R E P O R T R E S U M E S

ED 015 216 UD 000 792

STUDENT MOBILITY IN SELECTED MINNEAPOLIS SCHOOLS. REPORT NUMBER 1, MOBILITY OF ELEMENTARY SCHOOL CHILDREN IN HIGH AND LOW DELINQUENCY AREAS.

BY- FAUNCE, R.W. AND OTHERS
HENNEPIN COUNTY COMMUNITY HEALTH AND WELFARE COUNC

PUB DATE OCT 65

EDRS PRICE MF-$0.50 HC-$2.88 70P.

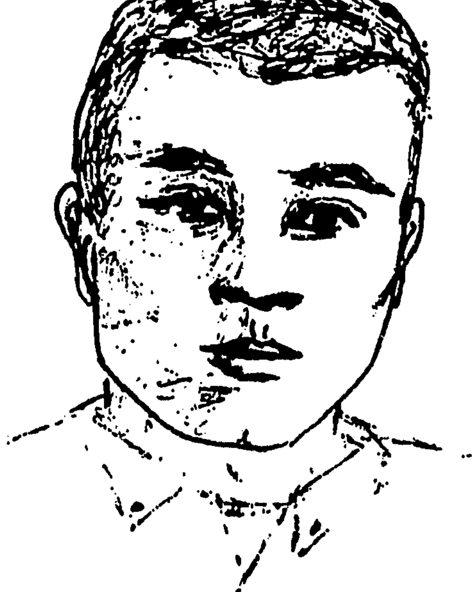
DESCRIPTORS- *COMPARATIVE ANALYSIS, *MOBILITY, *EDUCATIONAL MOBILITY, *DISADVANTAGED YOUTH, *ELEMENTARY SCHOOL STUDENTS, STUDENT RECORDS, DELINQUENCY, DATA, FAMILY CHARACTERISTICS, INTELLIGENCE TESTS, TEACHER EVALUATION, READING TESTS, ATTENDANCE, PERFORMANCE, MATCHED GROUPS, RESEARCH METHODOLOGY, TABLES (DATA), ECONOMIC FACTORS, YOUTH DEVELOPMENT PROJECT, MINNEAPOLIS, MINNESOTA

A COMPARATIVE STUDY OF GEOGRAPHIC AND SCHOOL MOBILITY IN AREAS OF HIGH AND LOW DELINQUENCY RATE IS REPORTED. THE HIGH DELINQUENCY GROUP CONSISTED OF 373 ELEMENTARY SCHOOL STUDENTS IN YOUTH DEVELOPMENT PROJECT TARGET AREAS AND THE LOW DELINQUENCY GROUP WAS MADE UP OF 425 CHILDREN FROM OTHER PARTS OF MINNEAPOLIS. DATA GATHERED FROM SCHOOL AND POLICE RECORDS SHOWED "SUBSTANTIAL" DIFFERENCES BETWEEN THE TWO GROUPS FOR FACTORS OF RACE, FAMILY SIZE, BIRTHPLACE (CONSIDERED TO BE FREE OF THE BIAS OF MIDDLE-CLASS VALUES) AND INTELLIGENCE AND READING TEST SCORES (NOT BIAS-FREE). MOBILITY AND ABSENTEEISM FIGURES FOR STUDENTS IN THE TARGET AREA GROUP WERE MUCH HIGHER THAN FOR THOSE IN THE COMPARISON GROUP. THE REPORT NOTES THAT AN UNSTABLE BACKGROUND PLAYED "SOME ROLE" IN THE LOWER READING AND INTELLIGENCE SCORES OF THE TARGET AREA SAMPLE. IT IS FELT THAT EDUCATIONAL PROGRAMS SHOULD FOCUS ON THOSE FACTORS IN THE SCHOOLS AND IN THE ECONOMIC AND FAMILY BACKGROUND OF THE STUDENTS WHICH LEAD TO ABSENTEEISM. INCLUDED IN THE REPORT ARE A DISCUSSION OF SAMPLE SELECTION, AND INFORMATION ABOUT FAMILY, SCHOOL, MOBILITY, AND DELINQUENCY. THERE IS ALSO A SECTION OF TECHNICAL NOTES ON THE PROCEDURES FOR GATHERING DATA. DATA ARE SUMMARIZED IN 29 TABLES. (NH)

Youth Development Project

Student Mobility in Selected Minneapolis Public Schools

Report No. 1



A RESEARCH REPORT

October' 1965

Youth Development Project Staff

Larry Harris, Project Director

R. W. Faunce, Research Director

Vernon Bloom, Community Services Coordinator

Grant Hallberg, Consultant from Hennepin County Welfare Department

Larry Moon, School Services Coordinator

Bonnie J. Murton, Research Associate

Edgar D. Pillow, Youth Employment Coordinator

* * *

Marvin Borman, President
Community Health and Welfare Council of Hennepin County, Inc.

Omar Schmidt, Executive Director
Community Health and Welfare Council of Hennepin County, Inc.

Alan H. Moore, Chairman
Youth Development Project

A publication of the Youth Development Project of the Community Health and Welfare Council of Hennepin County, Inc. This project is supported by local sources and a grant from the President's Committee on Juvenile Delinquency and Youth Crime.

STUDENT MOBILITY

IN

SELECTED MINNEAPOLIS SCHOOLS

REPORT NO. 1

Mobility of Elementary School Children

in High and Low Delinquency Areas

by

R. W. FAUNCE
Research Director

DONALD D. BEVIS
School Services Coordinator*

BONNIE J. MURTON
Research Associate

Youth Development Project of the
Community Health and Welfare Council
of Hennepin County, Inc.

*Now Director of Special Federal Projects,
Minneapolis Public Schools.

Minneapolis, Minnesota
OCTOBER, 1965

Youth Development Project - Research Unit

STUDENT MOBILITY IN SELECTED MINNEAPOLIS PUBLIC SCHOOLS
Report No. 1

SUMMARY

This study, a cooperative venture of the Youth Development Project and the Minneapolis Public Schools, describes geographic and school mobility of two samples of elementary school children. The first sample of 373 students was selected from the YDP Target Areas. These areas were characterized by high rates of delinquency, broken homes, dependency and poverty. A comparison sample of 425 students was selected from sections of Minneapolis which had low delinquency rates.

School and police records were analyzed to obtain background and mobility information. Substantial differences between the two groups of youngsters were observed for those factors which were relatively free from bias of middle class value orientation (e.g. race, family size, birthplace) as well as those which were not (e.g. intelligence test scores, reading test scores).

Information on student mobility also revealed wide differences between the two samples. Target School children were more likely to have been born outside of Minneapolis and to have entered the Minneapolis Schools at a later grade. They changed schools and homes twice as often as Comparison students. Only three out of ten Target School students stayed in the same school from kindergarten through sixth grade, while six out of ten Comparison School students remained

in the same school. On the average, a Target School youngster remained in the same school 45 consecutive months (out of 70 possible), while the typical Comparison School youth had 58 consecutive months in the same school setting.

In sum, this study clearly documents that youngsters from low income areas of the City of Minneapolis in addition to suffering from the usual handicaps of poverty such as large families, broken homes, racial problems and the like, are also beset by the added handicap of inconsistent school attendance. This inconsistent attendance shows up in excessive absenteeism and in frequent moves from school to school and from home to home.

By the time the typical Target School youth has reached sixth grade, he is living in his third home (at least) and attending his third school (at least). He has missed 100 days of education.

It seems certain that this unstable background plays some role in lowered scores on standardized tests of reading and intelligence.

Programs designed to combat this debilitating educational experience during the early formative years must focus on those aspects of the educational system which discourage consistent school attendance as well as those economic and familial factors which make consistent school attendance impossible.

A second study of student mobility is being prepared. This study will compare students who changed schools and home addresses frequently with students who remained in a consistent school setting.

SUMMARY OF FINDINGS

	Target School Children	Comparison School Children
No.	373	425
% Male	48.8%	49.5%
Average Age	11 yrs.,8 mos.	11 yrs.,7 mos.
% Non-white	25%	.5%
No.of Children in Family	4.41	3.25
Living With Both Parents	67%	90%
Otis Test of Mental Ability (Mean)	98.1	108.1
Iowa Reading Comprehension Test Grade Equivalent (Mean)	5.73	6.78
Police or Court Records	16.9%	2.8%
Absent 21 or more Days (6th Grade)	20%	6%

All differences between Target and Comparison School children, except age and sex, were statistically significant at the .01 level or beyond.

CONTENTS

ACKNOWLEDGEMENTS

Although this study was essentially an analysis of existing records an amazing number of people and agencies became involved. The cooperation of the Minneapolis Public School System was essential. Without it there could not have been a study. Particular thanks are due to Mr. Chester A. Sorensen, Director of Research, Census and Attendance and to the administrators and records clerks of the schools involved in this study.

Large savings in time and money were made possible by the use of electronic data processing machines. Cards were punched at the North Central Home Office of The Prudential Insurance Company of America. Machine runs were made at the United Fund of Hennepin County and at the Numerical Analysis Center of the University of Minnesota. These services were supplied without cost. We wish to thank Mr. Dave Blackwell of Prudential and Mr. Ed Cunnington of the United Fund.

Certain sections of this report contain information on juvenile delinquency. This information was made available by Captain Ray Williamson, Minneapolis Crime Prevention Bureau, Mr. Paul Keve, Department of Court Services and Judge Lindsay Arthur of the Juvenile Court.

Finally, we wish to express our gratitude to Dr. Robert Wirt of the University of Minnesota who serves as a Research Consultant to the Youth Development Project.

LIST OF TABLES

LIST OF TABLES

I. BACKGROUND

This report is the first of three reports on the topic of student mobility among elementary school children in selected Minneapolis Public Schools. The study is being conducted by The Youth Development Project of the Community Health and Welfare Council of Hennepin County, Inc. (YDP) in cooperation with the Minneapolis Public School System.

The Youth Development Project (YDP) is a delinquency prevention demonstration project. It operates under local funds and a grant made to the Community Health and Welfare Council by the President's Committee on Juvenile Delinquency and Youth Crime. A major goal of the YDP is to develop a comprehensive network of programs and services for children within two disadvantaged areas of Minneapolis. This network of programs should help bridge the gap from childhood to productive adulthood. By doing so, we believe, delinquent behavior can be reduced.

The study of student mobility was undertaken for two major reasons. First, the YDP needed information on the amount and direction of movement of the children living in the two disadvantaged areas (Target Areas) it was studying. This information was necessary in order to develop adequate programs. For example, programs aimed at a highly mobile population might be quite different from those developed for a stable population. Similarly, community wide programs would vary according to whether the children moved about within the community or moved to other communities.

Second, the movement patterns of the children from the individual schools were of vital interest to the administrators of these schools. Some principals reported children re-entering their schools on three or more occasions within a short time period. Two children in our study had made twelve school changes by sixth grade! They had changed homes fourteen times! Obviously these children are faced with problems unknown to the "normal" school child. So are their teachers and principals -- not to mention the school record clerks!

The long range goal of the study of student mobility is to find the answers to three questions:

1. Do children from schools in the high delinquency (Target) areas of Minneapolis change schools more frequently than children from schools in low delinquency (Comparison) areas of the City?
2. What are some of the educational and social factors associated with high and low mobility?
3. What are the patterns of movement of students living in the Target areas?

Information relating to these questions will be presented in three reports. Report No. 1 focuses on the first question.

II. SAMPLE SELECTION AND DESCRIPTION

Selection of the School Sample

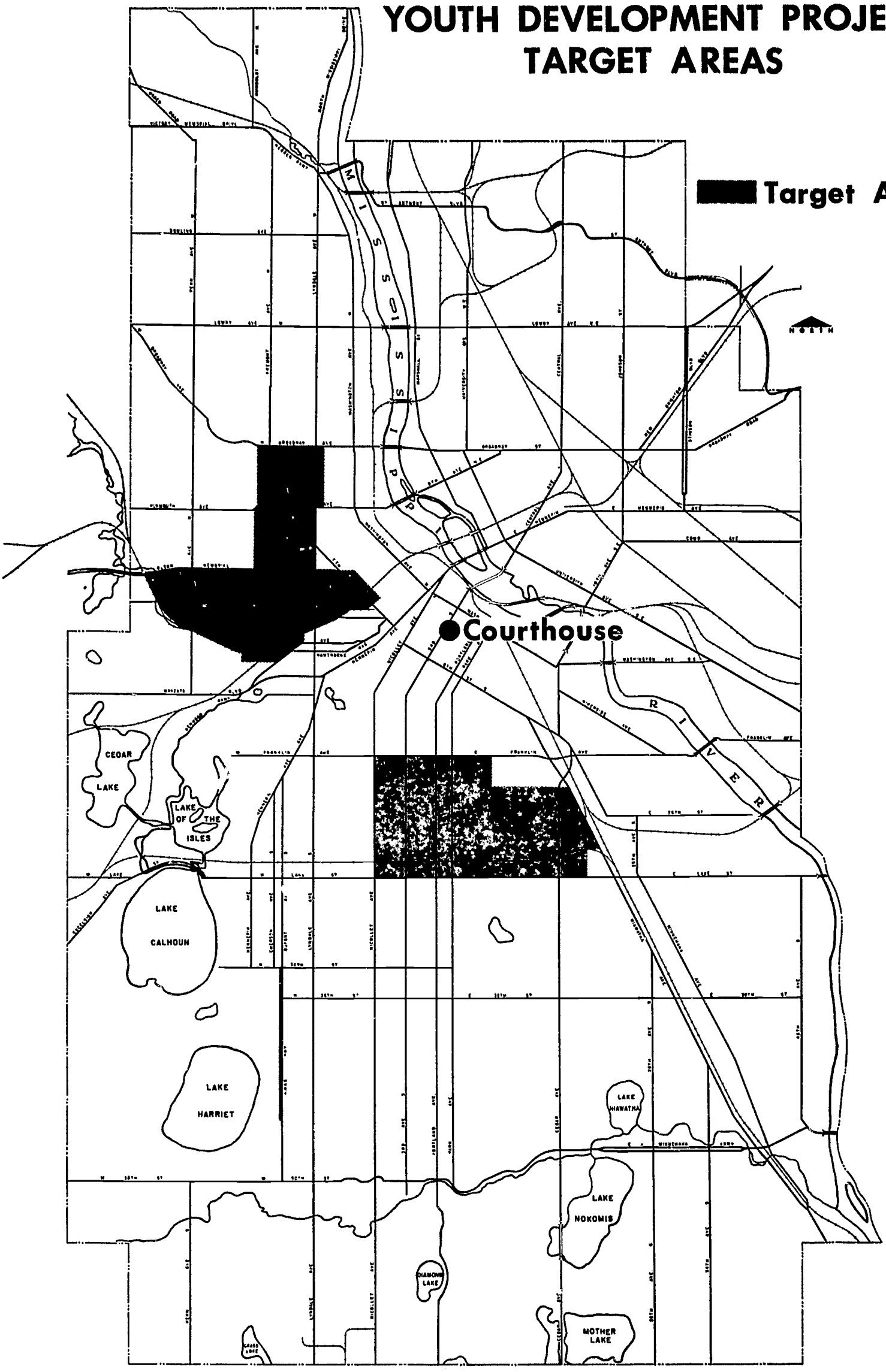
Seventeen elementary schools in the Minneapolis Public School System were selected for study.

Six of these schools were located in the Youth Development Project Target Areas. Target Areas lie just north and south of the city center (See Map). These areas were selected because of a wide range of interrelated social problems.

Within the Target Areas, about one-third of all residential buildings were rated as dilapidated or deteriorated. Less than 8% of the city's population lived in the Target Areas, but one-third of all the families on public relief lived there. One out of four families had an annual income of $3,000 or less. The unemployment and school dropout rates were approximately twice the city average. The average educational level had decreased since 1950 -- while the city level had risen. Forty-four percent of the Target Area adults had an eighth grade education or less. Thirty-four percent of all Minneapolis adults had an eighth grade education or less.

Six schools were located in the YDP Buffer Areas. Buffer Areas were located adjacent to the Target Areas. The extent of social pathology was similar to that in the Target Areas. Although the YDP is not currently planning programs in Buffer schools these schools were studied in the event freeway construction or other circumstances necessitated a change in Target Area boundaries. Buffer schools will

YOUTH DEVELOPMENT PROJECT TARGET AREAS



not be discussed in Report No. 1. In most cases, findings for Buffer schools parallel findings for Target schools.

Five schools were selected from various sections of the city for comparative purposes. These schools were called "Comparison Schools". The sole criterion for selecting them was a low delinquency rate in the area encompassing each of these schools.

Selection of the Student Sample

Information was gathered on all students completing sixth grade in June 1962. This class was selected during the YDP Planning Period because these students would be in the prime delinquency ages during the demonstration or action phase of the Youth Development Project.*

This study yields a conservative estimate of student mobility for two reasons.

Records on students who left the Minneapolis school system prior to sixth grade completion were not available. In addition, information on school or address changes of students prior to their entry into the Minneapolis school system was not available. Nineteen percent of the students in this study did not start school in Minneapolis at the kindergarten level. The total number of moves made by these students is unknown.

* The Youth Development Project had a two year planning period from June 1962 to June 1964. This planning stage was also funded by a grant from the President's Committee on Juvenile Delinquency and Youth Crime. It was during this stage that the student mobility study was initiated.

Delinquency in Target and Comparison School Areas

The delinquency rate in the Target School areas was twice as high as the city average and four times higher than the Comparison School areas.[1] Police contacts for the year 1960 were used as the basis of "delinquency". The percentage of police contacts with youth aged 10 through 17 were as follows:

Target School Areas	Comparison School Areas	City of Minneapolis
11.9%	2.7%	5.3%

It seems obvious that in 1960, when most of the children in this study were in fourth grade, there were large differences in recorded delinquency for youth living in Target School and Comparison School Areas.

This difference was not a transient one. Court records averaged over a three year period, 1954-1955-1956, showed similar results. The same was true for court records in 1962. We can conclude that from the time the children in this study entered kindergarten until the time they completed sixth grade there were large differences in delinquency rates between the Target Schools Areas and the Comparison School Areas. Target School Areas consistently had a delinquency rate about twice as high as the city average. Comparison School Areas consistently had a delinquency rate about one-half of the city average

---

1. Delinquency rates were available for each census tract in Minneapolis, but not by school districts. In order to get some estimate of delinquency by school district, census tracts were assigned to school districts by inspection. This introduced some error, but in most cases it appeared negligible due to the fact that adjacent school districts and census tracts generally had similar rates. The "fit" of school districts and census tracts appeared quite good.

Description of Target and Comparison School Students

The two samples, Target and Comparison Schools, consisted of 373 and 425 students respectively. Sex and age distributions were approximately equal for the two groups. The sex ratio was close to 50-50 for the total samples although individual schools showed considerable variation. One school had only 38% males. Average age at the time of sixth grade completion was about 11 years, 8 months.

Only two students in the Comparison Schools were identified as non-white. In the Target Schools one student in four was non-white.

Racial identification was made by "sight" inspection. Some errors might be expected from this procedure but they could hardly account for the extreme differences between samples.

See Tables 1-6.

Table 1

DISTRIBUTION OF STUDENTS BY SCHOOL

SIX TARGET SCHOOLS			FIVE COMPARISON SCHOOLS		
School	No. of Students	% of Total	School	No. of Students	% of Total
A	64	8.0%	-	-	-
B	38	4.8	V	64	8.0%
C	98	12.3	W	97	12.2
D	59	7.4	X	76	9.5
E	51	6.4	Y	74	9.3
F	63	7.9	Z	114	14.3
TOTAL	373	46.8%		425	53.3%

Percentages will not always add to 100.0% due to rounding.

Totals will not always add to 373 and 425 due to missing information on some variables.

Table 2

SEX OF STUDENTS

	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
MALE	182	48.8%	210	49.5%	392	49.2%
FEMALE	191	51.2	214	50.5	405	50.8
TOTAL	373	100.0%	424	100.0%	797	100.0%

Chi square = .04 p.= .80-.90

Table 3

SEX OF STUDENTS - BY SCHOOL

TARGET SCHOOLS	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
A	27	42.2%	37	57.8%	64	100.0%
B	17	46.1	21	53.9	38	100.0%
C	49	50.0	49	50.0	98	100.0%
D	26	44.1	33	55.9	59	100.0%
E	29	56.9	22	43.1	51	100.0%
F	34	54.7	29	45.3	63	100.0%
Total	182	48.8%	191	51.2%	373	100.0%
COMPARISON SCHOOLS						
V	35	54.7%	29	45.3%	64	100.0%
W	51	52.6	46	47.4	97	100.0%
X	40	52.6	36	47.4	76	100.0%
Y	28	38.4	45	61.6	73	100.0%
Z	56	49.2	58	50.8	114	100.0%
Total	210	49.5%	214	50.5%	424	100.0%
GRAND TOTAL	392	49.2%	405	50.8%	797	100.0%

Table 4

AVERAGE AGE OF STUDENTS AT TIME OF SIXTH GRADE COMPLETION --

BY SCHOOL

TARGET SCHOOLS	AVERAGE (MEAN) AGE	
	Years	Months
A	11	10
B	11	10
C	11	8
D	11	7
E	11	10
F	11	7
Mean	11	8
COMPARISON SCHOOLS		
V	11	7
W	11	7
X	11	7
Y	11	7
Z	11	7
Mean	11	7
OVERALL MEAN	11	8

Table 5

RACE OF STUDENTS

	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
White	240	64.3%	395	92.9%	635	79.6%
Non-White	93	24.9	2	.5	95	11.9
Unidentified	40	10.7	28	6.6	68	8.5
TOTAL	373	99.9%	425	100.0%	798	100.0%

Chi square = 124.26 p = .001

Table 6

RACIAL DISTRIBUTION OF STUDENTS - BY SCHOOL
(Percentages based on students for whom racial identification was available)

TARGET SCHOOLS	% WHITE	% NON-WHITE	NO.OF STUDENTS
A	22.5%	77.5%	49
B	80.0	20.0	35
C	69.8	30.2	96
D	80.9	19.1	47
E	86.4	13.6	44
F	93.5	6.5	62
Mean	72.0%	28.0%	333
COMPARISON SCHOOLS			
V	100.0%	0.0%	58
W	100.0	0.0	89
X	98.7	1.3	74
Y	100.0	0.0	70
Z	99.1	.9	106
Mean	99.5%	.5%	397
OVERALL MEAN	87.0%	13.0%	730*

* Racial information not available for 68 students.

NOTE: Seventy-eight (83%) of the non-white group was Negro.

III. FAMILY INFORMATION

Students from both samples came from rather prolific families. The 798 students in our study had 2,?34 siblings. The average number of children in each family was 3.79. This did not mean that all of these children were still living in the home. Over 400 children had left home for one reason or another.

Target school families averaged 4.41 children. One family in four had six or more children. One out of three Target School children did not live with both natural, or biological, parents. It was reported that one out of five Target families was broken by divorce or separation.

Comparison families averaged 3.25 children, about one child less per family than in the Target School sample. Only one family in sixteen had six or more children. In contrast to Target families, the Comparison School families presented a strong picture of family solidarity. Nine out of ten Comparison School children lived with both natural parents. Only one family in twenty-five was reported broken by divorce or separation.

In none of the Target Schools did more than 82% of the students live with both natural parents. In none of the Comparison Schools did less than 84% of the students live with both natural parents. Thus, the highest Target School on this index of family solidarity was not as high as the lowest Comparison School.

At the extremes, Target School A had only 49% of its students living with both natural parents compared to 95% for Comparison School W.

See Tables 7-10.

Table 7

NUMBER OF CHILDREN IN THE FAMILY

NO. OF CHILDREN IN THE FAMILY	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	Cum.%	No.	Cum.%	No.	Cum.%
10 or more	4	1%	0	0%	4	*
9	6	3	0	0	6	1%
8	18	8	2	*	20	4
7	34	17	7	2	41	9
6	37	27	17	6	54	16
5	61	44	40	16	101	29
4	72	64	91	37	163	50
3	63	82	131	68	194	74
2	46	94	117	96	163	95
1	20	100	18	100	38	100
TOTAL	361		423		784	
AVERAGE (Mean)	4.41		3.25		3.79	

* Less than 1%.

Distributions significantly different at the .001 level by Kolmogorov-Smirnov Test.

Table 8

AVERAGE (MEAN) NUMBER OF CHILDREN IN THE FAMILY - BY SCHOOL

TARGET SCHOOLS	MEAN NO. OF CHILDREN IN THE FAMILY
A	4.31
B	4.53
C	5.04
D	3.93
E	4.27
F	4.06
Total	4.41
COMPARISON SCHOOLS	
V	3.62
W	2.91
X	3.14
Y	3.68
Z	3.12
Total	3.25

Table 9

FAMILY STATUS OF STUDENTS

FAMILY STATUS	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
"Normal" (Child lives with both natural)	247	67%	364	90%	611	79%
Parents Divorced	34	10	7	2	41	5
Parents Separated	44	12	8	2	52	7
One parent Deceased	16	4	8	2	24	3
Step parent in home	22	6	16	4	38	5
Lives with other relatives	4	1	0	0	4	.5
TOTAL	367	100%	403	100%	770	99.5%

NOTE: Family status was recorded as of sixth grade or as of the last recorded entry on the cumulative record card. If more than one condition prevailed (e.g. one parent deceased and step parent in home) only one entry was made. Order of selection was from top to bottom--excluding "normal". That is, in the example given an entry would be made for "one parent deceased". None for "step parent in home". This procedure tends to reduce the frequency of tabulations for those family conditions toward the bottom of the list. Table entries are not controlled for siblings who both completed sixth grade in June 1962. The "error" resulting from this lack of control is probably negligible.

Chi square test between Target and Comparison students living in "normal" families vs. all other situations = 62.50. $p = .001$.

Table 10

FAMILY STATUS OF STUDENTS -- BY SCHOOL

TARGET SCHOOLS	PERCENT OF STUDENTS LIVING WITH BOTH NATURAL PARENTS	TOTAL NUMBER OF STUDENTS
A	49%	53
B	82	38
C	65	94
D	71	57
E	73	49
F	72	61
Mean	67%	352
COMPARISON SCHOOLS		
V	84%	44
W	95	96
X	88	76
Y	86	73
Z	93	114
Mean	90%	403
OVERALL MEAN	79%	755*

* Family status information not available for 43 students.

Chi square = 62.50 p. = .001

IV. SCHOOL INFORMATION

School factors discussed in this section are intelligence and reading test scores, ratings of teachers observations, and absenteeism.

Intelligence Test Scores

All Minneapolis Public School students are given a test of general intelligence at the end of sixth grade or when they enter seventh grade. Results of this test were obtained for 735 of the 798 students in this study.[1] Some of the students for which information was not obtained had left Minneapolis the summer after their sixth grade completion without taking the test.

The average student in the Target Schools scored at the 28th percentile on Minneapolis norms.[2] This is 27 percentile ranks below the average Comparison School student who scored at the 55th percentile.

On national norms the average Target student was still below average (45th percentile) while the average Comparison youth was 26 percentile ranks above the median (76th percentile).

The average student in Target School A was 57 percentile ranks below the average student in Comparison School W. Only one Target School (D surpassed the lowest Comparison School (X) on mean scores.

---

1 Otis Quick scoring Test of Mental Ability, form Beta.
2 Minneapolis Public Schools, Report on Testing Junior and Senior High Schools, 1962-63.

Not only were the average test scores different for Target and Comparison students but also there was a significant difference in the variability or range of scores between the two samples.

An extreme example is given by a comparison of Schools C and W. Comparison School W had a mean score almost 15 points higher than Target School C. In addition, School W had a standard deviation which was only half as large as School C.

Although there were some exceptions to these differences in variability (see Schools Y and Z), as a group, the Target Schools exhibited a significantly greater variability than the Comparison Schools. Target School teachers must teach children who, on the average, have low test scores and they must do this in a classroom where there is a wide range of test scores. By contrast, Comparison School teachers work with a more homogeneous group of students -- most of whom score above average on the test.

See Tables 11-12.

Table 11

OTIS TEST OF MENTAL ABILITY*

OTIS SCORE	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
120 and above	19	6%	63	16%	82	11%
110-119	49	15	123	31	172	23
100-109	78	23	117	29	195	27
90 -99	95	28	72	18	167	23
Below 90	94	28	23	6	117	16
TOTAL	335	100%	398	100%	733	100%
Mean	98.1		108.0		103.5	
Standard Deviation (S.D.)	14.59		11.53		13.00	
CORRESPONDING PERCENTILE RANK						
Minneapolis Norms	28		55		43	
National Norms	45		76		63	

* Otis Quick Scoring Test of Mental Ability, form Beta.

F = 1.61 p.= .02

t = 10.04 p.= .001

Note: All F tests are tests for the equality of variance for Target and Comparison totals. All t and F tests are two-tailed.

Table 12

OTIS TEST OF MENTAL ABILITY - BY SCHOOL *

TARGET SCHOOLS	NO. OF STUDENTS TAKING THE TEST	OTIS SCORE (MEAN)	S.D.	CORRESPONDING PERCENTILE RANKS	
				MINNEAPOLIS NORMS	NATIONAL NORMS
A	58	91.7	12.91	15	26
B	37	94.7	11.33	20	34
C	92	98.9	18.02	30	48
D	44	104.2	13.90	45	65
E	45	98.4	11.39	28	46
F	59	100.7	12.11	34	53
Total	335	98.1	14.59	28	45
COMPARISON SCHOOLS					
V	57	110.2	10.20	61	80
W	90	113.5	9.43	72	87
X	76	102.6	10.20	40	60
Y	69	107.6	12.08	54	75
Z	106	106.3	12.28	51	71
Total	398	108.0	11.53	55	76
GRAND TOTAL	733	103.5	13.02	43	63

* Otis Quick Scoring Test of Mental Ability, form Beta.

F = 1.61 p = .02

t = 10.04 p = .001

Reading Test Scores

The two samples of students were compared on a reading comprehension test taken in sixth grade.[1] Scores on this test were converted to "grade equivalents". A student in the sixth grade who achieved a grade equivalent of six was reading at a "normal" or "average" level of comprehension. Public school children in Minneapolis have a higher average than the national norm. The average (median) grade equivalent for sixth graders in the Minneapolis School system is 6.4.

None of the Target Schools measured up to this average. Over half of the children were one grade or more below the city average. One out of ten was two or more grades below. The average (mean) grade equivalent for Target Schools was 5.7.

For Comparison Schools the mean was 6.8. All but one of the Comparison Schools were above the city average. All were above the national average.

The difference in reading comprehension between Target and Comparison Schools was more than one full grade. Only one Target School (D) had an average as high as the lowest Comparison School (X). School W was more than two full grades higher than School A!

In contrast to the intelligence test scores, the variability of reading test scores appeared somewhat greater for Comparison School children. Table 13 shows that scores for Comparison students were distributed rather evenly across grades 5 through 9. Target student scores

---

1 Iowa Test of Basic Skills, grade 6, form 1; Reading Comprehension Section only.

clustered heavily at grades 5 through 7. Thus, the difference in variability between the two groups appears to have resulted from the disproportionate number of Comparison students who read well above their grade placement-- or conversely-- the small proportion of Target students who scored two or three grades above their grade placement.

See Tables 13 and 14.

Table 13

READING TEST GRADE EQUIVALENTS

(Reading Comprehension Test, Iowa Test of Basic Skills, Grade 6, Form 1)

TEST GRADE EQUIVALENT	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
9	11	3%	52	13%	63	9%
8	13	4	72	18	85	12
7	58	18	110	27	168	23
6	69	21	80	20	149	21
5	141	44	80	20	221	30
4	28	9	8	2	36	5
3	2	.6	0	0	2	.3
TOTAL	322	99.6%	402	100%	724	100.3%
MEAN	5.73		6.78		6.31	
S.D.	1.19		1.35		1.28	

NOTE: Grade level scores were approximated. Fractional scores below .5 were rounded down. Scores above .5 were rounded up. Scores of .5 were rounded up if the whole number were even; down if it were odd. Although this procedure decreases the accuracy of our estimates, it could hardly account for the differences shown. The rounding procedure should not alter the relative standing of the two groups unless it is assumed that at least one group consistently scored fractional scores below .5 or above .5. It seems unlikely that this occurred.

$F = 1.2$ $p = .10$

$t = 11.12$ $p = .001$

Table 14

READING TEST GRADE EQUIVALENT LEVELS - BY SCHOOLS
(Reading Comprehension Test, Iowa Test of Basic Skills,
Grade 6, Form 1)

TARGET SCHOOLS	AVERAGE GRADE (MEAN)	S.D.	NO. OF STUDENTS
A	5.22	.87	49
B	5.64	1.37	34
C	5.77	1.15	87
D	6.35	1.28	52
E	5.51	1.16	43
F	5.77	1.11	57
Total	5.73	1.19	322
COMPARISON SCHOOLS			
V	7.16	1.33	61
W	7.26	1.19	94
X	6.27	1.36	75
Y	6.56	1.39	64
Z	6.64	1.30	108
Total	6.78	1.35	402
GRAND TOTAL	6.31	1.28	724 *

* Reading test scores were not available for 74 students.

F = 1.29 p = .10

t = 11.12 p = .001

Absenteeism

There were large differences in attendance between Target and Comparison children. These differences first appeared in kindergarten and they persisted through sixth grade. At each grade there was much higher absenteeism among Target School children. Differences in the average number of days absent increased steadily from grades four through six.

For both groups absenteeism declined steadily from kindergarten through fifth grade and then appeared to climb again. In nine of the eleven schools absenteeism was higher in sixth grade than in fifth. In the other two schools it was about the same.

The increase in absenteeism at the sixth grade level was more noticeable in Target Schools than in Comparison Schools.

The proportion of students absent a large number of times, (21 or more days a year) was considerably higher in Target Schools at each grade level. There was practically no overlap on this index. With few exceptions, each Target School had a higher percentage of youngsters absent 21 or more days than each Comparison School, at all grade levels.

In sixth grade, one Target student out of five missed twenty-one or more days of school. Only one Comparison student in sixteen was absent this often. At grade six, the "lowest" Target School had 16% of its students out of school 21 or more days while the "highest" Comparison School had only 9% of its students absent this often.

See Tables 15-17.

Table 15

ABSENTEEISM FROM TARGET AND COMPARISON SCHOOLS - BY GRADE

GRADE	DAYS ABSENT			TOTAL	MEAN NO. OF DAYS ABSENT	NO. OF STUDENTS
	10 or less	11-20	21 or more			
Kindergarten						
T	36%	28%	36%	100%	18.1	287
C	45	29	26	100%	15.4	353
First Grade						
T	39	35	26	100%	15.5	288
C	46	38	16	100%	13.4	365
2nd Grade						
T	42	37	21	100%	14.5	309
C	50	37	13	100%	12.9	373
3rd Grade						
T	56	25	19	100%	11.9	326
C	70	25	5	100%	8.4	377
4th Grade						
T	59	28	13	100%	11.2	332
C	72	21	7	100%	8.3	389
5th Grade						
T	61	26	13	100%	10.9	343
C	78	18	4	100%	7.3	407
6th Grade						
T	53	27	20	100%	13.5	373
C	68	26	6	100%	8.6	424

T = Target School students
C = Comparison School students

Grade	Chi Square	p
K	7.75	.05
1	80.62	.001
2	19.75	.001
3	34.68	.001
4	14.98	.001
5	29.71	.001
6	37.45	.001

Table 16

PERCENT OF STUDENTS ABSENT FROM TARGET AND COMPARISON SCHOOLS - BY GRADE

DAYS ABSENT	K		1		2		3		4		5		6	
	T	C	T	C	T	C	T	C	T	C	T	C	T	C
0	1%	*%	1%	0%	*%	*%	2%	4%	4%	6%	6%	5%	5%	7%
1-5	14	17	20	19	17	18	27	38	31	37	34	47	25	37
6-10	21	27	18	27	25	32	27	28	24	29	21	26	23	24
11-15	15	15	22	22	23	19	17	18	20	16	16	11	15	18
16-20	13	14	13	15	13	18	8	7	8	5	10	7	12	8
21-30	20	17	14	12	13	8	10	4	8	5	6	3	10	4
31-40	9	5	9	2	5	2	6	1	3	2	4	1	5	1
41-50	4	2	2	1	2	2	1	*	*	0	3	*	3	*
51-60	2	1	1	*	*	*	1	0	*	0	*	0	1	0
61 or more	1	*	0	*	*	*	*	0	1	0	0	0	1	0
TOTAL	100%	98+%	100%	98+%	98+%	99+%	99+%	100+%	99+%	100%	100+%	100+%	100%	99+%
NO. OF STUDENTS	287	353	288	365	309	373	326	377	332	389	343	407	373	424

* Less than 1%
T = Target School students
C = Comparison School students

Table 17

PERCENT OF STUDENTS ABSENT FROM EACH SCHOOL
TWENTY-ONE OR MORE DAYS - BY SCHOOL

TARGET SCHOOLS	GRADE						
	K	1	2	3	4	5	6
A	42%	35%	25%	28%	21%	19%	25%
B	46	14	33	20	25	12	18
C	32	16	14	14	8	10	21
D	33	30	16	17	10	8	17
E	34	34	30	25	13	16	16
F	35	25	20	16	10	16	19
Total	36%	26%	21%	19%	13%	13%	20%
Base No.	287	288	309	326	332	343	373
COMPARISON SCHOOLS							
V	22%	13%	21%	12%	12%	3%	6%
W	27	24	16	2	4	3	4
X	26	14	13	1	7	9	9
Y	33	15	10	3	12	3	5
Z	25	14	9	8	4	4	5
Total	26%	16%	13%	5%	7%	4%	6%
Base No.	353	365	373	377	389	407	424
GRAND TOTAL	31%	21%	17%	12%	10%	8%	12%
BASE NO.	640	653	682	703	721	750	797

Ratings of Teachers' Observations

At the end of each school year teachers entered brief observations of a student on his cumulative record card. These notes were not actual "ratings" but short descriptive paragraphs designed to give the subsequent teacher some cue to the child's strengths and weaknesses.

These descriptions were rated by the Youth Development Project as to whether they reflected a positive, negative or neutral view of the child's behavior. This was done for first, third and fifth grade entries.

Although judgments of this sort are bound to vary from person to person, they were found sufficiently reliable to be of some use. It can be said, with a high degree of certainty, that ratings which were judged "favorable" by one rater would not be judged "unfavorable" by another rater. In both cases a second rater might have called the description "neutral" but he would not have gone to the opposite end of the scale.[1]

Table 18 shows that almost half (48%-49%) of the Comparison children were rated favorably. The same was true for 32% to 39% of the Target School children.

At the other end of the scale there were 9% or 10% of the Target children receiving an unfavorable rating compared to only 4%-5% of the Comparison children.

It should be reemphasized that these were not teachers' ratings but rather someone's judgment of the teachers' written comments and presumably of the underlying behavior of the child.

In spite of this somewhat secondhanded approach, these results seemed to indicate a difference in teachers' observations of Target and

---

1 Estimates of inter-rater reliability were .62, .67 and .66 for the three grade levels. There were differences of opinion on 31% of the ratings, but none of the differences was more than one scale value.

Comparison youth. (The rater did not know the basis for selecting the schools or the purpose of the study although she probably had some idea of individual school "reputations").

It should also be pointed out that this approach does not validate the teachers' observations. It has been shown that ratings of teachers' observations can be made with some consistency. Whether the original observations were accurate or not was a problem not broached in this study. The important thing is this: more children in Target Schools were apparently seen by their teachers as exhibiting unfavorable behavior, and fewer children were seen as exhibiting favorable behavior, than in the Comparison Schools.

A close inspection of Tables 19 and 20 suggests some interesting differences among the various schools. For example, Schools D and E both appeared to have a high proportion of unfavorable ratings. However, School D had a higher proportion of favorable ratings than the average Target School while School E had a lower proportion than average. This suggests that School D had students which differed greatly in behavior -- many "good" children and many "bad" children. School E, on the other hand, not only had more "bad" children, it had fewer "good" ones.

These findings should be considered as suggestive only, because of the high mobility rate. Target students moved frequently and their cumulative record cards went with them from school to school. Thus it is not certain that recorded observations for a given child -- or class -- were actually made at that school.

Table 18

RATINGS OF TEACHERS" OBSERVATIONS OF TARGET AND COMPARISON SCHOOL CHILDREN

	GRADE	PERCENT OF TEACHERS OBSERVATIONS RATED: Favorable	Neutral	Unfavorable	TOTAL	NO.
TARGET SCHOOLS	1	32%	58%	10%	100%	297
	3	33	57	10	100	324
	5	39	52	9	100	346
COMPARISON SCHOOLS	1	49	47	4	100	366
	3	48	48	4	100	381
	5	48	47	5	100	406
TOTAL	1	41	52	7	100	663
	3	41	52	7	100	705
	5	44	49	7	100	752

Chi square - First Grade = 21.79 p.= .001
Third Grade = 19.25 p.= .001
Fifth Grade = 9.00 p.= .05

Table 19

RATINGS OF TEACHERS" OBSERVATIONS - BY SCHOOL
(TARGET SCHOOLS)

SCHOOL	GRADE	PERCENT OF TEACHERS' OBSERVATIONS RATED:			NO.
		Favorable	Neutral	Unfavorable	
A	1	35%	63%	2%	52
	3	37	54	9	54
	5	36	57	7	59
B	1	43	48	9	23
	3	47	46	7	30
	5	41	50	9	34
C	1	29	63	8	76
	3	32	65	3	88
	5	43	52	5	92
D	1	42	43	15	48
	3	42	43	15	53
	5	46	41	13	54
E	1	23	54	23	44
	3	25	47	28	44
	5	23	57	20	47
F	1	30	66	4	54
	3	25	71	4	55
	5	40	55	5	60
TOTAL TARGET SCHOOLS	1	32%	58%	10%	297
	3	36	51	10	324
	5	39	52	9	346

Table 20

RATINGS OF TEACHERS' OBSERVATIONS - BY SCHOOL
(COMPARISON SCHOOLS)

SCHOOL	GRADE	PERCENT OF TEACHERS'OBSERVATIONS RATED:			NO. OF STUDENTS
		Favorable	Neutral	Unfavorable	
V	1	50%	50%	0%	54
	3	49	48	3	59
	5	53	42	5	60
W	1	51	42	7	86
	3	50	45	5	88
	5	54	45	1	96
X	1	33	61	6	69
	3	46	47	7	70
	5	40	45	15	73
Y	1	52	45	3	61
	3	52	45	3	67
	5	54	43	3	68
Z	1	54	42	4	96
	3	44	53	3	97
	5	41	56	3	109
TOTAL COMPARISON SCHOOLS	1	49%	47%	4%	366
	3	48	48	4	381
	5	48	47	5	406

Summary of School Information

This review of school records has shown wide differences between students in a sample of downtown, disadvantaged area schools and students from low delinquency sections of the city. These differences show up on standardized tests of intelligence and reading as well as in attendance. In each instance the child from a low income area of the city is seen to a disadvantage. In the eyes of the teacher the behavior of the Target School child is more often seen as unfavorable; less often as favorable when compared to children from the outlying schools.

While differences between the two samples of schools are large, the differences between individual schools must be considered vast. The average child in one Target School scored 57 percentile ranks below the average child in one Comparison School on the Otis Test of Mental Ability. His reading test score was two grades lower. The chances that he would miss 21 or more days of school were about one out of four, while the chances for his Comparison School counterpart were one out of twenty-five. There was about one chance in three that the teacher would view his behavior as "favorable". His more fortunate peer had one chance in two.

V. MOBILITY INFORMATION

The major focus of this section is on the extent or amount of mobility of Target and Comparison School students. Information to be discussed includes birthplace, entry grade into the Minneapolis Public Schools, school and address changes, repeated entries into the same school, and longest period of time in attendance at any one school.

Birthplace

There were significant differences in place of birth for Target and Comparison youth. About six out of ten (64%) Target youth were born in Minneapolis. Almost eight out of ten (79%) of their Comparison School counterparts were born in the city. Twice as many Target School students were born outside the State of Minnesota (20% to 10%). A significantly greater number of Target School students was also born in Minnesota outside the Twin Cities area (14% to 6%).

Target School students born outside Minnesota came more frequently from southern and western states than did Comparison students (15% to 3%).

See Tables 21 and 22.

Table 21

BIRTHPLACE OF STUDENTS

BIRTHPLACE	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
Minneapolis	235	63.9	330	79.1	565	72.0
Suburbs or St.Paul	8	2.2	17	4.1	25	3.2
Other Minn. Cities or Rural Minn.	50	13.6	27	6.5	77	9.8
New England	0	.0	1	.2	1	.1
Mid-Atlantic	0	.0	6	1.4	6	.8
S.E. U.S.	21	5.7	2	.5	23	2.9
S.W. U.S.	7	1.9	2	.5	9	1.2
Central	21	5.7	22	5.3	43	5.5
N.W. U.S.	15	4.1	5	1.2	20	2.6
Far West	11	3.0	5	1.2	16	2.0
TOTAL	368	100.1%	417	100.0%	785	100.0%

NOTE: New England States: Maine, N.H., Mass., R.I., Conn., Vt.
Mid-Atlantic: N.Y., N.J., Penn., Del., Md., D.C., W. Va.
S.E. U.S.: Va., N.C., S.C., Ga., Fla., Ky., Tenn., Ala., Miss., Ark.,La.
S.W. U.S.: Okla., Tex., N.M., Ariz.
Central: Ohio, Ind., Ill., Mich., Wisc., Ia., Missouri.
N.W. U.S.: N.D., S.D., Neb., Kans., Mont., Idaho, Wyo., Colo., Utah
Far West: Wash., Ore., Nev., Calif., Hawaii, Alaska

Chi Square Tests Comparing Birthplace of Target and Comparison students
- Mpls. vs. Others. Chi square = 22.83, p = .001.
- S.E. & S.W. vs. Others. Chi square = 22.11, p = .001.
- Rural & Other Minn. vs. Others. Chi square = 11.33, p = .001.

Table 22

BIRTHPLACE OF STUDENTS - BY SCHOOL

TARGET SCHOOLS	% BORN IN: Minneapolis	Minnesota, except Mpls.	Outside Minnesota	TOTAL %	TOTAL No.
A	64%	13%	23%	100%	64
B	50	29	21	100	38
C	64	17	19	100	96
D	62	12	26	100	58
E	64	18	18	100	50
F	73	16	11	100	62
Mean	64%	16%	20%	100%	
No.	235	58	75		368
COMPARISON SCHOOLS					
V	70%	13%	17%	100%	61
W	80	14	6	100	95
X	87	7	6	100	75
Y	72	19	9	100	72
Z	82	3	15	100	114
Mean	79%	11%	10%	100%	
No.	330	44	43		417
OVERALL MEAN	72%	13%	15%	100%	
NUMBER	565	102	118		785

Chi square - Target vs. Comparison Total = 44.57, p =.001

Entry Grade

Approximately eight out of ten students (81%) in the study entered the Minneapolis School System in kindergarten. Target School students tended to enter the system at later grades. Only 79% of the Target students entered at kindergarten while 85% of the Comparison students did so. By third grade, however, more than nine out of ten students from both groups were enrolled in Minneapolis Public Schools.

See Table 23.

Table 23

GRADE OF ENTRY INTO THE MINNEAPOLIS SCHOOL SYSTEM -- BY SCHOOLS

TARGET SCHOOLS	% ENTERING MINNEAPOLIS SCHOOL SYSTEM IN:			NO. OF STUDENTS
	Kindergarten	Grades 1-3	Grades 4-6	
A	78%	11%	11%	64
B	69	15	16	38
C	79	12	9	98
D	80	14	6	59
E	80	6	14	50
F	83	9	8	63
Mean	79%	12%	9%	372
COMPARISON SCHOOLS				
V	79%	15%	6%	64
W	84	8	8	97
X	91	4	5	76
Y	78	14	8	74
Z	85	6	9	114
Mean	85%	8%	8%	425
OVERALL MEAN	81%	10%	9%	797

Chi square for kindergarten vs. all other grades = 3.27. p = .10.

School and Address Changes

The typical Target School student lived in twice as many homes during his first seven years of school than did the typical Comparison School student (mean number of addresses was 3.29 and 1.66, respectively).

Students in the least mobile Target School (mean number of addresses = 2.56) were more mobile than students in the most mobile Comparison School (mean number of addresses = 1.89).

A student who lived in the same home from kindergarten through sixth grade was counted as having lived at one address. Students entering the Minneapolis Schools after kindergarten were considered as having lived at two addresses -- if they remained at the same Minneapolis address until they completed sixth grade. This procedure tends to give a conservative estimate of mobility since some students undoubtedly moved more than one time before coming to Minneapolis. And, since Target Students tended to enter the Minneapolis School System somewhat later than Comparison Students, it is also probable that this enumeration procedure minimized the difference in address changes between the two groups.

Students who changed addresses did not always move to a new school. In the total sample, the average number of addresses was 2.42, while the average number of schools attended was only 2.29.

Target Students lived at 3.29 addresses and attended 3.08 schools, on the average. Comparison Students lived at 1.66 addresses and attended 1.60 schools.

Table 25 may require some explanation. The second column (Total Number of School Registrations) shows the number of school registrations that the students (enumerated in the third column) had made during grades K through 6. Thus, the 64 students who completed sixth grade in 1962 in School A had registered 218 times during the preceding seven year period. On the average, each student in School A had registered 3.41 times (See Column Four, Mean Number of School Registrations per Student).

This table does <u>not</u> give an indication of the total number of students registering at these <u>schools</u> during this seven year period. It indicates only the number of registrations made by students completing sixth grade at one of the schools in the study. Many more students entered and left these schools during the seven year span. Some went to other schools in Minneapolis; others left the city.

See Tables 24 and 25.

Table 24

MINIMUM AVERAGE NUMBER OF ADDRESSES - KINDERGARTEN THROUGH SIXTH GRADE - BY SCHOOL

TARGET SCHOOLS N=373	MEAN NUMBER OF ADDRESSES	S.D.	RANGE (ADDRESSES)
A	3.98	2.46	1-10
B	3.54	2.35	1-10
C	3.58	2.42	1-13
D	2.78	2.01	1-9
E	3.10	2.45	1-14
F	2.56	1.94	1-9
Total	3.29	2.33	1-14
COMPARISON SCHOOLS N=425			
V	1.89	1.24	1-7
W	1.51	.72	1-4
X	1.64	1.03	1-6
Y	1.78	1.27	1-10
Z	1.61	.90	1-5
Total	1.66	1.02	1-10
GRAND TOTAL	2.42	1.76	1-14

Note: Students entering the Minneapolis School System after first grade were counted as having one previous address.

$F = 5.22 \quad p = .001.$
$t = 12.51 \quad p = .001.$

Table 25

MINIMUM AVERAGE NUMBER OF SCHOOL REGISTRATIONS PER STUDENT
BY SIXTH GRADE - COMPLETION BY SCHOOL

TARGET SCHOOLS	TOTAL NO. OF SCHOOL REGISTRATIONS	NO. OF STUDENTS	MEAN NO. OF SCHOOL REGISTRATIONS PER STUDENT	S.D.
A	218	64	3.41	2.03
B	149	38	3.82	1.43
C	329	98	3.36	2.20
D	158	59	2.68	1.96
E	141	51	2.76	2.02
F	154	63	2.41	1.87
Total	1149	373	3.08	2.03
COMPARISON SCHOOLS				
V	109	64	1.70	1.22
W	140	97	1.44	.69
X	123	76	1.62	1.02
Y	128	74	1.73	1.25
Z	180	114	1.58	.88
Total	680	425	1.60	1.00
GRAND TOTAL	1829	798	2.29	1.56

NOTE: A Registration was counted each time a student was enrolled in a school. If a student attended the same school on three distinct occasions he was counted as having had three registrations.

$F = 4.12 \quad p = .001.$
$t = 12.79 \quad p = .001.$

Repeated Entries Into The Same School

Although the average Target School youth entered 3.08 schools during his short academic career he did not always go to a different school. The average Target youth attended 2.80 different schools. Indeed, one youth was admitted to the same Target School on four separate occasions. The average Comparison School youth who entered 1.60 schools actually attended 1.56 different schools during his elementary school career.

Table 26 shows the distribution for different schools attended from kindergarten through sixth grade. Ten of the Target School students attended a different school at least once a year, on the average.

Three Target students out of every ten attended four or more different schools before they reached seventh grade. The comparable figure for children from Comparison Schools was three out of one hundred!

It should be recalled that these are minimal estimates of mobility. They do not count re-entries into the same school or schools attended prior to entering the Minneapolis School System.

Table 26

NUMBER OF DIFFERENT SCHOOLS ATTENDED BY TARGET AND COMPARISON SCHOOL STUDENTS
(Cumulative Percent)

NO. OF DIFFERENT SCHOOLS ATTENDED	TARGET SCHOOL STUDENTS		COMPARISON SCHOOL STUDENTS	
	No.	Cum. %	No.	Cum. %
10 or more	2	100%	0	0
9	2	99+	0	0
8	4	99	0	0
7	2	98	1	100%
6	21	97	3	99+
5	23	92	3	99
4	53	86	6	98
3	72	71	35	97
2	95	52	117	89
1	99	27	260	61
NO.	373		425	
MEAN NO. OF DIFFERENT SCHOOLS ATTENDED	2.80		1.56	

NOTE: Distributions significantly different at the .001 level by Kolmogorov-Smirnov Test.

Stability of School Attendance

Three children out of ten, in Target Schoo. started in kindergarten and stayed in the same school through sixth grade.

In Comparison Schools, six out of ten students attended the same school from kindergarten through sixth grade.

The longest period of unbroken time spent by the average Target School student in the same school was 45 months -- (out of 70 possible, counting 10 months per academic year). The average Comparison student was able to spend a much longer time period in the same school without interruption, 57 months.

Comparison students, on the average, profited from studying in consistent academic settings twelve months more than the average Target School student!

See Tables 27 and 28.

Table 27

PERCENT OF STUDENTS ATTENDING THE SAME SCHOOL FROM KINDERGARTEN THROUGH SIXTH GRADE COMPLETION

TARGET SCHOOLS	NO. OF STUDENTS ATTENDING SAME SCHOOL K - 6	NO. OF STUDENTS IN SIXTH GRADE CLASS	% OF STUDENTS ATTENDING SAME SCHOOL K - 6TH GRADE
A	13	64	20%
B	-	-	-
C	19	98	19%
D	27	59	56%
E	14	51	57%
F	26	63	41%
Total	99	335	30%
COMPARISON SCHOOLS			
V	38	64	59%
W	64	97	66%
X	48	76	63%
Y	39	74	53%
Z	71	114	62%
Total	260	425	61%
GRAND TOTAL	359	760	47%

NOTE: School B was not in existence for the full seven years.

Chi square for totals = 73.91 p. = .001.

Table 28

LONGEST PERIOD OF CONSECUTIVE TIME SPENT
AT ANY ONE SCHOOL - BY SCHOOL

TARGET SCHOOLS	GREATEST NUMBER OF MONTHS SPENT CONSECUTIVELY AT ANY SCHOOL (MEAN)	S.D.
A	42.5	20.28
B	-	-
C	40.4	19.47
D	49.5	20.86
E	46.9	20.39
F	51.2	19.90
Total	45.4	19.94
COMPARISON SCHOOLS		
V	56.1	19.49
W	59.6	16.86
X	59.3	17.04
Y	54.7	19.74
Z	57.2	19.75
Total	57.5	18.50
GRAND TOTAL	52.2	19.15

NOTE: Ten months were recorded for each full year of attendance. Thus a student attending the same school from kindergarten through sixth grade would have attended 70 months. Results from School B are not meaningful due to its recent construction.

$t = 8.67$ $p. = .001.$

SUMMARY OF MOBILITY INFORMATION

Information on the amount of mobility is presented. Fewer Target than Comparison School children were born in Minneapolis. Those Target students born outside the city came from rural Minnesota, south, central and western U.S.

More Comparison students entered the Minneapolis School System at kindergarten, but by third grade 90% of both groups had entered the system.

Target School pupils changed schools and home addresses almost twice as often as their counterparts in the Comparison group. The typical Target School youth attended at least three schools during his first seven years of schooling. The longest period of time spent in any one school -- consecutively -- was 45 months. The average Comparison School youth attended 1.6 schools and stayed a year longer in a particular school (58 months).

Three Target School students out of every ten attended four or more different schools before reaching seventh grade. The comparable figure for children from Comparison Schools was three out of one hundred.

Only three out of ten Target youth attended the same school from kindergarten through sixth grade. The number is doubled for Comparison students -- six out of ten.

VI. DELINQUENCY INFORMATION

Delinquency rates based on the areas surrounding the schools were used to select the two samples. These rates were calculated for the age ten through seventeen population. One would expect differences in the delinquency rates within these areas to be reflected in the rates for the samples of younger children selected for this study. This did, in fact, occur.

Follow-up delinquency records were obtained on May 31, 1963. At that time, most of the children in the study were under fourteen. Even at this early age, 16.9% of the Target School students had police or court records.* This was more than six times the rate for Comparison students (2.8%).

In Target School E, one out of every four students had a record while still in his early teens.

Only one Comparison School had a rate as high as the Target School with the lowest delinquency rate (5.3%).

---

* This is not the same as adjudicated delinquency. Many of these offenses would be considered as relatively minor.

Table 29

NUMBER AND PERCENT OF STUDENTS AT EACH SCHOOL HAVING DELINQUENCY RECORDS BY MAY 31, 1963

TARGET SCHOOLS	NO. WITH DELINQUENCY RECORDS	NO.IN SCHOOL	% OF STUDENTS WITH DELINQUENCY RECORDS
A	12	64	18.8%
B	2	38	5.3
C	18	98	18.4
D	8	59	13.6
E	13	51	25.5
F	10	63	15.9
Total	63	373	16.9%
COMPARISON SCHOOLS			
V	3	64	4.7
W	2	97	2.1
X	4	76	5.3
Y	2	74	2.7
Z	1	114	.9
Total	12	425	2.8%
GRAND TOTAL	75	798	9.4%

NOTE: "Delinquency" is used to denote a child having a police contact record -- or a court appearance record -- or both.

Chi square for totals = 81.91 p = .001.

VII. OVERVIEW

The Target Area children in this study came from sections of Minneapolis which were selected because they represented that multiplicity of social ills which we have come to describe as "culturally disadvantaged". It is no surprise, therefore, that these young children already exhibit many of the symptoms which are associated with this social disease. Basically, they are poor. There are more mouths to feed in their families and there are fewer parents to provide the food.

These children enter the Minneapolis School System somewhat later than most children. Many move into the city from those sections of the state and country which typically have poorer educational facilities -- the small rural town and the southern part of the United States. At the very outset of their educational pursuits they are competing on an unequal footing.

This handicap is quickly magnified. By the time the average Target School youngster enters third grade he has missed 48 days of school. His family has moved at least once and he is now attending a different school. Even as early as the first grade his teacher had begun to notice certain unfavorable traits and to record them on his school record.

By sixth grade he is living in his third home, attending his third school and trying to adjust to his third set of classmates and teachers. He will have missed almost 100 days of education since kindergarten. Reflecting this, in part, are his below average scores on standardized intelligence tests. His reading is also well below grade.

By this time, also, there is about one chance in six that he has been in trouble with the police.

And always, throughout these years, there is the strong possibility that the only support he will get for his school work at home will come from his mother -- who must divide her time among many children as well as earn a living for them all.

This summarization is of course based on averages and it is obvious that all Target Area youth do not conform to this picture. Many of them have stable residences, strong family support, good academic records and no hint of delinquency. At the same time, there are many youngsters living in the Target Areas who are in even more frustrating circumstances than this average picture presents.

Basically, this study attempted to answer only one major question, "Do children from schools in the high delinquency (Target) Areas of Minneapolis change schools more frequently than children from schools in low delinquency (Comparison) areas of the city?" The answer is a blatant "yes!"

This answer is no surprise to educators and other persons who have worked with disadvantaged youth. However, it may come as a surprise to some people that Minneapolis, an "All America City", is faced with the problem of such extreme diversity among its school children.

The cause and effect relationships of this diversity are no longer the basic issue; at least they <u>should not</u> be. We have wrangled too long with the question of who is guilty -- the parents or the schools. Should we blame the parents for not providing a stable home? Should we blame the schools for not providing a meaningful education for <u>all</u> children? These are useless questions. A clear cut answer is impossible and the answers

we get rarely lead to action. A more meaningful question is "what can we do to help the kids?" This study, conducted in cooperation with the Minneapolis Public Schools, is designed to give some idea of what needs to be done.

One thing is certain. The children are not to blame.

VIII. TECHNICAL NOTES

Statistical Tests:

The major focus of this study was on comparing the total samples of Target and Comparison Schools. Therefore, all statistical tests, unless otherwise noted, refer to comparisons between totals. Analyses of variances were not used to test differences among schools. This will be done in some instances in Report No. 2.

All F values given in this report refer to tests of quality of variance between the two totals. Two tailed tests were used throughout the study for F and t tests.

In most cases levels of significance were reported as .05, .01 or .001. A more accurate statement would have been "significant at the x level or beyond".

Reliability of Coding Procedures:

In order to check the accuracy with which information was recorded from the cumulative record card a random sample amounting to thirteen percent of the total number of cases was coded by two of the investigators independently of the work done by the coding clerk.

There was no disagreement among the three coders for nineteen of the 53 variables coded. Over ninety percent of the variables were coded with less than four percent disagreement on any of the 78 cases. Most disagreement occurred for address changes (14.1%) and school changes (11.5%).

All disagreements among raters were reconciled by rechecking the

cumulative record cards. To the relief of the two male investigators, the superiority of female clerical skills was once more amply demonstrated. There were fewer coding errors for the female clerk on each of the 34 variables for which there was disagreement. The median number of errors was less than one, or approximately one percent of the cases sampled.

Most errors again occurred for address changes (11.5%) and school changes (9.00%). Because of the importance of these two variables to the study, the nature of the coding errors were investigated. In nearly all cases the coded entry was off by only one school or address change. These errors exhibited themselves randomly; overestimates and underestimates of school and address changes were approximately equal. In brief, there appeared to be no consistent bias in coding errors.

Reliability of Judgments of Teachers' Ratings:

The coder was instructed to estimate whether the teachers' qualitative statements about the child reflected a favorable, unfavorable or neutral viewpoint of the child's behavior. This value judgment was intended to cover the entire range of personality and achievement. Because of this very general and vaguely defined approach, the authors are disinclined to draw any specific conclusions about the observed differences.

Examples of favorable and unfavorable statements are shown below:

Favorable: "A truly likable child. Always willing to help. Very popular with the class. Making excellent progress."

Unfavorable: "Serious speech problem. Disrupts class frequently. Read-

ing ability poor. Not liked by other children."

All statements which were not clearly favorable or unfavorable were placed in the neutral category. This category included statements which were a mixture of positive and negative comments as well as those which appeared to be truly "neutral" or "average".

(It should be noted that these statements do not necessarily reflect the teachers' feelings or affection for the children, but rather the teachers' description of the children's behavior.)

In spite of the vague definitions of "favorable" and "unfavorable", the agreement among judges as to statements belonging in each of these categories was fairly good. None of the statements rated as favorable by one judge were rated as unfavorable by either of the other two judges. Likewise, none of the unfavorable statements were rated as favorable. Overall, there was perfect agreement for 69% of the judgments and differences of one step for 31% of the statements.

	Grade			
	1	3	5	Total
N	62	65	72	199
% Agreed	67.7%	73.8%	65.3%	68.8%
% Differ By One	32.3%	26.2%	34.7%	31.2%
% Differ By Two	0	0	0	0
Inter-rater Reliability Coefficients	.623	.671	.658	- -

Samples were obtained by taking a ten percent random sample from each school.

Correlations for inter-rater reliability were computed using the method described in Bellows, Roger M. and Estep, M. Frances, Workbook in Personnel Psychology, Third Edition, Wm. C. Brown Company, Dubuque, Iowa, 1954, p. 63.

OTHER YOUTH DEVELOPMENT PROJECT PUBLICATIONS

Survey of Private Employment Agencies	July, 1963
Youth Employment Survey - Census Tract 34	October, 1963
A Proposal for a Youth Development Demonstration Project	April, 1964
An Analysis of Target Area Populations by Age and Sex	April, 1964
A Neighborhood Survey Census Tract 42 - Minneapolis, Minnesota	May, 1965
Initial Reactions of Minneapolis Police Officers to the Presentation of a New Casework Service	August, 1965
Juvenile Delinquency of Minneapolis Youth - 1964	October, 1965