 372 349 423 272 159 470 777 419 536 300	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Scho 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay	188 144 426 58 211 124 485 893 420 333 485	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High Scho 25.95% Jane Addams Business Caree 18.92% John Adams High School 24.33% John F. Kennedy High School	278 178 135 224 96 195 142 280 438 245 416 263	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 6.79% 24.43% 13.47% 20.43% 24.33%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High Sc John F. Kennedy High John Hay	N 237 320 555 365 420 44 100 758 934 25 1007	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bi 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John F. Kenne 11.30% John Hay	236 274 563 111 238 375 225 76 154 531 706 346 463 380 686	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glameis Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High School 32.11% John F. Kennedy High 12.68% John Hay	.1 249 297 386 413 324 65 169 468 589 408 730	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy H 14.79% John Hay	267 372 349 423 272 159 470 777 419 536 300 699	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Scho 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay	188 144 426 58 211 124 485 893 420 333 485 736	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High Sch 25.95% Jane Addams Business Caree 18.92% John Adams High School 24.33% John F. Kennedy High School 8.56% John Hay	278 178 135 224 96 195 142 280 438 245 416 263 709	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 24.43% 20.43% 24.33% 7.76%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High School John F. Kennedy Hig John Hay John Marshall High	N 237 320 555 320 555 420 365 420 37 384 354 659 37 566 492 5 1007 66 921	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.67% East THIGH SCH-26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams Is 33.45% John F. Kenne 11.30% John Hay 38.08% John Marshal 28.62% Lincoln-West	236 274 563 111 238 375 225 76 154 531 706 346 463 380 686 986	Needs Impl School 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOl 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Schol 32.11% John F. Kennedy High 12.68% John Hay 31.85% John Marshall High Sc	11 249 297 386 413 324 655 169 468 580 436 599 408 730 769	Needs Imp School N41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy I- 14.79% John Hay 31.47% John Marshall Hig	267 372 349 423 272 159 470 777 419 536 300 699 621	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scis 9.43% Ginn Academy 24.47% Glenville High School 26.13% Jame Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay 32.05% John Marshall High School	188 144 426 58 211 124 485 893 420 333 485 736 754	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High Schi 25.95% Jane Addams Business Caree 18.92% John Adams High School 24.33% John F. Kennedy High School 8.56% John Hay 21.88% John Marshall High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 24.43% 20.43% 24.33% 7.76% 19.49%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High School John F. Kennedy High John Hay John Marshall High School Lincoln-West High S	N 237 320 555 320 555 420 365 420 37 384 354 659 37 566 492 5 1007 66 921	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% Gin Academy 29.55% Glenville High St 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams Is 33.45% John F. Kenne 11.30% John Hay 38.08% John Marshal 28.62% Lincoln-West	236 274 563 1111 238 375 225 76 154 531 706 346 463 380 686 986 807	Needs Impl School 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOl 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Scho 32.11% John F. Kennedy High 12.68% John Hay 31.85% John Marshall High School 22.92% Lincoln-West High School	11 249 297 386 413 324 65 169 468 580 436 599 408 730 769 479	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy I- 14.79% John Hay 31.47% John Marshall Hig 19.42% Lincoln-West High	267 372 349 423 272 159 470 777 419 5360 699 621 457	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay 32.05% John Marshall High School 18.82% Lincoln-West High School	188 144 426 58 211 124 485 893 420 333 485 736 754 352	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John Adams High School 24.33% John F. Kennedy High School 8.56% John Hay 21.88% John Marshall High School 18.18% Lincoln-West High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 13.47% 20.43% 24.33% 7.76% 19.49% 14.71%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High School John F. Kennedy High John Hay John Marshall High School Lincoln-West High S	N 237 320 555 320 555 420 365 420 37 384 354 659 366 492 55 1007 304 312	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% Gin Academy 29.55% Glenville High St 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams H 33.45% John F. Kenne 11.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes	236 274 563 1111 238 375 225 76 154 531 706 346 463 380 686 986 807 405	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Scho 32.11% John F. Kennedy High 12.68% John Hay 31.85% John Marshall High School 22.92% Lincoln-West High School 22.22% Max S. Hayes High Scl 20.00% MC2STEM 22.43% MLK Jr. High School	11 249 297 386 413 324 655 169 468 580 436 599 408 730 769 479 418	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy F 14.79% John Hay 31.47% John Marshall Hig 19.42% Lincoln-West High 22.01% Max S. Hayes High	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John May 32.05% John Marshall High School 18.82% Lincoln-West High School 20.24% Max S. Hayes High School 16.99% MC2STEM	188 144 426 58 211 124 485 893 420 333 485 736 754 352 524	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John Adams High School 24.33% John F. Kennedy High School 8.56% John Hay 21.88% John Marshall High School 18.18% Lincoln-West High School 18.70% Max S. Hayes High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641	9.71% 11.80% 21.48% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 24.43% 7.76% 19.49% 14.71% 14.98%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High Sc John F. Kennedy Hig John Hay John Marshall High S Max S. Hayes High S MLK Jr. High School OPTION COMPLEX 6	N 237 320 555 320 555 420 365 420 37 384 58 354 659 66 492 51007 66 304 312 66 12 12	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi 22.04% Max S. Hayes Hi 25.00% MLK Jr. High Sch 16.67% OPTION COMPL	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John F. Kenne 11.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes MC2STEM 21.24% MLK Jr. High S 24.24% OPTION COM	236 274 563 111 238 375 225 76 154 531 706 346 463 380 686 986 807 405 135 321 2	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High School 32.11% John F. Kennedy High 12.68% John Hay 31.85% John Marshall High School 20.29% Lincoln-West High Scloon Marshall High School Marsha	1 249 297 386 413 324 65 169 468 580 436 599 408 730 769 479 418	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy F 14.79% John May 31.47% John May 19.47% John May 19.47% John May Shayes High 19.42% Lincoln-West High 22.01% Max S. Hayes High 15.76% MC2STEM	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415 153	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John May 32.05% John Marshall High School 18.82% Lincoln-West High School 20.24% Max S. Hayes High School 16.99% MC2STEM	188 144 426 58 211 124 485 893 420 333 485 736 754 352 524 155	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John Adams Business Caree 18.92% John Adams High School 24.33% John F. Kennedy High School 21.88% John Marshall High School 18.18% Lincoln-West High School 18.70% Max S. Hayes High School 8.39% MC2STEM	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641 168	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 6.79% 24.43% 13.47% 20.43% 24.33% 7.76% 19.49% 14.71% 14.98% 16.07%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High School John F. Kennedy Hig John Marshall High: Lincoln-West High S Max S. Hayes High S MLK Jr. High School	N 237 320 555 320 555 420 365 420 37 384 58 354 659 66 492 51007 66 304 312 66 12 12	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High Si 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi 22.04% Max S. Hayes Hi	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John F. Kenne 11.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes MC2STEM 21.24% MLK Jr. High S 24.24% OPTION COM	236 274 563 111 238 375 225 76 154 531 706 346 463 380 686 986 807 405 135 321	Needs Impl School N 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOL 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High School 32.11% John F. Kennedy High 12.68% John Hay 31.85% John Marshall High School 20.29% Lincoln-West High Scloon Marshall High School Marsha	1 249 297 386 413 324 65 169 468 580 436 599 408 730 769 479 418	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy F 14.79% John May 31.47% John May 19.47% John May 19.47% John May Shayes High 19.42% Lincoln-West High 22.01% Max S. Hayes High 15.76% MC2STEM	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415 153	Needs Imp School 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scit 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay 32.05% John Marshall High School 18.82% Lincoln-West High School 20.24% Max S. Hayes High School 16.99% MC2STEM 19.93% MLK Jr. High School	188 144 426 58 211 124 485 893 420 333 485 736 754 352 524 155 265	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 25.95% Jane Addams Business Caree 18.92% John Adams High School 24.33% John F. Kennedy High School 8.56% John Hay 21.88% John Marshall High School 18.170% Max S. Hayes High School 8.39% MC2STEM 22.64% MLK Jr. High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641 168 141	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 13.47% 20.43% 24.33% 7.76% 19.49% 14.71% 14.98% 16.07% 21.28%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High Sc John F. Kennedy Hig John Marshall High S Lincoln-West High S Max S. Hayes High S MLK Jr. High School OPTION COMPLEX 6 SOUTH HIGH SCHOOL	N 237 320 555 320 555 420 365 420 378 44 100 5758 1 934 2 354 659 3 566 492 5 1007 6 921 304 312 6 12 565	Jeeds Improve School 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GGENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi 22.04% Max S. Hayes Hi 25.00% MLK Jr. High Sch 16.67% OPTION COMPL 31.33% SOUTH HIGH SC	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John Adams I 13.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes MC2STEM 21.24% MLK Jr. High S 24.24% OPTION COM 33.48% SOUTH HIGH	236 274 563 1111 238 375 225 76 154 531 706 346 463 380 686 807 405 135 321 2	Needs Impl School 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan School 19.74% GENESIS HIGH SCHOOl 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Scho 32.11% John F. Kennedy High 12.68% John Hay 31.85% John Marshall High Sc 22.92% Lincoln-West High Sch 22.22% Max S. Hayes High Scl 20.00% MC2STEM 22.43% MLK Jr. High School 100.00% 25.47%	11 249 297 386 413 324 655 169 468 580 436 599 408 730 769 479 418 165 325	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy F 14.79% John Hay 31.47% John Marshall Hig 19.42% Lincoln-West High 22.01% Max S. Hayes High 15.76% MC2STEM 19.38% MLK Jr. High Scho	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415 153 281	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schco 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay 32.05% John Marshall High School 18.82% Lincoln-West High School 20.24% Max S. Hayes High School 16.99% MC2STEM 19.93% MLK Jr. High School	188 144 426 58 211 124 485 893 420 333 485 736 754 352 524 155 265	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John Adams High School 24.33% John F. Kennedy High School 8.56% John Hay 21.88% John Marshall High School 18.18% Lincoln-West High School 18.70% Max S. Hayes High School 8.39% MC2STEM 22.64% MLK Jr. High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641 168 141	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 24.43% 24.43% 7.76% 19.49% 14.71% 14.98% 16.07% 21.28%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High Sc John F. Kennedy Hig John Hay John Marshall High S Max S. Hayes High S MLK Jr. High School OPTION COMPLEX 6	N 237 320 555 320 555 420 365 420 378 44 100 5758 1 934 2 354 659 3 566 492 5 1007 6 921 304 312 6 12 565	Reeds Improve School N 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi 22.04% Max S. Hayes Hi 25.00% MLK Jr. High Sch 16.67% OPTION COMPL	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John Adams I 13.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes MC2STEM 21.24% MLK Jr. High S 24.24% OPTION COM 33.48% SOUTH HIGH	236 274 563 111 238 375 225 76 154 531 706 346 463 380 686 986 807 405 135 321 2	Needs Impl School 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan Schoo 19.74% GENESIS HIGH SCHOO 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Scho 32.11% John F. Kennedy High 12.68% John Marshall High Sc 22.92% Lincoln-West High Sch 22.22% Max S. Hayes High Scl 20.00% MC2STEM 22.43% MLK Jr. High School 100.00% 25.47%	11 249 297 386 413 324 655 169 468 580 436 599 408 730 769 479 418 165 325	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy H 14.79% John Hay 31.47% John Marshall Hig 19.42% Lincoln-West High 22.01% Max S. Hayes High 15.76% MC2STEM 19.38% MLK Jr. High Scho 23.31% Success Tech Acac	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415 153 281	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Hay 22.05% John Marshall High School 18.82% Lincoln-West High School 18.82% Lincoln-West High School 16.99% MC2STEM 19.93% MLK Jr. High School School of One 39.58% Success Tech Academy	188 144 426 58 211 124 485 893 420 333 485 754 352 524 155 265	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John F. Kennedy High School 24.33% John F. Kennedy High School 21.88% John Marshall High School 18.18% Lincoln-West High School 18.70% Max S. Hayes High School 18.70% Max S. Hayes High School 4.39% MC2STEM 22.64% MLK Jr. High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641 168 141	9.71% 11.80% 21.48% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 13.47% 20.43% 7.76% 19.49% 14.71% 14.98% 16.07% 21.28%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High Sc John F. Kennedy Hig John Marshall High S Lincoln-West High S Max S. Hayes High S MLK Jr. High School OPTION COMPLEX 6 SOUTH HIGH SCHOOL	N 237 320 555 320 555 420 365 420 378 44 100 5758 1 934 2 354 659 3 566 492 5 1007 6 921 304 312 6 12 565	Jeeds Improve School 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GGENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi 22.04% Max S. Hayes Hi 25.00% MLK Jr. High Sch 16.67% OPTION COMPL 31.33% SOUTH HIGH SC	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John Adams I 13.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes MC2STEM 21.24% MLK Jr. High S 24.24% OPTION COM 33.48% SOUTH HIGH	236 274 563 1111 238 375 225 76 154 531 706 346 463 380 686 807 405 135 321 2	Needs Impl School 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan Schoo 19.74% GENESIS HIGH SCHOO 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Scho 32.11% John F. Kennedy High 12.68% John Marshall High Sc 22.92% Lincoln-West High Sch 22.12% Max S. Hayes High Scl 20.00% MC2STEM 22.43% MLK Jr. High School 100.00% 25.47% 21.28% Success Tech Academ Thomas Jefferson Inte	11 249 297 386 413 324 65 169 468 580 436 599 408 730 769 418 165 325 133 307	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy F 14.79% John Hay 19.42% Lincoln-West High 22.01% Max S. Hayes High 15.76% MC2STEM 19.38% MLK Jr. High Scho 23.31% Success Tech Acac 19.87% Thomas Jefferson	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415 153 281	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scic 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Marshall High School 11.59% John Marshall High School 18.82% Lincoln-West High School 20.24% Max S. Hayes High School 16.99% MC2STEM 19.93% MLK Jr. High School School of One 39.58% Success Tech Academy 25.00% Thomas Jefferson Internation	188 144 426 58 211 124 485 893 420 333 485 736 754 352 524 155 265	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John Adams High School 24.33% John F. Kennedy High School 21.88% John Marshall High School 18.18% Lincoln-West High School 18.70% Max S. Hayes High School 18.70% Max S. Hayes High School 4.85% School of One 23.42% Success Tech Academy 17.22% Thomas Jefferson Internation	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641 168 141	9.71% 11.80% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 13.47% 20.43% 24.33% 7.76% 19.49% 14.71% 14.98% 16.07% 21.28%
CARL SHULER SCHO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Sch GENESIS HIGH SCHO Ginn Academy Glenville High School James Ford Rhodes Jane Addams Busine John Adams High Sc John F. Kennedy Hig John Marshall High S Lincoln-West High S Max S. Hayes High S MLK Jr. High School OPTION COMPLEX 6 SOUTH HIGH SCHOOL	N 237 320 555 320 555 420 365 420 37 384 354 659 366 492 56 1007 304 312 62 565 312 62 5	Jeeds Improve School 37.97% CARL SHULER St 21.88% Cleveland School 26.49% Collinwood Design Lab Early 26.03% EAST HIGH SCH 26.67% East Tech 23.37% Garrett Morgan 22.73% GGENESIS HIGH S 18.00% Ginn Academy 29.55% Glenville High S 33.73% James Ford Rho 21.75% Jane Addams Bt 36.27% John Adams Hig 32.51% John F. Kennedy 20.93% John Hay 39.13% John Marshall H 27.90% Lincoln-West Hi 22.04% Max S. Hayes Hi 25.00% MLK Jr. High Sch 16.67% OPTION COMPL 31.33% SOUTH HIGH SC	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906 926 436	Needs ImpiSchool N 21.11% CARL SHULER 19.87% Cleveland Sch 29.73% Collinwood 34.85% Design Lab Ea 18.18% EAST HIGH SC 31.64% East Tech 25.54% Garrett Morg. 25.35% GENESIS HIGH 10.92% Ginn Academ 32.78% Glenville High 32.85% James Ford RI 23.94% Jane Addams 31.64% John Adams I 33.45% John Adams I 13.30% John Hay 38.08% John Marshal 28.62% Lincoln-West 20.41% Max S. Hayes MC2STEM 21.24% MLK Jr. High S 24.24% OPTION COM 33.48% SOUTH HIGH	236 274 563 111 238 375 76 154 531 706 346 463 380 686 986 807 405 135 321 2 106	Needs Impl School 31.36% CARL SHULER SCHOO 19.34% Cleveland School of th 25.40% Collinwood 20.72% 21.85% 30.40% East Tech 18.22% Garrett Morgan Schoo 19.74% GENESIS HIGH SCHOO 20.13% Ginn Academy 28.06% Glenville High School 24.50% James Ford Rhodes H 29.48% Jane Addams Busines: 27.86% John Adams High Scho 32.11% John F. Kennedy High 12.68% John Marshall High Sc 22.92% Lincoln-West High Sch 22.22% Max S. Hayes High Scl 20.00% MC2STEM 22.43% MLK Jr. High School 100.00% 25.47%	11 249 297 386 413 324 655 169 468 580 436 599 408 730 769 479 418 165 325	Needs Imp School N 41.37% CARL SHULER SCH 14.81% Cleveland School c 26.68% Collinwood 24.70% East Tech 19.14% Garrett Morgan Sc 16.92% 10.65% Ginn Academy 19.87% Glenville High Sch 23.79% James Ford Rhode 32.57% Jane Addams Busi 23.04% John Adams High: 31.13% John F. Kennedy H 14.79% John Hay 31.47% John Marshall Hig 19.42% Lincoln-West High 22.01% Max S. Hayes High 15.76% MC2STEM 19.38% MLK Jr. High Scho 23.31% Success Tech Acac	267 372 349 423 272 159 470 777 419 536 300 699 621 457 415 153 281	Needs Imp School N 34.83% 18.82% Cleveland School of the Arts (18.34% Collinwood 19.39% East Tech Facing History New Tech @ C 25.00% Garrett Morgan School of Scik 9.43% Ginn Academy 24.47% Glenville High School 26.13% James Ford Rhodes High Schc 35.56% Jane Addams Business Career 28.36% John Adams High School 25.33% John F. Kennedy High School 11.59% John Marshall High School 11.59% John Marshall High School 11.82% Lincoln-West High School 20.24% Max S. Hayes High School 16.99% MC2STEM 19.93% MLK Jr. High School School of One 39.58% Success Tech Academy 25.00% Thomas Jefferson Internation 12.21% Washington Park Environmer	188 144 426 58 211 124 485 893 420 333 485 754 352 524 155 265	8.51% Cleveland School of the Arts 17.36% Collinwood Design Lab Early College 14.79% East Tech 20.69% Facing History New Tech @ (15.64% Garrett Morgan School of Sci 9.68% Ginn Academy 24.54% Glenville High School 26.99% James Ford Rhodes High School 26.99% James Ford Rhodes High School 24.33% John F. Kennedy High School 24.33% John F. Kennedy High School 21.88% John Marshall High School 18.18% Lincoln-West High School 18.70% Max S. Hayes High School 18.70% Max S. Hayes High School 4.39% MC2STEM 22.64% MLK Jr. High School	278 178 135 224 96 195 142 280 438 245 416 263 709 554 34 641 168 141	9.71% 11.80% 21.48% 21.48% 8.48% 19.79% 13.85% 8.45% 16.79% 24.43% 13.47% 20.43% 7.76% 19.49% 14.71% 14.98% 16.07% 21.28%

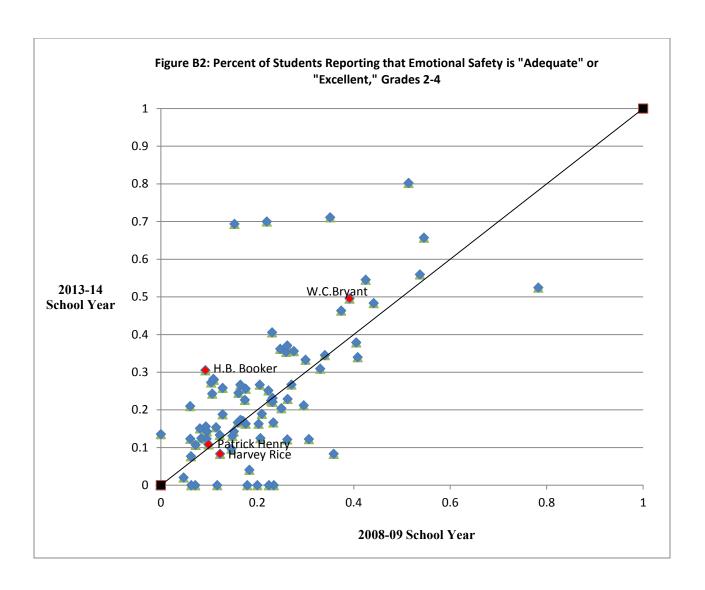
Table A10: Grades 9–12—Emotional Safety and Physical Safety "Needs Improvement," by School and Year

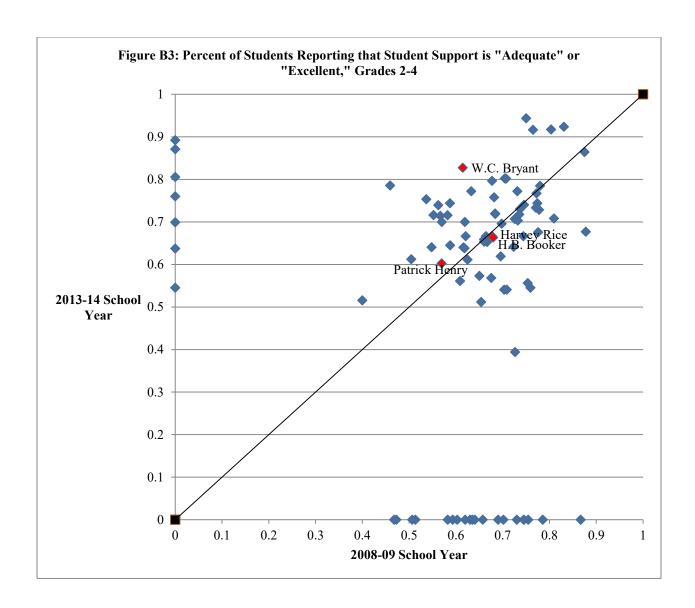
20		20			010	2044	En	notional Safety		2042			2014	
20 School N		20 eds Improv∈School N		21 Needs ImpiSchool N	010	2011 Needs ImpiSchool N		201 Needs Imp School N		2013 Needs Imp School N	,		2014 N I	Noode Improvement
CARL SHULER SCHO(241	29.46% CARL SHULER SC	199	21.61% CARL SHULER	236	Needs ImpiSchool N 41.53% CARL SHULER SCHOO	249	Needs Imp School N 32.53% CARL SHULER SCH	267	Needs Imp School N 30.71%		Needs ImpiSchool	N I	Needs Improvement
Cleveland School of	324	20.37% Cleveland School	302	24.83% Cleveland Sch	274	19.34% Cleveland School of th	297	13.47% Cleveland School	372	9.14% Cleveland School of the Arts (197	14.21% Cleveland School of the Arts	286	14.34%
Collinwood	564	45.92% Collinwood	582	50.00% Collinwood	563	41.56% Collinwood	386	28.24% Collinwood	349	33.24% Collinwood	148	50.00% Collinwood	184	41.30%
		Design Lab Early	66	27.27% Design Lab Ea	111	27.93%						Design Lab Early College	143	25.17%
EAST HIGH SCHOOL	371	40.43% EAST HIGH SCH	165	44.24% EAST HIGH SC	238	37.82%								
East Tech	424	41.27% East Tech	335	48.06% East Tech	375	43.20% East Tech	413	38.98% East Tech	423	34.99% East Tech	438	36.07% East Tech	236	34.32%
										Facing History New Tech @ C	58	17.24% Facing History New Tech @ (99	15.15%
Garrett Morgan Scho	186	20.97% Garrett Morgan	184	17.39% Garrett Morg	225	20.44% Garrett Morgan Schoo	324	15.74% Garrett Morgan Sc	272	18.75% Garrett Morgan School of Scie	214	22.43% Garrett Morgan School of Sci	203	28.08%
GENESIS HIGH SCHO	45	42.22% GENESIS HIGH S	71	25.35% GENESIS HIGH	76	39.47% GENESIS HIGH SCHOC	65	26.15%						
Ginn Academy	101	19.80% Ginn Academy	174	17.82% Ginn Academ	154	31.17% Ginn Academy	169	15.98% Ginn Academy	159	10.69% Ginn Academy	134	15.67% Ginn Academy	150	18.67%
Glenville High Schoo	774	47.03% Glenville High S	540	48.52% Glenville High	530	48.11% Glenville High School	468	30.56% Glenville High Sch	470	34.26% Glenville High School	492	35.57% Glenville High School	296	41.89%
James Ford Rhodes I Jane Addams Busine	945 358	34.50% James Ford Rho 28.21% Jane Addams Bı	822 284	28.95% James Ford RI	706 346	28.47% James Ford Rhodes H 32.95% Jane Addams Busines:	580 436	21.55% James Ford Rhode 33.72% Jane Addams Busi	777 419	21.88% James Ford Rhodes High Scho 33.89% Jane Addams Business Career	908 425	28.08% James Ford Rhodes High Sch- 32.24% Jane Addams Business Caree	450 254	36.22% 30.71%
John Adams High Scl	682	38.71% John Adams Hig	648	32.04% Jane Addams 43.83% John Adams F	463	45.57% John Adams High Sch	599	38.06% John Adams High!	536	39.55% John Adams High School	352	40.34% John Adams High School	254 444	45.05%
John F. Kennedy Hig	591	41.62% John F. Kennedy	595	45.88% John F. Kenne	379	51.45% John F. Kennedy High	408	42.65% John F. Kennedy F	300	45.33% John F. Kennedy High School	496	40.52% John F. Kennedy High School	279	48.03%
John Hay	502	12.95% John Hay	637	13.34% John Hay	686	10.93% John Hay	730	7.26% John Hay	699	7.58% John Hay	750	12.67% John Hay	733	11.19%
John Marshall High S	1015	39.70% John Marshall H	906	45.92% John Marshal	986	46.04% John Marshall High Sc	769	36.41% John Marshall Hig	621	35.59% John Marshall High School	772	36.79% John Marshall High School	565	35.93%
Lincoln-West High Sc	948	31.86% Lincoln-West Hi	926	35.64% Lincoln-West	806	40.82% Lincoln-West High Sch	479	21.29% Lincoln-West High	457	24.29% Lincoln-West High School	359	30.08% Lincoln-West High School	37	35.14%
Max S. Hayes High S	310	23.23% Max S. Hayes Hi	436	20.64% Max S. Hayes	405	20.99% Max S. Hayes High Scl	418	15.55% Max S. Hayes High	415	19.04% Max S. Hayes High School	534	23.41% Max S. Hayes High School	663	25.64%
				MC2STEM	135	20.74% MC2STEM	165	19.39% MC2STEM	153	16.99% MC2STEM	168	14.29% MC2STEM	185	29.19%
MLK Jr. High School	319	39.50% MLK Jr. High Scł	339	33.33% MLK Jr. High 5	321	43.30% MLK Jr. High School	325	47.69% MLK Jr. High Scho	281	45.91% MLK Jr. High School	271	45.39% MLK Jr. High School	142	42.25%
OPTION COMPLEX €	12	41.67% OPTION COMPL	66	43.94% OPTION COM	2	50.00%								
SOUTH HIGH SCHOC	572	36.01% SOUTH HIGH SC	454	47.58% SOUTH HIGH	106	33.96%								
										School of One	103	7.77% School of One	161	2.48%
Success Tech Acader	197	11.68% Success Tech Ac	198	20.20% Success Tech	141		133	22.56% Success Tech Acac	96	•	161	26.09% Success Tech Academy	164	26.83%
						Thomas Jefferson Inte	307	24.76% Thomas Jefferson	256	27.34% Thomas Jefferson Internation	310	31.29% Thomas Jefferson Internation	103	5.83%
White and M. Vanne I	200	24 720/ White M. Ve-	174	20.160/ W/hitman MA V	154	Washington Park Envi	101 88	7.92% Washington Park I	131	9.92% Washington Park Environmer	175	18.29% Washington Park Environme	133 94	27.07%
Whitney M. Young L	208	31.73% Whitney M. You	174	28.16% Whitney M. Y	154	18.83% Whitney M. Young Le	88	7.95% Whitney M. Young	97	10.31% Whitney M. Young Leadershi	105	17.14% Whitney M. Young Leadershi	94	9.57%
							Р	hysical Safety						
20		20			010	2011		201		2013			2014	
School N	Ne	eds Improve School N		Needs ImpiSchool N		Needs ImpiSchool N	ı	. 201 Needs Imp School N		Needs Imp School N	1			Needs Improvement
School N CARL SHULER SCHO(N∈ 241	eds Improve School N 9.13% CARL SHULER SC	199	Needs ImpiSchool N 7.04% CARL SHULER	236	Needs ImpiSchool N 15.25% CARL SHULER SCHOO	1 249	201 Needs Imp School N 7.23% CARL SHULER SCH	267	Needs Imp School N 7.87%		Needs ImpiSchool	N I	·
School N CARL SHULER SCHOO Cleveland School of	Ne 241 324	eds Improve School N 9.13% CARL SHULER Sc 4.63% Cleveland Schoo	199 302	Needs ImpiSchool N 7.04% CARL SHULER 7.28% Cleveland Sch	236 274	Needs ImpiSchool N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th	249 297	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School a	267 372	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (201	Needs ImpiSchool 10.95% Cleveland School of the Arts	N 1	6.57%
School N CARL SHULER SCHO(N∈ 241	eds Improve School N 9.13% CARL SHULER SC 4.63% Cleveland Schoo 17.73% Collinwood	199 302 582	Needs ImpiSchool N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood	236 274 563	Needs ImpiSchool N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood	1 249	201 Needs Imp School N 7.23% CARL SHULER SCH	267	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (Needs ImpiSchool 10.95% Cleveland School of the Arts 20.81% Collinwood	289 184	6.57% 12.50%
School N CARL SHULER SCHO(Cleveland School of Collinwood	Ne 241 324 564	eds Improve School N 9.13% CARL SHULER SC 4.63% Cleveland Schoo 17.73% Collinwood Design Lab Early	199 302 582 66	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea	236 274 563 111	Needs ImpiSchool N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82%	249 297	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School a	267 372	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (201	Needs ImpiSchool 10.95% Cleveland School of the Arts	N 1	6.57%
School N CARL SHULER SCHO(Cleveland School of Collinwood EAST HIGH SCHOOL	241 324 564 371	eds Improve School N 9.13% CARL SHULER SC 4.63% Cleveland Schoo 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH	199 302 582 66 165	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC	236 274 563 111 238	Needs ImpiSchool N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71%	249 297	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School (11.40% Collinwood	267 372 349	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood	201 149	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College	289 184 143	6.57% 12.50% 11.89%
School N CARL SHULER SCHO(Cleveland School of Collinwood	Ne 241 324 564	eds Improve School N 9.13% CARL SHULER SC 4.63% Cleveland Schoo 17.73% Collinwood Design Lab Early	199 302 582 66	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea	236 274 563 111	Needs ImpiSchool N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82%	249 297 386	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School a	267 372 349	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (201	Needs ImpiSchool 10.95% Cleveland School of the Arts 20.81% Collinwood	289 184	6.57% 12.50%
School N CARL SHULER SCHO(Cleveland School of Collinwood EAST HIGH SCHOOL	241 324 564 371	eds Improve School N 9.13% CARL SHULER SC 4.63% Cleveland Schoo 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH	199 302 582 66 165	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC	236 274 563 111 238	Needs ImpiSchool N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71%	249 297 386	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School (11.40% Collinwood	267 372 349	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C	201 149 439	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech	289 184 143	6.57% 12.50% 11.89%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech	241 324 564 371 424	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH	199 302 582 66 165 335	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech	236 274 563 111 238 375	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech	249 297 386 413	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School (11.40% Collinwood	267 372 349 423	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C	201 149 439 58	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (289 184 143 236 99	6.57% 12.50% 11.89% 13.98% 5.05%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Scho	Ne 241 324 564 371 424	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan	199 302 582 66 165 335	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech	236 274 563 111 238 375	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech	249 297 386 413	201 Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School c 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc	267 372 349 423	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C	201 149 439 58	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (289 184 143 236 99	6.57% 12.50% 11.89% 13.98% 5.05%
School N CARL SHULER SCHOol Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Schol GENESIS HIGH SCHO	324 564 371 424 186 45 101 774	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S	199 302 582 66 165 335	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg. 5.63% GENESIS HIGH	236 274 563 111 238 375 225 76 154 530	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech 8.00% Garrett Morgan School 6.58% GENESIS HIGH SCHOOL	249 297 386 413 324 65 169 468	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc 9.23%	267 372 349 423 272 159 470	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scic 4.40% Ginn Academy 16.60% Glenville High School	201 149 439 58 215	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci	289 184 143 236 99 205 150 296	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Scho GENESIS HIGH SCHO Ginn Academy Glenville High Schoo James Ford Rhodes I	241 324 564 371 424 186 45 101 774 945	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S 4.95% Ginn Academy 25.58% Glenville High S 11.32% James Ford Rho	199 302 582 66 165 335 184 71 174 540 822	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg. 5.63% GENESIS HIGI 6.90% Ginn Academ 22.22% Glenville High 8.88% James Ford RI	236 274 563 111 238 375 225 76 154 530 706	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech 8.00% Garrett Morgan Schoo 6.58% GENESIS HIGH SCHOC 8.44% Ginn Academy 17.92% Glenville High School 8.36% James Ford Rhodes H	249 297 386 413 324 65 169 468 579	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc 9.23% 6.51% Ginn Academy 9.83% Glenville High Sch 9.15% James Ford Rhode	267 372 349 423 272 159 470 777	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scik 4.40% Ginn Academy 16.60% Glenville High School 7.72% James Ford Rhodes High Scho	201 149 439 58 215 135 491 907	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci 2.96% Ginn Academy 17.72% Glenville High School 10.36% James Ford Rhodes High Schol	289 184 143 236 99 205 150 296 451	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68% 12.86%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Scho GENESIS HIGH SCHO Ginn Academy Glenville High Schoo James Ford Rhodes I Jane Addams Busine	241 324 564 371 424 186 45 101 774 945 358	eds Improve School N 9.13% CARL SHULER SC 4.63% Cleveland Schooc 17.73% Collinwood Design Lab Earh 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S 4.95% Ginn Academy 25.58% Glenville High S 11.32% James Ford Rho 11.17% Jane Addams Bu	199 302 582 66 165 335 184 71 174 540 822 284	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg 5.63% GENESIS HIGH 6.90% Ginn Academ 22.22% Glenville High 8.88% James Ford RI 9.15% Jane Addams	236 274 563 111 238 375 225 76 154 530 706 346	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech 8.00% Garrett Morgan Schoo 6.58% GENESIS HIGH SCHOC 8.44% Ginn Academy 17.92% Glenville High School 8.36% James Ford Rhodes H 8.67% Jane Addams Busines:	249 297 386 413 324 65 169 468 579 436	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc 9.23% 6.51% Ginn Academy 9.83% Glenville High Sch 9.15% James Ford Rhode 16.51% Jane Addams Busi	267 372 349 423 272 159 470 777 419	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scix 4.40% Ginn Academy 16.60% Glenville High School 7.72% James Ford Rhodes High Schc 17.18% Jane Addams Business Career	201 149 439 58 215 135 491 907 425	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci 2.96% Ginn Academy 17.72% Glenville High School 10.36% James Ford Rhodes High Schi 17.18% Jane Addams Business Caree	289 184 143 236 99 205 150 296 451 254	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68% 12.86% 15.75%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Scho GENESIS HIGH SCHO Ginn Academy Glenville High Schoo James Ford Rhodes I Jane Addams Busine John Adams High Scl	241 324 564 371 424 186 45 101 774 945 358 682	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S 4.95% Ginn Academy 25.58% Glenville High S 11.32% James Ford Rho 11.17% Jane Addams Bt 14.96% John Adams Hig	199 302 582 66 165 335 184 71 174 540 822 284 648	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg. 5.63% GENESIS HIGH 6.90% Ginn Academ 22.22% Glenville High 8.88% James Ford RI 9.15% Jane Addams 12.81% John Adams H	236 274 563 111 238 375 225 76 154 530 706 346 463	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech 8.00% Garrett Morgan School 6.58% GENESIS HIGH SCHOOl 8.44% Ginn Academy 17.92% Glenville High School 8.36% James Ford Rhodes H 8.67% Jane Addams Busines: 12.74% John Adams High School	249 297 386 413 324 65 169 468 579 436 599	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School C 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan SC 9.23% 6.51% Ginn Academy 9.83% Glenville High Sch 9.15% James Ford Rhode 16.51% Jane Addams Busi 11.19% John Adams High	267 372 349 423 272 159 470 777 419 536	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scik 4.40% Ginn Academy 16.60% Glenville High School 7.72% James Ford Rhodes High Schc 17.18% Jane Addams Business Career 14.93% John Adams High School	201 149 439 58 215 135 491 907 425 353	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci 2.96% Ginn Academy 17.72% Glenville High School 10.36% James Ford Rhodes High Scho 17.18% Jane Addams Business Caree 17.85% John Adams High School	289 184 143 236 99 205 150 296 451 254 443	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68% 12.86% 15.75% 18.51%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Scho GENESIS HIGH SCHO Ginn Academy Glenville High Schoo James Ford Rhodes I Jane Addams Busine John Adams High Scl John F. Kennedy Hig	241 324 564 371 424 186 45 101 774 945 358 682 591	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S 4.95% Ginn Academy 25.58% Glenville High S 11.32% James Ford Rho 11.17% Jane Addams Bt 14.96% John Adams Hig 16.58% John F. Kennedy	199 302 582 66 165 335 184 71 174 540 822 284 648 595	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg 5.63% GENESIS HIGH 6.90% Ginn Academ 22.22% Glenville High 8.88% James Ford RI 9.15% Jane Addams 12.81% John Adams I 24.37% John F. Kenne	236 274 563 111 238 375 225 76 154 530 706 346 463 379	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech 8.00% Garrett Morgan Schoo 6.58% GENESIS HIGH SCHOO 8.44% Ginn Academy 17.92% Glenville High School 8.36% James Ford Rhodes H 8.67% Jane Addams Busines: 12.74% John Adams High Scho 23.22% John F. Kennedy High	249 297 386 413 324 65 169 468 579 436 599 408	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School c 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc 9.23% 6.51% Ginn Academy 9.83% Glenville High Sch 9.15% James Ford Rhode 16.51% Jane Addams Busi 11.19% John Adams High 19.85% John F. Kennedy H	267 372 349 423 272 159 470 777 419 536 300	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scix 4.40% Ginn Academy 16.60% Glenville High School 7.72% James Ford Rhodes High Schc 17.18% Jane Addams Business Career 14.93% John Adams High School 19.00% John F. Kennedy High School	201 149 439 58 215 135 491 907 425 353 496	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci 2.96% Ginn Academy 17.72% Glenville High School 10.36% James Ford Rhodes High Scho 17.18% Jane Addams Business Caree 17.85% John Adams High School 20.77% John F. Kennedy High School	289 184 143 236 99 205 150 296 451 254 443 279	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68% 12.86% 15.75% 18.51% 20.79%
School N CARL SHULER SCHOOl Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Schol GENESIS HIGH SCHOOl Ginn Academy Glenville High School James Ford Rhodes I Jane Addams Busine John Adams High Scl John F. Kennedy Hig John Hay	241 324 564 371 424 186 45 101 774 945 358 682 591 502	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S 4.95% Ginn Academy 25.58% Glenville High S 11.32% James Ford Rho 11.17% Jane Addams Bi 14.96% John Adams Hig 16.58% John F. Kennedy 3.39% John Hay	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg 5.63% GENESIS HIGH 6.90% Ginn Academ 22.22% Glenville High 8.88% James Ford RI 9.15% Jane Addams 12.81% John Adams I 24.37% John F. Kenne 2.67% John Hay	236 274 563 111 238 375 225 76 154 530 706 346 463 379 686	Needs Impi School N 15.25% CARL SHULER SCHOO 8.03% Cleveland School of th 14.21% Collinwood 19.82% 14.71% 14.13% East Tech 8.00% Garrett Morgan School 6.58% GENESIS HIGH SCHOOl 8.44% Ginn Academy 17.92% Glenville High School 8.36% James Ford Rhodes H 8.67% Jane Addams Busines: 12.74% John Adams High Schol 23.22% John F. Kennedy High 1.31% John Hay	249 297 386 413 324 65 169 468 579 436 599 408 730	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School c 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc 9.23% 6.51% Ginn Academy 9.83% Glenville High Sch 9.15% James Ford Rhode 16.51% Jane Addams Busi 11.19% John Adams High 19.85% John F. Kennedy H 2.60% John Hay	267 372 349 423 272 159 470 777 419 536 300 699	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scix 4.40% Ginn Academy 16.60% Glenville High School 7.72% James Ford Rhodes High Schc 17.18% Jane Addams Business Career 14.93% John Adams High School 19.00% John F. Kennedy High School 2.15% John Hay	201 149 439 58 215 135 491 907 425 353 496 751	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci 2.96% Ginn Academy 17.72% Glenville High School 10.36% James Ford Rhodes High Scho 17.18% Jane Addams Business Caree 17.85% John Adams High School 20.77% John F. Kennedy High School 4.26% John Hay	289 184 143 236 99 205 150 296 451 254 443 279 741	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68% 12.86% 15.75% 18.51% 20.79% 2.29%
School N CARL SHULER SCHOO Cleveland School of Collinwood EAST HIGH SCHOOL East Tech Garrett Morgan Scho GENESIS HIGH SCHO Ginn Academy Glenville High Schoo James Ford Rhodes I Jane Addams Busine John Adams High Scl John F. Kennedy Hig John Hay John Marshall High S	186 45 101 774 945 358 682 591 502 1015	eds Improve School N 9.13% CARL SHULER St 4.63% Cleveland Schoot 17.73% Collinwood Design Lab Early 17.25% EAST HIGH SCH 16.27% East Tech 4.84% Garrett Morgan 20.00% GENESIS HIGH S 4.95% Ginn Academy 25.58% Glenville High S 11.32% James Ford Rho 11.17% Jane Addams Bi 14.96% John Adams Hig 16.58% John F. Kennedy 3.39% John Hay 12.81% John Marshall H	199 302 582 66 165 335 184 71 174 540 822 284 648 595 637 906	Needs Impi School N 7.04% CARL SHULER 7.28% Cleveland Sch 16.67% Collinwood 10.61% Design Lab Ea 29.70% EAST HIGH SC 18.81% East Tech 8.15% Garrett Morg 5.63% GENESIS HIGH 6.90% Ginn Academ 22.22% Glenville High 8.88% James Ford RI 9.15% Jane Addams 12.81% John Adams H 24.37% John F. Kenne 2.67% John Hay 17.88% John Marshal	236 274 563 111 238 375 225 76 154 530 706 346 463 379 686 986	Needs Impi School 15.25% CARL SHULER SCHOO 8.03% Cleveland School of the School of Sch	249 297 386 413 324 65 169 468 579 436 599 408 730 769	Needs Imp School N 7.23% CARL SHULER SCH 6.40% Cleveland School c 11.40% Collinwood 12.59% East Tech 6.17% Garrett Morgan Sc 9.23% 6.51% Ginn Academy 9.83% Glenville High Sch 9.15% James Ford Rhode 16.51% Jane Addams Busi 11.19% John Adams High 19.85% John F. Kennedy F 2.60% John Hay 12.35% John Marshall Hig	267 372 349 423 272 159 470 777 419 536 300 699 621	Needs Imp School N 7.87% 6.45% Cleveland School of the Arts (11.46% Collinwood 11.11% East Tech Facing History New Tech @ C 9.19% Garrett Morgan School of Scic 4.40% Ginn Academy 16.60% Glenville High School 7.72% James Ford Rhodes High Scho 17.18% Jane Addams Business Career 14.93% John Adams High School 19.00% John F. Kennedy High School 2.15% John Hay 11.92% John Marshall High School	201 149 439 58 215 135 491 907 425 353 496 751 772	10.95% Cleveland School of the Arts 20.81% Collinwood Design Lab Early College 16.86% East Tech 3.45% Facing History New Tech @ (9.30% Garrett Morgan School of Sci 2.96% Ginn Academy 17.72% Glenville High School 10.36% James Ford Rhodes High Schi 17.18% Jane Addams Business Caree 17.85% John Adams High School 20.77% John F. Kennedy High School 4.26% John Hay	289 184 143 236 99 205 150 296 451 254 443 279 741 566	6.57% 12.50% 11.89% 13.98% 5.05% 7.32% 8.00% 25.68% 12.86% 15.75% 18.51% 20.79% 2.29% 12.72%
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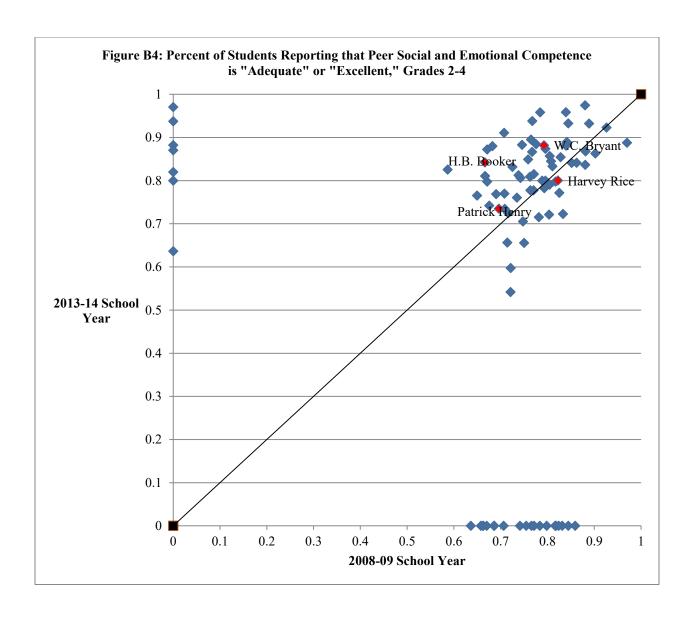
Appendix B: Scatterplots

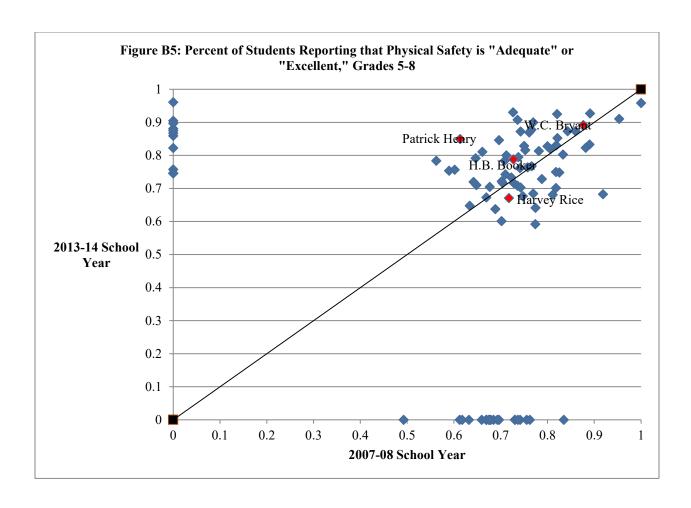
Each scatterplot reports the percentage of students who rated conditions as "adequate" or "excellent" during the baseline year (x axis) and this percentage during the 2013–14 results (y axis). We include four scatterplots for each grade level (2–4, 5–8, and 9–12): the two safety subscales (emotional and physical safety), student support, and peer social and emotional competence. The case study school plot points are highlighted and labeled. A trend line with a slope of 1 has been added to facilitate interpretation of the data. If a school's plot point is *above* the slope line, conditions at the school improved since the baseline year. If a school's plot point is *below* the slope line, conditions for learning at that school have declined since the baseline year. If a school's plot point is on or very close to the slope line, there was little or no change in the school's conditions for learning since the baseline year. Also, if a school's plot point is on the x or y axis, survey data were available for only one of the two years used for this analysis.

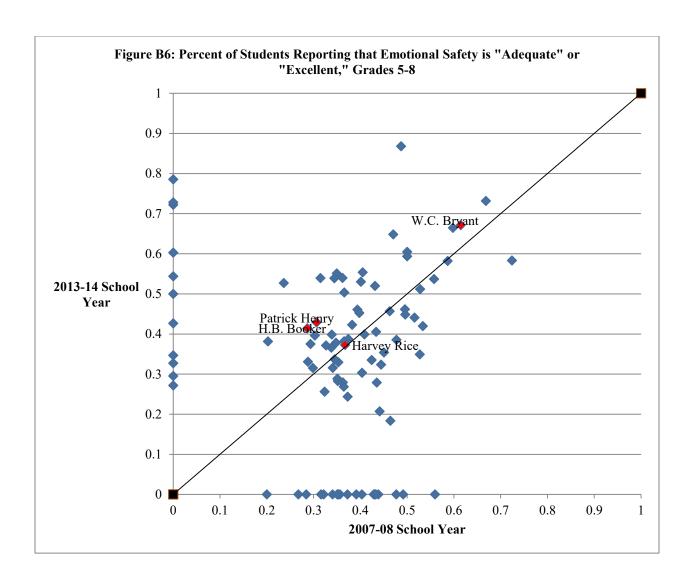


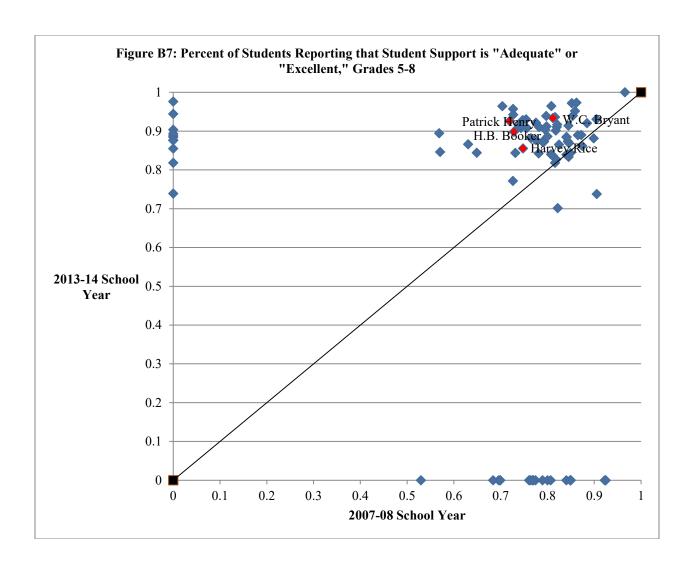


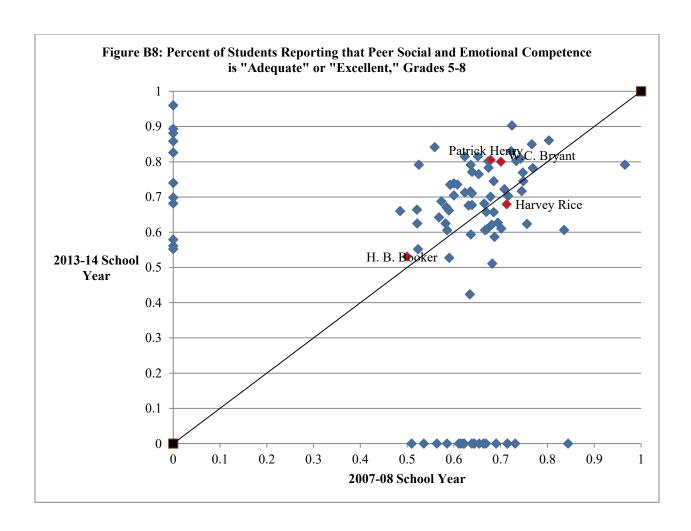


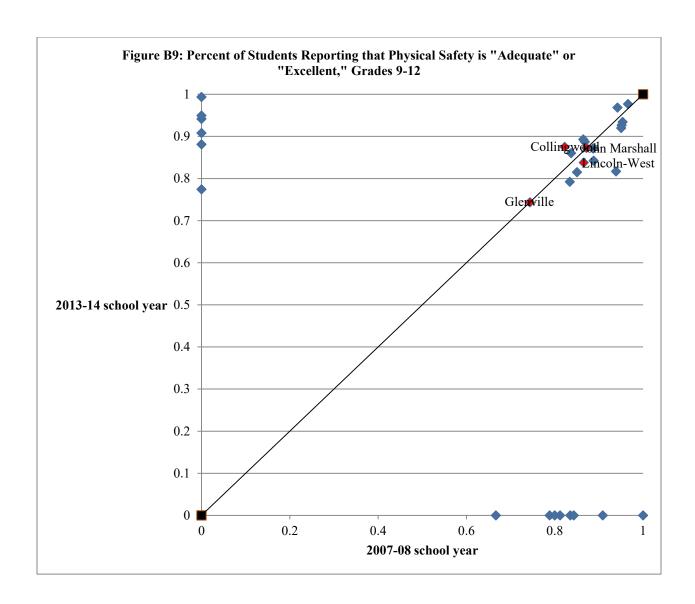


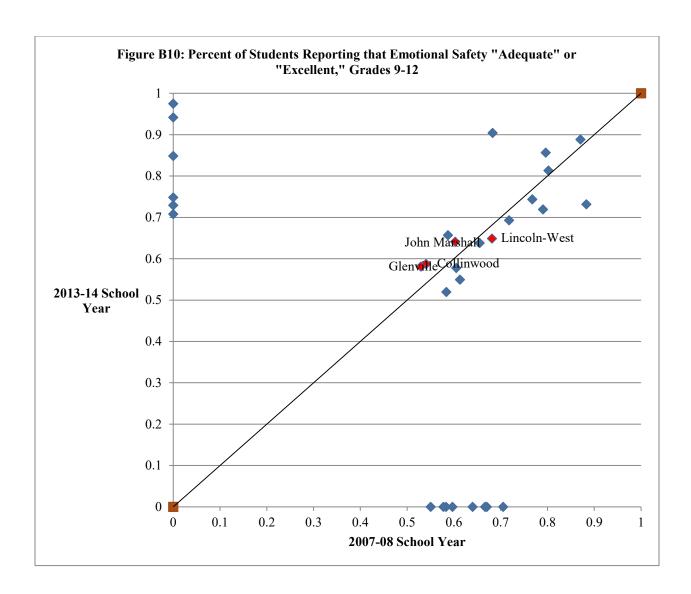


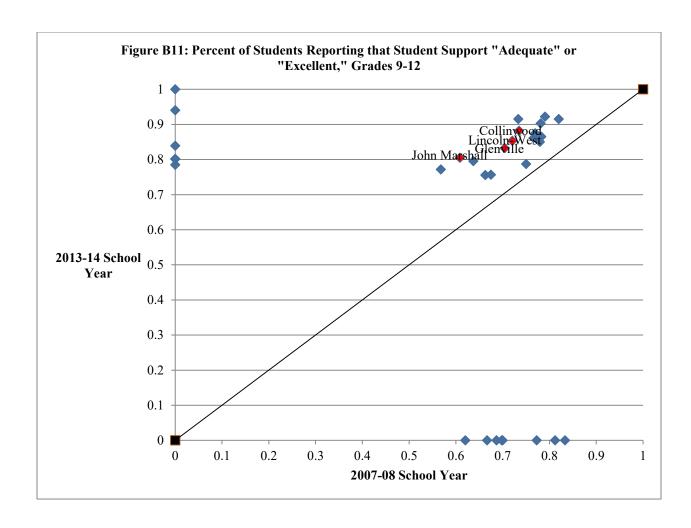


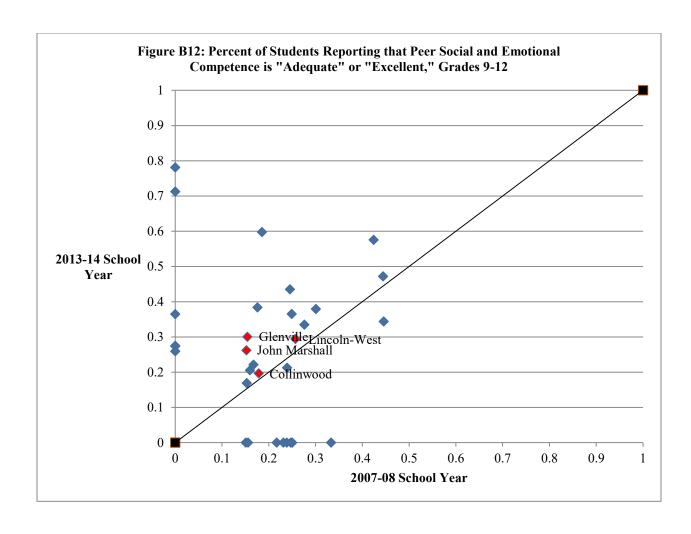












Appendix C: School Performance Index Analyses

We began with a goal to replicate analyses that were previously done in which we examined how much of the variability in a school's Performance Index could be explained by the Conditions For Learning (CFL) Survey scale categories (the percentage of youth reporting adequate or higher values on each of the four scales). We then considered the incremental gain in explained variance that could be accounted for by introducing the attendance rate to the model with the CFL scales. Since we do not have access to the raw data used to generate the Performance Index, it was important that we maintained the unit of analysis (i.e., the individual school) at which the Performance Index is available. The sample size for each analysis is a function of the number of schools at that level (i.e., elementary, middle and high school) in which we had data for a particular year on the Performance Index, the CFL scales, and attendance. Since there are differences in the CFL Survey instruments administered at the elementary and middle schools, we elected to keep those groups (i.e., Grades 2–4 and 5–8) separate for the purposes of these analyses.

Step 1.

The first step of the analysis was to estimate a series of OLS Regression models in which we estimated a model with the CFL scales as the predictors of the Performance Index for each academic year. We then re-estimated the same model with the addition of the attendance rate as another predictor. In each table below we report the R² for the model with only the CFL scales and then the R² for the model in which attendance rate is included.

Results confirm earlier analyses:

- For Grades 2–4, the CFL Scales account for more than 45% of the variability in the Performance Index. (Note that the results for 2010–11 stand out as an anomaly in each of the three school levels. We don't know of any reasons for the 2010–11 results as shown here.)
- When attendance is introduced into the model, then the amount of variability in the Performance Index that is explained by the predictors increases to more than 50%.
- In the most recent school year, we find the strongest effects—the CFL scales account for 63% of the variability in the Performance Index and adding attendance to the model brings the explained variability in Performance Index to 75%.

Table C1: Results for Grades 2-4

	2008–09	2009–10	2010–11	2011–12	2012–13
Model with CFL Scales	.495	.443	.263	.474	.633
Model with CFL Scales and Attendance	.557	.526	.383	.590	.748
N	71	72	76	72	71

For Grades 5–8, we find:

• The CFL Scales account for about 60% of the variability in the Performance Index in most of the years examined.

- When attendance is introduced into the model, then the amount of variability in the Performance Index that is explained by the predictors increases to as much as 67%.
- Again, in the most recent school year, we find some of the strongest effects.

Table C2: Results for Grades 5–8

	2008–09	2009–10	2010–11	2011–12	2012–13
Model with CFL Scales	.615	.501	.318	.610	.593
Model with CFL Scales and Attendance	.671	.532	.399	.666	.671
N	68	69	76	71	69

And then for the high schools, we find:

- The CFL Scales account for more than 65% of the variability in the Performance Index.
- When attendance is introduced into the model, then the amount of variability in the Performance Index that is explained by the predictors increases to more than 70%.
- In the most recent school year, we find some of the strongest effects—the CFL scales account for 79% of the variability in the Performance Index and adding attendance to the model brings the explained variability in Performance Index to 84%.

Table C3: Results for Grades 9–12

	2008–09	2009–10	2010–11	2011–12	2012–13
Model with CFL Scales	.579	.854	.649	.694	.793
Model with CFL Scales and Attendance	.590	.881	.651	.708	.839
N	25	26	26	24	20

Step 2.

Next we looked to unpack the results and examine how the CFL scales are related to the Performance Index. The individual scale categories in which the percentage of the youth in the schools rating each particular dimension as adequate or better is represented are actually rather highly correlated with one another. In addition, the attendance rate is also highly correlated with the individual scale categories. As such, the estimation of regression models in which all of the CFL scales and the attendance rate are included as predictors is complicated by issues related to multicollinearity.

We take steps to address the multicollinearity (described subsequently), but first we consider the individual bivariate correlations between the Performance Index and the attendance rate and the CFL scale categories. These results are presented here for each of the three school grade levels and across the five academic years under examination here. For the analyses considered here, we also disaggregated the School Safety CFL scale into two components: emotional safety and physical safety.

For Grades 2–4:

- We find strong positive associations between the Performance Index and the attendance rate, particularly in the most recent school years.
- We also find consistently positive and (in the most recent school years) strong correlations between the Performance Index and the students' perceptions of both physical and emotional safety.
- There are moderately strong associations between the Performance Index and student perceptions of peer social and emotional competence and student support.

Table C4: Bivariate Correlations with Performance Index, Grades 2-4

	2008–09	2009–10	2010–11	2011–12	2012–13
Emotional Safety	.459	.583	.464	.528	.711
Physical Safety	.660	.616	.446	.627	.608
Peer Social and Emotional Competence	.437	.395	.354	.355	251
Student Support	.413	.513	.262	.436	.384
Challenge	.156	.194	.027	.091	.344
Attendance	.511	.472	.527	.667	.655

For Grades 5–8:

- We find strong positive associations between the Performance Index and the attendance rate, particularly in the most recent school years.
- We also find consistently positive strong correlations between the Performance Index and the students' perceptions of both physical and emotional safety.
- There are moderately strong associations between the Performance Index and student perceptions of peer social and emotional competence and challenge.

Table C5: Bivariate Correlations with Performance Index, Grades 5-8

	2008–09	2009–10	2010–11	2011–12	2012–13
Emotional Safety	.590	.633	.440	.606	.747
Physical Safety	.705	.594	.522	.641	.676
Peer Social and Emotional Competence	.461	.451	.311	.428	.561
Student Support	.191	.210	.204	.247	.322
Challenge	.504	.394	.401	.527	.394
Attendance	.615	.522	.549	.650	.658

For Grades 9–12:

• We find strong positive associations between the Performance Index and the attendance rate, particularly in the most recent school years.

- We also find consistently positive and (in the most recent school years) strong correlations between the Performance Index and the students' perceptions of emotional safety, physical safety, peer social and emotional competence, and challenge.
- There are moderately strong associations between the Performance Index and student perceptions of student support.

Table C6: Bivariate Correlations with Performance Index, Grades 9–12

	2008–09	2009–10	2010–11	2011–12	2012–13
Emotional Safety	.173	.791	.584	.688	.718
Physical Safety	.284	.706	.579	.605	.687
Peer Social and Emotional Competence	.017	.726	.573	.724	.727
Student Support	.257	.464	.183	.352	.453
Challenge	.433	.898	.657	.640	.745
Attendance	.387	.873	.567	.684	.829

Step 3.

We then sought to consider the independent effects of the different CFL scales on the Performance Index. To be able to use Regression Analysis for this purpose, we need to transform our measures to address the multicollinearity issues. First, we centered the data by subtracting the mean and transforming each variable to a z-score. Then we used principal components analysis to create six orthogonal measures so that each of the five CFL scale categories and the attendance rate are now uncorrelated with each other. In the regression results that follow, we can now examine which predictors are independently associated with the Performance Index. Results are presented by school level and by year. For Grades 2–4 and 5–8, we were able to transform the six predictors (the five CFL scale categories and the attendance rate) into six distinct factor scores using the principal component analyses. Since attendance rate is consistently related to the Performance Index, the most complete depiction of the independent effects of the various CFL scales is found in the second model in each table.

For Grades 2–4 across the five years, we found:

- The attendance rate is positively associated with the Performance Index and is consistently one of the strongest predictors in the model. In the three most recent academic years, attendance rate was the strongest predictor of Performance Index.
- Safety is the most important CFL scale in predicting the Performance Index. This is consistently true across the five years. In the earlier years physical safety was the strongest predictor in the model. Emotional safety is a significant predictor and in the most recent years has been as important as physical safety in predicting Performance Index.
- Student support and peers social and emotional competence are often significant predictors of the Performance Index, although these results are not consistent across the five years.

Table C7: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2–4, 2012–13

Predictor Variables	,	M	lodel	1	M	1odel 2	2
		В		t-value	В		t-value
(Constant)	72	2.532			72.532		
Physical Safety	4	.932	*	4.306	4.932	*	6.132
Emotional Safety	5	.874	*	5.129	5.874	*	7.304
Challenge	-3	3.341	*	-2.917	-3.341	*	-4.154
Student Support	1	.505		1.314	1.505		1.871
Peer Social and Emotional Competence	2	2.663	*	2.325	2.663	*	3.310
Attendance					6.622	*	8.234
	N		71			71	
	R ²		.633			.748	
*p<.05							

Table C8: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2–4, 2011–12

Predictor Variables		N	1odel	1	М	Model 2		
		В		t-value	В		t-value	
(Constant)		74.363			74.363			
Physical Safety		5.588	*	4.197	5.588	*	5.461	
Emotional Safety		2.605		1.957	2.605	*	2.546	
Challenge		878		660	878		858	
Student Support		2.437		1.830	2.437	*	2.381	
Peer Social and Emotional Competence		2.025		1.521	2.025	*	1.979	
Attendance					6.996	*	6.837	
	N		72			72		
	R^2		.474			.590		
*p<.05								

Table C9: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2–4, 2010–11

(Hacquate and Breen	· ,	-0- 0-4		-,			
Predictor Variables		N	/lodel	1	M	odel :	2
		В		t-value	В		t-value
(Constant)		73.842			73.968		
Physical Safety		3.304	*	2.428	3.172	*	2.689
Emotional Safety		2.648		1.908	2.892	*	2.401
Challenge		407		301	460		392
Student Support		.411		.290	.742		.602
Peer Social and Emotional Competence		2.768	*	2.041	2.871	*	2.441
Attendance					5.838	*	4.915
	N		76			76	
	R ²		.263			.383	
*p<.05							

Table C10: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent")) for Grades 2–4, 2009–10

Predictor Variables		Mode	el 1		Mod	el 2
	В		t-value	В		t-value
(Constant)	73.201			73.201		
Physical Safety	4.768	*	4.236	4.768	*	4.800
Emotional Safety	3.814	*	3.389	3.814	*	3.840
Challenge	.988		.878	.988		.995
Student Support	3.152	*	2.801	3.152	*	3.173
Peer Social and Emotional Competence	1.849		1.643	1.849		1.861
Attendance				4.413	*	4.443
	N		72			72
	R ²		.443			.526
*p<.05						

Table C11: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2 –4, 2008–09

(-,				
Predictor Variables	Model 1			М	Model 2		
	В		t-value	В		t-value	
(Constant)	71.513			71.513			
Physical Safety	6.324	*	5.638	6.324	*	6.428	
Emotional Safety	3.689	*	3.289	3.689	*	3.750	
Challenge	1.042		.929	1.042		1.059	
Student Support	1.332		1.187	1.332		1.354	
Peer Social and Emotional	1.284		1.145	1.284		1.305	

Competence Attendance				
Attendance			4.455 * 4.52	28
	N	71	71	
		• •		
	R ²	.495	.557	
*p<.05				

For Grades 5–8 across the five years, we found:

- The attendance rate is positively associated with the Performance Index and is consistently one of the strongest predictors in the model. In most of the academic years, attendance rate was the strongest predictor of Performance Index.
- Safety is the most important CFL scale in predicting the Performance Index. This is consistently true across the five years. In the earliest year, physical safety was a stronger predictor than emotional safety. Since the second year under examination, emotional safety has been a stronger predictor than physical safety in each of the subsequent periods.
- Challenges is also a significant predictor of the Performance Index in three of the five years under examination here. Peer social and emotional competence is a significant predictor only for the most recent academic year.
- Student support is not found to be a significant predictor of the Performance Index in any of the years considered here.

Table C12: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2012–13

Predictor Variables		N	1odel	1	N	Model 2		
		В		t-value	В		t-value	
(Constant)		72.338			72.338			
Physical Safety		3.930	*	3.158	3.930	*	4.169	
Emotional Safety		6.536	*	5.253	6.536	*	6.934	
Challenge		1.979		1.591	1.979	*	2.100	
Student Support		1.536		1.234	1.536		1.629	
Peer Social and Emotional Competence		2.369		1.904	2.369	*	2.514	
Attendance					6.515	*	6.912	
	Ν		69			69		
	R ²		.593			.671		
*p<.05								

Table C13: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2011–12

Predictor Variables	Mo	del 1	М	Model 2		
	В	B t-value		t-value		
(Constant)	74.421		74.421			

Physical Safety		4.316	*	3.539	4.316	*	4.633
Emotional Safety		5.582	*	4.578	5.582	*	5.993
Challenge		4.167	*	3.418	4.167	*	4.473
Student Support		-1.066		874	-1.066		-1.144
Peer Social and Emotional Competence		1.119		.918	1.119		1.202
Attendance					6.411	*	6.882
	Ν		71			71	
	R^2		.610			.666	
*p<.05							

Table C14: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2010–11

Predictor Variables	,	Model 1			Model 2		
	В		t-value	В		t-value	
(Constant)	73.491			73.491			
Physical Safety	3.310	*	2.429	3.310	*	2.801	
Emotional Safety	3.891	*	2.856	3.891	*	3.293	
Challenge	1.695		1.244	1.695		1.434	
Student Support	.792		.581	.792		.670	
Peer Social and Emotional Competence	819		602	819		694	
Attendance				5.795	*	4.904	
	N	76			76		
	R ²	.318			.399		
*p<.05							

Table C15: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2009–10

Predictor Variables	Model 1			Model 2			
		В		t-value	В		t-value
(Constant)		72.590			72.590		
Physical Safety		2.522	*	2.230	2.522	*	2.550
Emotional Safety		5.498	*	4.861	5.498	*	5.558
Challenge		3.390	*	2.997	3.390	*	3.427
Student Support		.341		.301	.341		.344
Peer Social and Emotional Competence		835		738	835		844
Attendance					4.465	*	4.513
	Ν		69			69	
	R^2		.501			.532	
*p<.05							

Table C16: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2008–09

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Predictor Variables		Model 1			Model 2		
		В		t-value	В		t-value
(Constant)		70.551			70.551		
Physical Safety		4.885	*	4.805	4.885	*	6.060
Emotional Safety		4.151	*	4.084	4.151	*	5.150
Challenge		3.929		3.865	3.929	*	4.874
Student Support		.145		.143	.145		.180
Peer Social and Emotional Competence		135		133	135		167
Attendance					4.942	*	6.131
	Ν		68			68	
	R^2		.615			671	
_*p<.05							

For the high schools, we did not find that it was always possible to have the six variables in the model load on six distinct, independent principal components. To maintain consistency in the analyses with those presented for Grades 2–4 and 5–8, we maintained six factors for the model that included the CFL scale categories and the attendance rate (Model 2 in each of the tables above).

There are two key adjustments that we needed to make to some of the models we estimated. First, in some of the principal components analyses, while we constrained the analysis so that there were six factor scores, these factors did not always map directly to the six variables in the model. For instance, for 2012–13, one of the rotated factors included high loadings from both physical safety and emotional safety—signaling that those two subscales on safety are really part of one single factor and not necessarily two distinct constructs. In the tables we indicate where there are two different variables loading together. In addition, there is also a sixth factor that is generated from the model in which emotional safety loads minimally. In those cases where one variable loads with another variable and then also appears on its own with a lower factor loading, this is indicated with "**" in the table.

For Grades 9–12 we found:

- Challenge is consistently among the strongest predictors of the Performance Index.
- With the exception of the first year, physical safety and/or emotional safety are significant predictors of the Performance Index.
- The attendance rate is also a significant predictor of the Performance Index in each of the models.
- Peer social and emotional competence is a significant predictor of the Performance Index in some of the models, but not consistently so across all the years.
- Student support is not a significant predictor of the Performance Index in any of the models.

Table C17: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2012–13

Predictor Variables		Model 1	
	В		t-value
(Constant)	82.431		
Physical Safety/Emotional Safety	7.148	*	4.700
Emotional Safety**	1.409		.982
Challenge	6.814	*	4.734
Student Support	.512		.346
Peer Social and Emotional Competence	2.991	*	2.065
Attendance	9.595	*	6.673
	N	25	
	R ²	.839	
*p<.05; ** Low factor loading			

Table C18: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2011–12

(Tracquate and Execute	, 101	31 			
Predictor Variables			Model 1		
		В			t-value
(Constant)		81.613			
Physical Safety		4.036		*	2.139
Emotional Safety		6.223	:	*	3.400
Challenge		6.513	:	*	3.568
Student Support		.695			.357
Peer Social and Emotional Competence		2.607			1.394
Attendance		7.034	,	*	3.814
	N		26		
	R ²		.708		
*p<.05					

Table C19: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2010 –11

(Mucquate and Executing) 101 Grades / 12, 2010 11		
Predictor Variables	Mode	l 1	
	В		t-value
(Constant)	82.356		
Physical Safety	4.262		1.768
Emotional Safety/Peer Social- Emotional Competence	7.014	*	3.171
Challenge	8.067	*	3.676
Student Support	-2.738		987

Peer Social-Emotional		117		053
Competence**				
Attendance		5.337	*	2.458
	N	2	6	
	R ²	.6	51	
*p<.05; **Low factor loadings				

Table C20: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2009–10

(Aucquate and Execution	i jiui Gia	14007	10	
Predictor Variables			Model 1	
		В		t-value
(Constant)		82.788		
Physical Safety		5.019	*	4.342
Emotional Safety		3.305	*	2.859
Challenge		6.297	*	5.448
Student Support		2.154		1.864
Peer Social and Emotional Competence		3.300	*	2.855
Attendance		8.770	*	7.588
	N		24	
	R ²		.881	
*p<.05				

Table C21: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2008–09

Predictor Variables	4657 12, 2000	Model 1	
	В		t-value
(Constant)	76.865		
Physical Safety/Emotional Safety	3.678		.894
Emotional Safety**	-5.459		-1.327
Challenge **	6.972		1.695
Student Support	5.956		1.448
Peer Social and Emotional Competence	-9.217	*	-2.241
Attendance/Challenge	10.204	*	2.481
N		20	
R ²		.590	
*p<.05; ** Low factor loadings			

Appendix D: Conditions for Learning School Network Analyses

For each grade level, the tables that follow show the percentage of students within each network who identified their school's conditions for learning as "adequate" or "excellent" and indicates whether or not it was significantly different from the percentage for each of the other networks. An asterisk (*) denotes a statistically significant difference and "NS" indicates percentages that are not statistically different.

Table D1: Significance Tables for Grades 2-4 Network Analysis

	Percentage "Adequate" or "Excellent"	Growth	Refocus	Repurpos e	SIG	Investment	Transformation
Physical Safety		77%	71%	72%	74%	72%	87%
Growth	77%	NS	*	*	NS	*	*
Refocus	71%	*	NS	NS	NS	NS	*
Repurpose	72%	*	NS	NS	NS	NS	*
SIG	74%	NS	NS	NS	NS	NS	NS
Investment	72%	*	NS	NS	NS	NS	*
Transformation	87%	*	*	*	NS	*	0
Emotional Safety		30%	22%	26%	26%	24%	46%
Growth	30%	NS	*	*	*	*	*
Refocus	22%	*	NS	*	*	NS	*
Repurpose	26%	*	*	NS	NS	NS	*
SIG	26%	*	*	NS	NS	NS	*
Investment	24%	*	NS	NS	NS	NS	*
Transformation	46%	*	*	*	*	*	0
Support		69%	67%	69%	71%	71%	79%
Growth	69%	NS	NS	NS	NS	NS	*
Refocus	67%	NS	NS	NS	*	*	*
Repurpose	69%	NS	NS	NS	NS	NS	*
SIG	71%	NS	*	NS	NS	*	NS
Investment	71%	NS	*	NS	*	NS	*
Transformation	79%	*	*	*	NS	*	0
Peer Social and Emotional Competence		81%	80%	83%	84%	83%	87%
Growth	81%	NS	NS	NS	*	NS	*
Refocus	80%	NS	NS	*	*	NS	*
Repurpose	83%	NS	*	NS	NS	NS	*
SIG	84%	*	*	NS	NS	NS	*
Investment	83%	NS	NS	NS	NS	NS	*
Transformation	87%	*	*	*	*	*	0

^{*}Statistically significant difference (p < .05); "NS" indicates no significant difference.

Table D2: Significance Tables for Grades 5–8 Network Analysis

	Percentage "Adequate" or "Excellent"	Growth	Refocus	Repurpose	SIG	Investment	Transformation
Physical Safety		81%	76%	80%	78%	76%	87%
Growth	81%	NS	*	NS	*	*	*
Refocus	76%	*	NS	*	NS	NS	*
Repurpose	80%	NS	*	NS	NS	*	*
SIG	78%	*	NS	NS	NS	NS	NS
Investment	76%	*	NS	*	NS	NS	*
Transformation	87%	*	*	*	NS	*	0
Emotional Safety		45%	36%	46%	48%	39%	58%
Growth	45%	NS	*	NS	NS	*	*
Refocus	36%	*	NS	*	*	NS	*
Repurpose	46%	NS	*	NS	NS	*	*
SIG	48%	NS	*	NS	NS	*	*
Investment	39%	*	NS	*	*	NS	*
Transformation	58%	*	*	*	*	*	0
Support		89%	88%	89%	90%	91%	87%
Growth	89%	NS	NS	NS	NS	NS	NS
Refocus	88%	NS	NS	NS	*	*	NS
Repurpose	89%	NS	NS	NS	NS	NS	NS
SIG	90%	NS	*	NS	NS	*	NS
Investment	91%	NS	*	NS	*	NS	*
Transformation	87%	NS	NS	NS	NS	*	0
Peer Social and Emotional Competence		69%	66%	73%	73%	68%	78%
Growth	69%	NS	NS	*	*	NS	*
Refocus	66%	NS	NS	*	*	NS	*
Repurpose	73%	*	*	NS	NS	*	*
SIG	73%	*	*	NS	NS	*	*
Investment	68%	NS	NS	*	*	NS	*
Transformation	78%	*	*	*	*	*	0

^{*}Statistically significant difference (p < .05); "NS" indicates no significant difference.

Table D3: Significance Tables for Grades 9–12 Network Analysis

	Percentage "Adequate" or "Excellent"	Growth	Refocus	Repurpose	SIG	Investment	Transformation
Physical Safety		88%	89%	88%	82%	82%	94%
Growth	88%	NS	NS	NS	*	*	*
Refocus	89%	NS	NS	NS	*	*	*
Repurpose	88%	NS	NS	NS	*	*	*
SIG	82%	*	*	*	NS	NS	NS
Investment	82%	*	*	*	NS	NS	*
Transformation	94%	*	*	*	NS	*	0
Emotional Safety		72%	69%	74%	61%	57%	82%
Growth	72%	NS	NS	NS	*	*	*
Refocus	69%	NS	NS	*	*	*	*
Repurpose	74%	NS	*	NS	*	*	*
SIG	61%	*	*	*	NS	NS	*
Investment	57%	*	*	*	NS	NS	*
Transformation	82%	*	*	*	*	*	0
Support		87%	81%	85%	83%	83%	88%
Growth	87%	NS	*	NS	NS	NS	NS
Refocus	81%	*	NS	*	NS	NS	*
Repurpose	85%	NS	*	NS	NS	NS	NS
SIG	83%	NS	NS	NS	NS	*	NS
Investment	83%	NS	NS	NS	*	NS	*
Transformation	88%	NS	*	NS	NS	*	0
Peer Social and Emotional Competence		36%	30%	35%	32%	24%	46%
Growth	36%	NS	*	NS	NS	*	*
Refocus	30%	*	NS	*	NS	*	*
Repurpose	35%	NS	*	NS	NS	*	*
SIG	32%	NS	NS	NS	NS	*	*
Investment	24%	*	*	*	*	NS	*
Transformation	46%	*	*	*	*	*	0

^{*}Statistically significant difference (p < .05); "NS" indicates no significant difference.

Appendix E: Principal Survey Results

The following table displays the results for each item from the survey of Cleveland Metropolitan School District principals. The survey questions are listed in the order they appeared in the survey and grouped based on the Likert-type response options that were used. The table is divided into two sections. For each item from the survey, the distribution of responses is provided for the entire school district. So, for instance, 28% of all respondents indicated they "strongly agreed" that their school was on the right track to ensure that every student is physically safe. For that same item, 66% of all respondents "agreed," 6% of all respondents "disagreed," and 0% of all respondents "strongly disagreed." The second section, represented in the rightmost two columns, compare the case study schools to the non-case study schools using the percentage of the schools' principals who responded to the question with the two responses that indicated the greatest degree of agreement with the statement. For example, the last two columns represent the percentage of principals who responded with "agree" or "strongly agree."

CMSD Principal Survey Item		All Sci	nools		Case Study Schools	Non-Case Study Schools
Please indicate how much you agree or disagree with the following statements about your school this school year.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
My school is on the right track to ensure that every student is physically safe.	0%	6%	66%	28%	91%	94%
My school is on the right track to ensure that every student understands his or her emotions.	3%	17%	68%	11%	64%	81%
My school is on the right track to ensure that every student effectively manages his or her emotions.	3%	18%	69%	9%	55%	81%
My school is on the right track to ensure that every student understands what positive relationships look like.	3%	15%	70%	11%	64%	83%
My school is on the right track to ensure that every student develops positive relationships with peers.	3%	9%	80%	8%	73%	90%
My school is on the right track to ensure that every student has at least one adult in the school who cares about him or her.	0%	10%	63%	26%	73%	91%
Staff, caregivers, and community members at my school have a shared vision for conditions for learning.	2%	22%	55%	17%	36%	77%
Please indicate how often the following statements about safety and discipline at your school are true this school year.	Rarely or Never	Sometimes	Almost Always	Always	Almost Always or Always	Almost Always or Always
I feel physically safe at my school.	2%	7%	36%	55%	100%	90%
Bullying is a problem at my school.	23%	68%	5%	4%	27%	7%
My school's discipline plan is implemented well.	2%	30%	52%	16%	45%	71%
School entrances at my school are monitored throughout the school day.	5%	20%	35%	39%	82%	73%
School entrance security devices at my school are always operational during the school day.	6%	9%	27%	57%	91%	83%
My school's entrance security process interferes with students' getting to class on time.	73%	13%	5%	7%	18%	11%
My school has effective discipline procedures in place.	1%	15%	59%	25%	82%	84%
Security personnel at my school are effective.	12%	24%	38%	25%	73%	62%

Please indicate how much you agree or disagree with the following statements about your school this school year.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
There are disparities in the ways teachers respond to different groups of students.	11%	32%	39%	15%	55%	54%
There are disparities in the ways school staff respond to students who express their gender in diverse ways(for example, male students who do not act "masculine" enough or female students who do not act "feminine" enough).	27%	50%	12%	3%	27%	14%
Staff intervene to stop instances when students are harassed because of their gender expression.	5%	6%	49%	18%	55%	69%
There are disparities in the way school staff respond to students who are, or are perceived to be, lesbian, gay, or bisexual.	26%	58%	6%	3%	0%	13%
Staff intervene to stop instances when students are harassed because of their actual or perceived sexual orientation.	10%	6%	52%	23%	71%	75%
To the best of your knowledge, what proportion of students in your school has experienced the following issues this school year?	Very Few or None	Some	Quite a Few	Most or All	Quite a Few, Most, or All	Quite a Few, Most, or All
A caregiver has been incarcerated.	25%	36%	37%	2%	27%	40%
A close family member has died.	20%	47%	26%	7%	40%	32%
There is not enough food to eat at home.	13%	52%	28%	7%	36%	34%
They have witnessed violence at home.	16%	34%	38%	11%	55%	49%
They have witnessed violence in the community.	8%	25%	44%	22%	64%	67%
In your opinion, to what extent do the following student experiences affect students' achievement at school?	A Little or Not at All	Somewhat	Quite a Bit	Significantly	Quite a Bit or Significantly	Quite a Bit or Significantly
A caregiver has been incarcerated.	14%	32%	25%	29%	45%	55%
A close family member has died.	13%	26%	34%	27%	64%	61%
There is not enough food to eat at home.	10%	30%	27%	32%	45%	61%
They have witnessed violence at home.	6%	32%	27%	35%	55%	63%
They have witnessed violence in the community.	9%	33%	31%	27%	45%	60%

In your opinion, to what extent do the following student experiences affect students' behavior at school?	A Little or Not at All	Somewhat	Quite a Bit	Significantly	Quite a Bit or Significantly	Quite a Bit or Significantly
A caregiver has been incarcerated.	12%	25%	33%	30%	55%	64%
A close family member has died.	10%	31%	31%	29%	55%	60%
There is not enough food to eat at home.	17%	30%	29%	24%	45%	54%
They have witnessed violence at home.	11%	20%	33%	36%	45%	72%
They have witnessed violence in the community.	17%	22%	33%	28%	45%	63%
Please indicate how much you agree or disagree with the following statements about the approaches of your school's teachers this school year.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
Teachers in this school work to ensure that the school is physically safe.	1%	7%	67%	25%	64%	96%
Teachers in this school work to ensure that students are respected by their peers.	1%	10%	64%	25%	73%	91%
Teachers in this school work to ensure that students feel cared about by adults in the school.	2%	8%	69%	21%	73%	92%
Teachers in this school look out for students' social–emotional needs.	0%	14%	67%	19%	73%	88%
Teachers in this school take personal responsibility for improving the quality of conditions for learning at this school.	2%	25%	57%	16%	45%	76%
Teachers in this school care about improving the quality of conditions for learning at this school.	2%	13%	65%	20%	73%	87%
Teachers in this school want every student to learn.	0%	14%	54%	32%	73%	87%
Teachers in this school have the resources to help every one of their students learn and succeed.	5%	30%	50%	15%	55%	67%
Please indicate how often the following statements are true in your school this school year.	Rarely or Never	Sometimes	Almost Always	Always	Almost Always or Always	Almost Always or Always
All school staff members treat one another with respect.	0%	27%	63%	10%	45%	76%
Teachers and students treat one another with respect.	1%	32%	62%	5%	36%	70%
The teachers at my school have high academic expectations for their students.	6%	36%	38%	21%	27%	62%

The teachers at my school have high behavioral expectations for their students.	3%	33%	45%	19%	27%	69%
The teachers at my school are committed to providing their students with the necessary supports to realize high academic expectations.	5%	42%	39%	15%	36%	56%
The teachers at my school are committed to providing their students with the necessary supports to realize high behavioral expectations.	6%	39%	48%	8%	27%	59%
The teachers at my school have the capacity to provide their students with the necessary supports to realize high academic expectations.	4%	38%	47%	12%	36%	61%
The teachers at my school have the capacity to provide their students with the necessary supports to realize high behavioral expectations.	5%	41%	47%	8%	27%	58%
Please indicate how much you agree or disagree with the following statements regarding resources and supports at your school this school year.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
I receive the necessary supports to build conditions for learning within my school.	4%	37%	51%	8%	45%	60%
My school is able to support students who have experienced challenges outside of school, such as incarceration of a loved one or witnessing violence.	5%	41%	43%	9%	36%	54%
My school is able to meet students' social—emotional learning through a combination of supports from district staff, school staff, and/or external agency staff.	2%	26%	63%	9%	73%	72%
Supports to address students' social—emotional learning at my school are effective.	3%	34%	55%	7%	45%	63%
Supports to address students' social—emotional learning at my school are coordinated.	5%	31%	55%	9%	60%	64%
I am knowledgeable about the purpose of my school's Student Support Team.	0%	3%	48%	50%	100%	97%
My school's Student Support Team is an effective resource to address student needs.	2%	9%	64%	23%	80%	89%
My school's Student Support Team meets weekly.	3%	10%	46%	42%	73%	89%
I am pleased that my school has a Student Support Team.	1%	5%	47%	44%	73%	94%
I am knowledgeable about the purpose of my school's Planning Center.	0%	3%	38%	57%	91%	96%

My school's Planning Center is an effective resource to address student needs.	9%	20%	44%	24%	55%	70%
I am pleased that my school has a Planning Center.	3%	14%	45%	36%	73%	82%
Please indicate how often the following statements about caregiver and community involvement at your school this school year are true.	Rarely or Never	Sometimes	Almost Always	Always	Almost Always or Always	Almost Always or Always
The staff work hard to build trusting relationships with students' caregivers.	12%	47%	33%	9%	9%	46%
I feel respected by my students' caregivers.	2%	26%	56%	16%	55%	74%
My school embraces cultural diversity.	3%	23%	39%	33%	45%	75%
Students' caregivers come to events at my school.	11%	55%	23%	11%	9%	37%
My school facilitates positive collaboration with the community (i.e. social service providers, private sector).	12%	28%	49%	12%	36%	63%
Please indicate how much you agree or disagree with the following statements about your school district this school year.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
The school district is on the right track to ensure that every student is physically safe.	0%	16%	69%	14%	82%	83%
The school district is on the right track to support every student's social—emotional learning.	0%	25%	68%	7%	82%	74%
The school district is on the right track to ensure that every student is connected to at least one caring adult in his or her school.	1%	21%	69%	8%	73%	78%
Please indicate how much you agree or disagree with the following statements about the behavior of your school's academic superintendent.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
The Academic Superintendent at my school						
treats me with respect.	0%	2%	40%	56%	82%	98%
\ldots about improving the quality of conditions for learning at this school.	0%	6%	44%	47%	82%	92%
emphasizes my responsibility in helping to create conditions that help students learn.	0%	4%	49%	46%	91%	94%
emphasizes the importance of addressing disparities in student outcomes.	0%	7%	45%	47%	91%	91%

uses my school's conditions for learning data to guide school improvement planning.	2%	20%	38%	32%	45%	73%
Please indicate how often the following statements about the actions of your school's academic superintendent this school year are true.	Rarely or Never	Sometimes	Almost Always	Always	Almost Always or Always	Almost Always or Always
Through his or her actions, the academic superintendent for my school indicates he or she is concerned with ensuring that						
this school is physically safe.	8%	13%	36%	40%	73%	76%
students are respected by their peers.	11%	19%	33%	34%	64%	67%
students feel cared about by adults in the school.	8%	13%	38%	38%	73%	76%
students understand their emotions.	13%	21%	32%	29%	55%	62%
students effectively manage their emotions.	12%	19%	37%	28%	55%	66%
students understand what positive relationships look like.	10%	19%	34%	33%	73%	66%
students develop positive relationships with peers.	12%	16%	35%	32%	73%	67%

Appendix F: School Visit Findings

The following information summarizes key findings from the analyses of school visit data. It is organized around the key areas of focus in the findings section: physical safety, emotional safety, student support, and peer-social emotional competence. In most cases, the school visit data found mixed progress and perspectives on conditions for learning in CMSD schools. This section includes verbatim examples that help to illustrate specific points that are summarized in the narrative of the report.

Physical Safety

Original Case Study Schools

- Relative to changes in physical safety based on the perspectives of key informants, one K-8 school improved, one K-8 declined, and opinions were mixed at the two high schools. Most students in all four schools stated that they felt physically safe in their schools. For example, they shared that fights were not a major concern or frequent in their schools, and gang activity, even if it was present in the neighborhood, did not happen within their school. Students and staff also noted the presence of metal detectors, checkpoints, and security personnel as assets creating a safe environment.
- Staff from one of the K-8 schools reported improved physical safety over the past few years. One staff member shared that gang activity increased in their school a few years prior, but this had since decreased so the physical safety of the school improved. One interviewee shared: "It had never been that bad before, even in the years when we had lots of gang fights. It wasn't so bad that people didn't want to be by themselves to go to the bathroom. I would say 2008, 2009, 2010 were like the worst years since I've been here. And I've seen up until this year there was steady improvement from 2009."
- However, some staff in the two high schools identified stairwells as "blind spots" in the school that could be unsafe and were often unmonitored, raising physical safety concerns. Another staff member who felt safe in their high school commented that it had too many entrances and not enough security to cover all of them. Other staff at this school also commented about the number of doors posing a safety concern: "It's hard when we have so many doors. I mean we have doors all over, so they are always getting popped open. The cameras have been working in our hallways this year, most of the cameras. When the cameras don't work the kids all seem to know it. So that's where, wherever the cameras are not working that's where the trouble happens. So as long as we keep the security system working, and operational, I think we will be ahead of the curve." Lastly, staff at one of the K-8 schools noted that the school was less physically safe compared to prior years because the school received a new group of "more aggressive" students.

²³ Among the four original case study schools, between the 2007–08 and 2013–14 school years, physical safety improved in Grades 2–4 in both elementary schools; and in Grades 5–8 in one of the elementary school based on the Conditions for Learning Survey. Physical safety declined in Grades 5–8 in one of the elementary schools and one high school and remained the same in the other high school.

New Case Study Schools

- Based on the perspectives of key informants and similar to the original case study schools, physical safety improved in one K-8 school and declined in one high school over the previous 5 years (or over the period of time that participants were familiar about for their school), while perspectives were mixed in the remaining two schools.²⁴ In one of the K-8 schools, all key informants reported feeling safe. This new building also has enhanced the school's security measures. A teacher stated that "When you walk in the front door you're still enclosed, you have to get buzzed into the office. So just that extra measure. I've never seen that in a school—and then you have security there." Others noted that the new building's layout facilitated monitoring of student behavior.
- In three of the schools, some students and staff stated they felt safe whereas others mentioned that there were concerns such as fights and the lack of security at entrances. For example, one teacher shared: "The last few years, with the decline in the security staff, though, and with this being a huge school, it's easy for people to get anything in here. Because it's very difficult if we only have a security officer, one on each floor, and you have who knows how many entrances and exits." Also, as noted with the original case study schools, at one of the high schools, stairwells were identified as places that could be unsafe and staff reported that there were too many entrances and not enough security to cover all of those entrances.
- Students in two focus groups (one K-8 and one high school) mentioned seeing some fights at their school, though these weren't frequent and sometimes were small, "personal" issues. Staff in the two high schools noted the presence of gangs in their neighborhood, which involved students in their schools, but stated that gang activity occurred outside of school. However, gang activity was not as salient a concern as found in the 2008 audit. Staff at one of the high schools also reported an increase in student fights compared to prior years.

Emotional Safety

Original Case Study Schools

- Students reported positive relationships with their peers in three of the original study schools and concerns in this area at the fourth school.²⁵ Also, teachers commented that, although students may use inappropriate language with each other and there may be tensions sometimes, the harsh language is normal.
- In contrast to these positive perspectives on emotional safety, in one high school (E), students had differing opinions about emotional safety in the school, stating that bullying

²⁴ Among the four new case study schools, between the 2007–08 and 2013–14 school years, physical safety improved in Grades 2–4 and 5–8 in both elementary schools; and in one of the high schools based on the Conditions for Learning Survey. Physical safety declined slightly in the second high school.

²⁵ Among the four original case study schools, between the 2010–11 and 2013–14 school years (Grades 2–4) and the 2007–08 and 2013–14 school years (Grades 5–8 and 9–12) emotional safety improved in all schools except Grades 2–4 at one school.

was an issue. One staff interviewee from this school noted an increase in bullying over time, and thought this was due to loss of teachers and increases in class sizes.

New Case Study Schools

Similar to the original case study schools, students and other key informants reported good relationships among students across the four new case study schools. Although students and teachers noted that there are a few instances of bullying (such as bullying through social media), they reported that most of this bullying is infrequent and did not report seeing changes in the levels of it compared to previous school years. For example, one high school student shared that, "[at] my old school everyone was judgmental and had all these little cliques and when I moved here [...] there's like one group of people, like one group of friends." A student at the other new case study high school shared that, "I feel like people like here it's like everybody is welcome. You don't get picked on about every single thing. Like people are more accepting so like it's just like if somebody just don't like you for an odd reason it's not just, it's just probably because they just don't like you for some reason. It's not because you're in a certain category." Also, during the teacher focus group at school A, one teacher commented that "as far as the students go, the majority of our students are respectful, good students."

Student Support

School Visits²⁷

- A majority of school staff in all eight schools reported having generally positive, supportive relationships with students. For example, one teacher shared that, "I'd like to think that with the, with my students I have a good rapport with them, some of them are defiant at times, and families if I reach to them, they are supportive of me and things that are, happen in the classroom. But I say that because I, like I said I feel like I have a good rapport with the middle school students." Another high school staff member commented that the "school does a good job with connecting students with caring adults." In most of the case study schools, key informants also pointed to planning centers as an effective support to respond to student behavioral concerns.
- Some challenges were evident from the perspectives of school staff. For example, teachers in four schools noted some negative student—teacher relationships in their schools. One teacher shared that, "some of the young people that we're dealing with right now are just downright nasty little individuals I don't even know if they good rapport with any of their teachers in some cases You got some that, you know they just they go out of their way to give you a hard time." Another focus group participant noted opportunity for improvement in student—teacher relationships: "I would say that a

²⁶ Among the four new case study schools, between the 2010–11 and 2013–14 school years (Grades 2–4) and the 2007–08 and 2013–14 school years (Grades 5–8 and 9–12), emotional safety improved in all schools and grade levels.

²⁷ Among the four original case study schools, between the 2007–08 and 2013–14 school years, student support improved in Grades 2–4 and Grades 9–12; and declined in Grades 5–8.

Among the four new case study schools, between the 2007–08 and 2013–14 school years, student support improved in all schools and grade levels.

- majority of the teachers try and have that positive relationship. But there are those ones that will never have that positive relationship with their students."
- School staff also noted several factors straining student—teacher relationships, such as poor student behavior, poor student attitudes, emphasis on the dress code, and teacher willingness/ability to effectively respond to issues. One school staff interviewee shared that their school needs to "get more teachers to kind of deal with situations, because a lot of teachers kind of escalate the situation with the kids" and "don't necessarily know the proper steps to help a kid out." A school leader also commented that teachers could make a greater effort to develop positive relationships with students: "I think they can improve, I think it's just that professional relationship where they really don't get to know the student except for a handful of the teachers and I think that's a barrier for a lot of students."
- Students generally reported feeling respected by teachers/staff. However, students in a few schools shared that they did not feel respected by their teachers. Factors fostering a sense of respect included teachers acknowledging/supporting students when they have done a good job, and teachers being kind/caring toward students. For example, students shared the following perspectives: "as far as the students go, the majority of our students are respectful, good students" and "[teachers] teach you stuff and keep us safe and they're really nice."

Student Behavior

Original Case Study Schools

- In the original case study schools, key informants were largely mixed in their responses about whether student behavior has improved over the past 5 years, with opinions diverging within the same schools. Across the four schools, opinions about student behavior suggested that it improved (1 school); improved or remained constant (1 school); improved or declined, with concerns about students being transferred from other schools contributing to problem behavior (1 school); and remained constant or declined (1 school).
- In three schools, some key informants reported that behavior has improved. For example, one interviewee noted that "yeah I haven't seen anywhere near the amount of students picking at or wanting to fight with teachers. There was a time when that was common play. Security would come to the room because this kid called me MF and threw a book at me I mean that was common play. I don't see that anymore." At two of these schools, some interviewees thought that aggressive student behavior was still a concern.
- In contrast, at two of these four schools, some key informants thought that behavioral issues had increased. One of these interviewees stated that an influx of new students has led to issues with student behavior: "we still have our obstacles and we still have our problems. The climate to me sometimes is a little different than the individual discipline that you deal with. You can control the climate sometimes as a whole taking the bitter with the sweet. But as far as the discipline I think that discipline problems have increased over the years. I think over the 12 years I see the discipline problems increase yearly."

Furthermore, at two of the four schools, some key informants reported that student behavior had not changed. For example, at one school an interviewee thought that separating the 9th grade students into a separate academy helped keep disruptive behavior from increasing: "moving the 9th graders out of here made the biggest difference we have ever had. ... When those kids moved over there [to the academy], that extra year to get mature enough to walk through the halls without being escorted, made such a difference. I mean really, because they weren't, we didn't have 40 kids in the hallway when the bell rang."

New Case Study Schools

- Like the original case study schools, key informants in the new case study schools also had mixed perspectives about whether student behavior has improved over the past 5 years with opinions again diverging within the same schools. Across the four schools, opinions about student behavior suggested that it improved (1 school); improved, remained constant, or declined (1 school); improved or declined (1 school); and remained constant (1 school). However, at all four schools, some key informants raised concerns about aggressive student behavior.
- At one of the new case study schools, key informants shared that student behavior had improved with a reported 30% decrease in incidences. One key informant also shared that "when I first started, there was a lot more physical fighting and being mean to special needs" students. The PCIA at one of the schools with reported improvements in student behavior pointed to the planning center as a resource in this area: "I think implementing planning centers definitely has changed things because planning centers are marketed to our students, 'there's a safe place to be,' and more times than not, even kids that are aggressive don't really want to fight. They feel forced to fight because I feel like I'm weak, if I have to cower down you know in front of my friends. So they can come in the planning center and talk it out and work it out and hopefully there's no action after that."
- In contrast, at another school a teacher raised the following concerns: "I do think that the aggression has increased. As I said I've seen more, girls attacking girls, you know, and it's usually over a boy. But I've seen more of that this year than I have in the past. ... I do feel that kids, the students need to be able to understand that the fighting is not a way." An interviewee at another school also pointed to concerns about behavior of female students: "there are more fights ... there are more in the last couple of years. Girls are more aggressive everywhere."

Student Mental Health and Experience of Traumatic Events

Original Case Study Schools

• Generally, key informants noted high levels of mental health needs among their students, and this concern was evident in each of the original case study schools. Key informants noted the presence of students who were experiencing high levels of depression, suicidal thoughts, and anxiety, as well as students who had experienced traumatic events. Most participants noted that students with mental health issues were a relatively small population in their school, though one participant stated they believed that 30 to 40% of their school's students had unmet mental health needs and another believed a large

- percentage (the participant did not specify a certain percentage) of their student population had unmet mental health needs. For example, one participant stated: "These kids, they just have issues ... they're just always anxious. And you don't know what went on in their neighborhood the night before they came in. You don't know what went on in their household the night before they came in."
- Participants at the two high schools provided input on whether the level of mental health issues in their schools had changed since 2009. At one of these schools, key informants commented that mental health issues among students had increased. At the other school, opinions varied. One key informant believed that the level of mental health issues in their school had remained the same, but believed that cutting among students had increased. Another participant from this school commented that the need for mental health students had grown.
- Key informants at the two high schools were worried that students' mental health needs were going unmet. These participants stated that they had many students with needs, but not enough staff to respond to these needs, and had requested more psychologists, psychiatrists, and social workers whose only job was to support these students. Student support teams and external providers such as Murtis Taylor Human Services and Ohio Guidestone (formerly Berea Children's Home and Family Services) were considered important to addressing some student mental health needs. For example, at one high school an interviewee commented that their mental health agency expanded their capacity to address students' mental health needs: "Our biggest asset is really our Guidestone lady who can actually do therapeutic services and refer to kids to psychiatric assistance and MD kind of support with medications, so she make referrals and get families on board. Without that help, we are really wallowing, because we have so many kids in this particular neighborhood who have been abused, been witness to abuse, been neglected, been living in poverty and gunshots daily."

New Case Study Schools

Like the original case study schools, concerns about the mental health needs of students were present in the four new case study schools. However, participants in these four schools had varied opinions about the proportion of students with mental health challenges. Participants in two of these schools stated that mental health issues among students are severe, but only in a small population of students. Participants in two other schools did not comment on how large a population of students had mental health issues; instead, they said that there were "a lot" of mental health needs (one K-8) or that they had seen students who were emotionally disturbed or experienced trauma (one high school). Like participants from the original case study schools, participants noted the presence of students who were depressed, or suicidal, as well as students who had experienced traumatic events. As one school leader shared: "I think a lot of our students have mental health issues. I think they are, a lot of them are stressed out I don't think that we're meeting all of their needs. We have a high special ed population we have a lot of students with emotional disturbance, ED disorder, and we're maintaining and doing what we can to help them be successful and to modify their behavior, but sometimes we're not successful."

• Key informants from both high schools were again worried that students' mental health needs were going unmet. As one school staff member shared, "We have such a high case load. And we kind of deal with the major situations the kids have about suicidal thoughts and that type of thing. And we've had some kinds in the school that have died over the year so we had to do huge school-wide counseling type things. And we have Murtis Taylor Counseling Agency, there's a social worker that comes here several times a week and she meets with students.... There's definitely a lot of kids that need the help, but we don't have the staff to provide all of that." Also, a key informant at one of the K-8 schools stated that their school had mental health supports, but they could benefit from more: we need "more psychologists[s] as well as probably a few psychiatrists[s].... We have a lot in this building, [but] we could use some more." Participants from one of the K-8 schools also reported an increase in attempted suicide as well as cutting among students.

Appendix G: Correlations Between Conditions for Learning and Disciplinary Incident Rates

Table G1: Correlations Between "Needs Improvement" on Conditions for Learning and Disciplinary Incident Rates, Grades 2–4

Scale	Disobedient/ Disruptive	Fighting/ Violence	Harassment/ Intimidation	Serious Bodily Injury
Safety	0.418**	0.451**	0.139	0.303*
Physical Safety	0.232	0.272	0.105	0.212
Emotional Safety	0.389**	0.440**	0.193	0.321*
Support	0.383**	0.319*	0.117	0.155
Peer Social and Emotional Competence	0.402**	0.332*	0.173	0.077
Challenge	0.297*	0.264	0.185	0.067

Table G2: Correlations Between "Needs Improvement" on Conditions for Learning and Disciplinary Incident Rates, Grades 5–8

Scale	Disobedient/ Disruptive	Fighting/ Violence	Harassment/ Intimidation	Serious Bodily Injury
Safety	0.127	0.192	0.014	0.072
Physical Safety	0.082	0.191	-0.062	0.004
Emotional Safety	0.109	0.166	0.002	0.048
Support	0.062	0.234	0.090	0.169
Peer Social and Emotional Competence	0.033	0.116	0.084	0.088
Challenge	-0.137	0.018	-0.124	0.006

Table G3: Correlations Between "Needs Improvement" on Conditions for Learning and Disciplinary Incident Rates, Grades 9–12

Scale	Disobedient/ Disruptive	Fighting/ Violence	Harassment/ Intimidation	Serious Bodily Injury
Safety	0.654**	0.360	0.598*	0.702**
Physical Safety	0.709**	0.570*	0.503*	0.646**
Emotional Safety	0.592*	0.425	0.590*	0.708**
Support	0.119	-0.240	0.059	0.087
Peer Social and Emotional Competence	0.406	0.183	0.489	0.409
Challenge	0.409	0.471	0.564*	0.382

^{*.} Correlation is significant at the 0.05 level (2-tailed).

^{**.} Correlation is significant at the 0.01 level (2-tailed).

Technical Notes

Measure: Disciplinary Incident Rates

- Operational definition: The number of out of school suspensions for (a) disobedient/disruptive behavior (D/D), (b) fighting/violence (F/V), (c) harassment/intimidation (H/I), and (d) incidents involving serious bodily injury (SBI) per student enrolled at the school. A separate rate was calculated for each type of incident.
- Source of data: Counts of disciplinary incidents as well as school-level enrollment data were obtained from http://education.ohio.gov (Ohio School Report Cards Advanced Reports).
- Preparation of measures: The database with the counts of disciplinary incidents and school enrollment were first imported to SPSS from Excel. For each school, the count of disciplinary incidents is linked to the other measures below using a code number that was specifically created for each school with the purpose of matching different data elements for this study. The counts for each type of incident were then divided by the number of students enrolled in each school to create four different disciplinary incident rates.
- <u>Sample size</u>: There were 17 high schools and 50 K–8 schools with available discipline data.
- Analyses: The disciplinary incident rates were used to compute bivariate correlations for:
 - o D/D and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales
 - o F/V and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales
 - o H/I and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales
 - SBI and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales

Measure: Intervention Implementation Fidelity

- Operational definition: The fidelity with which Humanware strategies were implemented at each school, as rated by the principals of the respective schools. The principals rated the fidelity of implementation as "high," "medium," or "low" for each of three different types of interventions.
- Source of data: Implementation fidelity data were provided by CMSD at AIR's request. Ratings were provided for three different interventions: student support teams (SST), planning centers, and Promoting Alternative Thinking Strategies (PATHS) (PATHS intervention is only used with students in Grades K–5).
- <u>Preparation of measures</u>: The implementation fidelity ratings were used as provided by CMSD.
- <u>Sample size</u>: Planning center ratings were available for 67 K–8 schools and 18 high schools. SST scores were available for 65 K–8 schools and 18 High Schools. PATHS

- scores were available for 62 K–8 schools (though again the implementation is only used with students in Grades K–5).
- <u>Analyses</u>: The following t-tests were computed to compare the mean disciplinary incident rates for schools with different levels of implementation fidelity:
 - Schools with "low" implementation fidelity versus schools with "high" implementation fidelity
 - Schools with "low" or "medium" implementation fidelity versus schools with "high" implementation fidelity
 - Schools with "low" implementation fidelity versus schools with "medium" or "high" implementation fidelity

Measure: Conditions for Learning (CFL) Scales/Subscales Scores

- Operational definition: The CFL scale scores indicate whether student response suggest that the conditions for learning at their school "need improvement," are "adequate," or are "excellent" along four different constructs: Safe and Respectful Climate (Physical and Emotional Safety subscales were created for the purpose of this analysis—the creation of those subscales is discussed below in the technical report); Challenge; Student Support; and Peer Social and Emotional Competence.
- <u>Source of data</u>: The CFL scales scores were provided in a student-level file by the researchers at AIR responsible for administering the survey in CMSD schools.
- Preparation of measure: The CFL scale scores were used as provided. The Physical and Emotional Safety subscale scores were created by replicating the process that was used to create the Safe and Respectful Environment scale score using only those items from the survey that corresponded to either the physical or emotional aspects of safety at the school, respectively. For portions of the analysis where it was important to connect the CFL scales with school-level data, the CFL scale scores were aggregated from the student level to the school level to create a proportion for each school that represented the percentage of students who felt that the conditions for learning at their school "need improvement."
- <u>Sample size</u>: The following tables provide the sample size for each year of CFL scale score data that were used in the analyses. There is a separate table for each of the scales. Because the scale scores are only generated if a student responded to a minimum number of items in that particular scale, the number of cases providing data in any one year varies across the different scales.

Table TN1: Safe and Respectful Climate					
School Year	Grades 2-4	Grades 5–8	Grades 9-12		
2007-08	N/A	12,359	9,804		
2008-09	9,276	11,575	9,103		
2009–10	8,628	11,236	8,429		
2010–11	8,691	10,722	7,915		
2011–12	7,920	10,101	7,550		
2012–13	7,485	9,350	7,478		
2013–14	7,114	9,028	5,781		

Table TN2: Challenge

School Year	Grades 2–4	Grades 5–8	Grades 9-12
2007–08	N/A	12,272	9,616
2008–09	9,276	11,575	9,103
2009–10	8,628	11,236	8,431
2010–11	8,691	10,722	7,915
2011–12	7,920	10,101	7,550
2012–13	7,547	9,350	7,478
2013–14	7,114	9,028	5,781

Table TN3: Student Support						
School Year	Grades 2-4	Grades 5–8	Grades 9–12			
2007–08	N/A	12,252	9,653			
2008–09	9,276	11,575	9,103			
2009–10	8,628	11,236	8,431			
2010–11	8,691	10,722	7,915			
2011–12	7,920	10,101	7,550			
2012–13	7,485	9,350	7,478			
2013–14	7,114	9,028	5,781			

Table TN4: Peer Social and Emotional Competence						
School Year	Grades 2-4	Grades 5–8	Grades 9–12			
2007–08	N/A	12,311	9,770			
2008-09	9,272	11,575	9,103			
2009–10	8,626	11,235	8,430			
2010–11	8,691	10,722	7,915			
2011–12	7,920	10,101	7,550			
2012–13	7,485	9,350	7,478			
2013–14	7,114	9,028	5,781			

Analyses:

- We conducted analyses to test for differences between groups (e.g., Black students in 2014 and White students in 2014) and across administration years (e.g., district wide 2008 vs. district wide 2014) in the percent of students who felt that the conditions for learning at their school needed improvement. Z-tests were calculated to determine if there were statistically significant differences between the groups and across the administration years.
- The baseline administration occurred one year later for students in Grades 2–4 than for students in Grades 5–8 and 9–12, and that is reflected in the cross-year comparisons. Also, the items on the emotional safety scale were inconsistent until the 2010–11 school year administration. For the cross-year comparison of the elementary student perceptions of emotional safety, the 2010–11 and 2013–14 administrations are compared. For the sake of brevity the administration school years are referred to by the year that ended the school year (e.g., the 2013–14 school year is referred to as the 2014 administration). For each scale, differences between the following groups were tested:

- Black students in 2014 vs. White students in 2014
- Black students in 2014 vs. Hispanic students in 2014
- White students in 2014 vs. Hispanic students in 2014
- Students with a disability in 2014 vs. students without a disability in 2014
- Males in 2014 and females in 2014
- Black students in 2008 vs. Black students in 2014
- Hispanic students in 2008 vs. Hispanic students in 2014
- White students in 2008 vs. White students in 2014
- Female students in 2008 vs. female students in 2014
- Male students in 2008 vs. male students in 2014
- Students with disabilities in 2008 vs. students with disabilities in 2014
- Students without disabilities in 2008 vs. students without disabilities in 2014
- An analysis was also conducted that compared the perceived conditions for learning among students in each of CMSD's school networks. The percent of students who felt that the conditions for learning were adequate or excellent was compared between the following school networks:
 - Growth
 - Refocus
 - Repurpose
 - Federal School Improvement Grant (SIG)
 - Investment
 - Transformation
- The CFL scale scores from the 2012–13 school year were used in a regression analysis looking at the relationship between the conditions for learning and CMSD school Performance Index (PI) scores.
- Another part of the analysis examined correlations between disciplinary incident rates and the percentage of students who felt that conditions for learning needed improvement at their school.

Measure: Attendance Rate (2012–13)

- Operational definition: The number of unexcused absences divided by the total number of days enrolled in the school
- Source of data: Attendance data were provided by CMSD at AIR's request.
- <u>Preparation of measures</u>: The number of unexcused absences were divided by the total number of days enrolled in the school for each student in the database. The individual attendance rates for each student were then aggregated to create an average attendance rate for each school.
- <u>Sample size</u>: The 2012–13 school year attendance data were available for 39,789 students, including 13,346 students in Grades 1–4, 12,715 students in Grades 5–8, and 13,728 students in Grades 9–12.
- <u>Analyses</u>: Attendance rate was used as a control variable in a regression analysis looking at the relationship between CFL scale scores and CMSD school PI scores.

Measure: Performance Index Scores

- Operational definition: PI scores are school-level measures indicating how well students performed on standardized testing conducted in Ohio. This includes Ohio Achievement Assessments and Ohio Graduate Tests.
- Source of data: http://education.ohio.gov (Ohio School Report Card Lists and Rankings)
- <u>Preparation of measures</u>: The PI scores were used in the exact format in which they were downloaded.
- <u>Sample size</u>: PI scores from the 2012–13 school year were available for 102 CMSD schools.
- <u>Analyses</u>: The PI scores were regressed on the 2012–13 school year CFL scale scores for all four scales and both subscales as well as the 2012–13 school year attendance rates.

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