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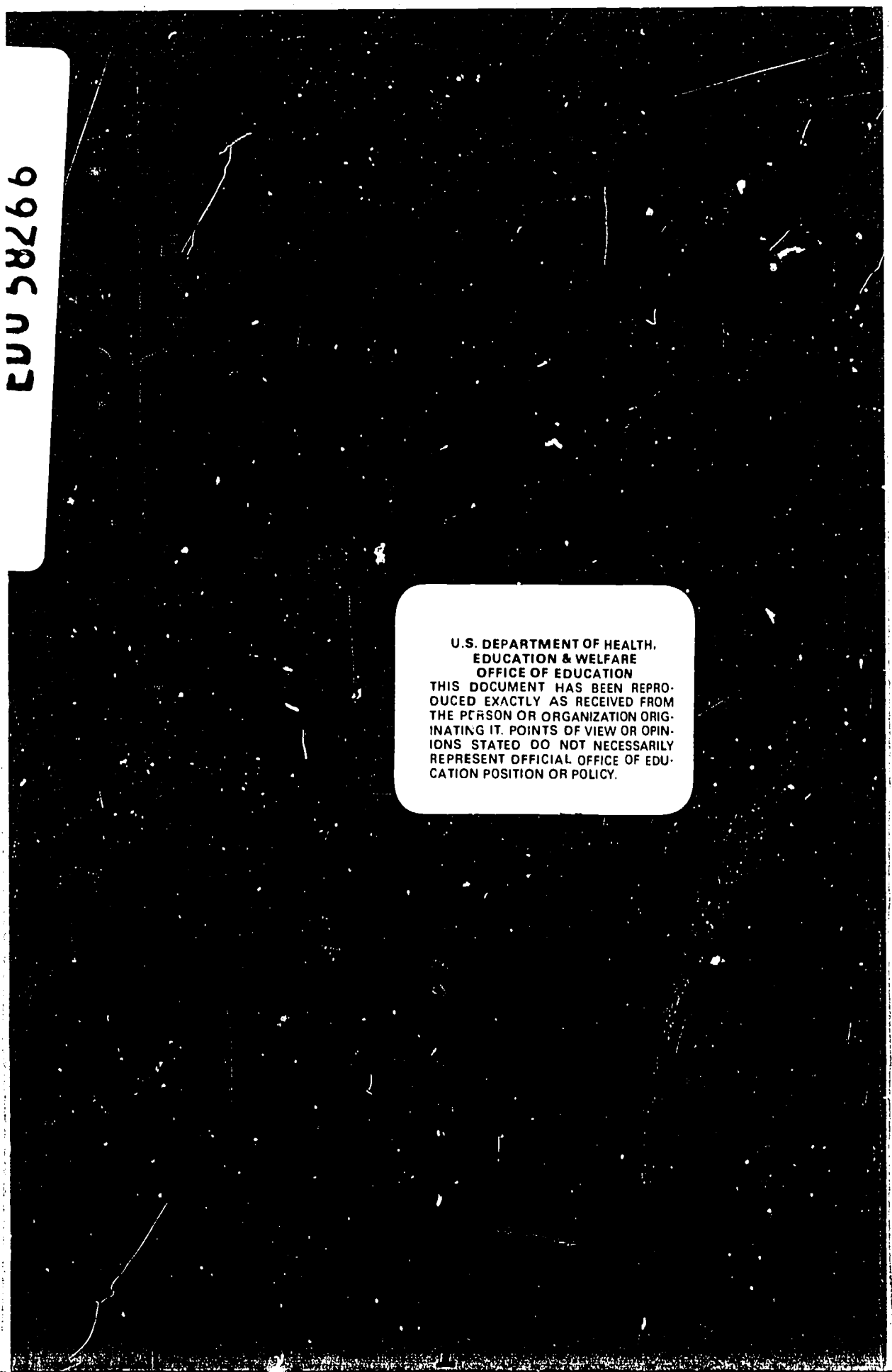
ABSTRACT

To test the assumption that relationships exist between student performance and certain measurable school, community and student characteristics, confidential questionnaires were given to students, teachers, and administrators in secondary and elementary schools across the state. This section of the Phase II Findings describes (1) the educational correlates obtained; (2) the procedures used to group them into meaningful scales and indices; (3) the distributions of Pennsylvania schools on these indices; and (4) the interrelationships among these educational correlates. See also ED 051 290-291, 051 294, 053 159, and TM 000 977 for other documents on Educational Quality Assessment. (AG)



Educational Quality Assessment

Phase II Findings

Section 5

Pupil, School and Community Conditions Definition and Measurement

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Bureau of Educational Quality Assessment

Pennsylvania Department of Education
August 1971

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Foreword

The principal aims of the Bureau of Educational Quality Assessment are to offer schools in the Commonwealth valid and reliable information pertaining to school outcomes and to identify some of the condition correlates of these outcomes. The Pennsylvania Plan is built on the assumption that relationships exist between student performance and certain measurable school, community and student characteristics. To test this assumption confidential questionnaires were given to students, teachers and administrators in 73 secondary and 355 elementary schools across the state. These questionnaires were also used to give a clearer picture of how these characteristics are distributed throughout the Commonwealth's school system.

The main thrust of this section is descriptive rather than interpretive. Specifically, this section describes (a) the educational correlates obtained, (b) the procedures used to group them into meaningful scales and indices, (c) the distributions of Pennsylvania schools on these indices and (d) the interrelationships among these educational correlates.

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The Nature of Educational Correlates

The numbers dealt with in the compilation and analysis of variables in engineering and the natural sciences tend to be quite different from those dealt with in the field of education. In the former, numbers measure specific properties of objects that typically are readily observable. In educational studies, however, many of the variables are conceptual rather than tangible and are much more difficult to pin down.

Most of the measures used in education can be described more accurately as indicators rather than direct measures. Consequently, there is often a certain amount of disagreement among educators and researchers about the actual meaning conveyed by a score on any indicator. For example, one might try to get an indication of a person's educational level by asking him how many years of formal education he has completed. However, the index number obtained might say very little about how well educated the person really is.

Another characteristic of educational correlates is that they tend to be collected by proxy. That is, one might obtain the educational level of a child's parent by asking the child. The accuracy of the index score so derived is highly dependent on the correctness of the child's report.

Also, the many correlates of educational outcomes tend to be highly related to one another. When one measures the amount of experience a teacher has had in the classroom, one is also indirectly measuring the teacher's salary, age and, to some extent, aspiration to remain a teacher. Because many of the variables are in fact only indicators, and because they tend to be highly related to one another, one should be careful not to immediately attach a great deal of importance to a relationship between a single indicator and a particular school outcome.

The existence of a significantly positive correlation between the school's citizenship score and the age of the teachers within the school should not lead to the decision to hire all older teachers. However, if it is known that this relationship still holds true when other variables within the school are held constant, attention could be directed toward investigating what older teachers do differently in the classroom.

With these considerations in mind the Bureau collected data on a large number of potential correlates of school outcomes at both the secondary and elementary levels.

Collecting Educational Correlate Data

In October of 1969, 20,000 5th grade pupils and 17,000 11th grade students in 355 elementary schools and 73 high schools across Pennsylvania participated in Phase II of Educational Quality Assessment. Students provided information about the occupation and education of their parents, the types of communities in which they were living and the availability of school resources. Concurrently, teachers and administrators in the same schools were queried. The instructional staff sample was composed of 1,077 elementary and 852 secondary teachers. These teachers responded to a 76-item questionnaire (Section 2, Appendix B) designed to measure areas such as job satisfaction, career aspirations and innovativeness in the classroom. In addition to the information obtained from the teacher questionnaire, the Professional Personnel Record, developed by the Bureau of Statistics, was used as a data source for teacher experience, teacher education, teacher salary and teacher sex.

A school information form (Section 2, Appendix A) was sent to school administrators to obtain data on the community and on various school programs. School district financial data were collected from other bureaus in the Department of Education, primarily from the Bureau of Statistics.

Transforming the Raw Data

The majority of the original data were submitted to the Bureau in the form of specific responses to items on the School Information Form, the Teacher Questionnaire and the Pennsylvania Questionnaire. The process of data analysis began by grouping items into sets of meaningful categories. Response alternatives to the items within the categories were then assigned weights, either large or small, depending upon whether the alternatives indicated the presence or absence of the characteristics the category set was designed to measure.

The derived indices fall into three major classes: school and community characteristics, instructional staff characteristics and pupil characteristics.

An index score on each of the condition variable scales was computed for each participating school. Since the primary unit of analysis in the Pennsylvania Plan (see Section 1) is the school, no subsets of students, teachers or administrators within the sample schools were identified.

School and Community Characteristics

School and community information was obtained from Bureau of Statistics data regarding school financial resources and from the school information form. In addition, items from the Pennsylvania Student Questionnaire which indicated the degree of accessibility to these school resources were used. School and community characteristics were classified as program resources, financial resources and demographic factors.

Program resources are defined as staff/pupil, books/pupil and guidance counselor/pupil ratios; the degree of student-reported accessibility to the guidance counselor and to the school library; and the degree of school-reported usage of innovative practices.

Financial resources are defined as the per pupil state instructional subsidy received by the district, the instructional expense per pupil in the district and the local tax effort of the school district.

Demographic school characteristics are defined as school size, the degree of interracial exposure present in the school building, school holding power and the percentage of graduates continuing their education. Also included are measures of the type of community and the housing available in the community.

Table 1 lists the computer codes for each of the school and community characteristics, the measures used to obtain the data, the weighting procedures and index descriptions.

Table 1

SCHOOL AND COMMUNITY INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Program Resources	STAFFP (Staff: pupil ratio)	The number of personnel who spend at least one-half their time in instructional activity was divided by the total number of students in the school.		A higher value indicates more instructional personnel per pupil.
	BOOKSP (Books: pupil ratio)	The number of library books available for student checkout was divided by the total number of pupils in the school.		A higher value indicates more library books available for each pupil.
	INNOVATE (School innovation)	The school administrator reported the extent to which his school employed 12+ relatively new educational practices (e.g. individual study, nongraded classes, instructional TV).	5 = Use regularly 4 = Use occasionally 3 = Considered trying 2 = Don't agree 1 = Never tried	A higher score on this index indicates the school uses several innovative practices regularly and/or many of the practices at least occasionally.
	LIBRARY (Accessibility of library)	Students were asked how often they were able to use the school library.	5 = Often as needed 4 = Frequently 3 = Several days a week 2 = Only when class is scheduled 1 = No library in school	A higher score on this index indicates that the school offers freer accessibility to its library resources.
	COUNSEL* (Accessibility of counselors)	Eleventh grade students were asked how often they were able to talk to the school guidance counselor about a concern.	5 = Often as needed 4 = Frequently 3 = Only to make class schedules 2 = Only in group guidance session 1 = No guidance counselor	A higher score on this index indicates that the school offers freer access to its guidance staff.

* For secondary schools only.

Table 1 (continued)

SCHOOL AND COMMUNITY INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Program Resources	GUIDANCE (Counselor: pupil ratio)	The number of secondary school personnel who devoted at least one-half their time to guidance activities was divided by the total number of students within the secondary school. For elementary schools, the administrator reported whether or not a guidance counselor is assigned to the school on a regular basis.	Elementary 0 = No counselor 1 = Counselor(s)	A higher value indicates more guidance counselors per pupil.*
Financial Resources	SUBSIDY (School subsidy per WADM)	The state instructional subsidy paid to the school district was divided by the Weighted Average Daily Membership of the district. All schools participating from district were assigned this score.	Expressed in whole dollars.	A higher value indicates that the school of interest is in a district which received more state funds to supplement its instructional activities.
	INSEXADM (Instructional expenses per ADM)	The instructional expenses of the district were divided by the Average Daily Membership of the district. All schools participating from district were assigned this score.	Expressed in whole dollars.	A higher value indicates that the school of interest is in a district which expends relatively more funds per pupil for instruction.
	EFFORT (Tax Effort Index)	Budgeted school taxes for the district were divided by the market values. All schools participating from district were assigned this score.	Expressed in mills.	A higher value indicates that the school of interest is in a district which has a greater willingness to tax itself for educational purposes.

* For secondary schools only.

Table 1 (continued)

SCHOOL AND COMMUNITY INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic Characteristics	ENROLL (School Enrollment)	The administrator reported the total school enrollment as of October 1 of a given year.		The number indicates the building enrollment.
	LOCATION (Predicted achievement index by location)	Secondary students reported the type of community in which they were then living. Due to substantial misinterpretation of this item by 5th grade pupils in the normative study, the EQA staff assigned scores to elementary schools based upon knowledge of size and location of the communities from which the school drew its students. In subsequent school studies, elementary pupils were aided by the teacher in reporting their community type.	8 = Suburb of city (over 500,000) 7 = Suburb of city (100,000-500,000) 6 = Suburb of city (10,000-100,000) 5 = Inside city (10,000-100,000) 4 = Inside city (100,000-500,000) 3 = Inside town less than 10,000 2 = Inside city over 500,000 1 = Open country or farming community	A higher score on this index indicates that the school is drawing a larger proportion of its students from suburban rather than rural or urban areas.
	INTERRAC (Interracial exposure)	Students reported whether or not they came in contact with students of a race different from their own in their classes or school activities.	2 = Yes 1 = No	A higher value on this index indicates greater interracial exposure in school.
	HOUSING (Types of residences in school's community)	The school administrator reported the percentage of various types of housing units in the area served by the school.	6 = Expensive private homes 5 = High-rental apartments 4 = Moderate-priced homes 3 = Moderate-rental apartments 2 = Low-cost homes 1 = Low-rental apartments	A higher value on this index indicates that the school serves an area that has a relatively larger proportion of expensive private homes and/or apartments.

Table 1 (continued)

SCHOOL AND COMMUNITY INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
	HOLDING (Holding power)	Holding power was computed by the formula: (Graduating class + transfers – new students) ÷ (enrollment of same class beginning 10th grade).	The term transfers refers to those students who have left the sample school after beginning 10th grade to attend another school.	A higher value indicates a relatively lower dropout rate.
Demographic Characteristics	POSTGRAD (Continuing education)	The average percentage for two successive years of graduates who continued their education in college, vocational, technical, nursing, or business school was obtained for each sample school from the Pennsylvania Secondary School Report.		A higher value indicates a higher percentage of high school graduates continuing their formal education.

Instructional Staff Characteristics

The primary source of instructional staff data was the teacher questionnaire. Other teacher information such as salary, years of experience and amount of formal education was obtained from the Professional Personnel Record compiled by the Bureau of Statistics. The scales developed from the instructional staff data were divided into background, demographic and attitudinal characteristics.

Background characteristics measured are the educational level of the teacher's mother, the occupational level of the teacher's father, the location of the high school from which the teacher graduated, the location of the community in which the teacher spent most of his or her life, the level of the teacher's training and the type of college attended.

Demographic characteristics include teacher age, experience, sex and salary information.

Attitudinal characteristics include measures of teacher satisfaction, innovativeness, perception of actual and ideal ways to gain professional recognition, career aspirations and the real vs. the ideal influence of educational policy-making groups.

Table 2 lists the computer codes for each of the instructional staff characteristics, the measures used to obtain the data, the weighting procedures and index descriptions.

Table 2

INSTRUCTIONAL STAFF INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	TMEDUC (Educational level of teacher's mother)	Sample teachers reported the highest level of formal education attained by their mother or female guardian.	9 = Completed Ph.D. or professional degree 8 = Some work toward Ph.D. or professional degree 7 = Masters degree 6 = Graduated, college 5 = Some post-high school 4 = Graduated, high school 3 = Some secondary 2 = Elementary 1 = No formal education	A higher value on this index indicates that the mothers of the school's instructional staff have attained a higher level of formal education.
	TFOCC (Occupational level of teacher's father)	The sample teachers reported the occupational category of their father or principal wage earner while they were growing up.	9 = Professional; doctor, lawyer 8 = Accountant, or manager 7 = Teacher 6 = Owner of small business 5 = White-collar 4 = Farmer 3 = Skilled worker 2 = Semi-skilled worker 1 = Unskilled	A higher value on this index indicates that the school's instructional staff comes from backgrounds in which the family's principal wage earner tended to be professional or white-collar workers as opposed to semi-skilled or unskilled.
	TLOCALE (Teacher locale)	Sample teachers reported where they graduated from high school.	5 = This town or immediate area 4 = In state but outside this town 3 = In another state 2 = In Puerto Rico or other U. S. possession 1 = In another country	A higher value on this index indicates that the school draws its instructional staff from the local area as opposed to other states or countries.

* Collected for *all* teachers in the school.

Table 2 (continued)

INSTRUCTIONAL STAFF INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	TSTABL (Teacher stability)	Sample teachers reported the area in which they spent most of their lives.	Response alternatives and respective weightings were identical to TLOCALE.	A higher value on this index indicates that the school's instructional staff have spent most their lives in the immediate area as opposed to other states or countries.
	TCOLLEGE (Teacher's college)	Sample teachers reported whether or not they had earned a college degree and the type of college from which they graduated.	3 = Liberal arts college or university 2 = State college 1 = No degree	A higher score on this index indicates that more of the staff have degrees and are more likely to have attended a liberal arts college or university than a state college.
	TEDUC* (Teacher's education)	The level of training of all teachers was obtained from the Professional Personnel Record.	9 = Doctor's degree 8 = Master's degree plus 2 years 7 = Master's degree plus 1 year 6 = Master's degree 5 = Bachelor's degree plus 1 year 4 = Bachelor's degree 3 = Three years of college 2 = Two years of college 1 = One year of college 0 = No college	A higher score on this index indicates that the school's instructional staff has a higher level of formal education.

* Collected for *all* teachers in the school.

Table 2 (continued)

INSTRUCTIONAL STAFF INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	TAGE (Teacher's age)	Each sample teacher indicated his age by checking one of nine 5-year age categories.	9 = 60 or over 8 = 55-59 7 = 50-54 6 = 45-49 5 = 40-44 4 = 35-39 3 = 30-34 2 = 25-29 1 = 20-24	This index reflects the mean age, by categories, of a school's instructional staff.
	TSEX* (Teacher sex)	The sex of each teacher was obtained as reported in the Professional Personnel Record.	2 = Female 1 = Male	A higher value on this index represents a higher proportion of female teachers within the school.
	TEXPER* (Teacher experience)	The total years of service in education was obtained for each teacher from the Professional Personnel Record.		This number represents the mean educational experience, in years, of the school's instructional staff.
	TPPOS (Teacher present position)	Each sample teacher reported the number of years he had completed in his present position.	8 = 20 or more years 7 = 16-20 years 6 = 11-15 years 5 = 6-10 years 4 = 3-5 years 3 = 2 years 2 = 1 year 1 = Less than 1 year	This index reflects the degree to which a school's instructional staff have remained in their present positions.
	TSALARY* (Teacher salary)	The salary for each teacher was obtained from the Professional Personnel Record.		This value represents the mean salary for a school's instructional staff.

* Collected for *all* teachers in the school.

Table 2 (continued)

INSTRUCTIONAL STAFF INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Attitudinal	TSATIS (Teacher satisfaction)	Each sample teacher responded to a 6-item questionnaire which was scaled to reflect the degree of his satisfaction with his role in the school. (Example: "I find my job exciting and rewarding.")	5 = Almost always 4 = Frequently 3 = Sometimes 2 = Infrequently 1 = Almost never	A higher value on this index indicates a greater degree of job satisfaction of the school's instructional staff.
	TCLPRACT (Teacher classroom practices)	Each sample teacher reported the extent to which he employed 11 "innovative" classroom practices (e.g., pupil participation in lesson planning).	5 = Use regularly 4 = Use occasionally 3 = Considered its use 2 = Never use 1 = Don't agree with practice	The value on this index indicates the extent to which relatively innovative classroom practices are employed by the sample teachers.
	REACTL (Perception of actual characteristics influencing professional recognition)	From a list of 7 characteristics, the sample teacher chose the one he felt was *actually* most important in gaining professional recognition in his school district.	7 = Rapport with central office 6 = Rapport with immediate supervisor 5 = Formal education 4 = Seniority 3 = Imaginativeness 2 = Dependability 1 = Quality and quantity of work	A higher value on this index indicates that the instructional staff perceives professional recognition to be achieved through personal relationships as opposed to quality and quantity of work completed.

* Collected for *all* teachers in the school.

Student Characteristics

Student background, attitudinal and demographic characteristics were reported on the Pennsylvania Questionnaire. Background characteristics include the occupational and educational levels of the student's parents. Teachers completed this information for 5th graders; 11th graders completed this information themselves.

Attitudinal characteristics were collected for 11th grade students only. Attitudinal characteristics are defined by measures of school mores, personal values, occupational desire and occupational expectation.

Demographic characteristics are defined as sex, race, level of previous learning and attendance.

Table 3 lists the computer codes for each of the student characteristics, the measures used to obtain the data, the weighting procedures and index descriptions.

The interrelationships among the condition variables presented in Tables 1, 2 and 3 are presented later in this section. Section 6 will deal with the interrelationships between these surrounding conditions and school performance data in the ten goal areas. In both cases, it is strongly suggested that the reader become familiar with exactly how information on each variable was collected and how this information was then scaled.

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Table 3

STUDENT INDICES

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	FOCC (Father's occupation)	The sample 11th grade student reported his father's occupation from a list of 148 possible occupations. On the elementary level the student's teacher completed this item.	The occupational categories were weighted from 0 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value on this index indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
	MOCC (Mother's occupation)	The sample 11th grade student reported his mother's occupation from a list of 148 possible occupations. On the elementary level the student's teacher completed this item.	Using mothers who were gainfully employed (i.e., excluding housewives, mothers in school, pensioned, or deceased), a mean was calculated for each sample school. Weights applied were identical to those used in FOCC.	A school high on this index draws a greater proportion of its students from homes in which the working mothers are more likely to be employed in higher-paying jobs and/or jobs requiring a higher educational level.
	PCTMW (Percentage of mothers working)	From the sample student's report of MOCC, the percentage of working mothers was calculated.		This score reflects the percentage of working mothers.

* For secondary schools only.

Table 3 (continued)

STUDENT INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Background	FAMSES (Family socioeconomic status)	The family socioeconomic status for a school was calculated by the formula: $\frac{(\Sigma \text{ FOCC for } n_1 \text{ fathers} + \Sigma \text{ MOCC for } n_2 \text{ mothers})}{\text{greater of } n_1 \text{ and } n_2}$		This index is a composite of MOCC and FOCC levels of the school.
	MEDUC (Mother's education)	The sample 11th grade student reported the highest level of formal education attained by his mother or female guardian. On the elementary level the student's teacher completed this item.	The same weighting system was used as for TMEDUC. Due to substantial scoring errors this variable was dropped for grade 11.	A higher value on this index indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.
	FEDUC (Father's education)	The student reported the highest level of formal education attained by his father or male guardian. On the elementary level the student's teacher completed this item.	The same weighting system was used as for TMEDUC. Due to substantial scoring errors this variable was dropped for grade 11.	A higher value on this index indicates that the school draws students from homes in which the fathers have attained a higher average level of formal education.

* For secondary schools only.

Table 3 (continued)

STUDENT INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
	MORESB* (Mores—Boys)	The sample student reported, from a list of 5 qualities, his perception of the single best way for a boy to be important or looked up to by other students in his school.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being athletic star 1 = Coming from the right family	A higher score on this index indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
	MORESG* (Mores—Girls)	The sample student reported, from a list of 5 qualities, his perception of the single best way for a girl to be important or looked up to by other students in his school.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being a cheerleader 1 = Coming from the right family	A higher score on this index indicates the student body of the school tends to perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
Attitudinal	VALUES* (Personal values)	From a list of the same 5 qualities as MORESB and MORESG, the sample student reported that quality which was most important to him personally regardless of what others may choose.	5 = Being bright, well-informed, interesting 4 = Doing well in school 3 = Being attractive, fun 2 = Being athletic star or cheerleader 1 = Coming from the right family	A higher score on this index indicates that the members of the student body tend to perceive intellectual pursuits as more productive in gaining peer group recognition than social status factors.
	OCDESIRE* (Occupational desires)	From the same list of 148 occupations used for FOCC and MOCC, the sample student reported the occupation he desires to follow.	The weightings employed were identical to those used for FOCC.	This index indicates the mean occupational level the students desire to attain.
	OCEXPECT* (Occupational expectation)	From the same list as OCDESIRE, the sample student reported the occupation he expects to follow.	The weightings were identical to those used for FOCC.	This index indicates the mean occupational level the students expect to attain.

* For secondary schools only.

Table 3 (continued)

STUDENT INDICES (continued)

CLASS OF CHARACTERISTIC	VARIABLE NAME	MEASURE	WEIGHTING	INDEX DESCRIPTION
Demographic	SEX (Sex of students)	The sample student reported his or her sex.	2 = Female 1 = Male	A higher value on this index represents a higher proportion of female students.
	RACE (Predicted achievement index by race)	From a list of six ethnic and racial categories each sample student chose the category that best described him.	6 = Oriental 5 = White 4 = American Indian 3 = Puerto Rican 2 = Black 1 = Other	This variable was scaled in such a way that the index is a predicted-achievement index by racial composition. Weights were assigned on the basis of the groups' rank-order achieved scores as reported by Coleman.
	LPL (Level of previous learning)	60-item timed tests for Grades 5 and 11 contained two subsections: verbal and quantitative.	The scores on the verbal and quantitative sections of the test were summed to obtain a total test score.	The LPL instrument can be considered to reflect the achievement level of the students at the time of testing.
	ATTEND (Attendance)	The sample student reported the number of days he was absent during the past school year.	5 = None 4 = 1-5 days 3 = 6-10 days 2 = 11-15 days 1 = 16 or more days	A higher value on this index represents a greater degree of student attendance within the school.

* For secondary schools only.

Percentile Distributions of Condition Variables

How do schools in the Commonwealth distribute themselves on these indicators of school, staff and community characteristics? To answer this question a percentile distribution was constructed for each of the condition variables derived from the Phase II data. The unit of analysis for these distributions was the school mean.

Each percentile distribution is a ranking of school mean scores which is divided into 100 equal parts. Each part has an equal number—one per cent—of the total number of school scores. A "percentile" can be described as a point on this 100-point scale which gives the per cent of cases that fall below that particular point.

Tables 4, 5 and 6 display distributions constructed from the grade 5 condition variable data. Grade 11 percentile distributions are presented in Tables 7, 8 and 9.

The column at the extreme left of each table displays the percentile ranks in five-point intervals. The numbers in the main body of each table are the school scores that are equivalent to each of the listed percentile ranks.

The bottom of each table displays the mean and standard deviation of the statewide sample (i.e., 355 elementary and 73 secondary schools).

Caution must be used when interpreting these condition variable distributions. High percentile ranks on these indices do *not* necessarily indicate that the school of interest has more favorable conditions with which to work. Indeed, many of the indices show negative relationships with achievement on the educational goal instruments as will be shown in Section 6 of the Phase II report.

Table 4

PERCENTILE DISTRIBUTION OF SCHOOL AND COMMUNITY INDICES FOR ELEMENTARY SCHOOLS

OEGIS-700 (11/70)

	Percentile Rank	CHARACTERISTICS											Percentile Rank
		PROGRAM RESOURCE				FINANCIAL RESOURCE			DEMOGRAPHIC				
		STAFFP	BOOKSP	INNOVATE	LIBRARY	SUBSIDY	INSEXADM	EFFORT	ENROLL	LOCATION	INTERAC	HOUSING	
PERCENTILE DISTRIBUTION	Above												Above
	95	.052	28.64	46.22	4.61	345	506	31.58	851	5.92	1.83	4.33	95
	90	.049	18.59	42.89	4.49	326	466	29.08	714	4.96	1.74	4.18	90
	85	.046	16.54	40.13	4.36	309	440	27.54	592	4.65	1.66	4.04	85
	80	.045	14.49	38.75	4.24	300	429	26.75	531	4.34	1.59	3.93	80
	75	.043	12.44	37.38	4.11	292	418	25.96	473	3.58	1.54	3.83	75
	70	.042	11.06	36.05	3.98	284	410	25.21	429	3.14	1.49	3.74	70
	65	.041	10.39	34.99	3.85	276	402	24.48	387	2.80	1.45	3.65	65
	60	.040	9.72	33.94	3.71	268	394	23.76	345	2.50	1.42	3.54	60
	55	.039	9.06	32.89	3.56	260	388	23.29	309	2.29	1.39	3.43	55
	50	.038	8.39	31.86	3.42	252	383	22.92	274	2.08	1.37	3.33	50
	45	.037	7.72	30.88	3.28	243	377	22.55	238	1.87	1.35	3.22	45
	40	.036	7.05	29.90	3.15	235	372	22.18	211	1.68	1.33	3.11	40
	35	.036	6.39	28.91	3.02	227	367	21.81	193	1.57	1.30	3.00	35
	30	.035	5.72	27.88	2.92	219	361	21.37	174	1.47	1.28	2.89	30
	25	.034	5.05	26.62	2.82	207	354	20.79	155	1.36	1.25	2.71	25
	20	.033	4.39	25.37	2.72	192	348	20.21	137	1.26	1.22	2.53	20
	15	.033	3.72	24.11	2.60	175	341	19.63	118	1.15	1.19	2.37	15
	10	.032	3.05	21.38	2.38	156	331	18.69	99	1.05	1.14	2.21	10
	5	.029	0.93	16.67	2.08	136	320	17.70	38	1.00	1.06	1.98	5
	Below												Below
STATE MEAN		0.039	11.38	32.16	3.43	246	392	23.55	343	2.56	1.40	3.25	
STATE STANDARD DEVIATION		0.007	16.84	8.07	0.79	62	53	4.00	244	1.72	0.22	0.73	

Table 5

PERCENTILE DISTRIBUTION OF INSTRUCTIONAL STAFF INDICES FOR ELEMENTARY SCHOOLS

DEBE-707 (11/70)

	Percentile Rank	CHARACTERISTICS																	Percentile Rank
		BACKGROUND						DEMOGRAPHIC					ATTITUDINAL						
		TMEDUC	TFOCC	TLOCALE	TCOLLEGE	TEDUC	TSTABL	TAGE	TSEX	TEXPER	TPPOS	SALARY*	TSATISF	TCLPRAC	REACTL	RECIDEA	TCAREER	DISCREP	
PERCENTILE DISTRIBUTION	Above																		Above
	95	5.18	6.36	5.14	3.00	4.78	5.06	8.10	2.00	27.90	7.34	9756	25.90	46.74	6.33	2.90	9.75	6.26	95
	90	4.81	5.82	5.06	2.93	4.59	5.01	7.31	2.00	24.12	6.60	9364	24.81	45.92	5.39	2.53	9.34	5.61	90
	85	4.52	5.46	4.78	2.65	4.43	4.96	6.75	2.00	22.23	6.05	9109	23.98	45.10	4.90	2.27	9.02	5.29	85
	80	4.36	5.14	4.74	2.59	4.31	4.91	6.40	1.99	20.80	5.77	8956	23.52	44.64	4.44	2.08	8.84	4.97	80
	75	4.24	4.83	4.68	2.53	4.19	4.73	6.13	1.97	19.54	5.50	8817	23.07	44.19	4.03	1.93	8.67	4.80	75
	70	4.12	4.62	4.64	2.47	4.13	4.64	5.86	1.93	18.32	5.27	8739	22.67	43.73	3.68	1.80	8.49	4.65	70
	65	4.00	4.44	4.60	2.41	4.07	4.60	5.57	1.90	17.31	5.11	8658	22.38	43.28	3.40	1.68	8.32	4.49	65
	60	3.83	4.26	4.49	2.36	4.02	4.56	5.18	1.88	16.30	4.95	8578	22.10	42.81	3.12	1.61	8.12	4.33	60
	55	3.66	4.07	4.35	2.31	3.97	4.53	4.79	1.86	15.29	4.79	8498	21.81	42.34	2.91	1.55	7.86	4.17	55
	50	3.48	3.89	4.30	2.25	3.92	4.49	4.50	1.85	14.52	4.63	8426	21.52	41.87	2.73	1.49	7.60	4.04	50
	45	3.32	3.71	4.25	1.99	3.86	4.44	4.25	1.83	13.74	4.44	8355	21.17	41.41	2.56	1.42	7.34	3.91	45
	40	3.16	3.53	4.20	1.95	3.76	4.39	4.00	1.81	12.96	4.25	8285	20.78	40.95	2.38	1.36	7.02	3.78	40
	35	3.02	3.36	4.15	1.91	3.67	4.34	3.75	1.79	12.18	4.06	8214	20.40	40.50	2.19	1.31	6.69	3.65	35
	30	2.91	3.19	4.11	1.88	3.57	4.29	3.43	1.77	11.39	3.87	8143	20.00	40.04	1.94	1.26	6.36	3.52	30
	25	2.81	3.02	4.06	1.84	3.49	4.02	3.10	1.75	10.59	3.59	8040	19.53	39.37	1.69	1.22	6.05	3.37	25
	20	2.70	2.85	4.02	1.80	3.40	3.96	2.77	1.72	9.79	3.31	7936	19.06	38.64	1.44	1.18	5.73	3.17	20
	15	2.60	2.64	3.98	1.73	3.31	3.90	2.41	1.69	8.99	3.00	7832	18.54	37.82	1.23	1.13	5.38	2.98	15
	10	2.24	2.32	3.93	1.62	3.17	3.84	2.04	1.65	7.64	2.65	7670	17.87	36.87	1.02	1.09	4.91	2.78	10
	5	1.94	1.96	3.59	1.47	2.96	3.71	1.55	1.53	6.26	2.17	7478	16.85	35.50	1.00	1.04	3.81	2.38	5
	Below																		Below
STATE MEAN		3.52	4.08	4.36	2.23	3.87	4.46	4.68	1.82	15.33	4.60	8488	21.41	41.67	3.03	1.69	7.30	4.19	
STATE STANDARD DEVIATION		0.93	1.34	0.43	0.45	0.06	0.43	1.92	0.17	6.40	1.48	693	2.70	3.44	1.60	0.69	1.79	1.52	

An $850 adjustment was made to Phase II SALARY figures to up-date norms in line with new state minimum.

Table 6

PERCENTILE DISTRIBUTION OF STUDENT INDICES FOR ELEMENTARY SCHOOLS

OEDIE-789 (11/78)

	Percentile Rank	CHARACTERISTICS										Percentile Rank
		BACKGROUND						DEMOGRAPHIC				
		FOCC	MOCC	PCTMW	FAMSES	MEDUC	FEDUC	SEX	RACE	LPL	ATTEND	
PERCENTILE DISTRIBUTION	Above 95	54.14	54.07	50.07	63.21	4.52	5.03	1.658	5.04	38.65	4.31	Above 95
	90	46.57	49.27	43.03	55.51	4.29	4.63	1.596	5.02	37.88	4.24	90
	85	42.41	45.53	38.27	50.65	4.18	4.35	1.577	5.01	37.11	4.16	85
	80	39.52	43.32	36.15	47.72	4.07	4.14	1.561	5.00	36.49	4.11	80
	75	37.05	41.27	34.03	44.87	4.00	4.07	1.545	4.98	35.88	4.06	75
	70	35.72	39.23	32.03	42.77	3.95	4.00	1.532	4.97	35.28	4.01	70
	65	34.49	37.46	30.49	41.08	3.90	3.94	1.520	4.96	34.89	3.98	65
	60	33.07	35.71	28.95	39.39	3.84	3.87	1.509	4.94	34.50	3.94	60
	55	31.76	33.96	27.41	37.70	3.79	3.80	1.498	4.93	34.12	3.91	55
	50	30.54	32.19	25.83	36.01	3.74	3.74	1.486	4.92	33.73	3.87	50
	45	29.31	30.38	23.86	34.32	3.70	3.68	1.476	4.90	33.29	3.83	45
	40	28.09	28.57	21.89	32.62	3.65	3.62	1.465	4.89	32.78	3.79	40
	35	26.87	26.77	19.92	30.93	3.60	3.56	1.454	4.88	32.27	3.74	35
	30	25.61	25.08	17.98	29.26	3.56	3.50	1.443	4.86	31.75	3.69	30
	25	24.36	23.38	16.04	27.60	3.51	3.43	1.430	4.85	31.23	3.64	25
	20	23.10	21.69	14.10	25.93	3.43	3.32	1.413	4.83	30.71	3.59	20
	15	21.85	19.58	11.50	24.26	3.33	3.20	1.396	4.74	30.19	3.53	15
	10	19.66	16.94	8.46	21.13	3.23	3.09	1.372	4.63	29.09	3.38	10
	5	16.68	13.48	4.35	17.89	3.00	2.77	1.316	4.26	27.49	3.24	5
	Below 5											Below 5
STATE MEAN		32.02	32.95	26.00	37.29	3.77	3.80	1.49	4.84	33.53	3.85	
STATE STANDARD DEVIATION		10.76	12.21	12.66	13.15	0.54	0.71	0.10	0.42	3.47	0.33	

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Table 7

PERCENTILE DISTRIBUTION OF SCHOOL AND COMMUNITY INDICES FOR SECONDARY SCHOOLS

PERCENTILE DISTRIBUTION	Percentile Rank	CHARACTERISTICS															Percentile Rank
		PROGRAM RESOURCE						FINANCIAL RESOURCE			DEMOGRAPHIC						
		STAFFP	BOOKSP	INNOVATE	LIBRARY	COUNSEL	GUIDANCE	SUBSIDY	INSEXADM	EFFORT	ENROLL	LOCATION	INTERRAC	HOUSING	HOLDING	POSTGRAD	
	Above																Above
	95	.067	20.15	43.12	4.75	4.88	.0043	344	527	29.26	2533	6.10	1.98	4.26	99.99	80.74	95
	90	.064	15.38	41.43	4.68	4.81	.0030	330	482	27.02	2185	5.40	1.95	4.12	99.48	69.73	90
	85	.062	14.26	40.28	4.63	4.74	.0030	317	428	25.88	1664	5.03	1.92	3.98	98.63	64.21	85
	80	.060	13.14	39.14	4.60	4.67	.0029	308	420	24.89	1386	4.67	1.89	3.87	97.80	61.56	80
	75	.057	12.38	37.64	4.56	4.63	.0029	300	413	24.50	1232	4.30	1.86	3.78	97.06	58.92	75
	70	.055	11.66	35.92	4.53	4.61	.0028	292	406	24.19	1093	3.94	1.82	3.68	96.32	56.76	70
	65	.054	10.95	34.51	4.49	4.58	.0028	284	398	23.87	964	3.42	1.75	3.59	95.57	54.73	65
	60	.052	10.24	33.53	4.45	4.56	.0027	276	393	23.55	898	2.96	1.67	3.49	94.83	52.69	60
	55	.051	9.74	32.55	4.41	4.54	.0027	268	388	23.24	832	2.77	1.51	3.39	93.74	50.77	55
	50	.051	9.23	31.57	4.38	4.52	.0026	259	383	22.92	765	2.58	1.32	3.30	92.56	49.22	50
	45	.050	8.73	30.43	4.34	4.50	.0021	251	379	22.59	699	2.38	1.22	3.16	91.38	47.66	45
	40	.049	8.22	29.18	4.31	4.48	.0020	242	374	22.26	633	2.19	1.17	3.01	90.39	46.10	40
	35	.049	7.72	27.93	4.27	4.45	.0020	233	369	21.93	571	2.03	1.13	2.88	89.40	44.55	35
	30	.048	7.22	26.68	4.24	4.41	.0019	223	365	21.60	515	1.87	1.08	2.78	88.41	42.99	30
	25	.047	6.72	25.43	4.21	4.37	.0019	213	350	21.27	459	1.71	1.04	2.68	87.17	41.44	25
	20	.046	6.22	24.18	4.16	4.34	.0018	198	351	20.82	404	1.54	1.00	2.59	85.86	39.88	20
	15	.045	5.71	22.67	4.08	4.27	.0018	182	343	19.43	348	1.36	1.00	2.45	84.35	38.33	15
	10	.044	5.21	20.95	3.90	4.17	.0017	158	336	18.21	292	1.12	1.00	2.32	82.37	36.77	10
	5	.041	4.43	18.17	3.71	4.03	.0010	123	323	16.94	237	1.00	1.00	2.13	78.13	28.13	5
	Below																Below
STATE MEAN		.053	10.27	31.16	4.34	4.48	.0026	249	396	22.88	974	3.03	1.44	3.26	91.42	51.13	
STATE STANDARD DEVIATION		.009	5.51	7.53	0.31	0.32	.0009	67	64	3.81	763	1.60	0.38	0.69	6.50	14.49	

Table 8

PERCENTILE DISTRIBUTION OF INSTRUCTIONAL STAFF INDICES FOR SECONDARY SCHOOLS

DEBG-700 (11/70)

	Percentile Rank	CHARACTERISTICS																	Percentile Rank
		BACKGROUND						DEMOGRAPHIC					ATTITUDINAL						
		THEDUC	TFOCC	TLOCALE	TCOLLEGE	TEOUC	TSTABL	TAGE	TSEX	TEXPER	TPPOS	SALARY	TSATISF	TCLPRACT	REACTL	RECIDEA	TCAREER	OISCREF	
PERCENTILE DISTRIBUTION	Above																		Above
	95	4.46	5.84	4.84	2.86	5.41	4.91	6.56	1.564	18.40	6.30	9889	23.23	42.29	5.02	2.37	9.21	5.98	95
	90	4.31	5.45	4.74	2.76	5.21	4.77	5.49	1.535	16.59	6.02	9293	22.27	41.42	4.70	2.24	8.78	5.41	90
	85	4.20	5.16	4.63	2.69	5.07	4.67	5.12	1.482	15.55	5.80	9187	21.74	40.65	4.47	2.09	8.37	5.10	85
	80	4.07	5.01	4.60	2.66	4.97	4.63	4.92	1.462	14.85	5.60	9041	21.49	40.14	4.25	2.00	8.19	4.94	80
	75	3.94	4.85	4.56	2.62	4.88	4.59	4.72	1.443	14.16	5.42	8925	21.23	39.72	4.04	1.94	8.01	4.78	75
	70	3.88	4.70	4.53	2.56	4.79	4.55	4.61	1.426	13.65	5.25	8826	20.97	39.30	3.84	1.88	7.85	4.66	70
	65	3.84	4.60	4.49	2.55	4.70	4.53	4.51	1.417	13.30	5.13	8727	20.75	38.90	3.66	1.80	7.74	4.56	65
	60	3.80	4.51	4.45	2.52	4.64	4.51	4.40	1.406	12.96	5.01	8626	20.53	38.52	3.49	1.72	7.64	4.45	60
	55	3.76	4.41	4.41	2.48	4.61	4.48	4.29	1.395	12.61	4.89	8540	20.31	38.13	3.32	1.64	7.53	4.35	55
	50	3.72	4.32	4.36	2.46	4.57	4.46	4.18	1.384	12.27	4.78	8463	20.10	37.80	3.19	1.57	7.43	4.27	50
	45	3.68	4.22	4.32	2.42	4.54	4.44	4.02	1.368	11.86	4.68	8386	19.92	37.53	3.08	1.51	7.32	4.20	45
	40	3.62	4.06	4.27	2.37	4.50	4.39	3.85	1.352	11.42	4.59	8309	19.74	37.25	2.98	1.45	7.17	4.12	40
	35	3.53	3.91	4.22	2.33	4.48	4.33	3.68	1.338	10.97	4.50	8233	19.55	36.98	2.87	1.39	7.02	4.04	35
	30	3.44	3.75	4.18	2.30	4.42	4.28	3.54	1.324	10.53	4.41	8143	19.37	36.71	2.76	1.34	6.87	3.97	30
	25	3.34	3.58	4.14	2.27	4.37	4.23	3.42	1.311	9.75	4.27	8043	19.09	36.26	2.57	1.29	6.71	3.81	25
	20	3.24	3.41	4.09	2.24	4.33	4.18	3.30	1.298	8.86	4.11	7944	18.71	35.75	2.39	1.24	6.55	3.63	20
	15	3.13	3.10	4.04	2.20	4.29	4.13	3.18	1.284	8.27	3.95	7846	18.29	35.16	2.15	1.15	6.38	3.47	15
	10	3.02	2.65	3.97	2.14	4.22	4.03	3.06	1.264	7.76	3.69	7706	17.77	34.39	1.78	1.03	6.17	3.32	10
	5	2.87	2.51	3.82	2.07	4.15	3.93	2.23	1.245	7.24	3.38	7552	17.09	33.53	1.47	1.00	5.78	3.17	5
	Below																		Below
STATE MEAN		3.66	4.22	4.35	2.45	4.67	4.42	4.17	1.386	12.13	4.81	8579	20.12	37.91	3.27	1.63	7.33	4.35	
STATE STANDARD DEVIATION		0.50	0.94	0.29	0.24	0.39	0.27	1.12	0.096	3.41	0.85	759	1.69	2.53	1.01	0.41	1.08	0.80	

** An $850 adjustment was made to Phase II SALARY figures to up-date norms in line with new state minimum.*

Table 9

PERCENTILE DISTRIBUTION OF STUDENT INDICES FOR SECONDARY SCHOOLS

OEBE-786 (11/70)

	Percentile Rank	CHARACTERISTICS													Percentile Rank
		BACKGROUND				ATTITUDINAL					DEMOGRAPHIC				
		FOCC	MOCC	PCTMW	FAMSES	MORESB	MORESG	VALUES	OCDESIRE	OCEXPECT	SEX	RACE	LPL	ATTEND	
PERCENTILE DISTRIBUTION	Above														Above
	95	59.15	53.76	48.77	72.36	4.00	3.91	4.23	66.37	65.76	1.635	5.01	39.98	3.81	95
	90	53.21	50.94	44.78	68.44	3.78	3.76	4.18	64.10	63.77	1.596	5.00	38.52	3.75	90
	85	50.03	47.62	41.54	64.11	3.65	3.62	4.10	62.18	62.23	1.577	4.98	37.52	3.69	85
	80	46.58	45.67	39.16	58.90	3.56	3.54	4.07	61.45	60.75	1.567	4.97	36.99	3.64	80
	75	42.88	44.29	37.14	53.09	3.53	3.52	4.05	60.73	59.60	1.556	4.96	36.46	3.61	75
	70	40.76	42.90	35.64	51.13	3.50	3.50	4.02	60.02	58.44	1.546	4.95	35.92	3.57	70
	65	38.64	41.56	34.63	49.17	3.47	3.48	4.00	59.30	57.29	1.536	4.94	35.39	3.52	65
	60	37.20	40.29	33.61	47.26	3.44	3.46	3.97	58.38	55.93	1.525	4.93	34.86	3.47	60
	55	36.19	39.01	32.60	46.02	3.41	3.43	3.95	57.34	54.55	1.518	4.92	34.39	3.42	55
	50	35.19	37.73	31.50	44.79	3.38	3.41	3.93	56.30	53.18	1.513	4.90	34.11	3.39	50
	45	34.19	35.96	29.88	43.55	3.35	3.38	3.92	55.12	51.92	1.508	4.89	33.83	3.37	45
	40	33.18	34.11	28.26	42.31	3.32	3.36	3.90	53.84	50.66	1.503	4.88	33.55	3.34	40
	35	32.20	32.56	26.83	41.08	3.29	3.33	3.89	52.61	49.44	1.498	4.87	33.27	3.31	35
	30	31.25	31.45	25.67	39.56	3.26	3.31	3.87	51.65	48.45	1.493	4.86	32.99	3.28	30
	25	30.29	30.34	24.51	38.00	3.22	3.28	3.85	50.69	47.46	1.486	4.85	32.62	3.24	25
	20	29.34	29.24	23.35	36.43	3.19	3.25	3.81	49.74	46.47	1.469	4.83	32.13	3.21	20
	15	28.39	27.91	21.93	34.87	3.16	3.22	3.76	48.51	45.32	1.454	4.74	31.64	3.17	15
	10	27.43	26.07	20.31	32.53	3.12	3.18	3.72	47.24	43.78	1.439	4.60	30.87	3.11	10
	5	24.44	24.22	18.69	29.92	3.00	3.11	3.66	45.37	42.24	1.423	4.38	28.92	3.06	5
	Below														Below
STATE MEAN		37.80	37.55	31.73	47.32	3.40	3.43	3.95	55.87	53.35	1.52	4.83	34.45	3.42	
STATE STANDARD DEVIATION		10.45	9.11	8.88	12.86	0.29	0.24	0.16	6.29	7.59	0.06	0.37	3.21	0.25	

Intercorrelation among Indices

Many of the condition variables employed in the Pennsylvania Assessment model tend to be highly related to one another. The interrelationships among them can be examined using Tables 10 and 11. Table 10 displays the intercorrelation matrix for the 39 condition variables collected from 355 elementary schools. Table 11 gives the intercorrelation matrix for the 45 condition variables collected from 73 secondary schools.

Section 5 is one part of a seven-part report to the schools on the assessment information gathered in the fall of 1969. Specifically, this section has been restricted to (1) describing the methods used to collect and transform this information into meaningful scales, (2) describing how Commonwealth schools distribute themselves on these scales and (3) showing the interrelationships among these scales.

The overriding purpose for measuring surrounding environmental conditions was to take this information into account when examining school outcomes in the ten student performance goal areas.

Section 6 of Phase II Findings will describe the interrelationships between these condition variables and school outcome measures. The implications of the findings given here and in Section 6 will be discussed in Section 7 of Phase II Findings.

Table 10

CORRELATION MATRIX FOR 39 CONDITION VARIABLES: GRADE 5

		VARIABLE																			
Name	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Number
LPL	1																					1
FEDUC	2	57																				2
MEDUC	3	55	91																			3
FOCC	4	54	82	71																		4
MOCC	5	41	55	57	52																	5
SEX	6	–03	03	00	–01	–03																6
INTERRAC	7	–11	01	02	–01	14	–06															7
LOCATION	8	16	46	38	48	26	02	15														8
RACE	9	46	14	16	17	04	–04	–32	–12													9
LIBRARY	10	17	18	18	21	12	03	07	12	09												10
ATTEND	11	15	–02	04	–09	02	00	00	–12	12	04											11
PCTMW	12	08	09	12	04	–14	–03	01	–07	04	03	13										12
FAMSES	13	57	80	72	93	56	–02	01	42	19	23	–02	29									13
TAGE	14	05	–11	–08	–13	01	–04	02	–14	05	–06	11	05	–07								14
TPPOS	15	11	–04	00	–07	04	–03	02	–10	03	–04	01	00	–03	74							15
TCOLLEGE	16	–09	11	08	18	13	02	06	16	–13	–02	–06	–12	12	–37	–30						16
TLOCALE	17	03	–03	01	–05	–04	–07	–08	–04	04	–17	00	–03	–09	06	19	–07					17
TSTABL	18	03	00	02	00	02	–04	–04	0?	07	–13	04	–03	–03	18	29	–05	75				18
TMEDUC	19	03	20	20	18	10	03	07	09	–02	16	05	–03	16	31	–31	10	–12	–14			19
TFOCC	20	08	18	16	21	09	–01	05	07	01	07	10	10	21	00	–10	10	–11	–09	38		20
REACTL	21	–04	05	05	–03	08	–07	15	09	–08	06	02	11	03	–19	–10	06	–01	–01	07	04	21
RECIDEA	22	–16	–05	–04	–12	–04	02	04	00	–14	–04	00	–03	–12	–05	–03	04	01	–02	00	01	22
TCAREER	23	08	01	03	06	02	–04	–08	–04	02	–03	10	11	11	32	25	–18	06	05	–13	03	23
TSATISF	24	10	05	02	08	10	–10	–06	–02	08	08	03	–04	08	07	06	00	–10	–06	–05	05	24
DISCREP	25	04	08	06	09	03	03	–07	09	04	04	–06	00	06	–07	–14	08	–01	00	–05	–08	25
CLPRACT	26	14	23	16	22	13	–04	06	12	–01	14	01	05	22	–11	–08	00	–23	–18	17	10	26
TSALARY	27	–06	07	06	08	10	03	16	11	–24	–01	–02	–07	07	25	28	08	–04	00	00	12	27
TEXPER	28	–10	–24	–16	–26	–16	05	–08	–21	10	–15	10	–02	–26	43	43	–21	25	27	–23	–17	28
TEDUC	29	07	24	18	30	24	06	09	32	–14	16	–02	–05	32	–22	–19	35	–21	–19	20	11	29
TSEX	30	14	12	12	15	08	–11	–04	06	09	01	08	00	13	25	14	–08	02	01	03	14	30
SUBSIDY	31	–21	–39	–30	–47	–33	03	–17	–46	14	–17	03	06	–45	14	10	–30	24	17	–07	–19	31
INSEXADM	32	–03	30	21	32	23	00	28	36	–37	06	–16	–05	30	–07	00	22	–19	–12	14	19	32
EFFORT	33	09	25	18	21	15	09	12	21	–06	07	–09	–06	19	–04	02	–01	–18	–11	12	11	33
GUIDANCE	34	–14	–01	–03	01	05	00	12	13	–22	–07	–06	–05	–01	–10	–04	11	04	–01	09	06	34
ENROLL	35	02	28	23	31	20	08	20	28	–31	03	–07	–06	24	–17	–12	19	–05	–07	20	14	35
HOUSING	36	45	43	35	49	22	06	–11	17	29	12	–02	02	50	–07	–05	06	–01	–06	07	08	36
STAFFP	37	03	08	05	06	04	–03	10	12	–06	08	06	–02	06	–05	–08	–02	–09	–08	03	04	37
BOOKSP	38	14	01	02	00	06	–08	–05	–03	04	01	11	–02	–01	09	04	–15	–05	–02	–04	03	38
INNOVATE	39	08	27	26	16	09	02	11	11	–12	–01	04	04	15	–01	03	–01	04	09	12	08	39
Variable	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

NOTE—All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.
$r \geq |.10|$ is significant at the .05 level
$r \geq |.14|$ is significant at the .01 level

Table 10 (continued)

		VARIABLE																		
Name	Number	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	Number
LPL	1																				1
FEDUC	2																				2
MEDUC	3																				3
FOCC	4																				4
MOCC	5																				5
SEX	6																				6
INTERRAC	7																				7
LOCATION	8																				8
RACE	9																				9
LIBRARY	10																				10
ATTEND	11																				11
PCTMW	12																				12
FAMSES	13																				13
TAGE	14																				14
TPPOS	15																				15
TCOLLEGE	16																				16
TLOCALE	17																				17
TSTABL	18																				18
TMEDUC	19																				19
TFOCC	20																				20
REACTL	21																				21
RECIDEA	22	15																			22
TCAREER	23	-16	-10																		23
TSATISF	24	-31	-06	10																	24
DISCREP	25	06	-02	-06	-19																25
CLPRACT	26	02	03	03	29	07															26
TSALARY	27	07	01	05	04	-15	01														27
TEXPER	28	-17	06	08	-02	-04	-16	31													28
TEDUC	29	16	-03	-09	-01	00	15	22	-43												29
TSEX	30	-16	-06	24	20	-01	13	12	27	-27											30
SUBSIDY	31	-09	02	00	-09	-07	-14	-21	30	-46	-07										31
INSEXADM	32	13	00	01	12	-11	18	47	-18	32	07	-44									32
EFFORT	33	10	-05	-11	00	-11	11	23	-22	16	-08	-11	45								33
GUIDANCE	34	18	09	-11	-10	-05	10	16	-12	17	-05	-05	22	09							34
ENROLL	35	16	06	-08	-14	01	10	16	-25	23	00	-15	30	20	19						35
HOUSING	36	-01	-12	-01	-01	03	09	00	-17	19	06	-23	04	15	-09	10					36
STAFFP	37	-09	04	02	08	00	07	01	-04	01	02	-20	22	14	-04	-09	-04				37
BOOKSP	38	-03	-06	09	05	-04	00	-04	04	-17	08	02	-01	-02	-03	-19	-02	04			38
INNOVATE	39	03	08	02	04	-11	17	10	-06	08	01	02	14	15	06	21	00	00	-13	00	39
Variable	Number	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	

NOTE—All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.
r ≥ 10 is significant at the .05 level
r ≥ 14 is significant at the .01 level

Table 11

CORRELATION MATRIX FOR 45 CONDITION VARIABLES: GRADE 11

Name	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Number
		VARIABLE																							
LPL	1																								1
SEX	2	-20																							2
INTERRAC	3	-08	-21																						3
LOCATION	4	28	-17	41																					4
RACE	5	32	05	-17	-21																				5
LIBRARY	6	06	03	-12	23	01																			6
COUNSEL	7	11	17	03	08	22	29																		7
MORESB	8	12	-02	-19	-16	-01	-11	13																	8
MORESG	9	-04	01	-08	-16	-12	-09	18	88																9
VALUES	10	30	02	-25	10	-06	07	-08	40	33															10
ATTEND	11	02	-03	-31	-28	24	08	04	12	14	02														11
FOCC	12	70	-18	27	73	00	15	18	-14	-21	12	-16													12
MOCC	13	40	-10	36	60	-20	-01	00	-26	-26	02	-20	71												13
OCDESIRE	14	41	-11	32	75	-18	16	06	-15	-24	14	-17	75	72											14
OCEXPECT	15	34	-18	36	77	-20	15	08	-18	-21	06	-15	74	70	95										15
PCTMW	16	22	06	-27	-18	24	23	16	-05	-10	-04	16	00	-30	-22	-26									16
FAMSES	17	69	-14	24	68	-03	19	18	-22	-28	12	-17	96	74	71	69	17								17
TAGE	18	13	00	-05	06	-01	10	-11	32	26	12	10	02	-05	05	06	-06	-04							18
TPPOS	19	21	06	02	08	06	07	-20	28	22	11	07	09	10	06	07	-11	03	81						19
TCOLLEGE	20	14	-28	13	39	-11	13	-15	19	19	07	-11	25	22	33	40	-28	18	48	37					20
TLOCALE	21	-19	11	09	02	-05	-03	09	27	22	-06	-15	-14	-14	08	07	-06	-18	20	28	15				21
TSTABL	22	-14	16	-04	-03	-05	00	-04	23	13	-08	-16	-13	-10	02	00	-11	-19	25	34	13	84			22
TMEDUC	23	10	03	-13	-04	15	-03	09	-36	-41	-13	17	11	12	07	08	23	18	-40	-45	-19	-40	-26		23
TFOCC	24	14	-15	10	15	08	06	17	-04	-03	-06	-01	29	23	11	16	-12	25	-08	-20	23	-27	-22	29	24
REACTL	25	06	-02	29	15	-02	-02	26	12	14	20	-33	11	05	15	17	-15	08	-15	-16	-09	07	-01	-04	25
RECIDEA	26	00	08	-07	12	-09	22	-16	-07	-02	12	-09	-01	14	12	05	-16	-03	13	25	15	08	01	-28	26
TCAREER	27	-16	21	-11	00	08	11	-01	-16	-11	01	00	-18	-13	-14	-10	08	-16	01	-05	-09	-17	-11	12	27
TSATISF	28	18	-06	-15	-08	18	08	-21	12	03	12	26	-03	00	-09	-14	09	-02	29	35	21	-10	-04	-09	28
DISCREP	29	-18	07	-04	-17	-13	-14	08	04	12	13	-24	-20	-18	-12	-16	-02	-20	-10	-24	-20	-01	-05	01	29
CLPRACT	30	-01	-09	-12	00	-04	00	-27	-04	-09	07	09	-08	-12	-13	-07	19	-02	02	11	06	-24	-24	12	30
TSALARY	31	33	-08	12	50	-08	22	-05	-22	-25	02	-15	54	46	48	50	-15	49	32	32	30	-02	11	02	31
TEXPER	32	15	02	-14	12	14	14	00	14	06	13	03	02	01	12	12	-06	-02	73	64	37	24	30	-25	32
TEDUC	33	47	-22	15	57	05	24	01	-20	-26	03	-09	66	55	56	61	-14	61	29	31	41	-09	02	-03	33
TSEX	34	01	-03	16	16	-13	-12	-10	14	10	-04	-08	09	21	13	18	-16	04	42	29	34	03	-02	03	34
POSTGRAD	35	66	-24	03	43	-10	22	05	-05	-08	19	-07	66	56	58	55	02	67	-02	08	16	-16	-12	14	35
SUBSIDY	36	-33	25	-31	-73	14	-06	07	26	31	-01	08	-70	-52	-59	-67	07	-66	-06	00	-30	19	22	-14	36
INSEXADM	37	31	-17	24	52	-23	-10	-07	-04	-11	01	-15	50	44	48	53	-20	42	25	21	34	-11	-04	04	37
EFFORT	38	37	-05	15	18	01	04	16	06	04	-02	-18	40	33	24	22	01	41	-17	-03	00	-13	-11	-01	38
ENROLL	39	09	-17	38	51	-25	21	13	-12	-12	-05	-34	45	40	46	48	-16	43	13	09	27	18	17	-08	39
HOUSING	40	64	-18	06	26	21	-08	01	-03	-12	10	06	59	40	38	41	11	59	-02	02	04	-22	-24	08	40
HOLDING	41	-08	-07	-17	-16	19	-05	01	03	04	-09	24	-21	-09	-17	-16	18	-16	-08	-03	-08	12	11	-01	41
STAFFP	42	08	06	02	09	04	-24	-10	14	08	02	-04	04	06	04	11	-11	00	12	10	16	-06	-05	04	42
BOOKSP	43	07	01	-02	-21	02	-32	-18	11	09	-04	02	-08	-10	-26	-10	14	-07	08	12	-02	08	10	-02	43
GUIDANCE	44	16	11	01	22	-01	-02	13	04	-09	01	-11	27	18	26	27	-06	21	-10	-10	00	01	23	22	44
INNOVATE	45	06	-21	02	23	-20	26	10	-06	-03	02	04	27	20	14	18	-04	26	-04	-10	14	-13	-13	00	45
Variable	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	

NOTE—All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.

$r \geq 23$ is significant at the .05 level

$r \geq 30$ is significant at the .01 level

Table 11 (continued)

Name	Number	VARIABLE 24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Number
LPL	1																							1
SEX	2																							2
INTERRAC	3																							3
LOCATION	4																							4
RACE	5																							5
LIBRARY	6																							6
COUNSEL	7																							7
MORESB	8																							8
MORESG	9																							9
VALUES	10																							10
ATTEND	11																							11
FOCC	12																							12
MOCC	13																							13
OCDESIRE	14																							14
OCEXPECT	15																							15
PCTMW	16																							16
FAMSES	17																							17
TAGE	18																							18
TPPOS	19																							19
TCOLLEGE	20																							20
TLOCALE	21																							21
TSTABL	22																							22
TMEDUC	23																							23
TFOCC	24																							24
REACTL	25	12																						25
RECIDEA	26	-26	-21																					26
TCAREER	27	-14	-28	26																				27
TSATISF	28	-10	-45	25	18																			28
DISCREP	29	19	24	-14	-18	-50																		29
CLPRACT	30	-16	-15	-07	20	24	-22																	30
TSALARY	31	04	-05	11	-02	-04	-15	-05																31
TEXPER	32	-22	-13	20	11	17	-22	-05	44															32
TEDUC	33	20	07	06	-02	08	-31	-02	76	38														33
TSEX	34	25	06	-20	-09	00	06	14	09	30	13													34
POSTGRAD	35	03	01	03	-14	01	-08	-01	47	04	50	00												35
SUBSIDY	36	-34	-08	-02	02	-02	18	-09	-48	00	-56	-23	-37											36
INSEXADM	37	21	-03	-06	03	11	-27	19	52	20	50	37	28	-67										37
EFFORT	38	00	15	05	-16	03	-10	06	07	-22	18	-12	37	-08	02									38
ENROLL	39	04	38	08	-21	-19	-06	-09	53	10	51	10	24	-36	22	15								39
HOUSING	40	04	13	-02	-21	-02	-15	00	28	-04	48	-06	47	-39	15	45	20							40
HOLDING	41	-07	-15	08	01	-04	11	05	-11	-09	-14	-24	-10	13	-14	01	-12	-08						41
STAFFP	42	13	01	-11	17	16	-18	13	-08	15	-01	36	-10	-28	46	01	-33	08	-06					42
BOOKSP	43	-07	-34	-13	19	22	-14	11	-18	01	-21	14	-11	02	20	-25	-42	-04	06	41				43
GUIDANCE	44	15	-10	-09	15	05	-19	-14	14	00	12	00	08	-26	34	08	-08	17	-24	36	18			44
INNOVATE	45	27	10	-09	-13	05	-23	13	28	-15	24	16	15	-31	28	07	40	09	-02	00	-21	02	00	45
Variable	Number	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	

NOTE—All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.
r $\geq$ .23 is significant at the .05 level
r $\geq$ .30 is significant at the .01 level