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PROJECT TALENT, IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS--SELECTED PUPIL AND SCHOOL CHARACTERISTICS IN RELATION TO PERCENTAGE OF NEGROES IN SCHOOL ENROLLMENT. FINAL REPORT.

BY- BURKET, GEORGE R. FLANAGAN, JOHN C.
PITTSBURGH UNIV., PA.

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CONSISTING MAINLY OF TABLES, THIS REPORT PRESENTS THE FINDINGS OF A STATISTICAL STUDY WHICH EXAMINED THE DIFFERENCES AND SIMILARITIES AMONG 733 PROJECT TALENT SENIOR HIGH SCHOOLS WITH VARYING PROPORTIONS OF NEGRO ENROLLMENT. THE FACTORS STUDIED IN THESE SCHOOLS WERE EDUCATIONAL OUTCOMES, SCHOOL PRACTICES, STUDENT BODY CHARACTERISTICS, AND SCHOOL BOARD POLICIES. FINDINGS ARE BASED ON RESPONSES TO 17 QUESTIONS FROM THE GENERAL SCHOOL CHARACTERISTICS QUESTIONNAIRE AND TWO ITEMS FROM THE GUIDANCE PROGRAM QUESTIONNAIRE. DATA ON PUPIL CHARACTERISTICS SHOW THAT THERE IS A TENDENCY FOR MEAN PROJECT TALENT TEST SCORES TO DECREASE AS THE NEGRO ENROLLMENT PERCENTAGE INCREASES. TEST MEANS ARE ABOUT AS HIGH FOR SCHOOLS ENROLLING 1-97 PERCENT NEGROES AS FOR SCHOOLS WITH NO NEGROES. MOST TEST MEANS SHOW SMALL DIFFERENCES BETWEEN SCHOOLS IN LOW- AND MEDIUM-QUALITY HOUSING AREAS. THE HIGHER THE NEGRO ENROLLMENT, THE SMALLER THE PERCENTAGE OF STUDENTS ENTERING COLLEGE, BUT COLLEGE ENTRANCE IS POSITIVELY RELATED TO SIZE OF SCHOOL AND COMMUNITY AND HOUSING QUALITY REGARDLESS OF THE EXTENT OF NEGRO ENROLLMENT. DROPOUT RATES, INCIDENCE PUPILS WITH A SPANISH OR LATIN AMERICAN BACKGROUND, AND ABSENTEEISM ARE HIGHER IN SCHOOLS WITH GREATER NEGRO ENROLLMENT. THERE ARE VARIOUS RELATIONSHIPS AMONG THE SCHOOL POLICY AND PRACTICE VARIABLES OF CLASS SIZE, AVERAGE ANNUAL PER PUPIL EXPENDITURE, STARTING SALARY OF MALE TEACHERS, TEACHER EXPERIENCE, LIBRARY SIZE, GUIDANCE PROGRAM AND BUDGET, AMOUNT OF HOMEWORK, ADVANCE PLACEMENT COURSES, AND AVAILABILITY OF SUMMER PROGRAMS. (NH)

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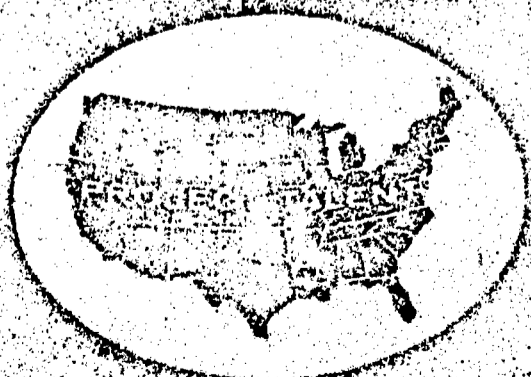
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SELECTED PUPIL AND SCHOOL CHARACTERISTICS
IN RELATION TO PERCENTAGE OF NEGROES IN
SCHOOL ENROLLMENT

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Identification, Development, and Utilization
of Human Talents

SELECTED PUPIL AND SCHOOL CHARACTERISTICS
IN RELATION TO PERCENTAGE OF NEGROES IN
SCHOOL ENROLLMENT

by

George R. Burket

Final Report for C. R. P. 635
(Amendment No. 3)

Responsible Investigator: John C. Flanagan

Project TALENT Office
University of Pittsburgh
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John C. Flanagan
Responsible Investigator

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SELECTED PUPIL AND SCHOOL CHARACTERISTICS IN RELATION TO PERCENTAGE OF NEGROES IN SCHOOL ENROLLMENT

George R. Burket
Project TALENT, University of Pittsburgh

INTRODUCTION

The data presented here are intended to display the differences and similarities among schools having varying proportions of Negro enrollment. They are based on reports made by 773 public senior-high schools in the Project TALENT sample. Comparisons may be made with respect to educational outcomes, school practices, student-body characteristics, and school-board policies. To aid in interpreting these comparisons, the schools have been classified by factors such as housing quality in the areas served and geographic region.

PROJECT TALENT TESTS

School means for fifteen of the Project-TALENT test scores are included in this report. Means were obtained separately for tenth and twelfth grades, in some cases by sex. A complete list of variables used is given in Appendix A. The intercorrelations between school means on the tests are quite high, many of them .80 and above. However, as was pointed out in Project TALENT Monograph No. 2 (Flanagan, et al., 1962, Chapter 5) the reliabilities of school means are so high that each may be presumed to have a systematic unique component. Although every test mean necessarily reflects both aptitude and achievement levels within the school, we may, on the basis of content, classify Abstract Reasoning, Mechanical Reasoning, Reading Comprehension, Math I (Arithmetic Reasoning), and Arithmetic Computation as primarily aptitude tests. English total, Math II (Introductory) and the information tests may be classified as primarily achievement tests. The information tests reflect out-of-school learning as well as in-school learning of material specifically taught. Broadly speaking, scores on the English and Introductory Mathematics Tests probably reflect the results of in-school learning to a greater extent than do scores on the other tests.

QUESTIONNAIRE DATA

Seventeen questions from the General School Characteristics Questionnaire and two items from the Guidance Program Questionnaire are tabulated. The actual questions asked are given in Appendix B. The list of response options for each question appears in each table based on that question. Items that reflect school-board policies include per-pupil expenditure, starting salary for male teachers, adequacy of guidance-program budget, teaching experience, senior-class size, and summer-school program. Items that primarily reflect school practices include average class size, homework expected, number of books in the school library, existence of a guidance program, parents' participation in PTA, and opportunity for advanced placement in college. Items that pertain to characteristics of the student

body include percentage entering college, percentage of dropouts, percentage of Latin-American enrollment, percentage of delinquents, and absenteeism. Like scores on aptitude tests, these variables may be considered descriptive of student-body characteristics that are not primarily attributable to school practices.

CONTROL VARIABLES

To permit meaningful comparisons among groups of schools with different proportions of Negro enrollment, the data were classified on the basis of a number of control variables. For example, the great majority of all-Negro schools are in the Southeast; since test means for southeastern schools serving both Negroes and non-Negroes are substantially lower than for schools elsewhere, a comparison between all-white and all-Negro schools throughout the United States could easily be misleading, i. e., differences between them would be improperly exaggerated. The control variables used in this report are U. S. Office of Education Region, housing quality, community size, and senior-class size. They are described in detail in Appendix C. By region, data are given for the Midwest, the Great Lakes region, the Southeast, and the Southwest (U. S. O. E. regions 2, 3, 5, and 6, respectively). Community-size categories are rural, town, small urban, and large urban. The third classification is based on both housing quality (low versus medium and high) and on school size, as indicated by size of senior class (small, medium, and large). Housing areas of medium and high quality are grouped together. There are thus four categories of region, four categories of community size, and six categories of school size and housing quality.

MODE OF PRESENTATION

Within each of the fourteen categories generated by the control variable breakdowns, schools were grouped into six categories by percentage of Negro enrollment. These categories are shown in the heading of each table. The statistics for each variable (means in the case of test scores and percentage distributions in the case of questionnaire items) are presented for each of the six times fourteen, or eighty-four groups.

The Project TALENT test means are given in Tables 1 to 14. Each value is a weighted mean of school means for the designated categories of schools. As an example, consider the values in Table 1 for Social Studies Information. As shown in Appendix A, this test is numbered 9 for boys and 15 for girls. For schools in the Great Lakes region with between 1 and 9 per cent Negro enrollment, the mean scores are 16.6 for boys and 14.6 for girls. Appendix D indicates that these means are based on 32 schools. The value 16.6, then, is a weighted average of 32 school means for 12th-grade boys on the Social Studies Information test. Each school was so weighted as to make the average of 16.6 a reasonable estimate of the mean for 12th-grade boys in all schools in the particular category specified. The weighting procedure will be discussed further in the following section.

The data derived from the school-questionnaire items are presented in Tables 15 to 98. Each value is the percentage of the designated category of schools described by the response option shown in the left-hand column. Thus, the percentages for any group (e. g. , schools serving large urban communities and having between 30 and 99 per cent Negro enrollment), should total 100 when summed over options. In computing each percentage, each of the schools in our sample was so weighted as to make the percentage given in the table a reasonable estimate of the percentage of all schools in the particular category specified. We find from Table 34, for example, that 30.4 per cent of medium-sized schools having between 1 and 9 per cent Negro enrollment and serving communities with low housing quality have a dropout rate for girls of from 10 to 19 per cent. Appendix D shows that our sample included 27 schools in this category. Since 30.4 is a weighted percentage, it is not correct to state that 30.4 per cent of these 27 schools had a dropout rate for girls of between 10 and 19 per cent. The proper statement is that an estimated 30.4 per cent of medium-sized American secondary schools with 1 to 9 per cent of their enrollment made up of Negroes and serving communities characterized primarily by housing of low quality had 10-19 per cent of the girls enrolled in grade 10 drop out before graduation.

PRECAUTIONS FOR INTERPRETING RESULTS

In order not to misinterpret the statistics in the tables, it is necessary to take into account the size and composition of the Project TALENT sample and also the effect of weighting on means and, especially, on percentages. For reasons explained in Monograph No. 1 (Flanagan, et al., 1960, Chapter 3), large schools, especially those in Chicago and New York City, are overrepresented in the Project TALENT sample, while small schools are underrepresented. To compensate for this distortion in estimating national norms, each school is weighted in inverse proportion to the sampling ratio used for its selection. For example, large schools in New York City are weighted 1.0; in Chicago, 1.9. In general, large schools in most other communities are weighted 20; medium-sized schools, 20; and small schools, 50. The accuracy of an estimated mean or percentage may be most conveniently judged on the basis of the unweighted number of schools on which it is based; the larger this number, the greater the accuracy. For the purposes of this report, we will make the arbitrary assumption that meaningful comparisons can be made only between groups represented in our sample by five or more schools. We thus eliminate 36 of the 84 groups generated by the various classifications, as may be seen in Appendix D. In reality, the accuracy of our estimates is affected by a number of factors other than the unweighted N's. In this report, we will attempt merely to illustrate rather than to explain these complications.

Suppose that we want to compare the average scores of twelfth-grade pupils enrolled in schools with varying percentages of Negroes in their student bodies. In Tables 1 and 2, we note that the means for all nineteen tests tend to decrease as the percentage of Negroes enrolled increases. Nonetheless, there are some exceptions to this tendency; for example, the mean score in English (test 1) for pupils in schools in the Southwest in which Negroes make up 30-99 per cent of the student bodies is 83.0, which is higher than the means on this test in schools that enroll no Negroes or 10-19 per cent Negroes. A glance at Appendix D shows that the mean of 83.0 is based on data from only one school. Hence, we discount the

fact that it is out of line with the general trend of the data. In using Tables 1-98, the number of schools on which the data are based, as shown in Appendix D, should constantly be kept in mind.

The fact that a set of weights is applied to the school means makes it even more necessary to keep in mind the data in Appendix D because in some instances a single school may be weighted very heavily. For example, information not available in this report shows that the one large school in the southeast region that enrolls 30-99 per cent Negroes is only one of 20 schools that make up the Project TALENT sample of schools in large urban communities that enroll 30-99 per cent Negroes. Yet, its weight causes it to represent 21.2 out of 101.5 schools assigned to this particular category in the weighted Project TALENT sample. Thus it represents about 20 per cent of the weighted sample but only about 5 per cent of the unweighted sample.

Conversely, sixteen of the 20 schools that comprise the Project TALENT sample of schools in large urban communities that enroll 30-99 per cent Negroes are in New York City and Chicago. Yet, in the weighted sample of schools in this category, they represent only 16.9 out of 101.5. Thus, they represent 80 per cent of the unweighted sample and only about 17 per cent of the weighted sample.

The fact that certain schools have very different weightings in the unweighted and weighted samples was expected since the weighted sample was deliberately constructed as a representative sample of American secondary schools of all types and sizes. Presumably, in the long run, inferences about American secondary schools based on the weighted data should turn out to be more accurate than those based on unweighted data.

RESULTS

Pupil Characteristics

Aptitude and Achievement. Consider first the means of the nineteen selected Project TALENT tests that are shown in Tables 1-14. The most obvious trend is the tendency for the mean scores to decrease as the per cent of Negroes in school enrollment increases. The trend affects tests of nonverbal abilities (e. g. , test 4, Abstract Reasoning) to about the same extent as tests of verbal abilities (e. g. , test 2, Reading Comprehension). It cuts across geographical areas, appearing with almost the same strength in the four Office of Education areas sampled: the Mideast, the Great Lakes area, the Southeast, and the Southwest. These four areas are described specifically in Appendix C.

Closer examination of the test means shows that they tend to be about as high, or even higher, in the groups of schools that enroll 1-9 per cent Negroes as in schools that enroll no Negroes. This situation is noticeable especially in the South, in small communities, and in small schools. It may result from the fact that the secondary-school pupils in southern communities in which some degree of integration has been achieved tend to have greater capacity or motivation for learning than pupils in communities where schools have not been integrated at all.

It is interesting to note in Tables 5, 6, and 7 that most of the test means do not differ markedly between schools in low-quality housing areas and medium-high-quality housing areas. There is a tendency for the differences in favor of high-quality housing areas to be greater in schools having small percentages of Negroes enrolled. In fact, in schools enrolling all Negroes, the test means tend to be higher in those schools serving low-quality housing areas than in those serving medium- and high-quality housing areas (Tables 5-7 and 12-14). These findings may reflect differences in the types of Negroes who live in high-quality and low-quality housing areas.

It is interesting to note in Tables 2 and 9 that although the mean scores of pupils in schools having no Negroes enrolled tend to be higher in the Southwest than in the Southeast, the reverse seems to be true in schools enrolling all Negroes. The reasons for this are not obvious.

Tables 3, 4, 10, and 11 permit comparisons of test means in two different grades in schools serving communities of different sizes. The data show that there is a strong tendency for the means of most of the tests in schools having widely varied percentages of Negroes enrolled to increase as size of community increases.

To give some idea of the achievement levels of pupils in the groups of schools for which means are given in Tables 1-14, the national norms for these tests in appropriate groups of boys, girls, or both sexes combined are shown in Appendix A for grades 10 and 12. In addition, Table 99 shows the percentile ranks in terms of individual scores corresponding to the means of schools in the Southeast that enroll all Negro pupils. The data show the extent to which the pupils in these schools tend to deviate from the national median and suggest the need for intensive study of methods to increase the amount of learning that takes place in many schools in the United States.

Personal Data. Data regarding the percentages of high-school graduating classes of June 1959 who entered college in 1959-1960 are shown in Tables 15-28. These tables can best be understood if the trends in the percentages shown in the columns (rather than the rows) are compared.¹ If this is done for Tables 15 and 16, it becomes apparent that the greater the incidence of Negroes in a school's enrollment, the smaller the percentage of pupils who enter college after graduation. This relationship is strongest in the Southwest, where graduates of schools having no Negroes enrolled are more likely to enter college than in the three other areas reported, but graduates of schools that enroll only Negroes are less likely to enter college than in other areas.

Tables 19-28 show that entrance to college is positively related to size of community, size of school, and quality of housing regardless of the percentage of Negro enrollment. The tendency for fewer graduates to enter college as the

¹It may be noted that blanks in the column entries represent zeros (not missing data). An asterisk has been inserted at the top of any column representing a category of schools for which no data were available.

incidence of Negroes in enrollment increases remains in evidence regardless of size of community, size of school, or quality of housing in the area served by the school.

Comparison of the data in Tables 29-34 shows that dropout from high school before graduation is likewise associated with percentage of Negroes enrolled. The larger the percentage of Negroes enrolled, the higher the dropout rate. Further study of the tables indicates that dropout rates tend to be lower in the Southeast and the Southwest than in the Mideast and Great Lakes regions, lower in small communities than in large ones, and especially high in large schools serving areas of low housing quality.

Tables 35-40 present data regarding the association of incidence of pupils of Spanish or Latin-American background and Negroes in school enrollment. In general, the relationship is positive and increases with size of community and size of school. In large urban communities, this tendency is marked. The data probably reflect the fact that in large cities, such as New York and Chicago, Puerto Rican and Negro families live in the same or adjacent areas; Table 40, for instance, shows that in areas of low housing quality the presence of both Negroes and pupils of Spanish or Latin-American backgrounds in schools occurs more frequently than in areas of medium and high housing quality.

In Tables 41-43 we find that a marked tendency is exhibited for absenteeism to increase as percentage of Negroes enrolled increases. The tendency is weakest in the Southwest and strongest in large schools and large urban areas. Absenteeism probably reflects motivation for schoolwork and socio economic status of the home.

The incidence of delinquency among pupils in grades 9-12, as shown in Tables 44-47, appears to be greater in the Mideast and Great Lakes areas than in the Southeast or Southwest. In none of these areas, however, does it increase in close correspondence with or consistently with increase in percentage of Negroes enrolled. There is some tendency for this relationship to appear among schools in large urban areas and in large schools serving areas of low housing quality. On the other hand, in small schools and in areas of medium and high housing quality our rather scanty data suggest that the delinquency rate is lower in schools having high percentages of Negroes than in schools having low percentages of Negroes in their enrollments (Cf. Tables 46 and 47).

School Policies and Practices

PTA. The extent of parent participation in PTA is indicated in Tables 48-52. There appears to be fairly widespread interest in PTA's in all types of schools regardless of the incidence of Negroes in enrollment.

Size of Senior Class. Tables 53-55 show that in the Mideast and Great Lakes areas there is a slight tendency for senior-class size to increase with percentage of Negroes enrolled. This tendency is associated with schools in large urban communities; hence, its appearance in the more populous areas.

Average Size of Classes in Grades 9-12. In general, class size increases with percentage of Negroes enrolled, as shown in Tables 56-62, the trend being weakest in the Southwest, large communities, and large schools. It does not seem to be strongly correlated with housing quality in the areas served. In the Southeast, average class size is larger in all-Negro schools than in schools having no Negroes enrolled even though school size tends to be smaller.

Average Annual Per-Pupil Expenditure. Tables 63-69 present data regarding average-per-pupil expenditure in various groupings of schools. The relationship between size of average-per-pupil expenditure and percentage of Negroes enrolled seems to be positive in the Great Lakes area, about zero in the Southeast and Southwest, and somewhat negative, over-all, in the Mideast. In the latter area, per-pupil expenditure rises with increase in percentage of Negroes enrolled through 20-29 per cent and then declines with increase in percentage of Negroes enrolled through 100 per cent. In the Southeast and the Southwest there is very little difference between the average per-pupil expenditure in schools enrolling 1-9 per cent Negroes and those enrolling all Negroes; yet, in the former, pupil achievement (as indicated by the mean scores in Tables 2 and 9) is considerably higher than in the latter.

The tendency for per-pupil expenditure to decrease with increasing percentage of Negroes enrolled is strong in rural communities, in towns, and in small urban areas but is reversed in large urban communities (Cf. Table 66). When schools in these large urban communities are classified as serving areas of medium-to-high and low housing quality, the reversal tendency becomes much less clearcut and is present only in schools serving areas of low housing quality. It probably reflects the efforts being made to provide adequate educational facilities in such areas.

Starting Salary of Male Teachers. Tables 70-74 show the distributions of schools by starting salaries of male secondary-school teachers. In rural areas, towns, and small urban communities, salaries decrease as percentage of Negro enrollment increases but in large urban areas this tendency seems to be reversed. The usual tendency for salary levels of all types of teachers to be higher in large than in small communities is also noticeable in the data.

Experience of Teachers. There are no strong relationships between the average number of years of teaching experience for full-time faculty members and percentage of Negroes enrolled. Tables 75-77 present the data. The relationships tend to be positive in the North and negative in the South.

Library Size. Size of library is apparently rather closely related to size of community. With communities of roughly the same size, there is a tendency (shown in Table 79) for size of library to decrease as percentage of Negroes enrolled increases except in large urban communities where the reverse tends to be true.

Guidance Program and Budget. The existence of a guidance program is closely linked with size of the community served by the school, rural areas having fewer than larger communities (Table 84). Only small minorities of school counselors consider their guidance budgets to be fully adequate. Among schools that

do have guidance programs there is a strong tendency for them to be more inadequately budgeted as the percentage of Negroes enrolled increases.

Amount of Homework. There are no marked differences in the average number of hours of homework assigned per day in schools having varying percentages of Negroes enrolled. If anything, there is a tendency for schools with a high incidence of Negro pupils to assign more homework than others. There are interesting regional differences shown in Table 89, less homework being assigned in the South than in the Northeast and Great Lakes areas.

Advanced Placement. Opportunities for taking advanced courses in secondary school are shown in Tables 92-94. Interestingly enough, public schools in the Great Lakes area and the Southeast offer a greater number of opportunities for advanced courses in secondary school than do schools in the Mideast, where these become less available as the percentage of Negroes enrolled increases. In the Southeast, this is not the case.

Summer Program Available. In the South, summer-school programs are less frequently available to pupils as percentage of Negroes in school enrollment increases. In the Mideast and Great Lakes regions, this relationship is reversed. The underlying reasons for these trends appear to be the fact that large schools and large communities tend to provide more opportunities for summer-school work than small schools and small communities.

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Table 1

Mean Scores of 12th Grade Classes on 19 Selected Project TALENT Tests
(Schools Grouped by Education Regions and Per Cent of Negroes in Enrollment)

Tests	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	86.3	86.1	81.7	72.0	75.9	73.4	84.1	85.4	86.4	81.8	78.0	74.0
2.	33.9	34.2	31.2	25.0	24.5	22.1	31.6	32.4	32.0	29.7	29.0	26.0
3.	11.5	11.6	10.6	9.4	10.0	6.0	11.3	11.3	11.0	9.7	10.0	8.0
4.	9.4	9.6	9.1	8.1	7.6	6.0	9.1	9.2	9.4	8.7	8.1	7.0
5.	9.6	9.7	8.3	6.4	6.1	5.0	9.1	9.2	9.4	8.0	6.1	6.0
6.	11.3	11.6	9.9	8.3	7.2	7.0	10.5	10.8	11.0	9.0	8.1	8.0
7.	34.0	34.3	30.3	18.1	19.5	19.9	31.9	32.7	32.5	27.4	23.1	9.0
8.	14.1	14.4	13.6	10.7	11.9	9.7	12.6	13.4	13.0	12.7	13.0	12.0
9.	17.7	17.8	16.5	13.6	14.0	12.0	15.8	16.6	16.0	15.1	15.0	15.0
10.	10.7	11.2	10.2	8.2	6.5	6.6	9.9	10.1	10.0	9.0	9.0	7.0
11.	7.0	7.2	6.3	4.8	5.5	5.0	6.6	6.7	7.0	6.0	7.0	6.0
12.	11.3	11.6	10.5	9.5	7.4	6.0	10.2	10.4	10.7	9.7	8.2	8.0
13.	14.0	14.1	12.0	10.4	9.1	8.9	13.7	13.9	13.7	13.3	10.2	10.0
14.	14.1	15.1	12.7	12.4	11.2	9.6	13.1	13.5	14.0	13.0	10.9	12.0
15.	15.8	16.4	14.2	14.1	11.8	10.9	14.6	14.6	15.0	13.3	11.0	11.0
16.	7.8	8.4	6.9	5.3	5.2	4.9	7.4	7.3	7.7	6.0	5.1	6.0
17.	5.7	6.1	5.3	4.6	4.1	4.4	5.8	5.8	6.4	5.6	5.0	5.0
18.	7.3	7.6	6.7	6.5	5.6	4.6	6.8	6.9	7.7	7.0	5.0	5.0
19.	14.0	14.3	12.4	10.4	11.3	10.8	14.6	14.1	14.0	13.3	11.9	10.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and states in Regions.



Table 2

Mean Scores of 12th Grade Classes on 19 Selected Project TALENT Tests
(Schools Grouped by Education Regions and Per Cent of Negroes in Enrollment)

Tests	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	83.2	85.1	82.3	*	68.6	66.6	82.3	85.4	74.8	*	83.0	59.2
2.	29.5	32.3	29.3		18.5	17.4	30.3	33.2	25.7		28.0	16.2
3.	10.0	10.5	9.5		6.5	6.8	10.9	12.7	8.9			5.4
4.	8.1	8.4	8.0		5.5	5.1	8.2	9.0	6.2		8.0	4.0
5.	8.1	8.4	8.0		5.0	4.8	8.3	9.0	7.9		7.0	4.6
6.	9.6	10.6	9.7		6.0	6.0	10.2	11.3	9.5		8.0	5.5
7.	28.5	31.6	26.0		2.0	4.9	28.9	30.7	23.2		23.0	3.7
8.	11.9	13.8	11.0		7.5	6.9	12.6	13.8	13.6		10.0	6.5
9.	14.6	16.1	14.3		9.5	8.4	14.7	16.0	15.3		13.0	7.5
10.	8.6	10.2	8.3		5.0	5.0	8.8	10.1	11.3		8.0	3.5
11.	6.4	6.9	6.3		4.5	4.4	6.1	6.9	8.0		6.0	3.8
12.	8.6	9.8	8.3		4.5	4.6	9.1	9.9	8.2		8.0	4.4
13.	12.6	13.0	12.0		7.5	7.7	13.5	13.5	13.7		12.0	6.7
14.	12.3	13.6	11.0		6.5	7.4	13.3	13.7	12.3		13.0	8.8
15.	13.0	13.7	12.3		9.0	8.2	13.2	14.4	14.1		11.0	7.6
16.	6.3	7.1	5.3		4.0	4.3	7.1	7.3	6.3		5.0	4.1
17.	5.6	5.3	4.7		5.0	4.1	5.6	6.2	5.6		5.0	4.1
18.	5.6	6.3	5.0		5.5	3.2	6.0	6.9	4.9		5.0	3.5
19.	12.7	12.9	12.3		9.0	9.5	13.1	12.9	13.7		15.0	9.7

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and states in Regions.

Table 3

Mean Scores of 12th Grade Classes on 19 Selected Project TALENT Tests
(Schools Grouped by Size of Community and Per Cent of Negroes in Enrollment)

Tests	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	29-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	82.7	84.7	83.6	*	78.3	64.6	84.0	83.6	78.9	87.0	*	64.9
2.	30.0	32.2	30.6		25.8	17.1	31.6	32.5	27.5	30.0		18.0
3.	10.8	11.1	10.5		9.0	6.8	11.1	12.1	9.3	9.0		5.8
4.	8.5	9.2	8.5		7.7	4.9	9.0	9.0	7.3	8.0		4.8
5.	8.6	9.2	9.0		7.0	5.0	8.9	9.1	8.1	8.0		4.8
6.	9.9	10.6	11.6		8.0	6.0	10.5	10.6	9.2	9.0		6.0
7.	29.5	30.6	25.5		13.6	1.5	32.3	32.2	27.0	34.0		6.4
8.	11.6	13.3	13.6		10.0	6.0	12.6	13.1	12.1	12.0		6.9
9.	14.8	16.3	15.5		12.1	8.1	15.8	16.1	15.0	14.0		8.4
10.	8.8	11.0	9.6		7.7	4.7	9.6	10.0	10.2	8.0		4.3
11.	6.3	7.3	7.0		5.7	3.9	6.7	6.9	7.4	5.0		4.3
12.	9.1	11.1	9.6		7.4	4.7	9.7	10.5	8.3	10.0		4.5
13.	13.2	14.1	12.5		10.7	7.2	13.5	14.0	13.1	14.0		7.8
14.	12.3	13.9	12.5		11.4	7.4	13.1	13.6	12.0	14.0		7.4
15.	13.8	14.9	12.0		12.0	8.5	14.2	14.7	14.2	14.0		8.5
16.	7.1	8.0	5.6		6.3	4.8	7.4	7.6	6.8	7.0		3.8
17.	5.6	5.9	5.6		5.7	4.0	6.0	6.0	5.3	6.0		4.3
18.	6.0	7.2	6.0		6.0	3.1	6.6	7.0	5.2	7.0		3.1
19.	13.6	14.6	12.5		12.8	9.6	13.9	14.0	13.5	13.0		9.4

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of Tests, and population ranges of community sizes.

Table 4

Mean Scores of 12th Grade Classes on 19 Selected Project TALENT Tests

(Schools Grouped by Size of Community and Per Cent of Negroes in Enrollment)

Tests	Small Urban						Large Urban					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	86.8	86.2	85.2	*	*	66.7	87.1	84.6	80.1	77.0	74.9	73.1
2.	33.7	33.6	33.8			17.2	34.8	33.4	30.4	28.3	23.4	23.2
3.	11.5	11.4	11.2			6.8	11.2	10.8	10.0	9.9	9.2	6.1
4.	9.4	9.6	9.7			5.0	9.4	9.5	8.7	8.5	7.4	6.1
5.	9.4	9.3	9.2			4.5	9.5	9.0	7.6	7.7	5.8	5.1
6.	11.4	11.3	11.0			5.7	11.4	11.8	9.3	8.9	7.4	7.1
7.	33.8	32.8	32.7			6.8	32.9	32.2	26.0	22.4	20.2	18.3
8.	14.2	14.3	14.0			7.8	15.3	14.3	13.1	12.1	11.3	11.1
9.	16.9	17.1	16.9			8.4	17.2	16.9	16.2	14.5	13.4	12.2
10.	10.6	10.6	10.3			5.2	11.2	10.5	9.8	8.9	6.8	7.0
11.	7.1	6.9	6.6			4.5	7.0	6.4	6.4	6.1	5.8	5.1
12.	10.6	10.8	10.5			4.5	11.8	10.4	10.2	9.4	6.9	6.1
13.	13.9	13.8	13.4			7.9	14.1	13.0	12.3	12.3	8.9	8.1
14.	14.3	14.4	14.0			8.0	15.2	14.2	12.8	12.0	10.2	10.1
15.	14.9	15.1	15.1			7.6	15.1	14.8	13.9	12.8	11.0	10.1
16.	7.5	7.4	7.1			4.0	8.0	6.4	5.8	5.3	4.9	4.1
17.	5.9	5.9	5.9			4.1	6.0	5.4	5.4	5.2	4.5	4.1
18.	7.3	7.4	7.4			3.4	7.6	7.6	6.7	6.6	5.3	5.0
19.	13.6	13.8	13.6			9.6	14.0	12.8	11.8	13.0	11.2	10.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and population ranges of community sizes.

Table 5

Mean Scores of 12th Grade Classes in Small Schools on 19 Selected Project TALENT Tests
(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Tests	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	84.2	82.8	70.0	*	83.0	62.1	80.9	84.0	*	*	65.0	61.2
2.	31.2	32.4	23.0		28.0	17.2	29.4	34.0			17.0	16.1
3.	11.2	12.3	8.0			8.3	10.8	10.0			6.0	5.3
4.	8.9	8.9	5.0		8.0	5.1	8.3	9.0			5.0	4.4
5.	9.1	9.4	7.0		7.0	4.9	8.4	8.0			5.0	4.8
6.	10.6	10.2	8.0		8.0	5.6	9.7	11.0			5.0	5.8
7.	30.7	30.9	22.0		23.0	.5	29.3	29.0			16.0	4.7
8.	11.7	12.1	13.0		10.0	5.4	11.2	14.0			7.0	5.9
9.	15.1	15.5	15.0		13.0	6.5	14.5	18.0			9.0	7.9
10.	9.2	10.0	11.0		8.0	3.7	8.4	11.0			5.0	4.1
11.	6.4	7.1	8.0		6.0	3.4	6.1	9.0			4.0	4.2
12.	9.6	11.4	7.0		8.0	5.0	8.7	12.0			5.0	4.0
13.	13.6	14.4	14.0		12.0	7.4	13.2	14.0			8.0	6.4
14.	13.0	15.0	12.0		13.0	5.4	11.7	11.0			6.0	8.1
15.	14.5	16.3	15.0		11.0	5.6	13.3	13.0			9.0	9.8
16.	7.8	9.5	6.0		5.0	3.8	6.9	7.0			4.0	4.2
17.	6.0	6.5	5.0		5.0	3.4	5.7	4.0			5.0	4.0
18.	6.5	7.1	4.0		5.0	2.2	5.8	7.0			6.0	3.1
19.	14.1	15.0	14.0		15.0	8.0	13.4	13.0			8.0	10.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and definition of school size.

Table 6

Mean Scores of 12th Grade Classes in Medium Sized Schools on 19 Selected Project TALENT Tests

(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Tests	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	84.9	85.7	87.4	87.0	84.4	65.4	82.9	83.5	80.5	*	*	67.5
2.	32.0	33.0	32.0	30.0	31.4	17.2	30.0	32.2	28.5			17.6
3.	11.2	11.5	11.0	9.0	11.8	6.0	10.6	11.7	9.5			7.1
4.	9.1	9.3	9.5	8.0	9.9	4.5	8.4	9.0	8.0			5.0
5.	9.1	9.3	10.0	8.0	8.8	4.5	8.3	9.0	8.0			4.7
6.	10.7	11.0	12.1	9.0	10.7	5.7	9.7	10.5	10.0			5.9
7.	32.9	33.2	31.6	34.0	31.1	2.4	28.8	30.8	24.5			7.5
8.	13.0	14.1	14.1	12.0	12.7	7.5	11.8	13.2	10.5			7.2
9.	16.1	16.9	16.5	14.0	13.8	8.2	14.8	15.8	13.5			8.5
10.	9.7	10.6	11.5	8.0	9.7	5.7	9.0	10.4	7.5			5.0
11.	6.8	7.1	8.0	5.0	6.9	4.5	6.4	6.9	6.0			4.4
12.	10.0	10.7	11.0	10.0	8.8	4.3	9.0	10.4	8.0			4.8
13.	13.6	14.0	13.0	14.0	11.7	7.7	12.9	13.8	12.0			8.1
14.	13.5	13.8	13.9	14.0	15.0	8.0	12.2	13.6	11.0			7.5
15.	14.7	14.9	13.9	14.0	16.0	8.3	13.2	14.3	12.0			7.6
16.	7.3	7.4	7.9	7.0	10.0	4.4	6.7	7.8	5.5			4.3
17.	5.9	5.9	7.0	6.0	7.0	4.2	5.5	6.0	4.5			4.1
18.	6.7	7.1	7.5	7.0	7.0	3.3	5.7	6.9	4.5			3.3
19.	13.9	14.0	14.0	13.0	15.0	9.5	13.4	14.0	12.0			9.6

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and definition of school size.

Table 7

Mean Scores of 12th Grade Classes in Large Schools on 19 Selected Project TALENT Tests
(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Tests	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	87.0	86.3	84.2	82.5	71.8	73.1	85.8	81.6	83.4	74.6	76.6	77.0
2.	34.0	33.8	33.0	31.3	20.4	21.3	32.0	31.2	30.1	27.0	24.8	22.0
3.	11.5	11.4	11.0	10.0	7.2	6.5	10.2	10.9	9.5	9.9	10.1	7.0
4.	9.5	9.6	9.4	9.1	6.2	6.2	8.6	9.3	8.2	8.3	7.7	7.0
5.	9.4	9.4	8.9	8.1	5.2	5.0	8.7	8.7	7.7	7.6	6.1	6.0
6.	11.5	11.4	10.6	9.3	7.1	7.0	9.9	10.4	9.0	8.7	7.5	7.0
7.	33.1	33.0	31.4	26.5	19.3	13.3	34.3	30.3	27.4	20.6	20.6	12.0
8.	14.6	14.4	13.9	14.0	8.3	9.7	13.2	12.3	12.3	11.3	12.4	11.0
9.	17.1	17.3	16.8	16.2	10.3	11.6	15.9	15.5	16.0	13.7	14.4	11.0
10.	10.9	10.6	10.2	9.1	5.3	6.2	9.6	9.6	9.8	8.8	7.3	8.0
11.	7.1	6.8	6.6	7.0	5.0	5.0	6.6	6.6	6.5	5.7	6.0	6.0
12.	10.9	10.8	10.5	9.1	4.6	5.6	9.9	10.3	9.3	9.5	7.6	7.0
13.	14.0	13.8	13.3	12.9	7.3	8.3	13.3	13.5	11.6	12.0	9.5	9.0
14.	14.4	14.5	13.6	13.1	7.3	9.4	12.7	12.4	11.4	11.5	11.1	10.0
15.	15.0	15.3	14.8	13.3	9.3	9.8	13.5	13.6	13.3	12.6	11.6	10.0
16.	7.5	7.3	7.0	5.2	4.0	4.6	6.6	6.3	5.2	5.4	5.2	6.0
17.	5.9	5.9	5.8	6.0	4.8	4.7	5.2	5.3	4.9	4.9	4.4	5.0
18.	7.4	7.6	7.2	7.0	5.0	4.5	6.4	7.0	6.1	6.4	5.4	6.0
19.	13.7	13.8	13.3	13.8	10.0	9.7	12.8	13.2	12.3	12.6	11.6	10.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and definition of school size.

Table 8

Mean Scores of 10th Grade Classes on 19 Selected Project TALENT Tests

(Schools Grouped by Education Regions and Per Cent of Negroes in Enrollment)

Tests	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	79.9	79.4	75.5	64.7	65.4	64.2	78.8	79.4	79.0	73.7	75.0	66.0
2.	28.9	28.7	26.2	20.5	18.6	17.0	27.4	27.8	26.7	23.7	24.0	21.0
3.	10.5	11.0	9.6	8.4	9.4	9.0	10.4	10.6	10.0	9.0	9.0	7.0
4.	8.7	8.6	8.3	7.4	6.2	5.6	8.4	8.3	8.0	7.3	6.2	7.0
5.	8.3	7.9	6.8	5.2	4.2	4.0	7.8	7.8	7.4	6.6	5.1	5.0
6.	9.8	9.7	8.8	6.9	6.2	5.6	9.7	9.6	9.0	8.0	7.1	7.0
7.	28.2	25.4	24.3	10.5	7.6	10.7	25.4	25.2	24.8	16.0	12.8	17.0
8.	11.8	11.9	10.5	9.5	9.7	7.1	10.9	11.3	10.7	10.4	9.1	8.0
9.	15.5	15.4	13.8	10.2	10.3	8.0	13.7	13.8	13.0	11.6	9.3	10.0
10.	9.0	9.5	7.9	7.0	6.4	5.0	8.8	8.8	8.0	7.3	6.2	6.0
11.	6.7	6.7	5.7	4.3	4.5	4.0	6.5	6.4	6.7	5.7	5.0	4.0
12.	9.1	9.6	8.1	7.0	6.0	4.0	8.8	8.8	8.7	7.6	5.2	6.0
13.	12.2	12.2	10.3	8.8	8.2	6.9	12.3	12.2	11.7	10.6	8.2	7.0
14.	11.9	11.9	10.5	10.0	8.2	7.6	10.9	11.1	10.7	10.3	7.2	8.0
15.	14.0	13.5	12.7	9.9	8.1	7.0	11.9	12.0	11.4	10.0	7.3	7.0
16.	7.5	7.8	6.4	5.1	4.2	4.4	7.0	6.8	6.7	5.0	4.2	4.0
17.	5.9	5.9	4.6	4.1	4.0	4.4	5.8	5.5	5.4	5.3	4.1	4.0
18.	6.4	6.3	5.6	5.1	4.1	3.6	5.9	6.1	6.3	5.6	4.1	4.0
19.	12.6	12.7	11.4	9.0	9.3	9.0	13.0	12.8	12.4	11.6	10.1	10.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and states in Regions.

Table 8

Mean Scores of 10th Grade Classes on 19 Selected Project TALENT Tests

(Schools Grouped by Education Regions and Per Cent of Negroes in Enrollment)

Tests	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	79.9	79.4	75.5	64.7	65.4	64.2	78.8	79.4	79.0	73.7	75.0	66.0
2.	28.9	28.7	26.2	20.5	18.6	17.0	27.4	27.8	26.7	23.7	24.0	21.0
3.	10.5	11.0	9.6	8.4	9.4	9.0	10.4	10.6	10.0	9.0	9.0	7.0
4.	8.7	8.6	8.3	7.4	6.2	5.6	8.4	8.3	8.0	7.3	6.2	7.0
5.	8.3	7.9	6.8	5.2	4.2	4.0	7.8	7.8	7.4	6.6	5.1	5.0
6.	9.8	9.7	8.8	6.9	6.2	5.6	9.7	9.6	9.0	8.0	7.1	7.0
7.	28.2	25.4	24.3	10.5	7.6	10.7	25.4	25.2	24.8	16.0	12.8	17.0
8.	11.8	11.9	10.5	9.5	9.7	7.1	10.9	11.3	10.7	10.4	9.1	8.0
9.	15.5	15.4	13.8	10.2	10.3	8.0	13.7	13.8	13.0	11.6	9.3	10.0
10.	9.0	9.5	7.9	7.0	6.4	5.0	8.8	8.8	8.0	7.3	6.2	6.0
11.	6.7	6.7	5.7	4.3	4.5	4.0	6.5	6.4	6.7	5.7	5.0	4.0
12.	9.1	9.6	8.1	7.0	6.0	4.0	8.8	8.8	8.7	7.6	5.2	6.0
13.	12.2	12.2	10.3	8.8	8.2	6.9	12.3	12.2	11.7	10.6	8.2	7.0
14.	11.9	11.9	10.5	10.0	8.2	7.6	10.9	11.1	10.7	10.3	7.2	8.0
15.	14.0	13.5	12.7	9.9	8.1	7.0	11.9	12.0	11.4	10.0	7.3	7.0
16.	7.5	7.8	6.4	5.1	4.2	4.4	7.0	6.8	6.7	5.0	4.2	4.0
17.	5.9	5.9	4.6	4.1	4.0	4.4	5.8	5.5	5.4	5.3	4.1	4.0
18.	6.4	6.3	5.6	5.1	4.1	3.6	5.9	6.1	6.3	5.6	4.1	4.0
19.	12.6	12.7	11.4	9.0	9.3	9.0	13.0	12.8	12.4	11.6	10.1	10.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and states in Regions.

Table 9

Mean Scores of 10th Grade Classes on 19 Selected Project TALENT Tests
(Schools Grouped by Education Regions and Per Cent of Negroes in Enrollment)

Tests	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	76.6	79.3	76.7	*	61.5	58.2	77.1	78.7	79.1	*	74.0	58.7
2.	24.9	28.1	24.7		14.5	13.3	25.6	27.1	27.5		24.0	12.8
3.	9.3	9.4	8.5		6.0	5.7	10.3	10.4	10.0		8.0	5.1
4.	7.2	8.0	7.0		5.0	4.1	7.7	8.2	7.7		7.0	3.9
5.	6.9	7.5	7.0		4.5	3.9	7.1	7.1	8.4		6.0	3.7
6.	9.0	9.5	9.3		6.5	5.4	9.3	9.6	10.3		8.0	5.7
7.	21.7	27.9	25.4		3.1	3.4	20.7	24.8	27.9		19.0	1.0
8.	9.9	11.8	3		6.5	5.4	10.7	11.0	11.0		10.0	5.2
9.	12.2	14.2	12.3		8.0	5.9	12.2	12.9	12.3		10.0	5.1
10.	7.7	9.1	7.7		4.5	4.1	8.2	8.7	8.3		10.0	3.1
11.	6.2	6.5	5.7		5.0	3.9	5.9	6.2	7.0		6.0	3.0
12.	7.4	8.4	7.3		4.0	3.6	7.6	8.1	7.6		11.0	3.1
13.	11.2	11.4	10.3		7.0	5.7	11.6	11.6	11.3		12.0	6.1
14.	10.0	11.4	9.7		6.0	6.0	10.8	10.9	11.4		7.0	5.6
15.	10.6	11.5	12.0		7.0	6.2	11.1	11.1	10.0		8.0	5.0
16.	6.0	6.2	6.7		4.0	3.8	6.7	7.0	6.7		6.0	3.2
17.	5.4	5.9	4.7		4.5	4.0	5.3	5.7	6.7		6.0	2.8
18.	4.7	5.1	5.0		3.5	2.7	5.0	5.9	3.3		3.0	2.8
19.	11.1	12.0	12.3		8.5	7.9	12.2	11.7	12.3		13.0	8.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subject of tests, and states in Regions.

Table 10

Mean Scores of 10th Grade Classes on 19 Selected Project TALENT Tests
(Schools Grouped by Size of Community and Per Cent Negroes in Enrollment)

Tests	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	76.6	77.6	77.0	*	71.2	56.5	79.2	77.3	78.7	76.0	*	57.8
2.	25.3	26.9	24.5		22.1	12.7	27.8	27.4	27.0	24.0		13.1
3.	9.9	10.5	9.5		8.7	5.2	10.5	10.9	9.3	9.0		5.4
4.	7.8	8.2	7.0		7.3	3.7	8.5	8.3	7.7	7.0		4.1
5.	7.2	7.5	7.0		6.3	4.0	7.9	7.6	8.1	7.0		3.8
6.	9.0	9.0	10.5		8.3	5.4	9.9	9.1	9.2	8.0		5.2
7.	22.3	24.9	12.8		14.3	7.6	26.4	24.0	31.1	15.0		.5
8.	9.9	10.4	10.5		9.7	4.9	10.9	11.0	10.2	11.0		4.8
9.	12.5	13.7	13.0		11.0	5.3	13.7	13.8	12.6	12.0		5.7
10.	8.0	8.7	8.5		8.1	3.7	8.9	8.8	7.8	8.0		3.6
11.	6.1	6.2	6.5		6.3	3.5	6.6	6.4	6.4	6.0		3.7
12.	7.6	8.3	8.0		7.5	3.2	8.6	8.8	7.6	8.0		3.6
13.	11.6	11.9	11.5		10.4	5.6	12.3	12.1	11.0	11.0		5.7
14.	10.1	10.2	10.0		8.6	5.8	11.0	11.0	10.9	10.0		5.4
15.	11.2	12.0	11.0		10.0	5.9	12.2	12.2	11.6	9.0		5.9
16.	6.7	6.9	5.5		6.7	3.6	7.4	7.2	7.2	4.0		3.7
17.	5.7	5.7	5.0		6.3	3.8	5.8	5.8	5.9	5.0		3.8
18.	5.1	5.6	4.5		4.3	2.4	5.7	5.9	4.6	5.0		2.3
19.	12.1	12.9	12.5		11.7	7.8	12.8	12.8	12.3	10.0		7.8

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and population ranges of community sizes.

Table 11

Mean Scores of 10th Grade Classes on 19 Selected Project TALENT Tests
(Schools Grouped by Size of Community and Per Cent of Negroes in Enrollment)

Tests	Small Urban						Large Urban					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	80.6	80.1	79.1	*	*	61.0	82.1	78.3	73.2	69.9	65.0	62.3
2.	28.9	28.9	28.8			14.0	30.8	28.5	24.6	22.3	17.8	17.3
3.	10.8	10.7	11.0			6.8	11.0	10.3	7.8	8.9	8.4	6.1
4.	8.6	8.6	8.9			4.5	8.8	8.9	7.7	7.3	5.9	6.1
5.	8.0	7.8	7.8			3.8	8.3	7.9	6.2	6.1	4.4	4.1
6.	10.0	10.1	10.1			5.5	10.4	10.1	7.7	7.8	6.3	6.1
7.	26.9	26.0	27.1			2.2	27.2	25.8	17.1	14.8	8.5	12.3
8.	11.8	11.9	11.6			6.3	12.9	12.2	10.6	10.0	8.8	8.0
9.	14.5	14.4	14.7			6.3	15.3	14.1	13.1	11.1	9.4	8.1
10.	9.3	9.1	8.6			4.4	10.0	8.5	7.7	6.7	5.8	5.1
11.	6.6	6.5	6.5			4.2	7.1	5.8	5.3	5.2	4.7	4.0
12.	9.1	9.1	8.8			3.8	9.7	8.3	7.3	7.3	5.4	4.1
13.	12.1	11.9	11.5			6.2	12.6	10.9	10.1	10.1	7.7	6.1
14.	11.8	12.0	11.3			6.5	12.3	12.0	10.6	10.0	7.5	8.0
15.	12.7	12.6	12.8			6.1	13.3	12.6	11.0	10.2	7.5	7.0
16.	7.3	7.2	6.5			3.8	7.5	6.5	6.2	5.0	3.9	4.0
17.	5.7	5.7	5.3			4.0	5.9	5.1	4.7	5.2	4.0	4.0
18.	6.3	6.4	6.3			3.0	6.8	6.6	5.6	5.6	4.1	4.0
19.	12.2	12.4	12.0			8.3	12.9	11.6	10.7	11.6	9.2	9.1

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and population ranges of community sizes.

Table 12

Mean Scores of 10th Grade Classes in Small Schools on 19 Selected Project TALENT Tests
(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Tests	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	78.7	76.1	80.0	*	74.0	50.4	75.6	75.0	*	*	60.0	57.4
2.	27.2	27.1	29.0		24.0	10.8	24.8	27.0			14.0	13.2
3.	10.7	10.3			8.0	4.8	9.8	10.0			6.0	5.1
4.	8.5	8.3	8.0		7.0	3.4	7.7	9.0			5.0	4.0
5.	7.8	7.3	9.0		6.0	3.4	7.0	8.0			5.0	3.9
6.	9.9	8.0	10.0		8.0	5.0	8.7	9.0			7.0	5.9
7.	25.1	22.2	36.0		19.0	8.1	22.5	27.0				7.6
8.	10.5	10.6	11.0		10.0	4.7	9.9	10.3			7.0	5.0
9.	13.2	14.6	12.0		10.0	4.6	12.3	14.2			9.0	5.7
10.	8.6	8.4	8.0		10.0	3.2	7.9	9.0			5.0	3.7
11.	6.4	6.3	7.0		6.0	2.6	6.0	6.0			5.0	3.7
12.	8.2	8.8	7.0		11.0	3.4	7.5	9.7			4.0	3.3
13.	12.0	12.5	11.0		12.0	4.4	11.7	12.0			8.0	5.9
14.	10.7	11.3	12.0		7.0	5.0	9.8	10.7			6.0	5.7
15.	12.0	13.3	10.0		8.0	5.1	10.9	12.4			8.0	6.0
16.	7.3	7.7	7.0		6.0	3.2	6.8	8.0			5.0	3.6
17.	6.0	6.4	7.0		6.0	3.0	5.6	6.0			5.0	3.9
18.	5.6	5.5	3.0		3.0	1.8	4.7	6.0			3.0	2.5
19.	12.4	13.5	12.0		13.0	7.4	12.2	12.7			9.0	8.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and definition of school size.

Table 13

Mean Scores of 10th Grade Classes in Medium Sized Schools on 19 Selected Project TALENT Tests

(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Tests	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	79.2	79.8	78.9	76.0	77.7	60.2	77.0	76.8	76.0	*	*	59.2
2.	27.5	28.7	24.9	24.0	27.4	12.7	25.7	26.5	24.0			13.3
3.	10.3	10.8	10.0	9.0	12.0	5.2	10.0	10.9	8.5			6.5
4.	8.2	8.4	7.5	7.0	9.9	4.2	7.6	8.1	7.0			4.2
5.	7.8	7.9	7.5	7.0	7.8	3.7	7.3	7.4	7.0			4.0
6.	9.8	9.9	9.6	8.0	9.8	5.0	9.0	9.1	10.0			5.3
7.	25.4	26.3	18.9	15.0	22.5	2.0	22.5	24.3	25.6			1.6
8.	10.9	11.8	10.5	11.0	11.8	5.5	9.9	10.4	9.0			5.4
9.	13.7	14.2	13.5	12.0	13.7	6.8	12.6	13.1	12.0			5.6
10.	8.7	9.5	8.5	8.0	8.8	4.2	8.2	8.5	7.5			4.0
11.	6.5	6.6	7.0	6.0	7.8	4.2	6.2	6.3	5.5			3.9
12.	8.4	9.1	9.0	8.0	6.9	3.8	7.9	8.2	7.0			3.5
13.	12.1	12.3	12.5	11.0	10.8	6.3	11.5	11.6	10.5			5.9
14.	11.1	11.6	10.0	10.0	13.0	5.7	10.0	10.6	9.5			6.0
15.	12.3	12.3	10.9	9.0	14.0	5.8	11.3	12.0	12.5			6.0
16.	7.2	7.5	6.5	4.0	9.0	3.8	6.5	6.9	6.5			3.7
17.	5.8	5.7	6.0	5.0	8.0	4.0	5.3	5.8	4.5			3.8
18.	5.8	6.1	4.9	5.0	7.0	2.8	5.1	5.1	5.0			2.6
19.	12.6	12.9	13.0	10.0	13.0	8.3	11.8	12.6	12.5			8.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and definition of school size.

Table 14

Mean Scores of 10th Grade Classes in Large Schools on 19 Selected Project TALENT Tests

(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Tests	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	80.8	80.0	78.1	75.3	63.0	63.7	79.1	76.6	75.5	67.6	66.1	71.0
2.	29.3	29.0	28.1	25.3	15.3	17.2	27.7	26.6	24.7	21.0	18.9	19.0
3.	10.8	10.8	10.5	9.0	6.1	6.0	9.6	10.5	8.5	8.9	9.5	7.0
4.	8.8	8.7	8.6	7.1	5.1	5.1	7.9	8.7	7.2	7.4	6.2	6.0
5.	8.1	7.9	7.5	7.0	4.1	4.0	7.2	7.3	6.6	5.7	4.5	5.0
6.	10.2	10.0	9.6	8.1	6.0	6.0	9.1	9.3	7.8	7.7	6.4	7.0
7.	26.9	25.7	25.1	15.5	6.4	8.1	26.3	24.4	21.9	14.5	9.1	9.0
8.	12.0	12.0	11.4	11.1	6.3	7.7	10.9	10.2	9.8	9.0	9.5	9.0
9.	14.6	14.5	14.4	12.2	7.2	8.3	13.8	13.5	12.4	10.6	10.1	8.0
10.	9.4	9.1	8.5	7.1	4.2	5.5	8.3	8.1	7.5	6.5	6.3	6.0
11.	6.7	6.4	6.3	6.0	5.0	4.7	6.3	6.3	5.5	4.8	4.7	5.0
12.	9.4	9.0	8.5	7.1	4.3	4.3	8.5	8.4	7.6	7.3	5.7	6.0
13.	12.2	11.9	11.3	11.0	6.1	6.3	11.7	11.5	9.3	9.7	8.2	7.0
14.	12.0	11.9	11.2	11.1	6.2	8.0	10.7	10.6	10.0	9.4	7.9	10.0
15.	12.8	12.6	12.7	11.2	6.2	7.9	11.7	11.7	10.7	9.8	7.9	8.0
16.	7.4	7.0	6.5	6.0	3.2	4.5	6.1	6.3	6.5	4.5	4.1	6.0
17.	5.8	5.5	5.2	5.9	4.0	4.7	5.4	5.5	4.8	4.8	4.1	5.0
18.	6.6	6.5	6.1	6.0	4.0	3.7	5.3	6.1	5.0	5.3	4.1	5.0
19.	12.5	12.3	11.9	12.8	8.1	8.4	11.5	11.7	11.1	11.0	9.6	9.0

Some values are based on only one or two cases. See Appendix for unweighted N's, subjects of tests, and definition of school size.

Table 15

Percentage of Schools in U. S. Office of Education Regions 2 and 3
Having Designated Per Cent of Last Year's Sr. Boys in College

College Bound %	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None		.3	1.9	16.7	41.1		4.3					
0-9	16.1	11.8	3.9	41.7	8.9		19.0	12.9	51.8			
10-19	24.4	15.2	25.3	8.3	46.4	43.5	24.1	16.1			91.8	
20-29	16.6	29.3	38.9	16.7		56.5	22.0	29.2		96.9		100.
30-39	23.8	12.8	26.2				14.2	20.1	48.2	3.1		
40-49	2.5	18.4	1.0	8.3	1.8		6.1	13.1			8.2	
50-59	5.6	5.6		8.3	1.8		4.7	6.5				
60-69	5.6	3.0	1.0				2.8					
70-79	5.4	.8	1.0				.9	2.1				
80-89		2.6	1.0				1.0					
90-99		.2					.9					
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 16

Percentage of Schools in U. S. Office of Education Regions 5 and 6
Having Designated Per Cent of Last Year's Sr. Boys in College

College Bound %	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	5.7			*		11.3	3.4			*		22.8
0-9	24.6		32.6			40.9	17.5	9.2	69.9			31.6
10-19	17.9	34.8			48.5	21.9	16.1					22.8
20-29	17.2	11.8	67.4		51.5	10.6	8.3				100.0	22.8
30-39	12.8					10.6	13.2	19.2				
40-49	10.9	22.9				2.9	12.9	27.2	30.1			
50-59	5.2						10.7	39.1				
60-69	3.4	11.5				7.8	7.5					
70-79	1.1	19.0					5.4					
80-89								5.3				
90-99	.6						1.5					
All	.6						3.4					

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 17

Percentage of Schools in U. S. Office of Education Regions 2 and 3
Having Designated Per Cent of Last Year's Sr. Girls in College

College Bound %	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None		7.5	4.9	38.5	5.4		10.8					
0-9	19.3	14.9	37.3	15.4	46.4		20.3	12.7	51.8			
10-19	32.1	12.7	2.0	7.7	44.6		21.4	15.9		32.4	91.8	
20-29	21.7	18.6	50.0	15.4		100.0	19.3	43.0		64.5		
30-39	10.5	25.8	2.0	7.7			13.6	16.7	48.2	3.1		100.
40-49	2.7	13.8	1.0		1.8		5.2	3.2			8.2	
50-59	2.5	3.0		15.4			5.5	6.5				
60-69	8.6	3.1	2.0				1.0					
70-79	2.7	.5			1.8			2.1				
80-89			1.0				1.9					
90-99		.1										
All							.9					

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 18

Percentage of Schools in U. S. Office of Education Regions 5 and 6.
Having Designated Per Cent of Last Year's Sr. Girls in College

College Bound %	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	6.7			*		9.6	10.1			*		22.8
0-9	17.8					31.9	12.5	9.2	69.9			31.6
10-19	20.8	34.8	32.6			21.3	15.7		30.1		100.0	22.8
20-29	17.6	23.3	33.6		51.5	13.6	11.1	9.0				22.8
30-39	17.3		33.8			14.1	10.4	9.0				
40-49	6.0	11.5				6.5	10.5	39.3				
50-59	3.7	23.3			48.5	2.9	7.9	28.2				
60-69	6.1	7.2					11.1					
70-79	2.8						10.6					
80-89	.6							5.3				
90-99	.6											
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 19

Percentages of Schools Having Designated Per Cent of Last Year's Sr. Boys in College
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

College Bound %	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	7.7	4.5		*		27.5	5.8	5.1			*	6.
0-9	26.7	9.0	47.8			42.4	11.2	14.7	52.4			29.
10-19	17.0	18.2			64.3	23.3	24.3	12.7				44.
20-29	17.3	38.9			35.7	6.8	19.2	30.1	47.6	100.0		6.
30-39	8.5	4.6					14.8	8.4				6.
40-49	6.7	20.1	52.2				8.7	12.1				6.
50-59	8.9	4.7					5.3	11.8				
60-69	3.5						3.7	5.1				
70-79	1.2						4.4					
80-89												
90-99	.3						2.6					
All	2.0											

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 20

Percentages of Schools Having Designated Per Cent of Last Year's Sr. Boys in College
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

College Bound %	Small Urban					Large Urban						
	Per Cent Negro Enrollment					Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	.8			*	*		1.6	3.7	2.6	22.9		
0-9	4.3	5.8			39.3	9.8	11.0	7.5	6.6	5.0		
10-19	10.3	8.8	14.1		8.0	6.4	41.6	47.7	30.8	47.2		
20-29	17.2	23.0			22.2	18.9	1.0	31.8	54.9	21.1	100.0	
30-39	18.9	20.1	39.7		24.0	9.8	1.6	1.9	2.5			
40-49	23.0	19.2			2.5	16.7	2.1	1.9	1.3	2.9		
50-59	11.4	14.7	46.2			6.4	2.6		1.3	1.0		
60-69	8.9	3.1			4.1	21.2	1.6	1.9				
70-79	4.2	3.7					21.6	1.9				
80-89	.9	1.5				.9	14.2	1.9				
90-99						9.8	1.0					
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 21

Percentages of Schools Having Designated Per Cent of Last Year's Sr. Girls in College
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

College Bound %	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	13.7			*		27.5	8.7	2.1			*	
0-9	21.8	9.3				38.6	13.3	15.8	52.4			29.7
10-19	19.9	43.6	100.0		35.7	14.1	19.2	15.7		100.0		28.3
20-29	14.3	28.8			32.6	13.0	22.7	22.5	32.1			6.0
30-39	12.7	13.6				6.8	16.5	18.3	15.5			19.0
40-49	3.7						6.8	10.6				17.0
50-59	6.7	4.7			31.7		3.8	15.0				
60-69	3.5						2.7					
70-79	2.8						3.8					
80-89							.6					
90-99							.6					
All	.8						1.3					

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 22

Percentages of Schools Having Designated Per Cent of Last Year's Sr. Girls in College
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

College Bound %	Small Urban					Large Urban						
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	.8	1.4		*	*		13.1	9.5	6.5	3.0		
0-9	2.7	5.9	14.1			23.0	.5	28.6	2.6	25.9		
10-19	14.0	13.7				28.1	9.8	19.4	46.7	30.4	46.2	
20-29	16.3	21.1	15.8			26.1	25.3	23.8	3.8	54.1	21.1	93.2
30-39	19.6	24.3	36.1			12.2	10.4	2.6	3.8	3.8		6.8
40-49	18.9	14.4	13.7			4.0	20.2	2.1	1.9		2.9	
50-59	7.7	15.3				6.6	22.6	13.2		2.6		
60-69	13.9	3.9	20.3				.9	2.1	3.8			
70-79	4.3							8.9			1.0	
80-89	1.8						.9	13.6	1.9			
90-99								.5				
All							9.8					

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 23

Percentages of Small Schools Having Designated % of Last Year's Senior Boys in College
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools College Bound %	High Housing Quality					Low Housing Quality						
	0	Per Cent Negro Enrollment				0	Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	2.4	29.6		*		40.2	22.9		*	*		19.9
0-9	23.7		100.0				19.2				100.0	47.3
10-19	13.2				44.0		15.5	100.0				32.6
20-29	17.2	20.7		100.0	15.9		14.3					
30-39	11.8						8.9					
40-49	2.4	29.0					4.8					
50-59	13.1						7.4					
60-69	10.4	20.7										
70-79	2.4						2.8					
80-89												
90-99	2.5											
All	.9						4.0					

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 24

Percentages of Medium Sized Schools Having Designated % of Last Year's Sr. Boys in College

(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Medium Sized Schools College Bound %	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	.5						2.2			*	*	7.5
0-9	12.5	6.3	47.1		4.6	40.8	29.6	25.6	49.2			41.0
10-19	21.4	16.2			95.4	19.7	26.0	12.6				16.7
20-29	22.2	30.1		100.0			13.4	35.5	50.8			18.0
30-39	12.9	6.8				19.1	14.1	9.4				13.9
40-49	14.6	23.2	52.9				9.1	6.7				2.8
50-59	9.0	14.2					1.0	6.9				
60-69	2.7					20.4	3.4	3.2				
70-79	2.2	3.1					1.2					
80-89												
90-99	2.1											
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 25

Percentages of Large Schools Having Designated % of Last Year's Sr. Boys in College
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Large Schools College Bound %	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None		.2							6.2	3.8	30.1	
0-9	4.9	4.9	.9		4.3	25.5	25.0	10.8	6.2	9.4	3.9	
10-19	9.5	14.0	20.3		4.3		13.4	11.9	6.2	44.3	60.8	
20-29	16.3	20.8	15.7	91.4	91.4	58.9	48.3	29.8	78.3	38.9		
30-39	15.2	18.5	28.8				13.4	23.8		3.6		100.
40-49	23.2	17.2		4.3		15.6		.5	3.1		3.8	
50-59	11.1	13.1	33.0	4.3				23.3			1.3	
60-69	12.4	2.0	.4									
70-79	6.1	5.7	.4									
80-89	1.3	3.7	.4									
90-99		.2										
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 26

Percentages of Small Schools Having Designated % of Last Year's Sr. Girls in College
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools College Bound %	High Housing Quality Per Cent Negro Enrollment					Low Housing Quality Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	19.3	.5		*		40.2	24.7	100.0	*	*		14.5
0-9	19.4		100.0				13.8					52.4
10-19	12.2	10.8			100.0		18.9					18.7
20-29	6.8	26.1				44.0	18.7					
30-39	10.7	10.4				15.9	13.2					
40-49	4.7	26.1					3.9					14.5
50-59	9.3	26.1					1.9			100.0		
60-69	8.1						2.2					
70-79	4.8						2.7					
80-89												
90-99												
All	4.7											

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 27

Percentages of Medium Sized Schools Having Designated % of Last Year's Sr. Girls
in College

(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Medium Sized Schools College Bound %	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	1.0						5.0			*	*	7.0
0-9	11.5	9.7	47.1			20.4	31.2	22.3				29.0
10-19	22.9	32.6	52.9	100.0		59.2	21.4	21.3	49.2			25.0
20-29	20.3	19.0			100.0		18.8	22.7				23.0
30-39	17.7	11.0				20.4	15.3	23.7	50.8			11.0
40-49	10.0	14.4					3.9					
50-59	9.4	10.1					2.2	10.1				2.0
60-69	2.1	3.1					2.2					
70-79	3.5											
80-89	.5											
90-99	.5											
All	.5											

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 28

Percentages of Large Schools Having Designated % of Last Year's Sr. Girls in College
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Large Schools College Bound %	High Housing Quality						Low Housing Quality					
	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100
		1-9	10-19	20-29	30-99			1-9	10-19	20-29	30-99	
None		1.7	1.7					10.8	3.5	9.3	3.9	
0-9	2.5	3.4	15.6		4.3		26.8	11.9	6.6	3.7	32.3	
10-19	8.7	13.2	9.8		4.3		49.4	19.5	6.6	43.5	58.7	
20-29	19.4	26.5	21.3	91.4	91.4	31.3	23.8	10.3	76.8	38.1		
30-39	19.0	20.7	26.1			53.1		35.6	3.3	5.4		
40-49	17.5	12.7	9.8						3.3		3.8	100.0
50-59	7.3	15.4		8.6		15.6		12.0				
60-69	16.9	3.0	15.3									
70-79	6.1	1.3									1.3	
80-89	2.6	2.0	.4									
90-99		.1										
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 29

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Per Cent of Boys Drop Out Before Graduation

% Boys Dropout	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-9	62.8	54.3	27.0	16.7	42.9		69.3	51.1	35.0			
10-19	26.7	39.0	49.0		41.1	43.5	22.1	38.9	65.0	66.8		
20-29	5.4	5.7	1.0	25.0	3.6		7.7	9.9			91.8	
30-39	5.2	.7	3.8	16.7	3.6		.9			33.2		
40-49		.2	4.8	25.0	1.8	56.5					8.2	100.
Over 50		.1	14.4	16.7	7.1							
	Region 5 (Southeast)						Region 6 (Southwest)					
0-9	48.4	57.7		*	100.0	46.1	71.2	63.8	69.9	*		68.
10-19	27.4	35.1	100.0			34.5	22.5		30.1		100.0	31.
20-29	15.9					11.0	6.3	27.2				
30-39	6.7					4.8		9.0				
40-49	1.5	7.2				1.8						
Over 50						1.8						

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 30

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Per Cent of Girls Drop Out Before Graduation

% Girls Dropout	Region 2 (Mid-east) Per Cent Negro Enrollment						Region 3 (Great Lakes) Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-9	73.3	70.3	28.5	38.5	7.1		71.9	67.2	35.0			
10-19	13.4	28.3	50.0	7.7	42.9	43.5	24.8	26.2	65.0	66.8		
20-29	8.0	.7	1.0	23.1	3.6		2.5	3.4		3.1	100.0	100.0
30-39	5.2	.5	5.9	15.4	5.4		.9			30.1		
40-49		.1	14.7	7.7	1.8	56.5		3.2				
Over 50		.1		7.7	39.3							
	Region 5 (Southeast)						Region 6 (Southwest)					
0-9	52.2	46.2		*	100.0	42.6	82.6	63.6	69.9	*	100.0	91.3
10-19	36.7	35.1	33.8			39.1	12.7	27.2	30.1			8.7
20-29	7.6	11.5	66.2			15.5	4.7	9.2				
30-39	3.6	7.2										
40-49						2.9						
Over 50												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 31

Percentages of Schools Having Designated Per Cent of Boys Drop Out Before Graduation
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

% Boys Dropout	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	29-29	30-99	100
0-9	70.1	59.4		*	64.3	48.4	69.4	53.7	52.4		*	51.6
10-19	18.2	36.1	100.0		35.7	35.3	20.8	32.2	47.6	100.0		31.3
20-29	6.8	4.5				12.7	7.3	11.7				
30-39	4.1						2.5	2.3				17.0
40-49	.9											
Over 50						3.5						
		Small Urban					Large Urban					
0-9	59.5	58.1	23.9	*	*	50.0	52.1	58.3	9.2	2.6	45.0	
10-19	26.2	29.2	52.8			35.4	21.9	27.0	45.0	27.8	22.9	
20-29	11.1	9.6	23.3			10.5	19.6	10.0	1.8	3.9	23.3	
30-39	3.2	2.2						3.1	7.3	59.1	2.0	
40-49		.9				4.1	6.4	1.0	9.2	3.9	2.9	100.
Over 50								.5	27.5	2.6	4.0	

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 32

Percentages of Schools Having Designated Per Cent of Girls Drop Out Before Graduation
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

% Girls Dropout	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-9	72.5	68.2		*	100.0	57.0	71.7	66.8	67.9		*	45.3
10-19	20.2	27.3	100.0			39.5	24.7	26.4	32.1	100.0		25.0
20-29	4.1	4.5					3.0	4.6				29.7
30-39	3.1						.6					
40-49								2.1				
50 & over												
	Small Urban						Large Urban					
0-9	68.6	71.9	23.9	*	*	46.0	52.1	71.5	11.4	6.5	25.1	
10-19	25.6	21.0	65.1			35.3	12.8	22.2	46.7	28.8	23.9	
20-29	5.8	6.2	10.9			16.3	28.8	3.1	1.9	35.5	25.2	6.8
30-39		.9						2.1	11.4	26.7	3.0	
40-49						2.5	6.4	.5	28.6	1.3	1.0	93.2
50 & over								.5		1.3	21.9	

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 33

Percentages of Schools Having Designated Per Cent of Boys Drop Out Before Graduation
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools % Boys Dropout	High Housing Quality					Low Housing Quality							
	Per Cent Negro Enrollment					Per Cent Negro Enrollment							
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100	
0-9	83.2	50.3	100.0	*	15.9	73.0			*	*	100.0	55.5	
10-19	7.0	29.0			100.0	84.1	13.0	72.3				10.5	
20-29	4.9	20.7					7.6	27.7				19.6	
30-39	2.3						6.4					14.5	
40-49	2.6												
50 & over													
<u>Medium Sized Schools</u>													
0-9	67.0	61.0	47.1		95.4	59.9	50.0	53.5			*	*	53.4
10-19	24.2	35.6	52.9	100.0		40.1	33.1	29.9	100.0				38.3
20-29	6.2	3.5			4.6		11.6	13.2					2.7
30-39	2.6						5.4	3.4					2.8
40-49													2.8
50 & over													
<u>Large Sized Schools</u>													
0-9	61.9	63.1	18.7		91.4	25.4	52.4	43.8	6.2	3.8	31.5		
10-19	27.7	24.9	57.8	91.4		25.5	12.2	48.5	65.8			30.1	
20-29	9.6	9.0	17.4	4.3		15.6	35.4			3.8	29.4	100.	
30-39		1.9		4.3	4.3			7.2	12.4	83.0	1.3		
40-49	.8	1.2	.8			33.5			9.3	5.7	3.8		
50 & over			5.2		4.3			.5	6.2	3.8	3.9		

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 34

Percentages of Schools Having Designated Per Cent of Girls Drop Out Before Graduation
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools % Girls Dropout	High Housing Quality						Low Housing Quality					
	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100
		1-9	10-19	20-29	30-99			1-9	10-19	20-29	30-99	
0-9	83.4	73.9	100.0	*	100.0	40.2	77.8		*	*	100.0	55.5
10-19	9.2	26.1				59.8	19.4	100.0				30.0
20-29	4.9						.8					14.5
30-39	2.6						2.1					
40-49												
50 & over												
<u>Medium Sized Schools</u>												
0-9	70.9	76.9	47.1		100.0	79.6	55.4	56.6	50.8	*	*	50.5
10-19	25.0	23.1	52.9	100.0		20.4	32.8	30.4	49.2			35.4
20-29	3.1						8.6	9.9				11.2
30-39	1.0						3.2					
40-49								3.1				2.8
50 & over												
<u>Large Schools</u>												
0-9	66.0	74.6	19.5		91.4		52.4	79.5	3.3	9.3	5.2	
10-19	27.8	19.5	66.8	91.4	4.3	25.4	12.2	.5	70.2	1.9	29.8	
20-29	5.5	4.6	8.0	8.6		27.8	35.4	19.5	3.3	47.0	32.7	100.0
30-39		1.2						.5	19.9	38.1	3.9	
40-49	.8	.1	5.6			46.9			3.3	1.9	1.3	
50 & over		.1			4.3					1.9	27.2	

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 35

Percentage of Schools in U. S. Office of Education Regions 2 and 3
Having Designated Percentage of Spanish or Latin American Pupils

% Latin & Spanish	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	81.0	62.5	33.9			100.0	81.6	53.9		66.8		100.0
0-9	19.0	34.8	49.9	25.0	75.4		17.6	42.6	100.0	30.1	100.0	
10-19		.1	11.7	16.7	5.3		.8	3.5		3.1		
20-29			2.9	33.3	5.3							
30-39			1.5	8.3	12.3							
40-49				8.3								
50-59				8.3	1.8							
60-69		2.7										
70-79												
80-89												
90-99												
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 36

Percentage of Schools in U. S. Office of Education Regions 5 and 6
Having Designated Percentage of Spanish or Latin American Pupils

% Latin & Spanish	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	86.2	66.0	100.0	*	100.0	100.0	43.3	29.1	30.1	*	100.0	100.0
0-9	12.5	34.0					49.1	28.2	69.9			
10-19							7.6	5.3				
20-29								9.0				
30-39												
40-49								10.2				
50-59								9.0				
60-69												
70-79								9.2				
80-89												
90-99												
All	1.2											

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 37

Percentage of Schools Having Designated Percentage of Spanish or Latin Am. Pupils
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

% Latin & Spanish	Rural						Town					
	0	Per Cent Negro Enrollment					0	Per Cent Negro Enrollment				
		1-9	10-19	20-29	30-99	100		1-9	10-19	20-29	30-99	100
None	82.3	75.4	100.0	*	100.0	100.0	80.7	50.0	46.0	100.0	*	100.
0-9	16.5	24.6					15.8	40.2	54.0			
10-19	.8						.6	7.4				
20-29							.7					
30-39	.4						1.0					
40-49												
50-59												
60-69												
70-79									2.4			
80-89												
90-99												
All							1.2					

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 38

Percentage of Schools Having Designated Percentage of Spanish or Latin Am. Pupils
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

% Latin & Spanish	Small Urban						Large Urban					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	61.7	47.7		*	*	100.0	57.0	15.4		27.8	20.9	100.0
0-9	34.0	40.0	100.0				43.0	67.4	42.1	57.9	65.3	
10-19	4.4	4.7					17.1	42.1	5.1	3.0		
20-29		1.6							10.5	5.2	3.0	
30-39		.9							5.3	1.3	6.9	
40-49		1.8								1.3		
50-59		1.6								1.3	1.0	
60-69		1.6										
70-79												
80-89												
90-99												
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 39

Percentage of Schools Having Designated Percentage of Spanish or Latin American Pupils
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools % Latin & Spanish	High Housing Quality Per Cent Negro Enrollment					Low Housing Quality Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	73.4	79.3		*	100.0	100.0	86.3	27.7	*	*	100.0	100.
0-9	24.1		100.0				13.7	72.3				
10-19	2.5	20.7										
20 to all												
Medium Sized Schools												
None	80.3	49.4	100.0	100.0		100.0	82.8	58.4	100.0	*	*	100.
0-9	16.9	46.9					13.0	30.9				
10-19	1.7							3.3				
20-29		3.7			100.0		1.3					
30-39	.6						1.8					
40-49												
50-59								3.7				
60-69												
70-79									3.7			
80-89												
90-99												
All	.5						1.1					

Some values are based on only one or two cases. See Appendix for unweighted N's definitions of school sizes.

Table 40

Percentages of Schools Having Designated Percentage of Spanish or Latin American Pupils
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Large Schools % Latin & Spanish	High Housing Quality						Low Housing Quality					
	0	Per Cent Negro Enrollment					0	Per Cent Negro Enrollment				
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	54.8	45.3	13.6	91.4	91.4	100.0	100.0	36.0				*
0-9	41.8	43.0	84.7	8.6	4.3		57.3	27.3	79.4	84.5		
10-19	3.4	7.7	1.8					45.5	7.4	3.9		
20-29								18.2	7.5	2.6		
30-39					4.3		6.7	9.1	1.9	7.8		
40-49		2.1							1.9			
50-59									1.9	1.3		
60-69		1.9										
70-79												
80-89												
90-99												
All												

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 41

Percentages of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Average Daily Percentages of Absenteeism in Grades 9-12

%	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
Absent	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-2	2.8	2.5					19.1	3.4				
3-5	60.2	59.0	1.0			43.5	54.5	72.3		32.4		
6-8	23.3	32.3	75.0	30.8	38.6		25.5	21.1	32.5	34.4	100.0	100.
9-11	11.0	6.1	20.2	46.2	10.5		.8	3.2	67.5	33.2		
12-14		.1	3.8	15.4	47.4	56.5						
15-17	2.7			7.7	3.5							
18 or more												
	Region 5 (Southeast)						Region 6 (Southwest)					
0-2	13.0	11.8		*		1.8	14.5	9.0		*		31.
3-5	47.1	53.4	100.0			15.1	46.6	62.4				100.0
6-8	29.6	34.8			100.0	18.9	36.2	10.2	100.0			45.
9-11	9.7					42.3	1.3					20.
12-14	.6					16.6	1.4	9.2				
15-17						3.5						
18-20						1.7		9.2				
21 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's in states in Regions.

Table 42

Percentages of Schools Having Designated Average Daily % of Absenteeism in Grades 9-12
(Schools Grouped by Community Size and Percentage of Negroes in Enrollment)

% Absent	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-2	20.3	4.5		*	32.6	12.1	15.0	6.7			*	
3-5	46.0	73.1	47.8		35.7	13.8	52.3	42.3	30.8	100.0		12.3
6-8	28.2	17.9	52.2		31.7	16.4	29.9	39.2	54.6			28.3
9-11	5.4	4.4				25.1	2.2	7.1	14.5			53.1
12-14						25.7		2.3				6.4
15-17						6.9	.6					
18-20								2.3				
21 or more												
	Small Urban						Large Urban					
0-2	10.7	4.4		*	*	4.0	19.6	10.5				
3-5	59.6	58.1	11.3			15.1	34.3	31.6	43.1			
6-8	23.5	36.1	78.5			27.2	36.3	51.6	11.0	61.8	65.5	6.8
9-11	4.4	1.5	10.2			45.4	9.8	5.8	38.5	34.3	5.9	
12-14	1.8					4.2		.5	7.3	2.6	26.6	93.2
15-17										1.3	2.0	
18-20						4.1						
21 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 43

Percentages of Schools Having Designated Average Daily % of Absenteeism in Grades 9-12
(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

<u>Small Schools</u> % Absent	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-2	27.9	8.5		*			26.5		*	*		18.3
3-5	47.3	49.7			100.0	15.9	44.0	100.0				
6-8	21.3	21.1	100.0				27.4				100.0	27.0
9-11	3.5	20.7				40.2	2.1					48.0
12-14						44.0						5.0
15 or more												
<u>Medium Sized Schools</u>												
0-2	12.1	3.7			95.4		8.5	6.6		*	*	2.0
3-5	55.9	53.1		100.0		25.2	45.9	54.7	100.0			19.0
6-8	26.2	39.7	52.9			25.2	37.0	28.9				26.0
9-11	4.7		47.1			49.6	7.5	6.2				27.0
12-14	1.1	3.5			4.6							16.0
15-17							1.1					5.0
18-20								3.5				2.0
21 or more												
<u>Large Schools</u>												
0-2	10.2	6.4										
3-5	54.7	51.3	17.7			15.6	61.6	56.5	65.8			
6-8	33.9	40.0	68.0	95.7	91.4	2.3		41.9	9.3	47.2	58.6	
9-11	1.2	2.4	13.9	4.3		50.8	38.4	1.0	15.5	47.2	7.8	100.0
12-14			.4		4.3	31.3		.5	9.3	3.7	32.3	
15-17					4.3					1.9	1.3	
18 or more												

Some values are based on only one or two cases. See Appendix for un-weighted N's and definitions of school sizes.

Table 44

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Delinquency Rate

% in Court	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	34.7	19.2	49.0				26.6	22.2	35.0			
1%	62.8	73.7	31.8	38.5	42.1	100.0	45.4	54.3		96.9	8.2	100.0
2	2.5	4.7	1.9	38.5	10.5		21.6	16.7		3.1		
3			14.4		3.5		4.7	3.4				
4		.1	1.9	7.7	1.8		.8					
5		2.3		7.7	42.1		.8	3.4	32.5			
6									32.5			
7				7.7							91.8	
8			1.0									
9 or more												
	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	49.0	34.4	32.6	*	48.5	55.5	47.3	18.0	69.9	*	100.0	45.6
1%	40.7	53.8	33.6		51.5	25.8	25.9	54.8	30.1			45.6
2	7.0	11.8				13.3	14.9	18.2				8.7
3	1.7		33.8			1.8	4.2	9.0				
4	1.1					1.8	7.7					
5	.6					1.8						
6												
7												
8												
9 or more												

* Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 45

Percentages of Schools Having Designated Delinquency Rate
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

% in Court	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	53.4	24.4	47.8	*	100.0	77.3	37.6	28.6	52.4	*	58.0	
1%	29.2	40.9	52.2			19.2	36.3	41.7	32.1	100.0	18.0	
2	11.2	21.2					12.0	16.3			23.0	
3	2.1	4.5				3.5	2.2	2.3	15.5			
4	2.2	4.4					5.5					
5	1.1						3.0	3.4				
6		4.5					3.4	2.7				
7								5.1				
8												
9 or more	.9											
	Small Urban						Large Urban					
None	10.1	5.7	26.9	*	*	20.1	10.8	1.1	3.7			
1%	63.9	63.3	12.3			52.5	79.4	46.4	18.3	58.0	46.4 100.	
2	18.6	18.0	10.9			19.3		18.6	45.0	8.9	5.9	
3	5.6	6.4					9.8	10.6	27.5		2.0	
4	1.8		29.5			4.1		.5	3.7	30.4	1.0	
5		6.7	10.2			4.1		10.6		1.3	23.6	
6			10.2					12.3				
7										1.3	21.1	
8									1.8			
9 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 46

Percentages of Schools Having Designated Delinquency Rate
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools % in Court	High Housing Quality Per Cent Negro Enrollment						Low Housing Quality Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
	None	59.7	41.4	100.0	*	100.0	100.0	61.2		*	*	100.0
1%	20.9	17.2					15.8	27.7				13.2
2	12.5	20.7					10.4					19.6
3	3.3						.8	72.3				
4	3.6						4.5					
5							2.6					
6							4.7					
7		20.7										
8												
9 or more												
<u>Medium Sized Schools</u>												
None	32.4	29.2	47.1		95.4	20.4	35.3	22.5	49.2	*	*	46.3
1%	52.0	59.3	52.9	100.0		79.6	38.6	46.4				34.6
2	11.5	7.3					11.9	21.3				10.7
3	2.0						2.4	6.6	50.8			2.8
4	2.1				4.6		4.4					2.8
5							4.6					
6		4.2						3.2				
7												
8												
9 or more							2.8					

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 47

Percentages of Schools Having Designated Delinquency Rate

(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Large Schools % in Court	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
None	5.1	1.8	20.5				12.2	11.9				
1%	64.6	62.5	19.1	95.7	91.4	100.0	64.0	29.9	90.7	41.9	33.5	
2	20.1	19.1	17.4	4.3			12.2	37.0	3.1	10.9	7.8	100.
3	7.5	4.7	5.6		4.3		11.6		3.1		1.3	
4	1.3		22.0					10.8	3.1	43.5		
5	1.4	10.0	7.5		4.3			10.3		1.9	29.8	
6		1.8	7.5									
7										1.9	27.7	
8			.4									
9 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 48

Percentages of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated % of Students with Parent(s) in P.T.A.

% of Students	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
No PTA	2.9	5.2	22.2	15.4			9.0	10.1				
Less than 7%	30.0	23.3	26.9	23.1	12.3		19.6	27.0	65.0	35.5	91.8	
7-13	19.0	6.0	2.9	7.7	5.3	56.5	11.1	10.1				100.0
14-20	2.8	23.3	15.4	23.1	43.9		9.9	16.8	35.0	34.4		
21-27	7.9	9.2	24.1	15.4	38.6		10.2	8.9			8.2	
28-34	15.8	.4	2.9	7.7			10.2	10.1				
35-41	2.5	3.1	1.0				3.3	3.5				
42-48	2.7	5.4					2.5	3.5				
49-55	5.4	18.6	1.0	7.7			10.0	6.8		30.1		
56-62	2.5	.1	1.0				4.7					
63 or more	8.4	5.5	2.9			43.5	9.5	3.3				
	Region 5 (Southeast)						Region 6 (Southwest)					
No PTA	16.7	23.6		*		3.5	7.7	27.2			*	
Less than 7%	11.6	11.5	33.6		48.5	14.6	30.8	29.6			100.0	8.7
7-13	7.6	34.8				15.9	13.4		30.1			
14-20	12.2		32.6			19.9	4.7	10.9				
21-27	11.6	18.7				1.8	3.0					
28-34	7.4				51.5	14.1	15.5	9.0				
35-41	10.7	11.5				14.1	6.5	9.0				45.6
42-48	3.3		33.8			1.8						22.8
49-55	6.7					3.6	8.3					22.8
56-62	3.8						1.5	9.0				
63 or more	8.3					10.5	8.6	5.3	69.9			

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 49

Percentages of Schools Having Designated % of Students Having Parent(s) in P.T.A.

(Schools Grouped by Community Size and Percentages of Negroes in Enrollment)

% of Students	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
No FTA	17.2			*	32.6	3.3	11.6	10.7			*	
Less than 7%	18.9	9.4			67.4	14.0	13.8	26.6	15.4	100.0		
7-13	9.5	13.4	52.2				10.9	14.2				36.1
14-20	6.8	9.0	47.8			18.9	9.7	21.9	14.5			19.0
21-27	7.4	13.5					10.4	7.1	16.8			
28-34	9.3	9.1				6.9	12.8	2.0				17.0
35-41	4.0	16.5				24.9	8.9	4.3				6.4
42-48	3.9						3.4	2.2	15.5			15.6
49-55	7.0	15.7				15.6	8.1	4.3				
56-62	6.4						1.7	4.2				
63 or more	9.8	13.4				16.5	8.8	2.4	37.9			6.0
	Small Urban						Large Urban					
No PTA	10.9	11.4	14.2	*	*	4.3		11.2		2.6		
Less than 7%	13.2	24.4	52.7			25.8	9.1	12.7	3.7	6.3	28.0	
7-13	9.8	15.4	20.5			13.0	19.6	2.1	5.5	1.3	3.0	100.0
14-20	12.1	10.1	12.7			10.7	6.4	1.6	29.4	31.3	24.6	
21-27	7.9	5.5				4.4	10.4	11.1	3.7	2.6	23.5	
28-34	12.1	6.2				13.3	9.8	1.6	5.5	1.3	20.9	
35-41	9.9	4.5				19.7		19.5	43.1	29.1		
42-48	1.9	3.2				4.4		.5				
49-55	8.7	12.0					9.8	20.2	1.8	25.4		
56-62	1.8	2.9						11.1	1.8			
63 or more	11.7	4.5				4.4	34.8	8.4	5.5			

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 50

Percentages of Schools Having Designated % of Students Having Parent(s) in P.T.A.
 (Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools % of Students	High Housing Quality					Low Housing Quality						
	Per Cent Negro Enrollment					Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
No PTA	18.3			*			12.1	100.0	*	*		5.1
Less than 7	10.7	20.7			100.0		20.1				100.0	5.1
7-13	10.6	20.7					8.1					14.5
14-20	2.4				44.0		11.7					14.5
21-27	5.1	29.0					6.3					
28-34	12.2						11.9					14.5
35-41	3.4	.4					2.1					18.7
42-48	3.4						2.6					13.2
49-55	8.5	20.7				56.0	7.3					
56-62	8.2						5.4					
63 or more	17.2	8.5	100.0				12.3					14.5

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

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Table 51

Percentages of Schools Having Designated % of Students Having Parent(s) in P.T.A.

(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Medium Sized Schools % of Students	High Housing Quality Per Cent Negro Enrollment					Low Housing Quality Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	Σ 0	1-9	10-19	20-29	30-99
No PTA	13.7	6.7			95.4	19.7	15.6	13.2		*	*
Less than 7%	12.6	16.6		100.0		39.5	22.3	22.4			17.
7-13	6.6	17.1	52.9		4.6		16.4	9.6			17.
14-20	6.8	13.8	47.1				12.3	20.4	49.2		11.
21-27	10.1	3.2					11.0	9.5			3.
28-34	10.7	9.8				20.4	7.2				11.
35-41	10.9	6.4				20.4	5.4	15.1			24.
42-48	5.3						2.2		50.8		3.
49-55	10.5	9.7					4.5	6.6			3.
56-62	3.1	6.7					2.1	3.2			
63 or more	9.7	9.9					1.1				8.

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 52

Percentages of Schools Having Designated % of Students Having Parent(s) in P.T.A.
 (Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Schools	High Housing Quality						Low Housing Quality					
	0	Per Cent Negro Enrollment					0	Per Cent Negro Enrollment				
		1-9	10-19	20-29	30-99	100		1-9	10-19	20-29	30-99	100
0-10%	11.5	12.8	10.1				12.2	33.9		3.7		
More than 7%	17.3	18.8	37.8		4.3	25.4	25.6	32.0	68.9	9.1	35.4	
11-20	9.6	11.2	14.5			33.5	49.9	12.5	9.3	1.9	2.6	
21-30	12.8	12.7	15.5	91.4	4.3	41.1			3.1	5.6	31.0	
31-40	9.9	6.2	10.1	4.3					6.2	1.9	30.9	
41-50	12.7	7.2	.4	4.3	91.4				6.2			
51-60	8.9	6.3	9.8						3.1	41.7		
61-70	1.3	5.3										
71-80	4.9	11.6						11.3	3.1	36.3		
81-90	1.3	3.2	.4									
91 or more	9.8	4.7	1.3				12.2	10.3				100.0

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 53

Percentage of Schools in U. S. Office of Education Regions 2 and 3
Having Designated Size of Senior Class

Size of Sr. Class	Region 2 (Mid-east)						Region 3 (Great Lakes)						
	Per Cent Negro Enrollment							Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100	
0-24	2.7	16.2					27.6						
25-49	20.8	5.7					28.8	24.6	35.0				
50-74	37.0	14.0			1.8	43.5	16.9	12.3		32.4			
75-99	7.9	7.3					9.6	15.5					
100-199	20.3	34.6	46.3	23.1	7.0		10.8	22.7			91.8		
200-299	8.6	10.4	2.9	23.1	75.4		1.8	16.3					
300-399	2.8	2.9	2.9	7.7	7.0			6.5		37.4		100.0	
400-499		3.1	25.9	7.7	1.8	56.5	2.7		32.5		8.2		
500-599		2.6	2.9		5.3		.1		32.5				
600-699		.5			1.8		.8						
700-799		.2	1.0	7.7			.8						
800-999		.7	15.4	15.4						30.1			
1000-1199		.6	1.0	7.7				2.0					
1200 and up		1.1	1.9	7.7									

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

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Table 54

Percentage of Schools in U. S. Office of Education Regions 5 and 6
Having Designated Size of Senior Class

Size of Sr. Class	Region 5 (Southeast)						Region 6 (Southwest)					
	0	Per Cent Negro Enrollment					0	Per Cent Negro Enrollment				
	1-9	10-19	20-29	30-99	100	1-9	10-19	20-29	30-99	100		
0-24	31.1		*	48.5	28.6	56.8	69.9	*	100.0	77.2		
25-49	30.6	11.5	33.8		30.7	23.1	28.9	30.1		22.8		
50-74	12.8	22.9	32.6		26.1	5.8	27.2					
75-99	10.2	34.8			8.4	2.9	18.2					
100-199	9.8	19.0	33.6	51.5	5.2	5.5	10.2					
200-299	2.7					2.6						
300-399	2.2	11.8			1.1		10.2					
400-499	.3					1.6						
500-599						.8						
600-699	.3						5.3					
700-799												
800-999						.8						
1000-1199												
1200 and up												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

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Table 55

Percentage of Schools Having Designated Size of Senior Class
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Size of Sr. Class	Rural					Town						
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-24	55.0	20.0		*	67.4	52.3	35.5	17.3	37.9		*	56.0
25-49	29.4	39.0	52.2		32.6	30.2	34.2	29.2	30.0			19.1
50-74	10.1	22.5	47.8			17.5	16.6	27.9		100.0		18.7
75-99	3.5	9.4					7.9	13.0				
100-199	2.0	4.4					5.8	12.5	32.1			6.3
200 and up		4.7										
		Small Urban					Large Urban					
0-24	4.1	3.5		*	*	3.7		.5				
25-49	4.3	2.8				32.7						
50-74	16.7	5.5				34.6	19.6				1.0	
75-99	17.6	9.6				18.8	9.8					
100-199	32.6	38.3	36.2			7.8	20.2	11.0	3.7	3.9	45.9	
200-299	14.0	21.9					20.2	23.7	46.8	3.9	42.4	
300-399	4.4	6.3	29.2			2.4	6.4	22.6	5.5	60.4	3.9	6.8
400-499	3.2	1.7	24.4				10.1	.5	1.8	1.3	2.9	93.2
500-599	1.6	8.3	10.2				.9	14.1	5.5		3.0	
600-699	.8	2.2					6.4	8.9			1.0	
700-799	.8							1.0	1.8	1.3		
800-999							6.4	3.1	29.4	26.7		
1000-1199								9.4	1.8	1.3		
1200 and up								5.2	3.7	1.3		

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 56

Percentage of Schools in U. S. Office of Education Regions 2 and 3
Having Designated Average Size of Classes

Average Size of Classes	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
7 or less							4.3					
8-11												
12-14							2.1					
15-17	5.7											
18-20	5.5	8.3					17.9					
21-23	16.7	2.4					17.5	6.6				
24-26	19.7	41.1			3.5		21.1	16.5	67.5		91.8	
27-29	17.4	30.0	24.1	41.7	45.6	43.5	26.3	49.3	32.5	65.6		
30-32	29.1	7.9	32.6	50.0	7.0	56.5	9.9	19.2		34.4	8.2	100.0
33-35	5.9	10.0	29.8	8.3	1.8		.9	5.2				
36-38		.3	13.4		42.1			3.2				
39 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 57

Percentage of Schools in U. S. Office of Education Regions 5 and 6
Having Designated Average Size of Classes

Av. Size of Class	Region 5 (Southeast)					Region 6 (Southwest)				
	0	Per Cent Negro Enrollment				0	Per Cent Negro Enrollment			
	1-9	10-19	20-29	30-99	100	1-9	10-19	20-29	30-99	100
8 or less			*			3.4		*		
9-11						3.4				
12-14	5.1			48.5		6.7				
15-17	3.6					8.2				45.6
18-20	6.8				6.5	24.6	30.1			22.8
21-23	12.2				1.8	9.6				
24-26	14.6				21.5	13.7	19.9	69.9	100.0	8.7
27-29	19.4	42.3	64.6		8.3	11.5	46.2			
30-32	22.3	34.7	33.6	51.5	28.7	13.7	23.7			22.8
33-35	13.8	22.9			20.7	5.2	10.2			
36-38	1.7				7.1					
39 or more	.5				5.3					

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 58

Percentages of Schools having Designated Average Size of Classes

(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Average Size of Class	Rural					Town				
	Per Cent Negro Enrollment					Per Cent Negro Enrollment				
	0	1-9	10-19	20-29	30-99 100	0	1-9	10-19	20-29	30-99 100
8 or less	2.4			*						*
9-11	2.0					2.8				
12-14	7.4				31.7	8.6				
15-17	7.6					8.6	9.8	10.2		15.6
18-20	22.6	11.0	52.2		21.4	12.9				
21-23	15.0	4.5			3.5	16.3	13.3			
24-26	15.5	31.9			68.3	9.4	19.9	26.2	52.4	23.4
27-29	10.8	38.9	47.8			9.4	13.4	27.2	32.2	100.0
30-32	8.6					23.1	11.4	12.7	15.4	
33-35	7.2	13.6				10.4	4.5	8.3		
36-38	.7					7.0	.6	2.0		
39 or more	.3					7.0				6.4

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 59

Percentages of Schools having Designated Average Size of Classes

(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Average Size of Class	Small Urban					Large Urban						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
8 or less				*	*							
9-11												
12-14												
15-17	4.9											
18-20	.8	2.8										
21-23	8.6	4.2					19.6					
24-26	17.4	18.6	33.4			28.1	9.8	.5			23.1	
27-29	33.6	46.1	10.2			8.5	35.7	18.5	3.7	63.0	25.6	
30-32	30.9	20.9	43.7			42.4	28.4	43.7	56.0	35.7	26.7	100.0
33-35	3.7	7.4	12.6			12.5	6.4	35.7	14.7	1.3	1.0	
36-38						8.5		1.6	25.7		23.6	
39 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 60

Percentages of Small Schools Having Designated Average Size of Classes in Grades 9-12
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Av. Size of Class	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
8 or less	2.3			*			3.8		*	*		
9-11	7.0						2.0					
12-14	8.1						22.4				100.0	
15-17	20.8	41.4				40.2	9.6					26.5
18-20	26.8	20.7					29.1					19.6
21-23	15.3					44.0	13.2					
24-26	12.7	29.0	100.0		100.0		12.9					25.0
27-29	2.6	8.5				15.9	7.0	72.3				14.5
30-32	3.5							27.7				
33-35	1.1	.4										14.5
36-38												
39 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 61

Percentages of Medium Sized Schools Having Designated Av. Size of Classes in Grades 9-12
 (Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Av. Size of Class	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
8 or less											*	*
9-11	.5											
12-14												
15-17	3.9						3.5					
18-20	9.8	3.1	52.9				8.3					
21-23	17.6	13.8					15.7	9.9				2.8
24-26	21.4	24.3	47.1		95.4	24.4	20.0	27.1				13.3
27-29	18.5	35.9		100.0	4.6		17.3	31.1	100.0			8.3
30-32	19.8	16.3				75.6	16.7	12.8				36.5
33-35	7.4	6.5					16.3	15.9				19.5
36-38	1.1						1.1	3.1				11.2
39 or more							1.1					8.4

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 62

Percentages of Large Sized Schools Having Designated Av. Size of Classes in Grades 9-12
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Av. Size of Class	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
8 or less												
9-11												
12-14												
15-17	1.2											
18-20		1.7										
21-23	6.1	4.7										
24-26	17.7	17.5	24.5		4.3		24.8				29.0	
27-29	43.5	48.3	17.1		4.3		12.2	11.9	3.1	90.6	31.0	
30-32	26.9	19.3	42.3	100.0	91.4	74.5	74.4	28.9	81.4	7.5	7.6	
33-35	4.5	8.3	10.5			25.5	13.4	34.4	15.5	1.9	1.3	100.0
36-38		.2	5.6									31.0
39 or more												

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 63

Percentage of Schools in U. S. Office of Education Regions 2 and 3
Having Designated Average Per Pupil Expenditure Last Year (1959)

Dollars	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19												
20-39							1.8					
40-59												
60-79							.9					
80-99												
100-119												
120-139												
140-159							.9					
160-179												
180-199									3.1			
200-219							2.2					
220-239									6.1			
240-259	5.4						4.9	8.4				
260-279	2.8						5.8					
280-299	2.8						7.6					
300-319	8.7	7.8					8.1	9.4				
320-339	2.6	5.2	12.5			43.5	5.8	9.6			66.8	
340-359	16.5	2.9			35.1		5.4	12.7	35.0			
360-379	3.0	8.4					6.2	18.6				
380-399	8.7	5.4	25.0				4.5					
400-419	2.6	2.7	22.2		38.6		8.4	12.9				
420-439	3.0	2.6	22.2				9.4	3.1	65.0	30.1	91.8	
440-459		2.7					5.6	9.6				
460-479		4.9				56.5	.9	6.5				

(Cont. next page)

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Table 63 (cont.)

Dollars	Per Cent Negro Enrollment					Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
430-499	5.8	8.0					5.5		3.1	8.2	100.0	
500-519		6.2					1.8					
520-539		8.8					2.8					
540-559	5.3	2.7					2.6					
560-579		3.8	9.6	46.2	14.0		2.2					
580-599	8.1											
600-619	5.5	2.7					3.1					
620-639	2.8	5.2					.9					
640-659	2.9	8.6					.8					
660-679	5.5						1.8					
680-699		2.5										
700-719	2.6											
720-739												
740-759												
760-779												
780-799												
800-819												
820-839												
840-859	2.8											
860-879		.4	8.6	53.8	12.3							
880-899												
900-919												
920-939	2.6	2.9										
940-959		2.7										
960-979		2.9										
980-999												
1000 & over												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

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Table 64

Percentages of Schools in U. S. Office of Education Region 5 and 6
Having Designated Average Per Pupil Expenditure Last Year (1959)

Dollars	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19	.6			*		4.2					*	
20-39	2.7											
40-59		11.5					1.6					
60-79	1.1	11.5										
80-99	.6				48.5							
100-119	3.2											
120-139	3.8					4.3						
140-159	2.7		32.6			14.3						
160-179	11.1					8.5						
180-199	16.8	11.5				20.0						
200-219	10.5		67.4			10.7	1.6	11.6				
220-239	13.9	30.9				10.0	2.9	11.4				
240-259	9.9	11.5				9.2	9.8	29.6				33.3
260-279	7.5	11.8				5.9	7.3	69.9				
280-299	5.3					4.3	9.0					33.3
300-319	4.2					2.1	2.5	11.4				33.3
320-339	1.7	11.5				4.3	9.0					
340-359	2.1				51.5	2.1	4.9					
360-379	1.7						3.0	11.4				
380-399							1.5	24.5				
400-419							8.3					
420-439							3.1					
440-459									30.1			
460-479												100.0

(Cont. next page)

100.0

Table 64 (cont.)

Dollars	Per Cent Negro Enrollment					Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
480-499							3.6					
500-519							7.3					
520-539												
540-559							3.6					
560-579							5.2					
580-599												
600-619												
620-639							3.1					
640-659												
660-679							1.6					
680-699	.6											
700-719							3.6					
720-739												
740-759							3.6					
760-779												
780-799												
800-819												
820-839												
840-859												
860-879												
880-899												
900-919							3.6					
920-939												
940-959												
960-979												
980-999												
1000 & over												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

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Table 65

Percentages of Schools Having Designated Average Per Pupil Expenditure Last Year (1959)
 (Schools Grouped by Size of Community and by Per Cent Negro Enrollment)

Dollars	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19	.3			*		10.1						*
20-39	.7						2.1					
40-59	.4	4.8										
60-79	.7						.6	2.3				
80-99	.3				31.7							
100-119	.7						2.1					
120-139	2.4					5.2	.6					
140-159	1.2		47.8			13.8	.6					12.7
160-179	5.2					5.2	.6					6.4
180-199	4.8					5.2	3.9	2.2				34.0
200-219	4.7					5.0	2.3	2.5	30.8			6.4
220-239	5.6	4.6				13.8	1.8	6.9				
240-259	6.3					13.8	3.5	4.7				
260-279	5.9					5.0	5.5		37.9			6.4
280-299	4.2					5.2	4.3					15.6
300-319	3.3	9.5				17.8	5.1	12.7				
320-339	3.5	9.4					3.4	2.2		100.0		12.3
340-359	2.2	4.6					11.6		14.5			6.4
360-379	6.2	4.6					1.9	6.8				
380-399	.7						3.9	7.3				
400-419	4.8						6.5	2.2				
420-439	1.8	4.8					4.8	4.6	16.8			
440-459	4.4		52.2				2.3	2.2				
460-479	.7	9.6			35.7		1.1	4.5				

(Cont. next page)

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Table 65 (cont.)

Dollars	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
480-499	5.9	4.8					5.1					
500-519	3.7				32.6		4.6	5.6				
520-539	1.5	11.5					3.6	8.0				
540-559	2.7	4.8					3.8					
560-579	2.0						.6	8.2				
580-599	1.5						.9					
600-619	2.3	17.3					5.9					
620-639	.7	5.1					2.7					
640-659	.9	4.6						5.6				
660-679	1.8						1.2	3.7				
680-699	.3							4.9				
700-719	1.2						1.1					
720-739												
740-759	.8											
760-779	.3											
780-799												
800-819												
820-839												
840-859												
860-879							.6					
880-899												
900-919	.8											
920-939	1.6											
940-959								2.6				
960-979												
980-999												
1000 & over	.9						1.5					

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

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Table 66

Percentages of Schools Having Designated Average Per Pupil Expenditure Last Year (1959)
 (Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Dollars	Small Urban						Large Urban					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19				*	*							
20-39	.9											
40-59												
60-79												
80-99												
100-119												
120-139	.9					4.8						
140-159	.9					9.7						
160-179	2.8					9.5						
180-199	7.9	1.5				14.3						
200-219	4.6					14.5						
220-239	5.6	4.0				9.5	9.8					
240-259	5.5	6.1				24.1	26.6	13.6				
260-279	4.5	3.7				3.9	6.4	11.1				
280-299	10.2	1.4				4.8	9.8					
300-319	5.2	3.0	12.3									
320-339	6.1	14.7				4.8		23.9	27.5			
340-359	3.8	7.6	11.3					41.3		40.6		
360-379	5.4	13.7					6.4					
380-399	5.8	3.4	32.5					6.8				
400-419	4.1	9.7	12.6				9.8				21.7	
420-439	7.6	1.5	20.4				9.1	12.2		24.1	21.1	
440-459	.9	5.5	10.9							29.1		
460-479		1.5					10.4	21.0				93.2

(Cont.)

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Table 66 (cont.)

Dollars	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	29-29	30-99	100
480-499	3.7	3.1					1.9	6.8		2.5	1.9	6.8
500-519	1.0	6.4										
520-539	3.6	4.0						10.5				
540-559	.8	3.0										
560-579	.9							16.3	18.3	7.8	7.9	
580-599	1.0											
600-619		1.6										
620-639	2.0	1.4										
640-659	1.8											
660-679	1.0						9.8					
680-699												
700-719	.9											
720-739												
740-759												
760-779												
780-799												
800-819												
820-839												
840-859												
860-879								1.6	16.5	9.1	6.9	
880-899												
900-919												
920-939												
940-959		1.6										
960-979		1.7										
980-999												
1000 & over												

Some values are based on only one or two cases. See Appendix for un-weighted N's and population ranges of community sizes.

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Table 67

Percentages of Small Schools Having Designated Average Per Pupil Expenditure in 1955
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Dollars	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19									*	*		
20-39							2.2					
40-59	1.0											
60-79												
80-99							.8				100.0	
100-119	.9						2.2					
120-139							2.0					
140-159												
160-179							4.3					7.1
180-199	2.6						2.9					37.8
200-219	4.9					28.3	2.2					
220-239	.9						5.1					18.9
240-259	4.9						7.7					18.9
260-279	9.6		100.0				5.5	72.3				
280-299	.9						4.1					17.3
300-319	1.2	22.6				71.7	4.3					
320-339	3.3			100.0			2.0	27.7				
340-359	4.5						2.2					
360-379	9.5											
380-399							.9					
400-419	9.4						4.6					
420-439	2.3						2.0					
440-459	.9						3.9					
460-479					100.0		1.5					

(Cont. next page)

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Table 67 (cont.)

Small Schools Dollars	Per Cent Negro Enrollment					Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
480-499	10.4						7.7					
500-519	3.5						9.8					
520-539	2.4	22.6					4.0					
540-559	4.7	9.3					2.8					
560-579	4.6	23.0					.8					
580-599												
600-619	4.6						3.9					
620-639							2.1					
640-659		22.6					2.8					
660-679							1.9					
680-699												
700-719	.9						2.0					
720-739												
740-759	2.4											
760-779												
780-799												
800-819												
820-839												
840-859												
860-879												
880-899	2.4											
900-919	2.4						1.9					
920-939												
940-959												
960-979												
980-999												
1000 & over	4.9											

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 68

Percentages of Medium Sized Schools Having Designated Av. Per Pupil Expend. in 1959
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Dollars	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19	.5								*	*		6.0
20-39							3.4					
40-59								3.5				
60-79	.5						2.3	3.5				
80-99												
100-119	.5						1.2					
120-139	1.6						3.1					6.1
140-159	2.5								49.2			17.4
160-179	2.1						9.3					6.0
180-199	7.2	3.3					11.2	3.5				12.1
200-219	3.2					51.6	3.5	3.9	50.8			9.2
220-239	6.0	10.4					3.5	7.0				6.0
240-259	3.7	10.3				48.4	5.7	3.8				7.5
260-279	4.2						3.4					8.5
280-299	6.2	3.3					8.0					6.1
300-319	6.8	10.0					1.2	3.8				3.1
320-339	4.5	6.7			100.0		4.5	3.6				9.0
340-359	8.1	6.8	47.1				5.8	3.4				3.1
360-379	4.3	6.6					7.4	14.3				
380-399	3.2	7.1					2.2					
400-419	4.7	3.3					3.6					
420-439	5.9	3.4					1.1	10.6				
440-459	4.3	3.3	52.9				3.4					
460-479	.5	3.3					1.1	7.0				

(Cont. next page)

Table 69

Percentages of Large Schools Having Designated Average Per Pupil Expenditure in 1959
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Dollars	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
0-19												
20-39	1.3											
40-59												
60-79												
80-99												
100-119												
120-139	1.3											
140-159	1.3					25.5						
160-179	1.3					25.4	14.1					
180-199												
200-219	6.6						14.1		65.8			
220-239	4.0	2.8					27.5					
240-259	8.7	5.5				15.6						100.0
260-279	6.1	1.7										
280-299	9.8											
300-319	4.9	5.1	9.0									
320-339	6.1	11.6	5.2	91.4					21.6			
340-359	2.9	5.2	17.3		91.4		13.4				25.9	
360-379	3.5	12.1					15.5					
380-399	8.3	4.9	23.8						11.3			
400-419	4.6	9.0	9.3						12.0		28.5	
420-439	6.6	1.9	24.2				15.5			34.4	27.7	
440-459	1.2	6.3	8.0							41.7		
460-479	1.3	5.1				31.3		10.3				

(Cont. next page)

Table 69 (cont.)

Large Schools Dollars	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
480-499	7.0	4.6				2.3			3.5		2.5	
500-519		5.3					12.8					
520-539	6.4	5.1					18.6					
540-559	1.2	1.8										
560-579		2.3	1.6	8.6	4.3		1.0	18.6	7.4	9.1		
580-599	1.4											
600-619		1.8										
620-639	1.4	1.6										
640-659	1.4											
660-679	1.4	2.7										
680-699												
700-719												
720-739												
740-759												
760-779												
780-799												
800-819												
820-839												
840-859												
860-879		.2	1.6		4.3		.5	15.5	13.0	6.5		
880-899												
900-919												
920-939							11.9					
940-959		1.8										
960-979		1.9										

980 & over Some values are based on only one or two cases. See Appendix for un-weighted N's and definition of school size.

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Table 70

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Annual Starting Salary for Male Secondary Teachers

Dollars	Region 2 (Mid-east) Per Cent Negro Enrollment						Region 3 (Great Lakes) Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Below 1000							2.1					
1000-1499												
1500-1999												
2000-2499												
2500-2999												
3000-3499	2.5						3.0		35.0			
3500-3999	43.9	15.0	22.2			43.5	22.5	16.3		32.4		
4000-4499	40.4	71.3	59.6	38.5	38.6	56.5	61.1	78.3	65.0	64.5		
4500-4999	13.1	13.7	18.2	61.5	61.4		9.7	5.4			91.8	
Above 5000							1.7			3.1	8.2	100.0
	<u>Region 5 (Southeast)</u>						<u>Region 6 (Southwest)</u>					
Below 1000												
1000-1499												
1500-1999												
2000-2499	7.1					9.0						22.8
2500-2999	48.9	34.4	33.8			48.7						
3000-3499	31.0	42.3	66.2			37.9	61.4	64.6	100.0		100.0	54.4
3500-3999	11.9	23.3				48.5	4.4	31.6	14.3			22.8
4000-4499	.6					51.5		6.9	21.1			
4500-4999	.5											
Above 5000												

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 71

Percentages of Schools Having Designated Starting Salary for Male Secondary Teachers
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Dollars	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Below 1000												
1000-1499							1.3					
1500-1999												
2000-2499	2.5					16.1	2.1					12.7
2500-2999	21.4	4.5				44.7	5.5	2.1	15.5			36.1
3000-3499	20.7	4.5	100.0		35.7	35.6	14.1	13.4	67.8			45.3
3500-3999	17.7	30.2			31.7	3.6	30.1	12.6	16.8	100.0		6.0
4000-4499	34.0	60.8			32.6		43.2	63.8				
4500-4999	3.7						3.6	3.4				
Above 5000								4.7				
		Small Urban						Large Urban				
Below 1000			*			*						
1000-1499												
1500-1999												
2000-2499	1.3					4.1						
2500-2999	11.3	1.4				36.3						
3000-3499	20.5	6.9				40.1	16.2	12.4				
3500-3999	24.5	18.4	12.6			19.5	26.6	7.6	41.3			
4000-4499	29.5	58.8	69.1				45.6	43.0	23.9	87.2	42.6	93.2
4500-4999	11.5	12.7	18.2				9.8	37.0	34.9	10.4	55.6	
Above 5000	1.5	1.8					2.9		2.5	1.9	6.8	

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 72

Percentages of Small Schools Having Designated Starting Salary, Male Second. Teachers
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Small Schools Dollars	High Housing Quality					Low Housing Quality						
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Below 1000				*					*	*		
1000-1499							1.8					
1500-1999												
2000-2499	1.9						6.3					13.2
2500-2999	10.3					59.8	12.1					39.5
3000-3499	16.0	8.5	100.0		100.0	40.2	24.8					47.3
3500-3999	18.7						29.8				100.0	
4000-4499	49.5	91.1					22.6	100.0				
4500-4999	3.5	.4					1.9					
5000 & over							.7					

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 73

% of Medium Sized Schools Having Designated Starting Salary, Male Secondary Teachers
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Medium Size Dollars	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Below 1000										*	*	
1000-1499												
1500-1999												
2000-2499	.8						1.1					11.4
2500-2999	14.6					40.1	27.5	9.6	50.8			34.5
3000-3499	15.0	13.6	100.0			40.8	18.8	17.0	49.2			39.1
3500-3999	21.9	22.9		100.0		19.1	19.6	30.7				15.0
4000-4499	41.9	59.9			95.4		28.2	39.2				
4500-4999	5.8				4.6		4.8					
5000 & over		3.7								3.5		

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

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Table 74

Percentages of Large Schools Having Designated Starting Salary, Male Second. Teachers
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Large Schools Dollars	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Below 1000												
1000-1499												
1500-1999												
2000-2499						25.5						
2500-2999	9.9					25.4						100.0
3000-3499	19.8	4.6					24.4		65.8			
3500-3999	17.3	12.1	18.3			15.6	75.6	24.1				
4000-4499	39.1	60.8	65.1	100.0	91.4	31.3		67.6		81.7	28.5	
4500-4999	12.6	20.6	16.6		8.6			8.2	34.2	14.8	69.1	
5000 & over	1.3	2.0				2.3				3.5	2.5	

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

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Table 75

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Average Number of Years Full-time Teaching
Experience of Current Staff

No. of Years	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Under 3							.8	3.2				
3-5							10.6	6.4		32.4		
6-8	18.4	26.1	23.1				31.4	6.4	35.0			
9-11	26.6	17.5	2.9	23.1		43.5	28.8	29.0				100.0
12-14	18.9	36.3	26.0	23.1	13.5		15.4	29.8	32.5	64.5		
Over 14	36.1	20.1	48.0	53.8	86.5	56.6	12.9	25.4	32.5	3.1	100.0	
	Region 5 (Southeast)						Region 6 (Southwest)					
Under 3												
3-5	3.0	11.5		*		5.4	10.1	9.2		*		8.7
6-8	17.7					22.3	20.8		100.0			
9-11	27.1	23.3	32.6			43.2	28.1	39.3		100.0	45.6	
12-14	32.0	34.7				19.0	24.2	27.0			22.8	
Over 14	20.3	30.5	67.4		100.0	10.1	16.7	24.5			22.8	

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 76

Percentages of Schools Having Designated Average Number of Years Full-time Teaching Experience of Current Staff

(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

No. of Years	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Under 3	2.0			*			4.0	2.0			*	
3-5	9.7				6.9		13.4	18.7	100.0			6.4
6-8	26.3	24.4	52.2		32.6	18.9	28.2	20.4	69.2			19.1
9-11	24.8	18.2	47.8		35.7	35.5	26.1	32.2				59.0
12-14	20.3	18.4				28.3	18.1	20.3				
Over 14	16.9	39.0			31.7	10.4	10.2	6.4	30.8			15.6
	Small Urban						Large Urban					
Under 3												
3-5	2.5	4.9		*	*	4.0						
6-8	14.2	8.7				16.7			1.8	29.1		
9-11	35.5	31.3	11.3			47.7	30.0	19.5	5.5	3.9		6.8
12-14	24.0	27.4	53.4			20.7	30.0	37.7	7.3	55.4	6.1	
Over 14	23.8	27.7	35.4			10.9	40.0	42.7	85.3	11.5	93.9	93.2

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 77

Percentages of Schools Having Designated Average Number of Years Full-time Teaching Experience of Current Staff

(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

No. of Years	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
<u>Small Schools</u>												
Under 3	4.7			*			4.7		*	*		
3-5	14.2	41.4					17.5	72.3				5.1
6-8	36.6	29.2	100.0			44.0	15.0					5.4
9-11	18.5	.4			100.0	40.2	17.4					48.5
12-14	12.3	20.7					22.9	27.7				27.7
Over 14	13.7	8.3				15.9	22.5			100.0		13.2
<u>Medium Sized Schools</u>												
Under 3	1.0	3.1							*	*		
3-5	4.9	3.1		100.0			7.1	12.9				8.5
6-8	28.3	16.4	100.0		95.4	20.4	26.9	17.6				22.0
9-11	32.3	41.0				59.2	35.9	28.8	49.2			44.1
12-14	20.1	20.3					22.3	19.2				19.6
Over 14	13.4	16.1			4.6	20.4	7.9	21.6	50.8			5.7
<u>Large Schools</u>												
Under 3												
3-5	3.6											
6-8	10.7	8.1	9.3				12.2	23.3	3.1	41.7		
9-11	34.5	28.4	8.7	4.3		27.8	11.6	40.2	6.2	3.7		
12-14	27.3	29.5	39.9	95.7	4.3		12.2	25.7	6.2	38.1	7.0	100.0
Over 14	23.9	34.0	42.2		95.7	72.2	64.0	10.8	84.5	16.5	93.0	

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 78

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Size of Library

No. of Books	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	0	Per Cent Negro Enrollment					0	Per Cent Negro Enrollment				
		1-9	10-19	20-29	30-99	100		1-9	10-19	20-29	30-99	100
Under 300						*					*	*
300-599	2.5	2.3					5.1					
600-899		2.3					9.2					
900-1199	5.4	2.3		7.7			14.2	3.4				
1200-1499	2.7	10.8					4.2	3.4		34.4		
1500-1799		2.5	12.5				13.7	13.6				
1800-2099	7.9	8.3			1.8		7.3			32.4		
2100-2399	5.7	10.7					9.4	3.6				
2400-2699	2.7	5.3			1.8		4.7	3.6				
Over 2700	73.1	55.4	87.5	92.3	96.5	100.0	32.2	72.3	100.0	33.2	100.0	100.0
		Region 5 (Southeast)						Region 6 (Southwest)				
Under 300				*		8.7	3.4			*		
300-599	2.1				48.5	4.8	28.4					68.4
600-899	4.2					8.3	6.4	10.1				
900-1199	9.1	13.4				18.3	19.3		100.0			
1200-1499	11.5		32.6			7.1	8.3					
1500-1799	11.3		33.8			13.6		10.1				
1800-2099	6.6					8.3	1.4					8.7
2100-2399	3.4					3.6	4.4	9.9				
2400-2699	5.2	13.0				3.5	4.9					
Over 2700	46.7	73.6	33.6		51.5	23.8	23.5	69.9		100.0		22.8

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 79

Percentages of Schools Having Designated Size of Library

(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Size of Library	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Under 300	3.3			*	13.7		2.5			*	6.4	
300-599	10.4	4.8			100.0	26.7	8.8	2.2			15.6	
600-899	8.7	4.8				13.0	8.4	6.9				
900-1199	15.6		52.2			29.2	10.5	2.2	37.9		6.4	
1200-1499	13.7	25.5	47.8				5.4	2.3			12.7	
1500-1799	10.9	21.9			3.5		8.4	13.5	15.5		23.4	
1800-2099	6.5	9.6					11.8	5.5		100.0	17.0	
2100-2399	5.3				3.5		8.6	18.8				
2400-2699	4.8						5.1	4.6				
2700 & over	2.0	33.4				10.4	30.5	44.2	46.7		18.7	
	Small Urban						Large Urban					
Under 300	1.7			*	*						*	
300-599	3.2											
600-899	.9				4.2		9.8					
900-1199	3.7	1.4			4.1			11.1		1.3		
1200-1499	2.5	3.0			8.5					27.5		
1500-1799	1.7	1.4	11.3		12.6		.5	23.9				
1800-2099		3.0			12.3						1.0	
2100-2399	3.4	5.9			4.2							
2400-2699	3.9	6.9			8.3			.5			1.0	
2700 & over	79.0	78.4	88.7		45.8		90.2	87.8	76.1	71.2	98.0	100.0

These values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 80

Percentages of Schools Having Designated Size of Library
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Small Schools No. of Books	High Housing Quality					Low Housing Quality						
	Per Cent Negro Enrollment					Per Cent Negro Enrollment						
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Under 300	2.4			*			7.6		*	*		5.1
300-599	19.9	8.5			100.0	40.2	16.0	27.7			100.0	26.5
600-899	14.2						12.6					14.5
900-1199	15.2		100.0			59.8	19.7					19.9
1200-1499	7.8	29.0					19.5					
1500-1799	9.8						8.2					14.5
1800-2099	5.7	20.7					6.7					19.6
2100-2399	8.2	41.4										
2400-2699	4.7						5.5	72.3				
2700-& over	12.1	.4					4.2					

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 81

Percentages of Medium Sized Schools Having Designated Size of Library
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Medium Size No. of Books	High Housing Quality Per Cent Negro Enrollment						Low Housing Quality Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Under 300	1.5						1.1			*	*	11.1
300-599	2.6						4.5					7.5
600-899	4.6					25.2	3.4	13.9				2.8
900-1199	8.2	3.6	52.9				12.0					8.2
1200-1499	6.5	7.3					6.7	6.9	49.2			8.4
1500-1799	10.5	15.0				25.2	9.9	26.0	50.8			11.1
1800-2099	10.0	3.8		100.0			7.8	3.4				5.5
2100-2399	7.3	7.5					10.5	12.0				5.6
2400-2699	4.7					24.4	3.4	3.4				2.8
2700 & over	44.2	62.8	47.1		100.0	25.2	40.7	34.4				36.8

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 82

Percentages of Large Schools Having Designated Size of Library
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Large Schools No. of Books	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
Under 300												
300-599												
600-899												
900-1199	2.8	3.2								1.9		
1200-1499	2.3	1.7		91.4		25.5						
1500-1799		.1	13.5									
1800-2099		3.3									1.3	
2100-2399	2.5	3.2					13.4					
2400-2699	4.9	5.3									1.3	
2700-& over	87.6	83.6	86.5	8.6	100.0	74.5	86.6	100.0	100.0	98.1	97.4	100.0

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 83

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Guidance Program in Existence

	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
No		8.0					22.4	15.9				
Yes	100.0	92.0	100.0	100.0	100.0	100.0	77.6	84.1	100.0	100.0	100.0	100.0
	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
No	38.7	46.2		*		33.9	24.1	47.1	30.1	*		77.2
Yes	61.3	53.8	100.0		100.0	66.1	75.9	52.9	69.9		100.0	22.8

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 84

Percentage of Schools Having Guidance Program In Existence
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
No	34.8	28.9	52.2	*		43.9	30.9	27.1			*	64.3
Yes	65.2	71.1	47.8		100.0	56.1	69.1	72.9	100.0	100.0		35.7
	Small Urban						Large Urban					
No	10.3	4.2		*	*	23.0	9.8					
Yes	89.7	95.8	100.0			77.0	90.2	100.0	100.0	100.0	100.0	100.0

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 85

Percentage of Schools Having Guidance Program in Existence
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
<u>Small Schools</u>												
No	32.4	49.9		*		40.2	45.1		*	*	*	65.6
Yes	67.6	50.1	100.0		100.0	59.8	54.9	100.0				34.4
<u>Medium Sized Schools</u>												
No	26.3	20.4	52.9			39.5	28.0	32.5		*	*	30.1
Yes	73.7	79.6	47.1	100.0	100.0	60.5	72.0	67.5	100.0			69.9
<u>Large Schools</u>												
No	5.0					25.5	12.2					
Yes	95.0	100.0	100.0	100.0	100.0	74.5	87.8	100.0	100.0	100.0	100.0	100.0

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 86

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Having Designated Adequacy of Guidance Budget

	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	2.8	.4	1.0				11.0	12.8		32.4		
2.	19.0	15.2	18.4	69.2	20.0		33.1	21.9	32.5	3.1		
3.	42.8	57.1	79.7	23.1	78.2	100.0	32.1	60.7	67.5	64.5	100.0	100.0
4.	35.3	27.2	1.0	7.7	1.8		23.9	4.6				
	Region 5 (Southeast)						Region 6 (Southwest)					
1.	29.8	21.3	33.6	*		60.2	14.1				*	
2.	42.4	43.3	33.8		100.0	28.1	36.9	19.3			100.0	100.0
3.	21.0	21.9	32.6			8.8	41.6	44.1	100.0			
4.	6.9	13.5				2.9	7.4	36.6				

1. Budget unavailable.
2. Minimal or inadequate
3. About adequate for present needs
4. Fully meets present needs

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 87

Percentages of Schools Having Designated Adequacy of Guidance Budget
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	19.4	6.2		*		75.6	14.5	9.2	15.4	100.0	*	79.7
2.	35.8	42.1			52.2	24.4	27.0	19.9	15.5			
3.	32.2	32.3	100.0		47.8		41.8	54.7	69.2			20.3
4.	12.6	19.4					16.8	16.1				
	Small Urban						Large Urban					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	11.3	1.5	12.3	*	*	29.3	1.6	1.9	29.1			
2.	28.7	16.0	21.1			49.5	7.9	54.1	35.5	14.1	32.4	
3.	35.5	57.8	66.6			15.9	78.7	33.8	60.7	55.4	66.6	100.0
4.	24.5	24.8				5.3	13.4	10.6	1.9	1.3	1.0	

1. Budget unavailable.
2. Minimal or inadequate
3. About adequate for present needs
4. Fully meets present needs

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 88

Percentage of Schools Having Designated Adequacy of Guidance Budget
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

	<u>Small Schools</u>						<u>High Housing Quality</u>						<u>Low Housing Quality</u>					
							Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	19.7				*		21.9					*	*				100.0	
2.	34.4	16.5			100.0	100.0	41.2	27.7										
3.	36.8	83.5	100.0				30.6	72.3										
4.	9.1						6.3											
<u>Medium Sized Schools</u>																		
1.	9.2	8.7		100.0			22.5	14.4				*	*				54.5	
2.	31.3	13.2			4.6	66.0	35.0	36.1	50.8								29.7	
3.	40.8	50.2	100.0		95.4	34.0	27.6	40.2	49.2								11.8	
4.	18.7	27.8					14.9	9.3									4.0	
<u>Large Schools</u>																		
1.	10.6	.2	9.1			21.0	32.1		68.9	41.7							100.0	
2.	17.2	22.8	22.0	8.6	100.0	34.0		21.7	9.3	16.5	10.6							
3.	42.1	48.7	68.5	91.4		45.0	35.1	78.3	21.7	40.0	88.0							
4.	30.1	28.3	.4				32.8					1.9	1.3					

- 1. Budget unavailable
- 2. Minimal or inadequate
- 3. About adequate for present needs
- 4. Fully meets present needs

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 90

Percentages of Schools Having Designated Average Hours Homework Per Day
(Schools Grouped by Size of Community and Per Cent of Negroes in Enrollment)

Hours per day	Rural					Town							
	0	Per Cent Negro Enrollment				0	Per Cent Negro Enrollment						
		1-9	10-19	20-29	30-99	100		1-9	10-19	20-29	30-99	100	
None	3.5			*							*		
Less than 1	10.4				32.6	6.8	11.0	13.8	14.5			15.6	
1-2	70.0	82.4	100.0		67.4	39.6	63.0	59.6	85.5	100.0		53.1	
2-3	13.5	17.6				50.1	21.7	22.3				18.6	
3-4	2.2					3.5	4.3	4.3				12.7	
4-5	.3												
More than 5													
		Small Urban				Large Urban							
None		1.3		*	*					10.5			
Less than 1	6.0	2.9				8.5				11.0	1.8	1.3	1.0
1-2	57.8	63.4	52.3			49.8	66.7	33.3	54.1	63.1	69.2	6.8	
2-3	30.2	32.4	36.7			37.5	33.3	35.7	44.0	35.6	29.9		
3-4	5.1		10.9			4.2			9.4			93.2	
4-5	.9												
More than 5													

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 91

Percentages of Schools Having Designated Average Hours Homework Per Day
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Small Schools	High Housing Quality						Low Housing Quality						
	Per Cent Negro Enrollment						Per Cent Negro Enrollment						
Hours per Day	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100	
None	4.7			*			2.1			*			
Less than 1	11.6	20.7					15.3					13.2	
1-2	69.9	70.6	100.0		100.0	44.0	66.0				100.0	39.5	
2-3	8.9	8.7				56.0	12.9	100.0				47.3	
3-4	4.8						3.7						
4-5													
More than 5													
<u>Medium Sized Schools</u>													
None	.5						1.1						
Less than 1	9.0	6.3	47.1		95.4		5.3	6.6		*	*	11.1	
1-2	61.7	57.9	52.9	100.0		74.8	71.5	69.4	100.0			47.2	
2-3	24.3	35.9			4.6	25.2	20.0	20.8				30.5	
3-4	3.5						2.1	3.2				11.2	
4-5	1.0												
More than 5													
<u>Large Schools</u>													
None	1.2	1.5									10.3		
Less than 1	4.9	3.2								12.4	3.1	1.9	1.3
1-2	59.3	62.7	58.2	91.4	95.7	43.3	87.8	76.3	75.2	50.9	62.1		
2-3	32.1	29.6	33.7	8.6	4.3	25.5	12.2	1.0	21.7	47.2	36.6	100.0	
3-4	2.5	3.0	8.0			31.3							
More than 4													

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 92

Percentage of Schools in U. S. Office of Education Regions 2, 3, 5, 6
Offering Designated Opportunities for Advanced Placement

Opportun. Offered	Region 2 (Mid-east)						Region 3 (Great Lakes)								
	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100			
	1-9	10-19	20-29	30-99	100	1-9	10-19	20-29	30-99	100	1-9	10-19	20-29	30-99	100
1.	5.4	8.6	1.9				3.4								
2.	5.6	3.0	25.9	7.7			2.8	13.1	32.5	30.1					
3.	2.7	7.9	1.0	7.7	1.8		17.3	6.6	32.5	34.4					
4.	5.5	17.8	23.1		1.8		6.6	2.1			8.2	100.0			
5.	75.2	59.3	46.2	76.9	96.4	100.0	71.1	68.1	35.0	35.5	91.8				
6.	5.6	3.2	1.0	7.7											
7.		.1	1.0				2.2	6.8							
		Region 5 (Southeast)						Region 6 (Southwest)							
1.	.5			*		1.8	3.4				*				
2.	5.4		33.6		51.5	8.1	6.9								
3.	26.4	34.7	33.8		48.5	18.7	34.6	27.2						45.6	
4.	2.2	30.5				3.6		26.4						22.8	
5.	64.3	34.8	32.6			62.5	53.4	46.4	100.0		100.0			31.6	
6.								1.7							
7.	1.1					5.3									

1. We offer one or more courses that use the syllabuses of the Advanced Placement Program of the College Entrance Examination Board.
2. We offer our own advanced courses to superior students and they take the Advanced Placement Tests of the College Entrance Examination Board.
3. We offer no special advanced courses, but superior students from our school have qualified for advanced placement in college by taking the Advanced Placement Tests of College Entrance Examination Board.
4. Particular colleges that are familiar with our program give advanced placement to superior students in courses for which they feel our program provides satisfactory equivalent instruction.
5. No special opportunity for advanced placement in college is available.
6. Options 2 and 4 combined.
7. Options 3 and 4 combined.

Some values are based on only one case. See Appendix for unweighted N's and states in Regions.

Table 93

Percentages of Schools Offering Designated Opportunities for Advanced Placement
(Schools Grouped by Size of Community and by Per Cent of Negroes in Enrollment)

Opportun. Offered	Rural						Town								
	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100	0	Per Cent Negro Enrollment		Per Cent Negro Enrollment		100			
	1-9	10-19	20-29	30-99	100	1-9	10-19	20-29	30-99	100	1-9	10-19	20-29	30-99	100
1.	1.1			*		3.5	1.1	2.2			*				
2.	3.8					3.4	1.1	11.3	15.4						
3.	16.5	9.1			64.3	19.6	29.5	13.6	15.5						15.6
4.	3.5	9.1				12.1	4.5	9.3	16.8						
5.	74.5	81.8	100.0			35.7	61.4	62.4	63.6	52.4	100.0				78.1
6.															
7.	.7							1.3							6.3
	Small Urban						Large Urban								
1.		9.0		*	*			11.5	3.7						
2.	11.5	10.1	24.4			14.7	26.7	2.1	43.1	54.5	21.1				
3.	16.4	12.1	39.7			33.8	33.3	13.3	1.8	28.8	1.0				
4.	10.5	14.5				4.1		26.4	1.8		2.9	100.0			
5.	57.4	49.0	25.0			39.3	32.9	36.2	45.9	15.4	75.0				
6.	2.4	2.4	10.9					7.1	10.0	1.8	1.3				
7.	1.7	2.9				8.1		.5	1.8						

1. We offer one or more courses that use the syllabuses of the Advanced Placement Program of the College Entrance Examination Board.
2. We offer our own advanced courses to superior students and they take the Advanced Placement Tests of the College Entrance Examination Board.
3. We offer no special advanced courses, but superior students from our school have qualified for advanced placement in college by taking the Advanced Placement Tests of College Entrance Examination Board.
4. Particular colleges that are familiar with our program give advanced placement to superior students in courses for which they feel our program provides satisfactory equivalent instruction.
5. No special opportunity for advanced placement in college is available.
6. Options 2 and 4 combined.
7. Options 3 and 4 combined.

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes.

Table 94

Percentages of Schools Offering Designated Opportunities for Advanced Placement
(Schools Grouped by Housing Quality of Pupils and by % of Negroes in Enrollment)

Small Schools	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
Opportun. Offered	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	2.5			*			.7		*	*		
2.					15.9							
3.	19.9						24.1			100.0	32.8	
4.	6.9	8.3			40.2		27.7					
5.	70.8	91.7	100.0		100.0	44.0	73.3	72.3				67.2
6.												
7.							1.8					
<u>Medium Sized Schools</u>												
1.	1.1	3.4								*	*	2.8
2.	6.6	21.1					2.3	3.2				5.6
3.	18.9	7.1			95.4	59.2	19.8	19.6	50.8			20.6
4.	4.9	7.8						3.1				5.6
5.	66.9	60.7	100.0	100.0	4.6	20.4	78.0	74.1	49.2			62.6
6.												
7.	1.6					20.4						2.8

See next page for definitions of opportunities offered.

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Table 94 (cont.)

Large Schools Opportun. Offered	High Housing Quality Per Cent Negro Enrollment						Low Housing Quality Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.		10.0					13.0	6.2				
2.	17.8	8.4	27.3		95.5	22.7		65.8	78.0		100.0	
3.	18.8	13.6	29.1	91.4			35.4	14.2	3.1	1.9	1.3	
4.	17.5	18.8	9.7			3.3		21.4			3.8	
5.	41.8	41.9	25.1	4.3	4.5	36.9	52.4	51.4	24.8	20.2	95.0	
6.	4.1	4.1	8.4	4.3								
7.		3.3	.4			37.1	12.2					

1. We offer one or more courses that use the syllabuses of the Advanced Placement Program of the College Entrance Examination Board.
2. We offer our own advanced courses to superior students and they take the Advanced Placement Tests of the College Entrance Examination Board.
3. We offer no special advanced courses, but superior students from our school have qualified for advanced placement in college by taking the Advanced Placement Tests of College Entrance Examination Board.
4. Particular colleges that are familiar with our program give advanced placement to superior students in courses for which they feel our program provides satisfactory equivalent instruction.
5. No special opportunity for advanced placement in college is available.
6. Options 2 and 4 combined.
7. Options 3 and 4 combined.

Some values are based on only one or two cases. See Appendix for unweighted N's and definitions of school sizes.

Table 95
 Percentages of Schools in U. S. Office of Education Regions 2 and 3
 Having Designated Summer School Program

Option	Region 2 (Mid-east)						Region 3 (Great Lakes)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.			22.2									
2.	7.8	12.6					2.5					
3.							1.8	6.7				
4.	2.5	7.8	9.6	53.8	17.5		6.0	15.0	32.5	30.1	91.8	
5.	75.8	70.4	22.2		38.6	43.5	87.1	61.4	33.0	32.4		
6.	2.7						.8	6.8				100.0
7.		.1										
8.	11.2	9.0	45.1	46.2	43.9	56.5	1.8	6.7	32.5	37.4	8.2	
9.		.1	1.0									
10.												
11.								3.4				

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions. See next page for list of options.

Table 96

Percentages of Schools in U. S. Office of Education Regions 5 and 6

Having Designated Summer School Program

Option	Region 5 (Southeast)						Region 6 (Southwest)					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
1.	3.3	11.8		*		1.8	1.5			*		
2.	9.8	11.8					2.9					
3.	4.8	11.5					2.7					
4.	2.0	11.5	33.6				4.2	10.2				
5.	63.3	42.0	66.4		48.5	90.0	74.6	54.4	100.0		100.0	100.0
6.	6.1	11.5				6.4	12.1	30.1				
7.												
8.	10.6				51.5	1.8	2.1	5.3				
9.												
10.												
11.												

1. Students can take one repeat course only.
2. Students can take as many as two courses, but only repeat work.
3. Certain students can take one course of new work.
4. Certain students can take as many as two courses of new work.
5. There is no summer program in this school system.
6. Other.
7. Certain students can take three or more courses of new work.
8. Certain students can take both repeat and new work.
9. Options 7 and 8 combined.
10. Options 6 and 7 combined.
11. Options 6 and 8 combined.

Some values are based on only one or two cases. See Appendix for unweighted N's and states in Regions.

Table 97 .

Percentages of Schools Having Designated Summer School Program
 (Schools Grouped by Community Size and Percentages of Negroes in Enrollment)

Option	Rural						Town					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0-	1-9	10-19	20-29	30-99	100
1.	1.0			*			1.7		16.8		*	6.3
2.	2.3						3.9					
3.	.3	9.0					.6					
4.	.3	4.4					.5	8.8	15.4			
5.	91.8	82.0	100.0		100.0	93.2	84.3	84.0	67.9			93.7
6.	3.0					6.8	5.1	4.8		100.0		
7.												
8.	1.3	4.7					3.4	2.4				
9.							.5					
10.												
11.												

Some values are based on only one or two cases. See Appendix for unweighted N's and population ranges of community sizes. See next page for list of options.

Table 98

Percentages of Schools Having Designated Summer Program

(Schools Grouped by Housing Quality of Pupils and % of Negroes in Enrollment)

Options	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
<u>Small Schools</u>												
1. - 3.						*				*	*	
4.		.4										
5.	95.6	99.6	100.0		100.0	100.0	97.4	100.0			100.0	94.9
6.	3.4						1.9					5.1
7.												
8.	.9						.7					
9. - 11.												
<u>Medium Sized Schools</u>												
1.	3.2						1.1			*	*	
2.	7.1						8.8					
3.	3.2					23.8	1.1	3.2				
4.	1.0	12.8			4.6		1.0	3.5				
5.	75.5	72.6	100.0	100.0	95.4	76.2	80.5	90.1	100.0			94.5
6.	5.3	10.9					5.4	3.2				5.5
7.												
8.	4.7	3.7					2.1					
9. - 11.												

Some values are based on only one or two cases. See Appendix for unweighted N's and Definitions of school sizes. See next page for list of options.

Table 98 (cont.)

Percentages of Schools Having Designated Summer Program
(Schools Grouped by Housing Quality of Pupils and % Negroes in Enrollment)

Schools	High Housing Quality						Low Housing Quality					
	Per Cent Negro Enrollment						Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100	0	1-9	10-19	20-29	30-99	100
	2.0	1.6	9.3			25.5						
	5.9	11.5	8.0				12.2					
	6.8	5.1						10.3				
	16.3	19.5	31.4	4.3	8.6		11.6	19.7	84.5	45.6	36.7	
	40.9	37.2	17.5			25.4	38.4	57.6			28.5	
	8.6	8.2	9.0			17.9	12.2	12.0		41.7		
								.5				
	18.3	15.2	24.7	95.7	91.4	31.3	25.6		12.4	12.8	34.8	100.0
	1.2	.1							3.1			
		1.6										

1. Students can take one repeat course only.
2. Students can take as many as two courses, but only repeat work.
3. Certain students can take one course of new work.
4. Certain students can take as many as two courses of new work.
5. There is no summer program in this school system.
6. Other.
7. Certain students can take three or more courses of new work.
8. Certain students can take both repeat and new work.
9. Options 7 and 8 combined.
10. Options 6 and 7 combined.
11. Options 6 and 8 combined.

Some values are based on only one or two cases. See Appendix for unweighted N's and definition of school size.

Table 99

Percentile Ranks Corresponding to Mean Scores of Pupils in Grade 12 of 48 All-Negro Schools in the Southeast (U. S. Office of Education Region 5) in Distributions of Individual Test Scores for Representative Samples of American Twelfth-Grade Pupils

<u>Tests</u>	<u>Group Tested</u>	<u>Percentile Rank</u>
1. English Total (R-230)	Boys and Girls	7
2. Reading Comprehension (R-250)	Boys and Girls	9
3. Mechanical Reasoning (R-270)	Boys and Girls	21
4. Abstract Reasoning (R-290)	Boys and Girls	9
5. Math I: Arithmetic Reasoning (R-311)	Boys and Girls	14
6. Math II: Introductory Math (R-312)	Boys and Girls	17
7. Arithmetic Computation (F-410)	Boys and Girls	7
8. Literature (R-103)	Boys	8
9. Social Studies (R-105)	Boys	11
10. Physical Science (R-107)	Boys	25
11. Biological Science (R-108)	Boys	24
12. Electricity and Electronics (R-111)	Boys	9*
13. Mechanics (R-112)	Boys	5*
14. Literature (R-103)	Girls	10
15. Social Studies (R-105)	Girls	10
16. Physical Science (R-107)	Girls	20
17. Biological Science (R-108)	Girls	20
18. Music (R-104)	Girls	15 $\frac{1}{2}$
19. Home Economics (R-114)	Girls	15 $\frac{1}{2}$

*Norms for boys only.

$\frac{1}{2}$ Norms for girls only.

Appendix A

**SELECTED PROJECT TALENT TESTS WITH THEIR MEANS FOR
GRADES 10 AND 12 IN A REPRESENTATIVE SAMPLE OF AMERICAN PUPILS**

<u>Test</u>	<u>Sexes Combined</u>	<u>Mean Grade 10</u>	<u>Mean Grade 12</u>
1.	English Total (R-230)	79.46	85.80
2.	Reading Comprehension (R-250)	28.29	33.30
3.	Mechanical Reasoning (R-270)	10.22	11.04
4.	Abstract Reasoning (R-290)	8.54	9.43
5.	Math I: Arithmetic Reasoning (R-311)	7.86	9.27
6.	Math II: Introductory Math (R-312)	9.88	11.27
7.	Arithmetic Computation (F-410)	25.84	32.72
<u>Boys Only</u>			
8.	Literature (R-103)	11.65	14.02
9.	Social Studies (R-105)	14.17	16.75
10.	Physical Science (R-107)	8.84	10.40
11.	Biological Science (R-108)	6.38	6.77
12.	Electricity and Electronics (R-111)	8.57	10.40
13.	Mechanics (R-112)	11.58	13.40
<u>Girls Only</u>			
14.	Literature (R-103)	11.42	14.06
15.	Social Studies (R-105)	12.27	14.73
16.	Physical Science (R-107)	6.77	7.29
17.	Biological Science (R-108)	5.56	5.23
18.	Music (R-104)	6.08	7.27
19.	Home Economics (R-114)	12.06	13.37

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Appendix B

LIST OF SELECTED ITEMS FROM THE GENERAL SCHOOL CHARACTERISTICS QUESTIONNAIRE (SCQ) AND FROM THE GUIDANCE PROGRAM QUESTIONNAIRE (GP)¹

1. College rate—boys (SCQ-72) About what percentage of the boys in your graduating senior class last year went on to college?
2. College rate—girls (SCQ-73) About what percentage of the girls in your graduating senior class last year went on to college?
3. Drop-out rate—boys (SCQ-70) About what percentage of all boys who enter your tenth grade drop out before graduation? (Do not include boys who transfer in your calculations.)
4. Drop-out rate—girls (SCQ-71) About what percentage of all girls who enter your tenth grade drop out before graduation? (Do not include girls who transfer in your calculations.)
5. Average per-pupil expenditure (SCQ-89) In dollars per year, what was the average per-pupil expenditure for all purposes in your school system last year (grades 9-12)?
6. Annual starting salary (SCQ-56) What is the annual starting salary in your school for male secondary teachers with a Bachelor's degree and no experience?
7. Adequacy of guidance budget (GP-5e) How adequate are the facilities for guidance which are available to you?
8. Size of senior class (SCQ-59) Number of students on the current active roll in your school for grade 12 (total).
9. Average number of years of full-time teaching experience (SCQ-58) What is the average number of years of full-time teaching experience among your current full-time teaching staff (grades 9-12)?
10. Summer school program (SCQ-20) Which of the following statements best describes your school system's summer program (grades 9-12)?
11. Average size of classes (SCQ-10) What is your average instructional class size in non-science courses (grades 9-12)?
12. Average hours homework (SCQ-11) What is the average amount of homework per day which a student in grades 9-12 in your school is expected to do?
13. Size of library (SCQ-32) About how many books does your school have in its library?
14. Existence of guidance program (GP-1) Does your school have a guidance program in which one or more persons is officially assigned, part or full time, to working with individual students?

¹By "last year" in these questions, the academic year 1958-1959 is meant.

15. **Advanced placement (SCQ-16)** What opportunity is there for students in your school to obtain advanced placement and/or credit in college?
16. **Students with parent(s) in PTA (SCQ-84)** For approximately what percentage of your students in grades 9-12 are one or both parents members of the PTA?
17. **Spanish or Latin-American pupils (SCQ-95)** What percentage of your grades 9-12 are Spanish or Latin-American?
18. **Absenteeism (SCQ-29)** Estimate the average daily percentage of absenteeism in grades 9-12 in your school over the current school year.
19. **Delinquency rate (SCQ-69)** During the last school year, about what percentage of your students in grades 9-12 were required to appear before juvenile courts for one or more offenses?

Appendix C
DESCRIPTION OF CONTROL-VARIABLE CATEGORIES

States in Regions

Region 2 (Mideast)

New York
 New Jersey
 Pennsylvania
 Delaware
 Maryland
 District of Columbia

Region 3 (Great Lakes)

Ohio
 Indiana
 Illinois
 Michigan
 Wisconsin

Region 5 (Southeast)

Virginia	Kentucky
West Virginia	Tennessee
North Carolina	Alabama
South Carolina	Mississippi
Georgia	Arkansas
Florida	Louisiana

Region 6 (Southwest)

Oklahoma
 Texas
 New Mexico
 Arizona

Population Ranges of Community Sizes

Rural, SCQ-88, option 9: Pupils attending grades 9-12 in your school come from areas which are best described as primarily rural - farm.

Town: under 5,000 people.

Small urban: 5,000 - 250,000 people.

Large urban: over 250,000 people.

Definition of School Size

A small school is one that has a senior class of between 0 and 24 pupils.

A medium-sized school is one that has a senior class of between 25 and 99 pupils

A large school is one that has a senior class of 100 pupils, or more.

Definitions of Medium-to-High- and of Low-Quality Housing

SCQ-87: The residences in the area served by your school are best described as primarily:

High-Quality Housing

expensive private homes
 moderate-priced homes
 high-rental apartments
 moderate-rental apartments
 about equally apartments and homes
 students are resident students—cannot estimate

Low-Quality Housing

low-cost homes
 low-rental apartments
 low-income areas

Appendix D

MAXIMUM NUMBER OF SCHOOLS ON WHICH TABLE ENTRIES ARE BASED
(Unweighted N's)*

Classified by Region	Per Cent Negro Enrollment					
	0	1-9	10-19	20-29	30-99	100
Region 2 (Midwest)	37	70	23	13	17	2
Region 3 (Great Lakes)	96	32	3	4	2	1
Region 5 (Southeast)	149	9	3	0	2	48
Region 6 (Southwest)	49	11	2	0	1	5
Classified by Size of Communities						
Rural Community	201	18	2	0	3	19
Town	144	40	5	1	0	11
Small Urban Community	111	68	8	0	0	25
Large Urban Community	13	44	21	17	20	2
Classified by Size of School						
Small Schools, Medium-High Housing Quality	48	7	1	0	1	3
Small Schools, Low Housing Quality	60	2	0	0	1	9
Medium Size School, Medium-High Housing Quality	185	30	2	1	2	6
Medium Size School, Low Housing Quality	85	27	2	0	0	33
Large School, Medium-High Housing Quality	82	92	19	3	3	5
Large School, Low Housing Quality	8	12	12	14	16	1

*These values must be regarded as maximums since certain data may be missing for any particular school.

END

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