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ABSTRACT

Educational distribution tables were constructed which indicate that, generally, schools and school districts that scored in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also ran high (or middle, or low) on other assessment measures. The same type of relationship was generally found between rankings of schools on socioeconomic status and other assessment measures. (MS)

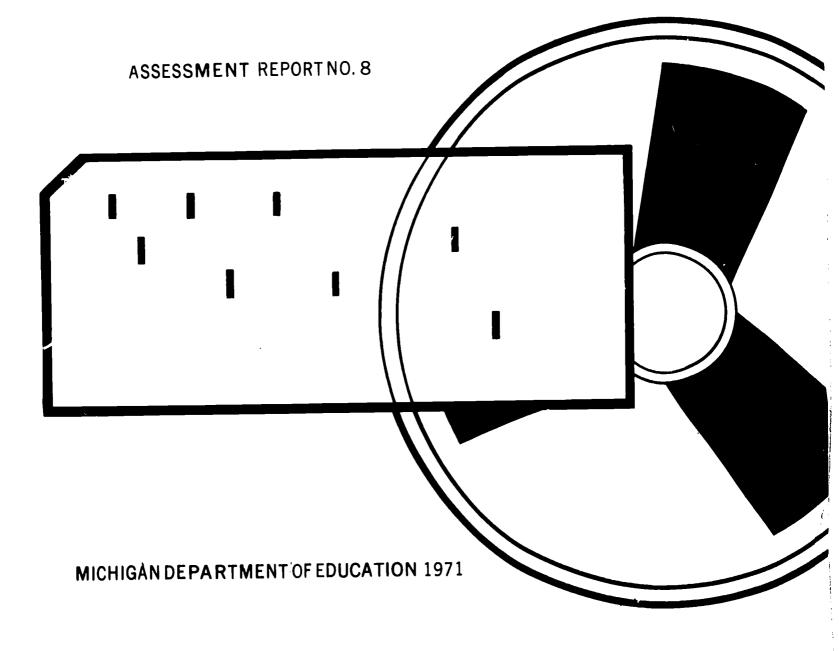


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IN MICHIGAN: ASUPPLEMENT





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FOREWORD

The Michigan Assessment Program was initiated by the State Board of Education, supported by the Governor, and funded by the Legislature through enactment of Public Law 307 in August, 1969. The goal of the Program is to provide educators and citizens with information regarding the status and progress of Michigan's educational system so that they may make more informed decisions about education in the State.

Three major purposes guided the design and operation of the 1969-70 Michigan Assessment Program. The three purposes were:

- 1. to gather data which would show the levels of educational performance and the <u>levels of certain factors related to performance within Michigan's geographic regions and community types;</u>
- 2. to gather data which would indicate the ways in which educational performance and certain factors related to performance are distributed in Michigan; and
- 3. to provide local school district officials and citizens with <u>information regarding their own school district</u> and its schools.

Data gathered regarding the second purpose is presented in this, the fifth, public report of the findings of the Assessment Program,

<u>Distribution of Educational Performance and Related Factors in Michigan: Supplement</u> (Lansing, Michigan: Assessment Report No. 8, Michigan Department of Education, 1970).

Thanks are due to a large number of individuals and groups for making the Michigan Assessment Program a reality: the State Board of Education for proposing it, the Governor and Legislature for actively supporting it, and Michigan educators for assisting with it. The Program was designed and administered by the Bureau of Research, Evaluation, and Assessment, Michigan Department of Education, with the counsel of several ad hoc advisory groups.

John W. Porter, Superintendent of Public Instruction



INTRODUCTION

This report contains a series of educational distribution tables for Michigan and for Michigan's regions. The tables were prepared to provide answers to two important sets of questions:

- 1-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN DISTRICTS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?
- 1-Ь DO <u>SCHOOLS</u> THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON <u>COMPOSITE ACHIEVEMENT</u> ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?
- 2-a DO <u>SCHOOL DISTRICTS</u> THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER)
 THIRD OF A RANKING OF MICHIGAN DISTRICTS ON <u>SOCIOECONOMIC STATUS</u>
 ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW)
 ON CERTAIN OTHER ASSESSMENT MEASURES?
- 2-b DO SCHOOLS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON SOCIOECONOMIC STATUS ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

The first two of these questions were asked because of the importance of knowing what factors—both student factors and school factors—bear a relationship to childrens' levels of basic skills achievement in Michigan's schools. The latter two questions were asked because a great deal of research indicates that students' background characteristics are related not only to their achievement level, but also to the levels at which their schools are supported and to the characteristics of the

teachers employed in their schools.

The remainder of this report has five chapters. Chapter I discusses the limits of educational assessment data, and the cautions that must be exercised in their interpretation. Chapter II describes the measures used in the educational assessment program. Chapter III explains the construction and interpretation of the educational distribution tables included in the report. Chapter IV presents educational distribution tables which were constructed to answer the first two questions listed above. Chapter V presents educational distribution tables designed to answer the second two questions listed above. Brief written summaries of the findings of the major tables are also provided in these chapters for the reader's convenience. Chapter VI summarizes the results presented in Chapters IV and V. A map that defines Michigan's four regions is presented in the Appendix.

For reviews of literature in this area see: James W. Guthrie, "A Survey of School Effectiveness Studies," <u>Do Teachers Make a Difference?</u> (Washington, D.C.: U.S. Government Printing Office, 1970); Elsa Rosenthal, A Survey of Attempts to Measure the Performance of Educational Systems (Princeton, N.J.: Educational Testing Service, 1968); and Thomas P. Wilbur, Research into the Correlates of School Performance: A Review and Summary of Literature (Lansing, Michigan: Michigan Department of Education, 1970). For an excellent recent discussion of socioeconomic status and its relation to educational achievement see: Arvid J. Burke, James A. Kelly, and Walter I. Garms, Educational Programs for the Culturally Deprived: Need and Cost Differentials (Albany, New York: State University of New York, 1970), pp. B1-B33.

CHAPTER I

LIMITS AND CAUTIONS

It is the purpose of this section to discuss in detail the limits of educational assessment data and the cautions that should be exercised in their interpretation. All educational evaluation and assessment information is subject to limits. While the data presented are considered to be valid for answering the question posed in this report, they may not be equally valid for other purposes. The following discussion is intended to indicate the general limitations of the data cited in this report.

Limits of the Educational Assessment Data

Defining the Goals of Education

Michigan's schools serve a variety of purposes. They obviously exist to teach the basic skills of reading, writing, and arithmetic. In addition, most would agree that they also exist to teach such things as an understanding of government, an appreciation for other people, and an understanding of the methods of science. However, the 1969-70 educational assessment effort only measured childrens' vocabulary levels, childrens' reading levels, the levels of childrens' knowledge of the mechanics of written English, and the levels of childrens' understanding of mathematics concepts. Thus--although a document tentatively delineating a more comprehensive list of Michigan's educational goals is presently being circulated 2--it must be understood that the 1969-70 educational assessment

The Common Goals of Michigan Education (Tentative) (Lansing, Michigan: Michigan Department of Education, September 1970).



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effort only measured a part of the goals of the educational system.

Measuring School/Pupil Performance

Most people agree on what constitutes the fundamentals of basic skills achievement—reading, writing, and arithmetic. It is less simple, however, to devise a test that will accurately measure the achievement levels of disparate groups of children.

As an example, children of poor, rural Indian parents; children of working-class urban, black parents; and children of affluent, suburban white parents all have unique ways of expressing themselves. To the extent that the children have different speech and language habits, it is difficult to devise a single test that fairly measures their achievement in say, written English. The reader is cautioned, therefore, that responses to the assessment battery may not be a completely accurate reflection of the skills of some groups of children.

Measuring Student Background

Socioeconomic status (SES) is a difficult concept to defire--in fact no single definition of it will suit everyone. Once it has been defined, however arbitrarily, it is even more difficult to measure and index.

There are two reasons that the 1969-70 educational assessment program estimated socioeconomic status and reported SES information in this report. First, many studies—most notably, the so-called Coleman Report—have shown a relationship between student background characteristics and student achievement. Second, a number of studies have shown a relationship between student background characteristics and the financial levels at which schools are supported. These studies have also shown a relationship between SES and certain qualities of instructional staffs. In short,

socioeconomic status is thought to have an influence on both student achievement and on school characteristics. Therefore, it is included as an educational assessment measure in order that we may have an idea of the operation of the total school system. Student socioeconomic status is often thought to be a function of three major factors:

(1) Samily income; (2) parents' educational level; and (3) parents' occupation. Additionally, such factors as (4) housing quality and crowdedness; (5) family structure and stability; and (6) population density are thought to be indicators of SES.

Below are discussed four methods of estimating the social and economic backgrounds of students. Although all four have limitations, the second of these methods was used in gathering data for this report. It was selected because it appeared to best meet the needs of the program for valid data within reasonable cost requirements.

- (1) The first method of obtaining SES data is through <u>parent interviews</u>. This method is potentially the most accurate because it is possible to ask parents direct questions about their status in terms of the factors listed above. However, this method is also prohibitively expensive because of the great number of parents that would have to be interviewed.
- estimates. This method has been shown to be reasonably valid--particularly for groups of children--and is inexpensive. The method is limited in that some children--particularly young children--do not know important things about their families, including income and occupation. Therefore, the method must ask for indirect estimates of background factors. This method of estimating SES was used in gathering data for this report.

- (3) The third method of obtaining SES data is through <u>educator</u> <u>estimates</u> of students' characteristics. This method is not thought to be as good as the one discussed above because educators must attempt to estimate the backgrounds of groups of children—and they are often not fully aware of the background of each child in the group.
- (4) The fourth method of obtaining SES data is through the use of census—type data such as that collected every ten years by the U.S.

 Department of Commerce, that collected by welfare agencies, and so forth.

 These data are often thought to provide the best possible estimate of students' backgrounds. However, there are three serious limitations to census—type data: (1) they are often out—dated (the most recent available U.S. census data are over ten years old); (b) they are often collected on a city or county basis—and these political units are often not coterminous with school and district boundaries; and (c) these data are often not a good estimate of the SES of public school children—particularly in areas where a great many children attend nonpublic schools.

In summary, the 1969-70 educational assessment program used the second of the above methods. That is, twelve questions were asked of fourth and seventh grade children about their backgrounds and their answers were analyzed for their school (no information on the SES of individual children is available from the program). Hence, the socioeconomic status scores must be considered and interpreted as estimates of the social and economic background of groups of students.

Measuring School Resources

There are three major difficulties in obtaining school resources data for large-scale assessments such as the 1969-70 Michigan Educational Assessment Program.

First--despite a great deal of sophisticated educational research--

it is impossible to understand with certainty which school-related factors have an impact on educational performance and should therefore be measured. It is obvious that evaluators do not have the resources to measure all aspects of educational programs—what is less obvious is that they do not presently have a complete understanding of what aspects of educational systems are critical for learning. This problem is complicated by the likelihood that different groups of children are influenced by different school-related factors.

Second, it is presently impossible to obtain certain important measures on a school-by-school basis. For example, measures of the amount of educational finances expended on children are available only at the district level in Michigan, at the present time.

Third, local educators are faced with the need to provide State and Federal governmental agencies with a great deal of data regarding their districts, schools, and children. Hence, assessment efforts must strive for parsimonious collection of data—even if it means that possibly important measures cannot be obtained.

Cautions to be Exercised in Interpretation

Complexity of the Program

The 1969-70 Michigan Educational Assessment Program was a very large and complex undertaking. It gathered a great deal of data from 320,000 students in approximately 3,200 schools in over 600 school districts across the State. Therefore, the results are, of necessity, complicated. In this report, the data are presented in the form of educational distribution tables for the fourth and seventh grades in districts and schools throughout the State. Explanations of the district and school

distribution tables are provided to help the reader interpret the information they present. THE READER IS CAUTIONED NOT TO GO BEYOND THE TYPES OF INTERPRETATIONS PRESENTED.

Inferences Regarding Relationships among Measures

The reader is cautioned against drawing conclusions about cause-andeffect relationships between factors reported in the educational assessment program. The educational distribution tables display the levels at which districts or schools which were high, middle, or low on composite achievement--or socioeconomic status--scored on the remaining educational THE DISTRIBUTION TABLES ONLY SHOW LEVELS OF GROUPS assessment measures. OF DISTRICTS OR SCHOOLS AND DO LOT SHOW CAUSE-AND-EFFECT RELATIONSHIPS. For example, those districts at a high level on the measure of socioeconomic status are also at a high level on K-12 instructional expense per pupil. However, this does not prove that the high level of socioeconomic status is the reason these districts were also at a high level on the measure of K-12 instructional expense per pupil, even though high socioeconomic status is likely one of the principal reasons for high K-12 instructional expense per pupil. These data, therefore, should not be interpreted to either accept or reject the possibility that cause-andeffect relationships exist. This report in the assessment series further explores the question of relationships among assessment measures; however, it is extremely difficult to establish cause-and-effect from the kinds of relationships shown in educational research.

CHAPTER II

THE EDUCATIONAL ASSESSMENT MEASURES USED IN THIS REPORT

It is the purpose of this section to list and describe each of the eighteen 1969-70 educational assessment measures.

Socioeconomic Background

Socioeconomic Status

The 1969-70 educational assessment battery included thirteen questions designed to gather information regarding the socioeconomic background of groups of students. The responses to these questions were analyzed at the district and school levels. The SES measure is assumed to be indicative of students' perceptions of such things as the educational level of parents and their general economic level.

Attitudes and Aspirations

Attitude A: Importance of School Achievement

The educational assessment battery also included twelve questions designed to gather information regarding students' attitudes and aspirations. Several of these questions dealt with students' perceptions of the importance of doing well in school. The responses were analyzed at the district and school levels.

Attitude B: Self Perception

Several of the twelve attitude and aspiration questions dealt with students' perceptions about themselves. Students' responses were also



analyzed at the district and school levels.

Attitude C: Attitude toward School

Several of the twelve attitude and aspiration questions dealt with students' attitudes towards their school. These also were analyzed at the district and school levels.

1968-69 District Human Resources Measures

Pupil/Teacher Ratio

The pupil/teacher ratio for each district was computed from records held in the Department of Education. It was computed by dividing the number of students in the district (as of the "fourth Friday" of the school year) by the number of teachers (as listed on the Department's Register of Professional Personnel).

Average Years Teaching Experience

The average number of years of experience for teachers in each district was computed from records held in the Michigan Department of Education.

Percentage of Teachers with Masters Degree

The per cent of teachers in each district who had completed at least a masters degree was computed from records held in the Michigan Department of Education.

Average Teacher Salary

The average teacher's salary for each district was computed from records held in the Michigan Department of Education.

1968-69 District Financial Resource Measures

State Equalized Valuation (Per Pupil)

This measure was obtained from school district financial records held in the Department of Education. It was calculated by dividing the district's state equalized valuation by its number of pupils (as of the "fourth Friday" of the school year).

Local Revenue (Per Pupil)

This measure was obtained from Department of Education records. It was computed by dividing the amount of money raised locally for public education (less money for community colleges) by the number of pupils in the district (as of the "fourth Friday" of the school year).

State School Aid (Per Pupil)

This measure was obtained from Department of Education records. It was computed by dividing the amount of money received from the State for public education (less money for community colleges) by the number of pupils in the district (as of the "fourth Friday" of the school year).

K-12 Instructional Expense (Per Pupil)

The K-12 instructional expense per pupil was also computed for each district from records held in the Department of Education. It was computed by dividing the district's total instructional expense (less community college instructional expense) by the number of pupils in the district (as of the "fourth Friday" of the school year).

Total Current Operating Expense (Per Pupil)

This measure was obtained from records held in the Department of Education. It was computed by dividing the district's total current



operating expenditure (less community college expenditure) by the number of pupils in the district (as of the "fourth Friday" of the school year).

Vocabulary

Vocabulary

The Assessment Battery included fifty verbal analogy problems which measured students' knowledge of the meanings of words and their relationships. The <u>vocabulary</u> score was obtained from the number of correct responses to these problems.

Basic Skills Achievement

Reading

The Assessment Battery included forty questions which tested students' reading achievement, vocabulary, and paragraph comprehension.

The <u>reading</u> score was obtained from the number of correct responses to these questions.

English Expression

The Assessment Battery included forty-five questions at the fourth grade level and fifty-five questions at the seventh grade level which tested students' ability to recognize errors in spelling, use effective expression, identify correct word choices, and apply rules of grammar, punctuation, and capitalization. The English expression score was obtained from the number of correct responses to these questions.

Mathematics

The Assessment Battery included thirty questions which tested pupils' achievement in reasoning and problem solving, geometry and measurement,



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numbers and operations, relations, functions and graphs, and mathematical sentences and systems. The <u>mathematics</u> score was obtained from the number of correct responses to these questions.

Composite Achievement

The <u>composite achievement</u> score was built by averaging the scores of the <u>reading</u>, <u>English expression</u>, and <u>mathematics</u> sections of the Assessment Battery. THE <u>VOCABULARY</u> SCORE WAS <u>NOT</u> INCLUDED IN THE <u>COMPOSITE</u>

ACHIEVEMENT SCORE.

CHAPTER III

EXPLANATION AND CONSTRUCTION OF THE EDUCATIONAL DISTRIBUTION TABLES

It is the purpose of this chapter to explain in detail the construction of the educational distribution tables based on composite achievement scores. There are four general types of tables included in this report. The two types are the district tables and school tables based on composite achievement scores. The other two types are the district tables and school tables based on socioeconomic status scores. The example used in the following discussion is based on district composite achievement scores. Essentially the same procedures were used in constructing district level distribution tables based on socioeconomic status scores and in constructing all of the school level distribution tables.

Tables designed to show the distribution of district level educational assessment measures in terms of <u>composite</u> achievement were constructed as follows:

- 1. A percentile distribution was prepared for each of the educational assessment measures. Each percentile distribution is a ranking of district scores which is divided into one hundred equal parts. Each part has an equal number—one percent—of the total number of district scores. Percentile distributions are useful in showing where a percentile score lies in relation to other scores. A score which is at the fiftieth percentile is at the median or middle of the distribution; a score at the seventy—fifth percentile is above seventy—five per cent—or three quarters—of the scores in the distribution.
- 2. The State's districts were ranked in order according to their score on composite achievement and this ranking was divided into equal thirds. Thus, "upper," "middle," and "lower" thirds were formed on the basis of the composite achievement scores.



- 3. The average district score on composite achievement was computed for each third. Thus, there was an average score for the "upper" third; an average score for the "middle" third; and an average score for the "lower" third.
- 4. The average scores on the remaining seventeen educational assessment measures were computed for the upper, middle, and lower thirds. Thus, for all district tables, an average score on socioeconomic status, importance of school achievement, self perception, attitude toward school, pupil/teacher ratio, average years teaching experience, percentage of teachers with masters or above, average teacher salary, state equalized valuation per pupil, local revenue per pupil, K-12 instructional expense per pupil, total current operating expense per pupil, vocabulary, reading, English expression, and mathematics was computed for the upper, middle, and lower thirds. It should be noted that for all school tables an average score on only eight other assessment measures was computed for the upper, middle, and lower thirds. These measures were socioeconomic status, importance of school achievement, self perception, attitude toward school, vocabulary, reading, English expression, and mathematics. (The reason for the omission of the remaining measures is that this information was not collected at the school level.)
- In order to graphically portray these scores they were placed onto the percentile distributions constructed in step one (above).

Figure 1 is an exact copy of the educational distribution table that was constructed using fourth grade, state-wide district data. It illustrates how the composite achievement tables were constructed. It was prepared as follows:

- 1. A percentile distribution was prepared for each of the educational assessment measures using fourth grade data. These percentile distributions show that the median district in the state had a score of 48.03 on socioeconomic status, 49.25 on importance of school achievement, 49.55 on self-perception, 51.15 on attitude toward school, and so on. The numbers are shown in Figure 1.
- The State's school districts were ranked in order according to their score on fourth grade composite achievement and this ranking was divided into equal thirds. Thus, there were upper, middle, and lower thirds according to fourth grade composite achievement. Then, the average district score on composite achievement was computed for each third. Thus, the average score on composite achievement was 53.77 for the upper third, 50.93 for the middle third, and 48.90 for the lower third.
- The average scores on the remaining educational assessment measures were computed for the upper, middle, and lower thirds. The average score on socioeconomic status was 49.87 in the upper third, 48.36 for the middle third, and 47.18 for the lower third. The average score on importance of school achievement was 49.21 for the

upper third, 48.83 for the middle third, and 48.96 for the lower third. And so on.

4. In order to graphically portray these scores they were placed onto the percentile distribution shown in Figure 1. The average score for the upper third on composite achievement which was computed as 53.77, is indicated by a small triangle between the scores 53.53 and 54.20 on the percentile distribution. This score fell at about the eighty-seventh percentile in the state-wide distribution. Likewise, the score on socioeconomic status for the upper third, which was computed as 49.87, was at the seventy-fifth percentile; and the score on importance of school achievement for the upper third, which was computed at 49.21, was at the forty-ninth percentile. And so on.

Finally, the scores of the upper third districts on the various educational assessment measures were indicated by triangles (Δ); the scores of the middle third districts were indicated by squares (\square); and the scores of the lower third districts were indicated by circles (O). The scores in each third were connected by solid lines. These lines indicate a generally affirmative answer to the question "Do school districts that score in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also score relatively high (or in the middle, or relatively low) on certain other assessment measures?" It is acknowledged that exceptions in the table weaken the strength of an affirmative answer to this question. For example, exceptions occur at importance of school achievement, average years of teaching experience, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the middle third districts on composite achievement scored below the lower third districts.

An apparent exception in the table is <u>state school</u> <u>aid per pupil</u>, in which the upper third districts score below the other thirds. HOWEVER, THIS RESULT IS NOT AN EXCEPTION. Bear in mind that there is a high relationship between <u>state equalized valuation per pupil</u> and <u>composite achievement</u>; and that under the state school aid formula districts with the

highest state equalized valuation per pupil receive the least state school aid per pupil. Therefore, an inverse relationship between state school aid per pupil and composite achievement might be expected. In other words, a district that scored in the upper third on composite achievement would most likely be high in state equalized valuation per pupil and therefore low on state school aid per pupil. And a district that scored in the lower third on composite achievement would, for the opposite reason, be expected to score high on state school aid per pupil.

The tables designed to show the distribution of educational assessment measures in terms of <u>socioeconomic status</u> were constructed in the same manner. The only difference is that the districts or schools were first ranked and divided into high, middle, and low thirds on the basis of <u>socioeconomic status</u> instead of <u>composite achievement</u>, and then the average schools on the upper, middle and lower thirds were computed from the remaining measures.

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CHAPTER IV

PRESENTATION OF THE EDUCATIONAL DISTRIBUTION TABLES BASED ON COMPOSITE ACHIEVEMENT SCORES

It is the purpose of this chapter to present state-wide and regional educational distribution tables which are based on district level or school level composite achievement scores. These tables will indicate the answers to the first set of questions (1-a, 1-b) listed in the introduction to this report. The initial section of this chapter presents district level tables for the State as a whole and for each geographic region. The final section of this chapter presents school level tables for the State as a whole and for each region. It should be noted that written summaries are provided for all state-wide tables. All regional tables are provided for the interested reader without written summaries.

Tables Using District Level Data

This section presents educational distribution tables intended to answer the question "Do school districts that score in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, district level tables. Written summaries of the fourth and seventh grade tables are provided for the readers' convenience.



-19-**91** Fourth Grade Summary

The fourth grade composite achievement table indicates: (1) Those districts that scored in the upper third on composite achievement on the average scored highest on all other educational assessment measures. Because of the inverse relationship explained in Chapter III, state school aid per pupil is not an exception. (2) Those districts that scored in the middle third on composite achievement on the average scored between the upper and lower third on nine of the other educational assessment measures. Exceptions were importance of school achievement, average years of teaching experience, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the middle third scored below the lower third. Also pupil/teacher ratio and K-12 instructional expense per pupil were at the same level as the lower third. (3) Those districts that scored in the lower third on composite achievement scored lowest on nine of the other measures. Exceptions were importance of school achievement, average years of teaching experience, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the lower third scored above the middle third. Also, the districts in the lower third scored at the same level as districts in the middle third on pupil/teacher ratio and K-12 instructional expense per pupil.

Seventh Grade Summary

The seventh grade <u>composite achievement</u> table indicates: (1) Those districts that scored in the upper third on <u>composite achievement</u> scored highest on most of the other educational assessment measures. However, the upper third scored at the same level as the lower third on <u>importance</u>

of school achievement and scored below the middle third on attitude toward school. (2) Those districts that scored in the middle third on composite achievement scored between the upper and lower third on ten of the seventeen other educational assessment measures. Exceptions were importance of school achievement, percentage of teachers with masters or above, average teacher salary, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the middle third scored below the lower third. Also attitude toward school was above the upper and lower thirds. (3) Those districts that scored in the lower third on composite achievement scored lowest on eleven of the seventeen other educational assessment measures. Exceptions were importance of school achievement, percentage of teachers with masters or above, average teacher salary, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the lower third scored above the middle third.

Regional Tables

This section presents the regional, district level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previsouly explained state-wide tables.

Tables Using School Level Data

This section presents educational distribution tables intended to answer the question "Do schools that score in the upper (or middle, or lower third) of a ranking of Michigan schools on composite achievement also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, school level tables. Written summaries of the fourth and seventh grade tables are provided for the reader's convenience.

Fourth Grade Summary

The fourth grade composite achievement table indicates: (1) Those schools that scored in the upper third on composite achievement on the average scored highest on all of the other educational assessment measures except importance of school achievement. On this measure, the schools in the upper third scored below the schools that scored in the lower third on composite achievement. (2) Those schools that scored in the middle third on composite achievement scored on the average between the upper and lower thirds on all of the other measures except importance of school achievement. On this measure the schools in the middle third scored below the schools that scored in the upper and lower thirds on composite achievement. (3) Those schools that scored in the lower third on composite achievement. scored on the average lowest on all of the other measures except importance of school achievement on which they scored above the upper and middle thirds.

Seventh Grade Summary

The seventh grade <u>composite</u> <u>achievement</u> table indicates: (1) Those schools that scored in the upper third on <u>composite</u> <u>achievement</u> scored on the average highest on all of the other educational assessment measures except <u>importance of school achievement</u> on which they were below schools that scored in the lower third on <u>composite achievement</u>. (2) Those schools that scored in the middle third on <u>composite achievement</u> scored

on the average between the upper and lower thirds on all of the other measures except importance of school achievement. On this measure, the schools in the middle third scored below the schools in the upper and lower thirds. (3) Those schools that scored in the lower third on composite achievement scored on the average lowest on all of the other measures except importance of school achievement on which they scored above the upper and middle thirds.

Regional Tables

This section presents the regional, school level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previously explained state-wide tables.

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **MICHIGAN** CLASSIFIED INTO UPPER, MIDDLE, OR

Grade 4



		SES	ATTI	TUDES AND ASPIR	ATIONS	ļ	SCHOOL HUMAN	N RESOURCES	
; 4 		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	.C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	\$9874
	90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
	85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
	80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
	75	49 48 7	50.42	50.60	52.40	22.31	11.57	24.21	8774
	70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
Š	65	48.94	49.89	50.16	51.77	23.19	10.82	20,53	8549
SI BU	60	48.59	49.66	49,07	51237	23.53	10245	18.96	8436
DIST	55	48.50	49.45	49.78	51.38	23.86	10.07	17_85	8331
TILE	50	48.03	49,25	49.55	51 ₋₁ 15	24.20	9.69	16073	8230
PERCENTILE DISTRIBUTION	45	47.76	49,00	49.30	50.87	24.54	9.32	15.65	# F 86
PER	40	47.46	43.75	49.08	50060	24.87	8.97	14.58	8028
	35	47016	48.44	48.85	50.36	25.27	8.62	13.51	7919
	30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
	25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
	20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
	15	45.70	47.00	47.72	48.94	27.04	. 6.97	7.30	7356
	10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
	5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

VARIABLES ASSUMED TO INFLUENCE

					_	-		VARIASI	LES ASSUMED T	O INFLUENCE
Grade	7		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
Graue			SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	3 SELF PERCEPTION	.C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
		95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	\$9883
		90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
		85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
		80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
		75	49458	50.65	50.60	53.48	22.34	11.49	24.38	8786
		70	49.0	50.39	50.35	53.14	22.83	11.13	22074	8676
	8	65	48.53	50.14	50.12	52.83	23.21	10.77	20.83	8565
	PERCENTILE DISTRIBUTION	60	48.11	49.91	49.89	52.55	23.54	10.42	19.15	8455
	ISTRI	55	47.78	19.69	49.68	52.28	23.87	10003	18.06	0350
	LE D	50	47044	7.43	49.48	Ales .	24.20	9.65	1007	8251
	EN7!	45	47.08	49.28	49, 28	51.57	24063	9.29	15.90	8153
	ERC	40	4 606 9	49.06	29002	51022	24.86	8.94	14.85	8054
	_	35	46.22	48.83	48.74	50.87	25.25	8.60	13.80	7949
		30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
		25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
		20	44.99	47.87	47.80	49.66	26.54	7.50	10.13	7611
	,	15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
		10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
		5	42.86	46.15	45.75	.46.70	29.11	5.68	1.30	. 6445

ERIC

DISTRICTS LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT				
	SCHOOL	FINANCIAL RESO	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27083	\$655	\$403	\$597	\$792	54.99	55.24	55.78	55.69	7 35 21
21696	513	385	541	734	53.85	54.24	54.50	54.35	54.20
19121	446	371	511	681	534522	53062	53.71	53.58	## 55753 · K
17500	408	360	490	655	52.72	53.09	53.25	52.97	52.99
16170	380	349	472	633	52.24	52.57	52.70	52.50	52.57
15052	346	339	. 457	613	51.90	52.21	52.29	52.10	52.16
14147	334	329	340	600	51.57	51.93	51.90	51.73	51.81
13242	#6 /	320	432	588	51.25	51.67	51.55	51.46	31.53
12407	301	- W	423	559	50.90	51.44	51.21	51.20	32127
11888	286	302	414	565	30.60	51,20	30.83	50.93	100 5
11368	271	2023	406	555	50.34	50.89	50.51	50.60	36250.64
10849	258	285	397	545	50.05	50.54	50.20	50.18	50.36
10330	244	277	390	534	49.75	50.17	49.92	49.83	\$ 50:07
9811	231	270	383	525	49.37	49.84	49.63	49.44	20 Ti
9229	216	263	375	515	48.90	49.48	49.31	48.96	49.59
8554	201	256	368	505	8.47	49.03	48.92	48.39	CHUN
7879	185	242	360	496	48001	48.46	48.45	47.82	
7204	166	227	335	478	47.37	47.59	47.59	47.09	is yier
6529	136	196	288	448	46.38	46.18	45.98	46.10	ELECTION

ACHIEVEMENT							ACHIEVEMENT		
	SCHOO	L FINANCIAL RESC	DURCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMEN
\$27012	\$636	\$403	\$599	\$788	54.87	54.79	55.04	55.88	55.05
21447	504	386	543	732	53.52	53.72	54.00	54.42	··· 53.94
18950	442	371	512	681	52001	23 4 10	53438	53.68	-53.25
17429	407	360	491	655	52.32	52.53	52.90	53.10	52.73
16123	379	349	474	634	51.95	52.12	52.29	52.62	52.20
15038	356	339	459		51.57	51.74	51.95	52.15	51.88
14153	334	329	444	601	51.16	51.50	51.61	51.75	51.57
13269	316	320	434	589	50.85	51.26	51.22	51.47	51.27
12431	<u></u>	301	445	57	. 50.55	50.92	50.94	51.18	50.99
11907	286	302	W 2	100	50/207	20.29	30784	50.87	-672
11383	272	\ \v_2\	408	557.	50.00	50.28	50.31	50.50	50.42
10859	259	285	400	547	49.73	49.98	49.95	50.12	50.12
10335	245	278	392	537	49.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49.53
9228	217	264	378	518	48.89	49.15	49.01	49.25	49.24
8560	202	257	371	509	8.51	48.86	48.63	48.90	48.92
7891	186	244	363	499	47097	48.52	48.26	48,44	48.51
7223	167	229	345	490	47.24	47.91	47.49	47.85	4 47.56
6554	138	198	315	760	46.21	46.58	46.52	46.57	

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 1** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



		4	,						
- 4		SES	ATTI	TUDES AND ASPIR.			SCHOOL HUMA	N RESOURCES	
<u> </u>		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B: SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	\$9874
	90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	922
	85	51.28	\$1.11	51.29	52.97	21.34	12.66	29.48	
1	80	50.45	50.75	50.88	52.65	21.82	12.09	1923	8969
1	75	49.87	50,42	50.60	52.40	22431	11.57	/2/1.21	8774
z	70	49.36	50.13	\$Q ₀ 27	52.11	/22.70	11.18	//22.52	8661
일	65	48.94	49.89	50.18	51.77	23.19	10.82	// 20.53	8549
STRIB	60	48.59	49.66	49.97	51.57	23.53	10.45	18.96	8436
m.	55	48.30	49.45	49978	51.38	23.86	10.07	17.85	8331
I E	50	48.03	49.25	49.53	51.25	24,20	9.69 //	16.73	8230
PERCENTILE DISTRIBUTION	45	47.76	49.00	49.30	5000	24.54	9.32///	15.65	8129
•	40	47.46	48.76	49.08	50.60	24.87	8.9/	14.58	8028
	35	47.16	48.44	48.85	50.36	25.27	8.62//	13.51	7919
	30	46.87	43.14	48.60	50.10	25.71	8\\26\	12.30	7806
Ī	25	46.53	47.86	48.32	49.84	26.15	₹ 0	11.09	7693
	20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
•	15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
	10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
<u></u>	5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

VARIABLES ASSUMED TO INFLUENCE

VARIABLES ASSUMED TO INFLUENCE

SCHOOL HUMAN RESOURCES

GRADE	. /		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B: SELF PERCEPTION	.C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
		95	54. N	52.62	52.71	55.87	19.33	14.17	37.77	\$9883
		90	52.24	51.69	5 1. 81	54.89	20.67	13.24	33 _A 55	9505
		85	51.15	51.29	51.30	54.35	21.37	12.53	20.70	9203
		80	50.34	50.95	50.91	53.88	21.85	12.00	26.50	8988
		75	49.58	30.65	50.60	53.48	²² A ³⁴	11.49	/4.38	8786
	8	70	49.04	50039	50.35	53.14	3/2.8%	11.13	1/27.74	8676
	CISTRIBUTION	65	48053	50.14	50.12	52.83	23.21	10.77	10.83	8565
	STRI	60	48.11	49.91	49.68 \	52.55	23.54	10.41	/19.15	8455
		55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
	PERCENTILE	50	47.44	49.49	49.48	51.93	247 <mark>-34</mark> 0 \	9.65	16.97	8251
	ERCE	45	47.08	49.28	49.28	51.57	24.53	9.29///	15.90	8153
	<u> </u>	40	46.69	49.06	49.02	41.22	24.86	8.94	14.85	8054
		35	46.22	48.83	48.74	50.97	25.25	8.60	13.80	7949
		30	45.87	48.56	48.50	30.49	25.68	4./4/	12.65	7836
		25	45.43	48.25	48.26	50.09	26.11	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	11.47	7723
		20	44.99	47.87	47.80	9.66	26.54	7.50	10.13	7611

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DISTRICTS LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT							ACHIEVEMENT		
	\$CH00I	FINANCIAL RESO	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K+12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SXILLS COMPOSITE ACHIEVEMENT
\$27083	\$655	\$403	\$597	\$792	54.99	55.24	55.78	55.69	55.21
21696	518	385	4 1	734	530065	54.24	54.50	54.35	54.20
18121	446	371	911 11	68/I	53.22	S3262	53.71	53.58	53.53
12500	408	360	790	655	52.72	53.09	53.25	52.97	52.99
16170	380 //	349	472	633	52.24	52.57	52.70	52.50	52.57
15052	3560	339	457	613	51.90	52.21	52.29	52.10	52.16
14147	334	329	442	600	51.57	51.93	51.90	51.73	51.81
13242	316	320	432	588	51.25	51.67	51.55	51.46	51.53
12407	301	311	423	576	\$0.90	51.44	51.21	51.20	51.27
11888	236	183	414	565	50.68	51.20	50083	50⁷.99	50.05
11368	271	293	406	555	50.34	50.89	50.51	50.60	50.64
10849	256	285	397	545	50.05	50.54	50.20	50.18	50.36
10330	244	277	390	534	49.75	50.17	49.92	49.83	50.07
9811	231	270	383	525	49.37	49.84	49.63	49.44	49.77
9229	216	₹ 63	375	515	8.90	49.48	49.31	48.96	49.39
8554	201	236	368	505	48.47	49.03	48.92	48.39	48.94
7879	185	242	360	496	48/01	48.46	48.45	47.82	48.40
7204	166	227	335	478	47.37	47059	47039	47.09	47062
6529	136	196	288	448	46.38	46.18	45.98	46.10	46.44

ACHIEVEMENT							ACHIEVEMENT		
	\$CH00I	FINANCIAL RESO	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMEN
\$27012	\$636	\$403	\$599	\$788	54.87	54.79	55.04	55.88	55.05
21447	.50%	386	\$43	732	53.52	53.72	54,00	54.42	53,94
18250	442	371	\$ <u>1</u> 2	68t	52.81	53.10	53.38	53.68	53.25
17429	487	360	91	665	52.32	52.53	52.90	53.10	52.73
16123	320	349	474	634	51.95	52.12	52.29	52.62	52.20
15038	356	339	459	614	51.57	51.74	51.95	52.15	51.88
14153	334	329	444	601	51.16	51.50	51.61	51.75	51.57
13063	316	320	434	589	50.85	51.26	51.22	51.47	51.27
12431	301	311	425	578	50.55	50.92	50.94	51.18	50.99
11907	286	302	417	567	50.27	30059	50.64	50.87	50. 72
11383	272	293	408	557	50.00	50.28	50.31	50.50	50.42
10859	259	285	400	547	49.73	49.98	49.95	50.12	50.12
10335	245	278	392	537	49.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49,53
9228	217	264	378	518	8.89	49.15	49.01	49.25	49.24
8560	202	≥	371	509	48.51	48.86	48.63	48.90	48.92
7891	186	244	363	499	47 97	48.52	48.26	48.44	48.51
7223	167	229	345	490	47.24	47.91	47.49	47.85	47.89.
6554	138	198	315	29	46.21	46.58	46.52	46.57	46.83

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 2** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



_	А		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
Ŀ	4		SOCIO E CONOMI C STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
П		95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	\$9874
Н		90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
		85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
		80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
П		75	49 4 87	50.42	50.60	52.40	22.31	11.57	24.21	8774
		70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
H	TION	65	48,54	49.89	50.16	51.77	23.19	10.82	20.53	8549
	RIBU	60	48.59	49.66	49.97	51.57	23.53	10.45	18096	8436
	DIST	55	48.30	49.45	49,28	51.38	23.86	10.07	17.85	8331
	TILE	50	48.09	49.25	49.55	51.15	2420	9,59	1602	8230
	PERCENTILE DISTRIBUTION	45	47.76	20000	49 ^D 30	500	24054	9.32	15.65	
Ì	PEF	40	47.46	4920	49.08	50.60	24.87	8.97	14.58	8028
ı		35	47.16	48.44	46.85	50.36	25.27	8.62	13.51	7919
1		30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
ı		25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
Į	>	20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
ı		15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
ı		10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
L		5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

VARIABLES ASSUMED TO INFLUENCE

GRA	DF	· 7
GIVA	UL	. /

							VARIAE	LES ASSUMED T	O INFLUENCE
7		ses	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
. <i>/</i>	,	SOCIO ECONOMIC STATUS	MPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
ł	95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	\$9883
	90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
	85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
1	80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
l	75	49458	50.65	50.60	53.48	22.34	11.49	24.38	8786
NO.	70	49.04	50.39	50.35	53.14	22.83	11.13	22.74	8676
1 E	65	48.53	50.14	50.12	52.83	23.21	10.77	29 46 3	8565
PERCENTILE DISTRIBUTION	60	43.11	49.91	49088	52.55	23.54	10.41	19.15	8455
Ë	55	47.78	49.69	49.68	52.28 AH	23.87	10,03	18.06	R350
CEN	50	47644	\$9.49	49.48	51.93	24.20	~9.65~	16.97	8261
PER	45	47.08	49228	49000	51.57	24053	9.29	15098	-863
	40	46,69	(Stope	39. 02	51.22	24.86	8.94	14.85	8054
	35	46.22	48.83	48.74	50.87	25.25	8000	13.80	7949
l	30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
•	25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
	20	44.99	47.87	47.80	49.66	26.54	7.50	10.13	7611
	15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
	10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
	5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

DISTRICTS LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACRIEV EMER F					ACHIEVEMENT					
	school	FINANCIAL RESD	URCES				BASIC SKILLS		BASIC	
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS CDMPOSITE ACHIEVEMENT	
\$27033	\$655	\$403	\$597	\$792	54.99	55.24	55.78	55.69	55.21	
21696	513	385	541	734	53.85	54.24	54.50	54.35	54.20	
19121	446	371	511	681	53.22	53.62	53.71	53.58	53.53	
17500	408	360	490	655	52 _A 72	53029	53.25	52.97	52,99	
16170	380	349	472	633	\$2.24	52.57	52.70	52.50	52.57	
15052	356	339	457	613	51.90	52.21	52.29	52.10	52.16	
14147	334	329	442	600	51.57	51.93	51.90	51.73	51.81	
13242	384	3 <u>2</u> 0	432	588	51.25	51.67	51.55	51.46	51.53	
12407	301	201	423	576	50.90	51.44	51.21	51.20	51.27	
11868	286	302	484	**	50.60	51.20	50.83	50.93	50.95	
11368	271 n	293	486	56 5	50034	50,,89	50051	50.60	50064	
10849	258	285	397	545	50.05	50.54	50.20	50.18	50.36	
10330	244	277	390	534	49.75	50.17	49.92	49.83	50.07	
9811	231	270	383	525	49.37	49.84	49.63	49.44	49.77	
9229	216	263	375	515	48.90	49.48	₹9.31	48.96	49.39	
8,554	201	256	368	505	48.47	49.03	48.92	48.39	48.94	
7879	185	242	360	496	48701	48.46	48.45	47,82	48.40	
7204	16ú	227	335	478	47.37	47.59	47.59	47.09	47.62	
6529	136	196	288	448	46.38	46.18	45.98	46.10	46.44	

ACHIEVEMENT		·		_		_	ACHIEVEMENT		
_	SCHOOL	L FINANCIAL RESC	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K+12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27012	\$636	\$403	\$599	\$788	54.87	54.79	55.04	55.88	55.05
21447	504	386	543	732	53.52	53.72	54.00	54.42	53.94
18950	442	371	512	681	52.81	53.10	53.38	53.68	53.25
17429	407	360	491	655	52.32	52403	52.90	53.10	52,73
16123	379	349	474	634	5x ² .95	52.12	52429	52.62	52.20
15038	356	339	459	614	51.57	51.74	51.95	52.15	51.88
1/153	784	329	444	601	51.16	51.50	51.61	51.75	51.57
13269	316		434	589	50.85	51.26	51.22	51.47	51.27
12431	301	311	425	528	50.55	50.92	50.94	51.18	50.99
11907	286	302	417	567 87	50.27	50.59	50.64	50.87	50.72
11383	- W	293	408	557	50,00	50_28	50.31	50,50	50.42
10859	259	X 285	400	547	49.73	49.98	49.95	50.12	50.12
10335	243	278	392	537	49.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49.53
9228	217	264	378	518	48.89	49.15	49.01	49.25	49.24
8560	202	257	371	509	8.51	48.86	48.63	48.90	48.92
7891	185	244	363	499	47092	48.52	48.26	48.44	48.51
7223	167	229	345	490	47.24	47.91	47.49	47.85	47.89
6554	133	198	315	460	46.21	46.58	46.52	46.57	46.83

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 3**CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



	I						VARIABL	ES ASSUMED TO	INFLUENCE
_		SES	ATTI	TUDES AND ASPIRA	ATIONS		SCHOOL HUMAN	RESOURCES	
<u> </u>		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUOE TOWARO SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS OEGREES	AVERAGE TEACHER SALARY
	95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	\$9874
	90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	. 9492
	85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
	80	50.45	50.75	50.88	52465	21.82	12.09	26.23	8969
	75	49.87	50.42	50.60	52.40	22.31	y \	24.21	8774
	70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
80	65	48.94	49.89	50.16	51.77	23.19		20.53	8549
IBUT	60	48.59	49.66	49.97	51.57	23.53	10.49	18.96	8436
ISTR	55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
PERCENTILE DISTRIBUTION	50	48.03	49.25	49.55	\[\sqrt{1} \]	23.26	9.69	16.73	8230
Ë	45	47.76	49.00	49.30	50.87	24.5	9.32	15.65	8129
PER	40	47 <u>.</u> 46	48×16	50 7. 08	50.60	24.87	8.97	74258	8028/
	35	47.16	48.44	48.85	50036	25.27	8.62	13.51	791/9
	30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
	25	46.53	Most .	48.32	49.84	26.15	7.88	11.09	7693/
	20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	756/4
	15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
	10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
	5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

GRADE 7

			R.				VARIAB	LES ASSUMED T	O INFLUENCE
		SES	ATTI	TUDES AND ASPIRA	ATIONS		SCHOOL HUMAN	RESOURCES	
Ξ 7 		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B. SELF PERCEPTION	, C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	\$9883
	90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
	85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
	80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
	75	49.58	50.65	50.60	53.48	22.34	11.49 A	24.38	8786
I _	70	49.04	50.39	50.35	53.14	22.83	XIPP.	22.74	8676
Į į	65	48.53	50.14	50.12	52.83	23.21	10.7	20.83	8565
RISL	60	48.11	49.91	49.89	52055	23.54	26.41	19.15	8455
PISIO	55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
PERCENTILE DISTRIBUTION	50	47.44	49.49	49,40	51.93	24.20	9.65	16.97	8251
RCEN	45	47.08	49.28	19.28	54.57	24.53	9.29	15.90	8153
ä	40	46.69	49.06	49.02	51.22	24.86	8.94	14.85	8054//
	35	46.22	2	48.74	50.87	25.25	8.60	3.80	794
	30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
	25	45.43	48.25	¥8 ₀ 26	50.09	26.11	7.87	14.47	7723
	20	44,000	47.87	47.80	49.66	26.54	7.50	10.13	7612
	15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
	10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
	5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

DISTRICTS LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT					
	SCH00L	FINANCIAL RESO	URCES				BASIC SKILLS		BASIC	
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REYENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	R EADING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT	
\$27083	\$655	\$403	\$597	\$792	54.99	55.24	55.78	55.69	55.21	
21696	513	385	541	734	53.95	54,24	54.50	54.35	54.20	
19121	446	371	511	681	57.22	53.62	53.71	53.58	5 3.53	
17500	408	360	490	655	52.72	53.09	53.25	52.97	52.99	
16470	380	349	472	633	52.24	52.57	52.70	52.50	52.57	
052	356	339	457	613	51.90	52.21	52.29	52.10	52.16	
//4147	**************************************	329	442	600	51.57	51.93	51.90	51.73	51.81	
///13242	376	320	432	588	51.25	51.67	51.55	51.46	51.53	
12407	301	311	423	58%	50.90	51.44	51.21	51_20	51.27	
11888	286	302	414	565	50.60	51020	50.83	50.93	50.95	
11368	271	183	406	555	50.34	50.89	50.51	50.60	50.64	
10849	258	285	397	545	50.05	50.54	50.20	50.18	50.36	
10330	244	277	390	534	49.75	50.17	49.92	49.83	50.07	
9811	231	270	983	525	49.37	49.84	49.63	49.44	49.77	
9229	216	263	375	515	48.90	49.48	49.31	48.96	49.39	
8,554	201	256	368	505	48.47	49.03	48.92	48.39	48.94	
7879	185	242	360	496	48.01	48946	48.45	47.82	48.40	
7204	166	227	335	478	47.37	47.59	47.59	47.09	47.62	
6529	136	196	288	448	46.38	46.18	45.98	46.10	46.44	

ACHIEVEMENT							ACHIEVEMENT		
		FINANCIAL RESO	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27012	\$636	\$403	\$599	\$788	54.87	54.79	55.04	55.88	55.05
21447	.504	386	543	732	53.52	53.72	54.00	54.42	53.94
18950	442	371	512	681	52.81	53610	53 <u>7</u> 38	53 ₄ 69	53.25
17429	407	360	491	655	52/032	52.53	52.90	53.10	52.73
16 6 23	379	349	474	634	\$1.95	52.12	52.29	52.62	52.20
1038	356	339	459	614	51.57	51.74	51.95	52.15	51.88
4153	334	329	444	601	51.16	51.50	51.61	51.75	51.57
///13269	1/2	320	434	589	50.85	51026	51.22	51.47	51.27
// 12431	301	311	425	54% /	50.55	50.92	50004	51.18	50.99
11907	286	3	417	567	50_27	50.59	50.64	50.87	50.72
11383	272	293	408	557	50.00	50.28	50.31	50.50	50.42
10859	259	285	100	547	49.73	49.98	49.95	50.12	50.12
10335	245	208	392	537	49.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49.53
9228	217	264	378	518	48.89	49.15	49.01	49.25	49.24
8560	202	257	371	509	8.51	48.86	48.63	48490	48.92
7891	186	244	363	499	47097	48052	48.26	48.44	18051
7223	167	229	345	490	47.24	47.91	47.49	47.85	47.89
6554	138	198	315	460	46.21	46.58	46.52	46.57	46.83

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 4**CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



_	A		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
E	4		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B. SELF PERCEPTION	.C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
П		95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	\$9874
Н		90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
		85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
		80	50.45	50.75	50.88	52.65	21.82	12.00	26.23	8969
		75	49.87	50.42	50.60	52.40	£2.31	11.57	24.21	8774
Н		70	49.36	50.13	50.37	52.11	22.79) M.M.	22.52	8661
1	TION	65	48.94	49.89	50.16	51.77	23019	10.82	20063	8549
,	DISTRIBUTION	60	48.59	49.66	49.97	51.57	23.53	10.45	18.96	8436
		55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
	TILE	50	48,03	49.25	49.55	51.15	24,36	9.69	76023	8230
	PERCENTILE	45	47.76	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	49.30	58.87	24.54	9.32	45.65	8129
	9	40	47.46	9.76	49.08	50.60	24.87	8.97	14.58	8028
		35	47.16	48.44	48.85	50.36	25.27	8.62	13.31	7919
		30	46.87	48.14	/ mm	50.10	25.71	8.26	12.30	78206
ı		25	46053	47.86	48.32	49.84	26.15	7.88	11.09	7693
ı		20	46.14	47.49	y•Po _t	49.44	26.58	7.51	9.43	7564
ı		15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
		10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7 0/ 3
		5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

VARIABLES ASSUMED TO INFLUENCE

		1			_			VARIABLES ASSUMED TO INFLUENCE				
00405	. –		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES			
GRADE			SOCIO ECONOMIC STATUS	IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	.C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY		
	95 90 85 80		54.74	52.62	52.71	55.87	19.33	14.17	37.77	\$9883		
		90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505		
		85	51.15	51.29	51.30	54.35	21.37	12.52	29.70	9203		
	80 75		50.31	50.95	50.91	53.88	22005	12.00	26.50	8988		
			49.58	50.65	50.60	53.48	22.34	11649	24.38	8786		
			49.04	50.39	50.35	53924	22.83	11.13	22.74	8676		
	▮ #	65	48.53	59774	50.12	\$2.88	23021	10.77	20.83	8565		
	STRIB B		48.11	49.91	£ 7469	52.55	23.54	10.41	15.70	8455		
	1.E 0	55	47.78	49949	49.68	52028	239.87	10.03	1900	8350		
	ENT	50	47.44	19849	49.48	51.93	24.20	9.65	16.97	8251		
	PERC	45	47.03	49.28	49.28	51.57	24.53	9.29	15.90	8153		
		40	46.69	49.06	9.02	51.22	24.86	8.94	14.85	8054		
		35	46.22/	48.83	48.74	50.87	25.25	8.60	13.60	1949/		
		30	45967	48.56	48.50	50.49	25.68	8.24	12.65	7836		
		25	45.43	48.25	48.26	50.09	26.11	7.87	11.47			
		20	44099	47.87	λγ. 9 6	49.66	26.54	7.50	10.13	7611		
ļ		15	44.52	47.46	47040	49.25	26.97	6.97	8.09	7416		
		10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213		
		5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445		

ERIC

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DISTRICTS LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT						_	ACHIEVEMENT		
	\$CH00I	FINANCIAL RESO	DURCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCA8ULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27083	\$655	\$403	\$597	\$792	54.99	55 ₀ 24	538/8	35269	732.1
21696	513	385	541	734	3.85	54.24	54.50	54.35	54.20
19121	446	371	511	681	53.22	53.62	53.71	53.58	53.53
17500	408	360	490	655	52.72	53.09	53,25	52.97	52.99
16170	380	349	472	633	52.24	52,57	52.70	52050	52.57
15052	356	5339	457	602	51000	52.21	52.29	52.10	52.16
14/47	334	329	442	600	51.57	51.93	51.90	51.73	51.61
1/3242	316		432	588	51.25	51.67	51.55	51.46	51.53
12407	301	311	23	676	50.90	51.44	51.21	51.20	51.27
200	286	302	414	565	50.60	51.20	50.83	50.93	50.95
11368	271	293	406	555	50.34	50.89	50.51	50.60	50.64
10849	258	285	397	545	50.05	50.54	50.20	50.18	50.36
10330	244	277	390	534	49.75	50.17	49.92	49.83	50.07
9811	231	270	383	525	49,37	49.84	49000	49.44	49.77
9229	216	263	375	515	48.90	49.48	49.31	48.96	1639
8554	201	256	368	505	48.47	49.03	48.92	48.39	48.94
7879	185	242	360	496	48.01	48.46	48.45	47.82	48.40
7204	166	227	335	478	47.37	47.59	47.59	47.09	47.62
6529	136	196	288	448	46.38	46.18	45.98	46.10	46.44

ACHIEVEMENT							ACHIEVZMENT		
	SCHOOL	FINANCIAL RESO	URCES			· · ·	BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27012	\$636	\$403	\$599	\$788	54487	54.79	55.04	55.88	55.05
21447	504	386	543	732	53.52	53.72	54.00	54.42	53.94
18950	442	371	512	681	52.81	53.10	53.38 n	53.68	53.25
17429	407	360	491	655	52.32	52.53	52.90	53,10	ניפני
16123	379	349	474	634	51.95	52.12	52.29	52.62	52.20
15038	356	₽	459	614	51.57	51.74	51.95	52.15	51.88
14153	333	124	144	901	-51 . 516	51.50	51.61	51.75	51.57
17269	316	X20 X	434	589	50.85	51.26	51.22	51.47	51.27
2431	381	ni \	425	578	50.55	50.92	50.94	51.18	50.99
11907	286	302	187	567	50.27	50.59	50.64	50.87	50.72
11383	27:	293	408	557	50.00	50.28	50.31	20630	
10859	259	285		547	49.73	49.98	49.95	50.12	50.12
10335	245	278	392	537	19.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49.53
9228	217	264	378	518	48.89	49.15	49.01	49.25	49.24
8560	202	257	371	509	48.51	48.86	48.63	48.90	48.92
7891	186	244	363	499	47.97	48.52	48.26	48.44	48.51
7223	167	229	345	490	47.24	47.91	47.49	47.85	47.89
6554	138	198	315	460	46.21	46.58	46.52	46.57	44.00



AVERAGE SCORES ON ASSESSMENT MEASURES FOR MICHIGAN SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON COMPOSITE ACHIEVEMENT

		1	VARIABLES	ASSUMED TO I	NFLUENCE ACHI	EVERSNT			ACHIEVEMENT		
GRADE	- 1		SES	ATT	TTUDES AND ASPIS	RATIONS			BASIC SKILLS		
GRADE	- 4		SOCIO- ECONÓMIC STATUS	IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULAP'	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	
		90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	35,69
		85	53.46	52.25	52.31	53.23	54.09	54430	54.28	54946	
		80	52 . \ 6	51.84	51.84	52.82	53.36	53.58	53.63	53.68	-
		75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	. S2. S4
		70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	22.41
		65	50.22	50.84	50100	51.65	51.69	51.99	52.02	51.96	31.33
	Į.	60	49.66	50.53	50.40	517.32	51.25	51.54	51.54	51.51	91.30 T
	DISTRIBUTION	55	49002	50.23	50.11	50.97	50.80	51.13	51.08	51.06	
	DIST	50	48.68	\ X *X	49,83		30:30	50,77	50064	50063	
	PERCENTILE	45	48.32	X1986	49.56	50.25	49.97	50.32	50.21	50.20	. 39.36
	, A	40	47.96	49.34	13,31	49.87	49.55	49.87	49.80	49.76	1.40.06
	9 C.R	35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	49:41
		30	47913	48.59	48.65	48.94	48.49	48.72	48.81	48.55	
		25	46.75	48.18	48.33	18.739	47.91	48.11	48.14	47.91	40.34
		20	46.31	47.73	47.95	47.81	67.18	47.32	47.30	47.10	47.39
		15	45.84	47.24	47.50	47.00	6,0008	46,28	46020	46024	46.33
		10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	4.86
		5	44.40	45.43	46.04	44.63	42.86	42.55	42.26	42.40	42,40

			VARIABLES	ASSUMED TO !	NFLUENCE ACHI	EVENENT			ACHIEVEMENT		
GRADE	7	ı	SES	ATT	ITUDES AND ASPI	RATIONS			BASIC SKILLS	-	
GRADE			SOCIO- ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		75	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	
		90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	
		85	52.26	51.92	51.70	53.90	57.06	53.16	53.48	55.64	
		80 j	51 ₄ 18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	
		75	\$0.30	51.21	51.04	52.95	52.11	52.22	52.47	52.45	
		70	49.74	30.94	50.73	52.54	51.70	51.79	32.03	52.02	
		65	49.23	50.67	50.45	52.24	51.23	51.48	51.64	51.63	D4
	₹	60	48.64	\ x041	50.20	34.41	50.91	51.16	51.19	51.31	
		55	48.18		49.98	<i>y</i> 255	50.57	50.79	50.86	50.92	
	DISTRIBUTION	50	47.79	19.92	49.76	51.02	38.74	30.41	30:07	ज्रि: र	
		45	47.37	49.68	19.53	50.72	49.85	50.05	50.09	30.14	
	PERCENTILE	40	46.96	12013	84,30	50.30	49.51	49.71	49.70	49.79	
	ž	35	46.36	49.21	19.03	49.88	49.18	49.34	49.34	49.42	
		20	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	-
		25	45.49	48.63	48.44	مهود	48.28	48.57	48.45	48.56	40.63
		20	45.00	48.29	48.09	49.02	47.54	47.98	47.89	47.93	44.00
		13	44.47	47.83	47.63	46.95	16.76	47.26	47.10	46,92	47.29
		10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	Al Che
		5	42.70	44.44	44.12	43.94	42.13	43.52	43.22	41.79	49.47





AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 1 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON COMPOSITE ACHIEVEMENT

GRADE 4

		•	VARIABLES	ASSUMED TO I	NFLUENCE ACHI	EVERSNY			AUMIEVEMENT		
. .	- 4		SES	ATT	ITUDES AND ASPIR	RATIONS			BASIC SKILLS		
DE	4		SOCIO- ECONOMIC STATUS	MPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE YOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEMEMENT
		95	56.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
		90	ss ^s ų	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
		85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
		80	52.46	51.84	51.84	52.82	5/.36	53.58	53,63	53.68	53,54
		75	51.60	51.49	9XQ(2	56,42	/52.78	53.00	53.02	53.03	52.96
		70	50.88	3344	51.04	52.03	52.20	52.48	52.51	52.44	52.41
		65	50.22	50084	50,69	51.66	51.69	51.99	52.02	51.96	51.93
	NOI	60	49.66	0.53	50.40	51.32	51.25	51.54	51.54	51.51	51.50
	PERCENTILE DISTRIBUTION	55	49.17	50.23	50.11	50.97	50.80	51.13	51.08	51.06	51.09
	DIST	50	48.68	49.95	49.63	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	50.36	50.77	50.64	50.63	50.69
	ווינ	45	48.32	49.66	63826	Solves	49.97	50.32	50.21	50.20	50.30
	CENT	40	47.96	49.34	49.28	19082	-157. 55	49.87	19780	49026	49,86
	PER	35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	49.41
		30	47.13	48.59	48.65	48.56	48.49	48.72	48.81	48.55	48.91
		25	เษาร	48.18	48.33	48.39	47.91	48.11	48.14	47.91	48.24
į		20	46.31	47.73	47.95	47.81	17.18	47.32	47.30	47.10	47.39
		15	45.84	47.24	47.50	47.00	46.28	46C28	46.50	46.14	46.32
		10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
		5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40

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u	Π.	M	υ		•

			VARIAGLES	ASSUMED TO I	HFLUENCE ACHI	EVCIIENT			ACRIEVERENT		
_	. –		SES	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS		
) <u> </u>	7		SOCIO- ECCNOMIC STATUS	A IMPORTANCE OF SCHOOL ACNIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD \$CHOOL	YOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		לצ	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	53.45
		90	53.70	52.45	52.28	54.57	57.71	53.82	54.23	54.65	54,07
		85	52.26	51.92	ه∴بر	53.90	3.06	53.16	53.48	53764	53.30
		80	51.18	s/Ay	51.35	53.38	/52.52	52.65	52.99	52.97	52.76
		75	50.38	1.21	51.04	52.95	52.11	52.22	52.47	52.45	52.28
		70	49974	\ \shaper \ \	50.73	52.58	51.70	51.79	52.03	52.02	51.09
		65	19.23	50.47	50.46	52.24	51.23	51.48	51.64	51.63	51.55
	ğ	60	48.64	50.41	Zeaso	51.81	50.91	51.16	51.19	51.31	51.22
	1601	55	48.16	300	1900	51.35	50.57	50.79	50.86	50.92	50.89
	DISTRIBUTION	20	47.79	49.92	1 15.00	1.02	you	50.41	50,49	50.52	50.53
		45	47.37	49.68	49.53	, 3λ ₂ /2	49.85	50.05	50.09	50.14	50,16
ı	PERCENTILE	40	46.74	49.45	49.30	50.30	49.51	49.71	• 49.70	49:19	49.83
ı	PER	35	16.gh	49.21	49.03	7.4	49.18	49.34	49.34	49.42	49.46
ı		30	45.97	48.93	48.76	1,396	48.76	48.98	48.89	49.03	49.08
ı		25	45.49	48.43	48.46	48.86	49.28	48.57	48.45	48.54	48.65
ľ		20	45.00	44.29	48.09	48.02	47.54	47.96	47.89	47.93	48.02
		15	44.47	47.83	47.63	0.95	46.76	47.26	47.10	44.92	47.19
		10	43.82	47.21	47.24	د کړو:	45.31	45.87	45.78	45.03	45.69
Į		5	42.70	46.46	46.13	63.64	42.13	43.52	45.22	41.79	43.07





AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 2 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON COMPOSITE ACHIEVEMENT

		ſ	VARIABLES	ASSUMED TO I	NFLUENCE ACHI	EVEMENT			ACHIEVEMENT		
		ľ	SES	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS		
GRADI	Ξ 4		SOCIO- ECONOMIC STATUS	IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56;37
		90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
		25	53.76	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
		80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	53.54
		75	51.60	51.49	51.42	52.42	₹.78	\$3,00	53.02	53,03	52.96
		70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	52.41
		65	50.22	50.84	50,09	51.66	51.69	51.99	52.02	51.96	51.93
	₹	60	49.66	50.53	50.40	51.32	51.25	51.54	51.54	51.51	51.50
	DISTRIBUTION	55	49.17	\$0.23	50.11	SQUET	50.80	51.13	51.08	51.06	31.09
	NST.	50	48.68	9.95	49,83	50.61	50.36	50.77	50.64	50.63	50.69
	וננו	45	48.32	49	49.56	50.25	49.97	50.32	50.21	50.20	50.30
	PERCENTILE	40	47.96	19.35	49.28	ARK	49.55	49.07	49080	490776	-4e C 06
	PER	35	47.57	1901	40,92	49.43	49.05	49.36	49.30	49.21	49.41
		30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.55	40.91
		25	46.75	48.18	48.33	48.39	47.91	48.11	48024	47.91	- CARDEA
		20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	.47.39
		15	45,484	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
		10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
		5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40

		•	VARIABL ES	ASSUMED TO I	NFLUENCE ACHI	EVENENT			ACHIEVERENT		
	. 7	Į	SES	ATT	ITUDES AND ASPIR	RATIONS			BASIC SKILLS		
GRADE			SOCIO- ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	8 SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		75	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	20.00
		90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	\$4.07
ł		85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	33.30
1		80	51.18	51.54	51.35	53.38	52,52	52.65	52.99	52:37	3200
		75	50 .70 8	51.21	51.04	52.95	52.11	52.22	52747	52.45	\$3.30 \$1.00
Į.		70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	\$1.00
		65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	31.55
	TION	60	48.64	50.41	50.20	51001	50.91	51.16	51.19	51.31	51.22
	DISTRIBUTION	55	48.18	50.16	/9.98	51.35	50.57	50.79	50.86	50.92	· 30.00
	20	50	47.79	ا المحود	49.76	51.02	50.24	50.41	50.49	50.52	39.53
	7.5	45	الهجر	14.9X	49.53	50.72	49.85	50.05	1001	50.14	÷ 35.24
	PERCENTIL	40	46.96	49745	2996	50.30	49.51	49.71	49.70	49.79	49.63
	2	35	44.43	12:21	2.03	22.36	49.18	49.34	49.34	49.42	ţ-s, 40.46
		30	45.97	48.93	48.74	49.45	48.76	48.98	48.89	49.03	40.06
		25	45.49	48.63	48.46	48.86	44.28	48.57	48.45	48.56	48.43
		20	45.00	48.29	48.09	48.02	4.50	47.98	47.89	47.93	40.02
		น	44.47	47.83	47.63	46.95	46.76	47920	42010	44.92	579L9
		10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.40
		5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07



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AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 3 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON COMPOSITE ACHIEVEMENT

		ſ	VARIABLES	ASSUMED TO I	NFLUENCE ACHI	EVENENT			ACHIEVEMENT		
		ı	SES	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS		
GRADE	: 4		SOCIO- ECONOMIC STATUS	MPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BATIC SKILLS COMPOSITE ACHIEVEMENT
		95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
		90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
		85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
		60	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	53.54
		75	\$1.60	51.49	51.42	52.42	52.78	53,00	53.02	53.03	52.96
	1	70	50 ? €8	51.16	51.04	52.03	32A20	52.48	52951	52.44	52.41
		65	50.22	50.84	50.69	51,56	51.69	51.99	52.02	51.96	51.93
	70 F	60	47.66	50.53	50.40		51.25	51.54	51.54	51.51	51.50
	DISTRIBUTION	55	49.17	50.23	50,14	50.97	50,B0	51.13	52008	51.06	, 21 .09
	DIST	50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	\$0.63	50.69
	7.E	45	48.32	49.66	49.56	50.25	49.97	59032	30035	50.20	50.30
	PERCENTILE	40	47.96	49.34	49.28	49.87	49835	49.87	49.80	49,76	15.06
	PER	35	47.57	44.97	J6.97	49.43	49.05	49.36	49.30	49.21	49.41
		30	47023	48.52	48.65	48.94	48.49	48.72	48.81	48.55	40.91
		25	46.75	6.18	48.33	48.39	47.91	48.11	48.14	47.91	48.24 "
		20	46.31	17:53	47.95	47.81	47.18	47.32	47.30	47.10	47.39
		15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
		10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
		5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40

			VARIABLES	I OT DEPUZZA	MFLUENCE ACHI	EVEHENT			ACHIEVEMENT		
	. 7		SES	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS	-	
GRADE			SOCIO- ECONOVIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	BASIC SKILLS COMFOSITE ACHIEVEMENT
		Y 5	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	: 33.45
		90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
		85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53964	53.30
		80	51.18	51.54	51.35	53.38	38952	52.65	52.99	52.97	52.76
		75	50.38	51.21	51.04	52.95	52.11	52.22	52.47	52.45	52.28
		70	49.74	50.94	50.73	52,58	51.70	51.79	52.03	52.02	51.09
		65	49.23	50.67	50.46	Spee	51.23	51,48	51.64	51.63	51.55
	TO.	60	48.64	50.41	50.20	/51941	50.91	51.16	245	51.31	3E:22
	PERCENTILE DISTRIBUTION	55	48,18	50.16	49.98	/ 1.33	W.27	50.79	50.86	50.92	30.89
	DST	50	47.79	49.92	49.74	51.02	50.24	50.41	50.49	50.52	50.53
	1	45	47.37	19.48	15.53	50.72	49.85	50.05	50.09	50.14	50.16
	3	40	46.96	49845	49.39	50.30	49.51	49.71	49.70	49.79	49.83
	2	35	46.67	49.21	J4763 /	49.88	49.18	49.34	49.34	49.42	49.44
		30	45.97	yau /	49.76/	49.45	\48.76	48.98	44.89	49,03	49.08
		25	45.49	1993	40.96	48.86	44.20	48,37	19.65	48.56	1000
		20	49000	48.29	48.09	48.02	47.54	47.98	47.89	47.93	48.02
	ĺ	13	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	47.19
	İ	10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.60
		5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07





AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 4 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON COMPOSITE ACHIEVEMENT

		ſ	VARIABLES	ASSUMED TO IN	IFLUENCE ACHIE	VEMENT			ACHIEVEMENT		
		ľ	SES		TUDES AND ASPIR				BASIC SKILLS		BASIC
GRADE	. 4		SOCIO- ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
		53	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
		90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
		85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
		80	52.46	51.84	51.84	52.82	53/536	57 _A 58	53 % 3	53.68	53754
		75	51.60	51.49	51.42	52.42	\$2.78	53.00	52703	53.03	52,94
		70	50468	51.16	51.04	52903	52.20	32.48	52.51	52.44	.52.41
		65	50.22	50.84	50.69	\$1.66	J 51.69	51.99	52.02	51.96	51.93
	3	60	49.66	50.53	50.40	/51.32	51.25	51.54	51.54	51.51	51,50
	DISTRIBUTION	55	49.17	50.23	50.11	50.97	30.80	51.13	51.08	51.06	51.09
	STRI	50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	50.69
		45	48.32	49.66	49,56	50,25	49.97	50.32	50.21	50.20	50.30
	ENTE	40	47.96	9.34	49.28	49.87	49.55	49.87	49.80	49.76	49.86
	PERCENTILE	35	47.57	18897	400/1	49.43	49.05	49.36	49.30	49.21	49.41
	•	30	_	48.59	48.65	48.94	48.49	48.72	48.81	48.55	48.91
	·	25	47.73	48018	48.33	48.39	47.91	48.11	48.14	47.91	48.24
		20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	47.39
		1 1	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
		15	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
		10	44,46	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40

		1	VARIABLES	ASSUMED TO II	FLUENCE ACHIE	VENENT			ACHIEVENENT		
00.00		Ì	SES	ATTI	TUDES AND ASPIR	ATIONS			BASIC SKILLS		BASIC
GRADE	. /		SOCIO- ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
		95	56.67	53.14	53.21	55.48	55.40	35.24	33.28	3€:58	75.U
		50	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
		85	52.26	51.92	51.70	53.90	53.06	53.16	53,48	53.64	53.30
		80	51.18	51.54	51.35	53.38	52.52	52.65	12.99	52097	
t		75	50.38	51.21	51.04	5 3 735	52.11	3200	52.47	52.45	52.26
		70	49.74	50.94	50.73	120	51.70	51.79	52.03	52.02	51.00
		65	49.23	50.67	34.46	57.24	51.23	51.48	51.64	51.63	31.55
	3	60	48.64	50.41	/50.20	/S1.81 \	50.91	51.16	51.19	51.31	51.22
) TUS	55	48.18	50.1é	49.98	// 51.35 \	50.57	50.79	50.86	50.92	53.80
	DISTRIBUTION	50	47.79	4534	49.76	51.02	50.24	50.41	50.49	50,52	50.53
		45	47.37	19.00 X	49.53	50.72	49.65	50.05	10.01	50.14	20.16
	PERCENTILE	.0	46.96	Z.,,,X	49.30	50.30	49.51	49.71	49.70	49.79	49.83
		135	46.47	92.21	49.04	49.88	A .10	405	49.34	49.42	49.44
	•	30	45.92	44.93	49.76	49.45	40.76	48.98	48.89	49.03	49.00
		25	45.49	44.63	49.44	48.86	48.28	48.57	48.45	48.56	48.65
		20	45700	44.29	\ 4 .\$	48.02	47.54	47.98	47.89	47.93	49.62
		15	44.47	47.83	47.63	40.95	46.76	47.26	47.10	40.92	47.19
			43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.60
		10	42.70	46.46	66.12	43.94	42.13	43.52	43.22	61.79	43.67



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CHAPTER V

PRESENTATION OF THE EDUCATIONAL DISTRIBUTION TABLES BASED ON SOCIOECONOMIC STATUS SCORES

It is the purpose of this chapter to present state-wide and regional educational distribution tables which are based on district level or school level socioeconomic status scores. These tables indicate the answers to the second set of questions (2a, 2b) listed in the introduction to this report. The initial section of the chapter presents district level tables for the state as a whole and for each geographic region. The final section of this chapter presents, school level tables for the state as a whole and for each geographic region. It should be noted that written summaries are provided for all state-wide tables. All regional tables are provided for the interested reader without written summaries.

Tables Using District Level Data

This section presents educational distribution tables intended to answer the question "Do school districts that score in the upper (or middle, or lower) third of a ranking of Michigan's districts on socio-economic status also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, district level tables. Written summaries of the fourth and seventh grade tables are provided for the

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reader's convenience.

Fourth Grade Summary

The fourth grade socioeconomic status table indicates: (1) Those districts that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures except attitude toward school and average years teaching experience. On these measures, the districts in the upper third scored below the districts in the middle and lower thirds. (2) Those districts that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on the other measures except pupil/teacher ratio and English expression on which they scored below the districts in the lower third. Also, the districts in the middle third scored at the same level as those districts in the lower third on reading and composite achievement. (3) Those districts that scored in the lower third on socioeconomic status scored on the average lowest on the other measures except attitude toward school and average years teaching experience on which they scored above the districts in the upper and middle thirds. Also, on pupil/teacher ratio and English expression, they scored above the districts in the middle third and at the same level as districts in the middle third on reading and composite achievement.

Seventh Grade Summary

The seventh grade socioeconomic status table indicates: (1) Those districts that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures except average years teaching experience. On this measure, they scored below those districts in the middle and lower thirds. (2) Those districts



that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on the other measures except importance of school achievement, pupil/teacher ratio, and mathematics, on which they scored below the districts in the middle and lower thirds.

(3) Those districts that scored in the lower third on socioeconomic status scored on the average lowest on the other measures except importance of school achievement, pupil/teacher ratio, and mathematics, on which they scored above those districts in the middle third. Also, the districts in the lower third scored above the districts in the upper and middle thirds on average years teaching experience.

Regional Tables

This section presents the regional, district level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previously explained state-wide tables.

Tables Using School Level Data

This section presents educational distribution tables intended to answer the question "Do schools that score in the upper (or middle, or lower) third of a ranking of Michigan schools on socioeconomic status also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, school level tables. Written summaries of the fourth and seventh grade tables are provided for the reader's convenience.

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Fourth Grade Summary

The fourth grade socioeconomic status table indicates: (1) Those schools that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures.

(2) Those schools that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on all other measures except attitude toward school on which they scored at the same level as the lower third. (3) Those schools that scored in the lower third on socioeconomic status scored on the average lowest on all other measures except attitude toward school on which they scored at the same level as the middle third.

Seventh Grade Summary

The seventh grade socioeconomic status table indicates: (1) Those schools that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures except attitude toward school. On this measure, schools in the upper third scored below the middle and lower thirds. (2) Those schools that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on all other measures except importance of school achievement on which they scored below the lower third. (3) Those schools that scored in the lower third on socioeconomic status scored on the average lowest on the other educational assessment measures except importance of school achievement and attitude toward school. These schools were above the middle third on importance of school achievement, and they were above the upper and middle third on attitude toward school.

Regional Tables

This section presents the regional, school level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previously explained state-wide tables.

 $\mathcal{P}_{\mathcal{A}}$



AVERAGE SCORES ON ASSESSMENT MEASURES FOR MICHIGAN CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



	ŀ	ses	ATTI	TUDES AND ASPIRA	ATIONS		SCHOOL HUMA	M RESOURCES	eranami e ar agrana a nt de e e
4		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACMERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
_	75	34.00	52.06	52.92	54.47	19.25	14.35	37.45	\$927 9
ı		52 _A 18	51.49	51.84	53.55	20.69	13.41	32.98	9493
	25	51.2	51.11	51.29	52.97	21.35	12.68	29.23	9179
	80	50.45	50.75	50-88	65	21.84	12.11	26.03	8949
	75	49.87	50.42	50.60	\$2.40	22.23	11.60	24.12	8760
	70	49.36	50.13	بهمور	52.11	22.82	11.26	24.44	- 1/2
TION	65	48.94	9.89	50.16	51.77	23.21	به?مر	20.42	5537
M II	60	48.59	49266	49.97	\$1.57	23.55	10.47	18.90	8425
PERCENTILE DISTRIBUTION	55	48.30	49.45	49.78	51008	13.00	19.03	17.80	8322
TILE	50	48203	49.25	49.55	Xize's >	24.27	9.70	16.69	221
ACEN CEN	45	47.76	68-00	49.30	502007	24.55	9.34	15.60	8121
4	140	47.46	48.76	49.08	50.60	24.89	• •	14.52	£020
	35	47.16	48044	49.95	50.36	25.29	8.64	13.42	7910
	35	46.87	8.14	48.60	50.10	25.73	8.27	12.22	7799
	25	46.53	47.86	48.32	49.84	26.16	7.90	11.03	380
	20	46.14	47.49	48.02	49.44	26.60	7.53	9.34	7555
	15	45.79	47.00	47.72	48.94	27.08	7.01	7.22	7350
	10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
	5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

VARIABLES ASSURED TO INFLUENCE

GRADE 7

							YAMABL	ES ASSUMED TO	INFLUENCE
_		SES	ATT	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	8 SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	95	34.74	52.62	52.71	55.87	19.33	14.18	37.57	\$9887
	93	52 ₂ 24	51.69	51.81	54.89	20.68	13.26	33.32	9508
	٤3	51.1	51.29	51.30	54.35	21.38	12.54	29.55	9201
	80	50.31	50.95	50.91	53.88	21.87	12.02	26.39	8975
	75	49.58	50.65	59.60	53.48	22.36	11.50	24.34	8775
	70	49.04	50.39	50,35	53.14	22.85	11.15	/22.71	8666
PERCENTILE DISTRIBUTION	63	48.53	\$0.14	50.12	52.83	23.23	10.79	20.77	8556
2 2 2 2	63	48,11	1980	49.89	52.55	23.55	10.43	19.11	8447
Sio	55	47.78	49.69	49.68	52.28	23300	10005	18.01	8343
Ž.	50	1200	49,49	49.48	51.93	7.21	9.67	16:91	8245
RCE	45	17.00	4.28	(^.28	94 ⁰ 52	24.53	3.31	15.84	2145
[]	40	44.89	X1206	19.02	51.22	24086	4.5	14.79	2047
Ī	35	W-22	48.83	48.74	50.87	25.25	8.62	13.74	7942
	30	45.87	48.56	48.50	50069	25.68	8.25	12.59	7830
1	25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
	20	44.99	47.87	47.80	49.66	26.55	7.51	10.06	7806
	15	44552	47.46	47.40	49.25	26.98	7.00	8.03	7411
	10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
	5	42.85	46.15	45.75	46.70	29.13	5.69	1.28	6432

ERIC

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DISTRICTS LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEMENT					ACHIEVEMENT					
	SCH001	FINANCIAL RESO	urces			_	BASIC SKILLS		BASIC	
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENJE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT	
\$27144	\$650	\$403	\$595	\$790	55.00	33.22	55.79	55.70	35.18	
21643	511	386	539	732	53.84	54.23	54.48	34.34	34.19	
19113	445	371	510	690	53.22	53.62	53.70	53.58	53.53	
17494	407	360	489	655	52.72	53.10	53.23	52.96	52.99	
16158	379	349	4/1	632	52.23	52.57	52.70	52.48	52.56	
15053	1:3	339	786	6 11	37200	52.20	32.28	32.08	16 16	
14150	332	330	440	599	51.56	51.92	51.789	51.72	51.80	
№	315	320	431	587	51.24	51.66	31.54	51.46	51.53	
14-18	200		(4)	- 340	50.89	51.44	51.20	51.20	51.26	
11895	285	302	414	34	50.59	51.20	50.82	50.93	50.95	
11371	270	Ly.	405) SM	50.34	50.89	2000	50.60	50.65	
10848	257	285	797	344	1		50.20	3002+	100 6	
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06	
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77	
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38	
8542	. 200	256	368	505	48.46	49.03	48.91	48.39	48.94	
7869	185	242	360	495	48.02	48.46	48.43	47.82	48.41	
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63	
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41	

ACRIEVEREN							ACHIEVEMENT		
	SCHOO	L FINANCIAL REX	DURCES				BASIC SAILLS		A. 410
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUS PER PUPIL	STATE SCHOOL AID PER PUPIL	R-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	HATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
\$27050	\$631	\$403	\$597	\$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	32.69
16135	هند ا	349	1 73	-3-	31991	52.10	52.25	52.59	52.18
150538	355	339	458	613	51.51	11.72	31.93	52213	5 22 85
14177	324	329	443	600	51.12	51.48	51 7. 57	51.74	51.54
A STOOL	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	381)11 \	425	522	50.53	50.90	50.92	51.16	50. 9 8
17925	286	302	416	566	50.25	50.58	50.62	50.84	50.70
11402	272	293	407	*	12000	30.27	50,28	3080	2000
10976	258	2 ₹	209	546	49.72	96.96	49.92	50.09	50.09
10350	245	278	3920	536	49.45	49.67	49.61	49.77	49.80
9924	231	271	385	527	49918	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	125	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	139	199	314	440	46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 1** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
4	,	SOCIO ECCNOMIC STATUS	L IMPORTANCE OP SCHOOL ACHIEVEMENT	SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	45	N.00	52.06	52.52	54.47	19.25	14.35	37.45	\$9874
	150	52.18	51.49	51.84	53.55	20.60	13.41	32.98	<u> </u>
	85	51.28	37841	51.09	52.97	21.35	12.68	2/.21	The .
	روا	30045	50.75	50.84	52.65	21.84	12.11	اسبعوا	8949
	75	49.87	THE STATE OF THE S	30.60	52.40	22.33	11.60	7.12	8760
	7%	49.36	52.13	, chark	52.11	23062	11.20	1 /2.44	8649
DISTRIBUTION	:5	48.94	49.89	50.16	51.77	/ 5.2\	10.84	20.42	8537
3	500	48.59	49.66	49.97	\$1.57	23.55	10.47	18.90	8425
PIST	33	44.30	49.45	Je.78 \	51.38	23.88	10.09	17.80	8322
PERCENTILE	30	44.07	49.25	49.53	\\\\ 51.15 \	24.22	9.7	16.69	8221
N S S	45	47.76	49.00	49.30	0.87	24.55	9:34	15.60	8121
Z	46	47.46	48.76	49.08	390	21 39	8.99//	14.52	8620
	33	47.16	48.44	48.85	300	25.29	8.64	13.42	7910
	1.,	46.87	48.14	48.60	50.10	25.73	8.47	12.22	7799
	23	46.53	47.86	48.32	49.84	26.16	2/94	11.03	7657
	25	46.14	47.49	48.02	49.44	26.60	26.7 7.53	9.34	7555
	15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
	10	45.25	46.25	47.25	48.43	29.13	6.46	4.65	7062
	5	44.41	45.28	46.24	47.41	29.45	3.66	0.57	6231

VARIABLES ASSUVED TO INFLUENCE

GRADE 7

								VARIABI	LES ASSUMED TO	INFLUENCE
_	. –		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
) ב י	. 7		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER Salary
		95	y.u	52.62	52.71	55.87	19.33	14.18	37.57	\$9887
		90	52.24	51.69	51. 11	54.89	20.68	13.26	33.32	868
		85	31412	51.29	51.30	54.35	21.38	12.54	29:55	120
		£3	50.3	30.90	50.91	53.88	21.87	12.02	7039	8975
		75	49.50	50.65	50.60	53.48	22 _A 36	11.50	24.34	8775
	2	70	49.04	50.39	50035	53.14	24.8	11.15	/ 2.71	8666
	PERCENTILE DISTAIBUTION	65	48.53	50.14	50.10	52.83	/23.23	10.79	// /20.77	8556
	STRII	60	48.11	V9.91	49.89	52.55	23.55	10.43	// 19.11	8447
	0 #	55	47.78	49.69	12.68	52.28	23.88	10.05	18.01	8343
	INTIL	50	4768	49.49	49.4	51.93	29021	9.57/	16.91	8245
į		45	47.08	49.28	49.28	51.57	24.53		15.84	8146
	•	40	46.69	49.06	49.02	51.22	24.86	8.96	14.79	8047
		35	46.22	48.83	48.74	0.87	25.25	8.62	13.74	7942
i		30	45.87	48.5 6	48.50	3 34	25.68	3.25	12.59	7830
		25	45.43	48.25	48.26	√0 /09	26.11		11.42	7718
		20	44.99	47.87	47.80	49/60	26.55	7.51	10.06	7606
		15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
1		10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
		5	42.86	46.15	45.75	46.70	29.13	5.69	1.28	6432

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DISTRICTS LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVELENT							ACMIEVEMENT		
	SCHCO	L FINANCIAL RESS	OURCES				BASIC SKILLS		BANC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUFIL	STATE SCHOOL AID PER PUPIL	K-13 INSTRUCTIONAL EXFEMSE PER PUPIL	TOTAL CUPRENT OPERATING EXPENDITURE PER PUPIL	YOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27144	\$650	\$403	\$595	\$790	55.00	55.22	55.79	55.70	55-10
21643	3 4	396	<u> </u>	732	يعود	54.23	54.48	54.34	34.19
1412		371	140	6.80	53.22	53.62	53,70	53.58	55. 53
232	·0-}\	360	489	659	52.72	53.10	53.23	52.96	52.99
16159	379	349	471	632	52.23	52.57	52.70	52.48	52.56
15045	A	339	456	611	51.88	52.20	52.28	52.08	2.16
24.150	332	330		599	31.56	51.92	51.89	51.72	51.80
1)	315	320	431	587	51.24	51.66	51.54	51.46	51.53
12418	360		422	575	50.89	51.44	51.20	51.20	51.26
11895	285	362	414	544	\$0.59	51.20	50.82	50.93	50.95
11371	2~9	294	405	554	المحكود	50.89	50.50	50.60	50.65
10845	257	285//	397	544	50.04	50.53	50.20	50.17	29,34
10325	243	\ \ \ \ \	389	534	49.73	9011	49.91	49.82	50.26
9802	230	277	392	524	49.36	49.85	49.62	49.43	49.77
9215	215	63	375	514	4.89	49.48	49.30	48.95	49 38
8542	290	256	365	505	44.46	49.03	48.91	50000	48.94
7869	185	242	360	495	48.02	48046	48.43	47.82	46/1
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	135	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVERENT					İ		ACHIEVERENT		
	SCH00	L FINANCIAL RES	DURCES				BASIC SKILLS		
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BAS SKIIL COMPI ACPITEN
\$27050	\$631	\$403	\$597	\$78t	54.82	54.75	55.05	55.86	55.0
21403	530	386	<i>b</i> 43	732	53.46	53.71	53.98	34.40	53.9
18328	-81	371	1 / 12 / 12	68	52.75	53610	33207	53.65	-530
17429	40)/	360	///91	555	52.26	52.53	52.88	53.06	52.6
16135	330	349	473	634	51.91	52.10	52.25	52.59	52.1
15053	- PA	339	458	613	\$1,51	51.72	51.93	52.13	51.8
14177	334	329	443	600	51.12	51.48	51.57	51.74	51.5
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.2
12454	301	311 //	425	577	50.53	50.90	50002	51.16	30.9
11928	286	\\\ \ \\\\	416	366	50.25	20.58	50.62	50.84	
11402	272	293//	407	\$56	42.98	50.27	50.28	50.46	50.4
10876	258	\ \}	399	546	49.72	49.96	49.92	50.09	50.0
10350	245	278	392	536	49.45	49.67	49.61	49.77	49.8
9824	231	271/	385	527	49.18	49,41	49.34	49.50	49.5
9242	216	**	378	518	8.87	49.14	49.00	49.24	49.2
8569	251	257	370	508	4.50	48.85	48.62	48.89	48.9
7896	156	244	365	499	47/95	48.51	48.25	48.43	48.5
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.8
6549	138	199	314	460	46.19	46.57	46.50	46.55	46.8

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 2** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



	ı	181	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	N RESOURCES	
4		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL TEACHER RATIO	AVERAGE TEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	95	\$4.00	52.06	52.92	54.47	19.25	14.35	37.45	\$9879
1	ر .	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
	85	51. 3 p	51.11	51.29	52.97	21.35	12.68	29.23	9179
	ŧ0	30.43	50.75	50.88	52.65	21.84	12.11	26.03	8949
	75	19.87	50.42	50.60	52.40	22.33	11.60	24.12	8760
	,,	49.36	50.13	50.37	52.11	22.82	11.20	22.44	8649
5	65	48.94	49.89	50.16	51.77	23.21	10.84	20.62	8537
E	65	48.59	49.66	18th	51.57	23.55	10.47	18.90	8425
50	۶۶	44.30	9.45	49.78	51.38	23.88	10.09	17.80	8322
PERCENTILE DISTRIBUTION	50	4800)	1925	49,55	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	21.23	322	16.69	-
NC NC	٠.;	47.76	1000	49.30	50.55	24,33	9.34	15.60	8121
	40	47.46	48.76	49.08	50.60	24.89	0.99	14.52	8020
	35	47.16	48.44	48.85	50.36	25.29	8.64	13.42	7910
	30	46.87	8.16	48.60	50.10	25.73	8.27	1222	
	25	44.53	47.86	48.32	49.84	26.16	7.90	11.03	7687
	20	46.14	47.49	48.02	49.44	26.60	7.53	9.34	7555
	15	43.70	47.00	47.72	49.94	27.08	7.01	7.22	7350
	10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
	5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

VAMIABLES ASSURED TO INFLUENCE

GRADE 7

	1						VARIAS	LES ASSURED T	D INFLUENCE
		SES	ATTI	TUDES AND ASPIR	A TIONS		SCHOOL HUMA	N RESOURCES	
. 7		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE TEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	95	34.74	52.62	52.71	55.87	19.33	14.18	37.57	\$9887
	90	32.24	51.69	51.81	54.89	20.68	13.26	33.32	9508
	25	33425	51.29	51.30	54.35	21.38	12.54	29.55	9201
	80	10.00	50.95	50.91	53.88	21.87	12.02	26.39	8975
	75	49.58	50.65	50.60	53.48	22.36	11.50	24.34	8775
£	70	49.04	50.39	50.35	53.14	22.85	11.15	22,71	8666
e Tio	65	48.53	50.14	50,12	52.83	23.23	10.79	70.11	8556
T.	60	48.11	9.91	49.8	57.35	23.55	10.43	19.11	843
PERCENTILE DISTRIBUTION	55	47.78	موروه	49.68	52.28	23.88	10.05	18.01	8343
Ĭ.	50	1.50	49.49	49.48	51.93	76.23	19 m	16.91	8245
E S	45	47.00	28	49.28	31.37	24.53	9.31	15.84	8146
•	40	46.69	49.06	1900.0	31.22	24066	8.96	14.79	8047
	35	46.22	19000	48.74	507.87	25.25	8.62	13.74	7942
	30	45.87	48.56	48.50	50.49	25.68	8.25	12.59	2030
	25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
	20	والم	47.87	47.80	49.66	26.55	7.51	10.06	7606
	15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
	10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
	5	42.86	46.15	45.75	46.70	29.12	5.69	1.28	6432

DISTRICTS LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEDENT					ACHIEVENENT					
	SCH00	L FINAPICIAL RES	DURCES				BASIC SKILLS		BASIC	
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTION AL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT	
\$27144	\$650	\$403	\$595	\$790	55.00	55.22	55.79	55.70	55.18	
21643	311	386	539	732	53.84	54.23	54.48	54.34	54.19	
19113	445	371	510	680	53.22	53.62	53.70	53.58	53.53	
17494	407	360	489	655	52.72	53.10	53.23	52.96	52.99	
16158	379	349	471	632	52.23	52.57	52.70	52.48	52.56	
15045	355	339	456	611	51.88	52.20	52.28	52.08	52.16	
14150	33%	330 O	440	599	31.36	81,92	51.89	51.72	51.80	
13255	315	520	431	- W	51.24	51.66	312654	51.46	51.53	
12 Page	300	/ 光 /	422	575	50.89	51.44	51.20	51.20	51.26	
11895	245	302	414	564	50.59	51.20	50.82	50.92	50.95	
11371	270	294	405	384	50.34	50.89	50.50	50.60	50.65	
No. Control	257	285	197	544	50.04	50.53	50,20	50.17	50.36	
10325	***	278	3 99	524	19073	-1081	17/21	47.62		
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77	
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38	
8542	200	256	368	505	48.46	45.03	48.91	48.39	48.94	
7869	162	242	360	495	48.02	48.46	48.45	47.82	48.41	
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63	
6522	126	197	287	447	46.36	46.15	45.96	46.08	46.41	

ACRIEVEGEN1							ACMIEVEMENT		
	SCHOO	L FINANCIAL RES	DURCES				BASIC SKILLS		
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AIO PER PUPIL	K-12 INSTRUCTION AL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
\$27050	\$631	\$403	\$597	\$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	380	349	473	634	51.91	52.10	52.25	52.59	52.18
15051	<u>35</u> 6	339 Q	458	613	51951	51.72	51.93	52.13	51.85
14177	334	J 23	443	000	51.12	51948	51.57	51.74	11254
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	301		425	577	50.53	50.90	50.92	51.16	50.98
11928	266	302	178	56r	50.25	50.58	50.62	59.84	50.70
11402	272	293	407	**	49.98	50.27	50.28	50.46	50.40
10876	258	***	399	546	19023	49.96	49,92	30.03	50.09
10350	243	278	392	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	85	527	49.18	49.41	49.34	1930	49.51
9242	216	264	378	518	4087	49914	49900	49.24	19023
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.75	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	153	199	314	460	. 46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 3** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	H RESOURCES	
<u> </u>		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTEPS DEGREES	AVERAGE TEACHER SALARY
	95	34.00	52.06	52.92	54.47	19.25	14.35	37.45	\$9879
	55	52.15	51.49	51.84	53.55	20.60	13.41	32.98	9493
	65	51.28	51.11	51.29	52.97	21.35	12.68	29.23	9179
	έð	30.43	50.75	50.88	52.65	21.84	12.11	26.03	8949
	75	49,87	50.42	50.60	52.40	22.33	11,60	24.12	8760
١.	70	49.36	50.13	50.37	52.11	22.82		22.44	8649
PERCENTILE DISTRIBUTION	55	48.54	49.89	50.16	53007	23.21	1944	20.42	8537
	60	48.59	49.66	49.97	\$1.17	23.55	10.4	18.90	9423/
80	55	48.30	49.45	49.78	51.38	23485	10.09	Vien.	8322
	50	49.03	49.25	49.55	51.15	24.22	9.70	16.69	8221
I DE	45	47.76	49.00	49.30	50.87	24.55	9.34	15.60	8121
	:0	47.46	48.76	49.09	50.60	22	8.99	14.52	8020
	35	4704	4.9	18.83	50.36	25.29	8.64	13.42	7910
	30	46.87	The state of the s	48.60	50.10	25.73	8.27	2.22	7799
Í	25	46.53	47.85	48.32	49.84	26.16	7.90	1 .03	?687
	20	46.14	47.49	48.02	49.44	26.60	7.53	9032	73
	15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
	12	45.23	46.23	47.25	48.43	28.13	6.46	4.65	7062
	5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

GRADE 7

								AVMYR	FER WARRED I	O INFLUENCE
_	_		SES	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	M RESOURCES	
٤ -	7		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUOE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
		95	54.74	52.62	52.71	55.87	19.33	14.18	37.57	\$9887
1		90	32.24	51.69	51.81	54.89	20.68	13.26	33.32	9508
ł		85	31.15	51.29	51.30	54.35	21.38	12.54	29.55	9201
ł	STRIBUTION	50	50.31	50.95	50.91	53.88	21.87	12.02	26.39	8975
ł		75	49458	50.65	50.60	53.48	22.36	11.50	24.34	8775
I		70	49.0	50.39	50.35	5 5 °34	22.85	1 4	22.71	8666
ı	UTIO	65	48.53	50.14	50.12	52.83	23.23	20.7	20.77	8556
ı	FILE DISTRIBUTION	60	48.11	49.91	49.89	52.55	ps.ss	10.43	19.11	8447
ı		55	47.78	49.69	49.68	52,28	23.88	10.05	18.01	8343 /
I	PERCENTILE	50	47.44	49.49	19:00	√1.93 ✓	7.27	9.67	16,91	8245
ł	E NC	45	47.06	49.28	49.28	×12.54	24.53	9.31	15.84	ayes /
ı	•	40	46.69	49.06	49.02/	51.22	24.86	8.96	14.79	8047
Ī		35	46.22	was .	18019	50.87	25.25	8.62	\\13.74	7947
ı		20	45.87	48.56	49.50	50.49	25.00	8.25	2.59	7830
ı	ļ	25	45.43	49.25	48.26	50.09	26.11	7.88	traz	7718
I		20	44.99	47.87	47.80	49.66	26.55	7.51	10,06	7 60 5/
ı		15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	743/1
ı	ļ	10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
L		5	4.2786	46.15	45.75	46.70	29.13	5.69	1.28	6432

DISTRICTS LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVENENT	•						ACHIEVENSHT		
<u> </u>	SC H001	L FINANCIAL RES	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CUPPENT CPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27144	\$650	\$403	\$595	\$790	55.00	55.22	55.79	55.70	55.18
21643	511	326	539	732	53.84	54.23	54.48	34.34	54.19
19113	445	371	510	680	53.22	53.62	53.70	53.58	53.53
17,004	407	360	489	655	52.72	53.10	53.23	52. 96	52.99
16158	379	349	471	632	52.23	52:37	52.70	- 522A8	57 2 856
	333	339	456	611	51.88	52.20	52.28	52.08	52.16
150	333	330	440	599	51.56	51.92	51.89	51.72	51.80
//2255		320	431	387	51.24	51.66	51.54	51.46	51.53
//12418	for a	311	22	575	50.89	51.44	51.20	51.20	51.26
11895	285	**	414		50.59	51.20	30.02	20.53	30.05
11371	270	164	405	554	50.34	300	50.50	50.60	50.65
10848	257	215	397	J.	50.04	سننهنس	50.20	50.17	50.36
10325	243	78	389	534	49.73	50.17	49.91	Mass.	50.06
9502	230	270	382	524	49.36	49.85	49.62	49.43	49.77
9215	215	263	125	514	48.89	49.48	49.30	48.93	49.38
854.2	200	256	368	505	48.46	49.03	48.91	48.39	48.94
7869	185	242	360	495	48.02	48.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVEMENT	•						ACHIEVERENT		
	SCH001	L FINANCIAL RESC	URCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27050	\$631	\$403	\$597	\$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
19928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	330	349	473	634	51.91	52.10	52.25	52.59	52.18
15053	350	339	458	<u> </u>	51251	51.72	51.93	43219	51.85
y The	334	329	443	600	51.12	51.48	51.57	51.74	51.54
13306	315	329	A33	588	50.81	51.23	51.20	51.45	51.25
14.54	301	311	425	577	50.53	50.90	50.92	51.16	50,58
/11928		302	416	566	50.25	50.58	50.62	50.84	50.70
114/ 2	272	7795	407	\$56 O	19.98	50.27	50.28	50,46	50.40
10F 76	258	285	399	546	49.72	96.96	49.92	50.09	30009
16350	245	278	392		49.45	49.67	49.61	49.77	49.80
9824	231	₹ ⁄	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	3	518	48087	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	138	199	314	460	46.19	46.57	46.50	46.55	46.82
				5 3	- 53 -			•	

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 4**CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



						 .		ES MESONIED IC	n
		ses	ATTI	TUDES AND ASPIR	ATIONS		SCHOOL HUMA	RESOURCES	
. 4		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	45	54.00	52.06	52.92	54.47	19.25	14.35	37.45	\$9879
ŀ	90	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
Ì	85	31.28	51.11	51.29	52.97	21.35	72.70	29.23	9179
	٤٥	50,45	50.75	50.88	52.65	21.84	J. P.	26.03	8949
	75	16.00	50.42	50.60	52.40	26.33	/11.60	24.12	8760
İ.	70	ੂ 49. × ∕	50.13	50.37	52.11	22.82	1120	22.44	8649
DISTRIBUTION	65	48.94	49.89	50.16	51.77	21.21	10.84	10.42	8537
i i	60	48.39	30 .66	49.97	3/52/	15.33	10.47	18.9	8425
	55	44.39	19.13	49.78	/5/.38	23.88	10.09	1,360	8322
PERCENTILE	50	48.03	y/25_	No. 12	/51.15	500 J	9.70	16.69	8221
N N	45	47.76	49.00	49.30	1 son	24.55	9.34	\$5.60	8121
[40	47.44	48.76	12.09	50.60	24.89	8.99	13,52	8020
	35	47.36	48.44	48.85	50.36	25.29	8.64	13.42	7910
	30	44,57	4924	48.60	50.10	25.73	8.27	12.22	7
	25	44.33	17.86	48.32	49.84	26.16	7.90	11.03	7687
	20	46.14	47.49	23002	49.44	26. 6 0	7.53	9.34	7555
	15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	yAQ
ļ	10	43.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
	5	4401	45.28	45.24	47.41	29.45	5.68	0.57	6231

GRADE 7

								VAMASI	ES ASSUMED TO	INFLUENCE
	_		SES	ATT.	TUDES AND ASPIR	e TIONS		SCHOOL HUMA	N RESOURCES	
E	7		SOCIO ECOHOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS OEGREES	AVERAGE TEACHER SALARY
ſ		95	34.74	52.62	52.71	55.87	19.33	14.18	37.57	\$9887
		90	52.34	51.69	51.81	54.89	20.68	13.26	33.32	9508
ı	ļ	85	31.13	51.29	51.30	54.35	21.38	2 ² 54	29.55	9201
ı		80	20.31	50.95	50.91	5 \$ 88	21087	12.02	26.39	8975
1		75	49.58	50 ₀ 65	50.60	¥3.48	22.36	y. 50 m	24.34	8775
I	*	70	white "	54.39	50.35	<i>β</i> 3.14	22.85	Yudis	22.71	8666
ı	DISTRIBUTION	65		60.14	50.12	39783	23.23	10.7	80.77	8556
ı	STR	60	wn i	/49.91 \	49.89	52.55	23.55	10.43	19.11	8447
		55	47.78	19,69	49.68	52.28	23.88	10.05	18.01	8343
ı	PERCENTILE	50	47.44	XX	9.48	51.93	24.21	9.67	16.91	8245
ı	PERC	45	47.00	9.28	49.28	51.57	2483	9.31	15.84	8146
ı	_	40	46.69	49.06	49.02	53622	24.86	8.96	14.79	8047
ı		35	46.22	48.83	48.74	50.87	25.25	8.62	19.74	7447
ı	1	30	45.87	48.56	48.50	50.49	25.68	8.25	12759	7830
ı		25	45663.	48.25	48.2	50.09	26.11	7.88	11.42	7718
ı		20	- 44.99	47.87	43.50	49.66	26.55	7.51	10.06	7606
1		15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
I		10	43.90	46.94	46.81	48.19	28.00	. 6.46	5.64	120
L		5	42786	46.15	45.75	46.70	29.13	5.69	1.28	6432
							0.3			

DISTRICTS LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVENENT							ACMEVENENT		
	SCH00	L FINANCIAL REX	DURCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27144	\$650	\$403	\$595	\$790	55.00	55.22	55.79	55.70	55.18
21643	511	386	539	732	53.84	54.23	54.48	54.34	54.19
19113	445	371	510	680	53.22	51.62	53.70	-12.10	
17494	407	360	489	655	52_22		37.27	72.3e	32.39
16158	379		471	樂	2.23	52.57	52.70	52.48	52.56
15045	X	339	456	611	51.88	52.20	52.28	52.08	52.16
14120	112	230	440	529	51.56	51.92	51.85	51.72	51.80
19255	315	38	431	1	51.24	516	A.3	51.46	51.53
2418	300	Jul 1	422	575	70.89	51.44	51.20	51.20	51.26
//11895	285	302		364	sobse	51.89	50.82	30.93	50.95
11371	كمز	294	782	554	50.34	50.89	50.50	3	30.65
10848	257	285	397	344	50.04	50.53	50.20	50.17	50.36
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06
9802	230	270	382	524	49.36	49.85	49.62	45.43	49.77
9215	215	263	375	514	48.89	49.48	49.30	44.95	49.38
8542	200	256	368	505	48.46	49.03	48.91	44.39	48.94
7869	185	242	360	495	48.02	49.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACMIEVENENT	_						ACMEVENENT		
	SCH00	L FINANCIAL RESC	DURCES				BASIC SKILLS		BASIC
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	SKILLS COMPOSITE ACHIEVEMENT
\$27050	\$631	\$403	\$597	\$786	54.82	54.75	55.05	55.86	33.05
21403	503	386	543	732	53,46	53.71	33,50	34140	53772
18928	441	371	512	681	2.75	53.10	13,37		33.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	\$2. 69
16135	380	349	473	6340	51.91	3000	52.25	52.59	52.18
15053	356	339	458	613	38332	35072	51.93	52.13	51.85
19177	334	329	443	600	51.12	51.48	51.57	51.74	51.54
/13300	316	320	(1)	588	50.81	51.23	51.20	51.45	51.25
12 54		W.	425	3/17	50.53	50.90	50.92	51.16	50.98
1928	286	302	416	566	50.25	50.58	50.62	30.84	50.70
11402	277	293	407	556	49.98	50.27	50.28	50.46	50.40
10926	258	285	399	546	49.72	49.96	49.92	50.09	50.09
10350	245	278	30/	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569			370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	138	199	314	066 سے	46.19	46.57	46.50	46.55	46.82



AVERAGE SCORES ON ASSESSMENT MEASURES FOR MICHIGAN SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON SOCIOECONOMIC STATUS

49.07

47.94

47.21

46.34

44.87

49.40

47.39

46.36

44.74

ACMEVERENT

49.32

48.20

46.27

44.79

49.25

46.24

44.84

49.44

48.95

44.31

46.40

45.03

42.48

OD A DE			SES	ATT	ITUDES AND ASPIR	ATIONS			BANC SEILLS		
GRADE	. 4		SOCIO- ECDMO-RC STATUS	MPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READUIG	ENGLISM EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		95	· 30.99	53.32	\$4.03	54.00	57.27	36.47	36.47	36.76	34.40
		₩	36.31	52.66	53.03	53.90	55.21	55.16	55.25	55.31	55.04
l		85	22.04	52.25	52.31	53.23	54.14	54.32	54.30	94.40	54.24
Į		20	22.4	51.84	51.84	52.82	53,40	53.60	53.65	53.70	53.56
		73	N.00	51.49	51.42	32.42	72.81	44.02	13,04		77,70
		76	39.00	51.16	51_04	52.03	52.23	52.51	52.53	52.44	52.44
		65	39.22	50.84	50.63	51.66	51.72	52.03	52.04	51.90	51.93
ĺ	HI3U TION	50	49.66	0.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
	70.2	55	49.17	20423	50.11	\$6.97	50.82	51.16	51.11	51.08	51.11
	DIST	50	-A-	49.95	يصر	33401	50.37	50.7 9	30.66	50.63	50.72
	EMTIL.	45	46.32	16.96	19.56	50.25	49.98	50.35	50.23	50.23	50.32
	¥ 0	40	47.96	49.34	49.28	19.07	-az	49,91	49,82		49,00

48.39

47.81

47.00

46.00

VACABLES ASSURED TO INFLUENCE ACMEVEMENT

47.13

46.73

45.25

48.18

47.24

48.33

47.95

47.56

		1	VATIABLES	ASSUTED TO I	FLUENCE ACH!	TREGERY			ACMEVEZENT		
CDADE	. 7		ses	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS		
GRADE		j	SOCIO- ECONÓMIC STATUS	IMPORTANCE OF SCHOOL ACHIEVEMENT	8 SELF PERCEPTION	C ATTITUDE TOWLED SCHOOL	VOCABULARY	READING	ENGLISM EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACMEVENENT
		45	36.67	53.14	53.21	55.48	55.38	55.23	55.27	34.07	55.45
		9C	33.70	52.45	52.28	54.57	53.90	53.82	\$4.25	54.67	54.08
		85	sr.34	51.92	\$1.70	53.90	53.03	53.17	53.50	53.64	53.30
		83	u.u/	51.54	51.35	53.38	52.50	52.66	53.00	52.96	52.76
		75	99.39	51.21	51.04	52.95	¥.c9	22,27	52.47	52.44	52.27
		70	49.74	50.94	√50. ₹	52.58	/51.69	51.79	52.03	52.01	51.88
	MOITU 60	65	49.23	. 32.67	50.46	52.24	51.23	51.48	51.63	51.63	51.54
	TION	60	40.6 4	50	50.20	51.81	50.90	51.16	51.19	51.31	51.22
	KIBU	55		50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
	DIST	50		49.92	49.76	\ y af.bg /	50.23	50.42	50.50	50.53	50.54
	TIL &	45	4.5	No.	49.53	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	49.86	50,06	50.11	50.16	50.17
	PERCENTILE	40	44.98	49.45	49.30	Jak /	1000	49.72	49.72	49.80	45 [.] 84
	7	35	. wat	49.21	No.	49.88	49.20	49.36	49.37	49.44	49.49
		30	4.0	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11
		25	. 45.49	48.63	48.46	48.86	4.31	48,61	48.48	48761	450 70
		20	49.09	48.29	48.09	48.02	47.58	48.04	47.95	47.98	48.07
		15	" ugi	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
		10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95
		3	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	42.29





AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 1 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON SOCIOECONOMIC STATUS

			VARIABLES	ASSUMED TO 1	FLUENCE ACHI	EVERENT			ACHIEVEREUT		
	- 4		SES	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS		
GRADE	<u>.</u> 4	•	SOCIO- ECO:#04FC STATUS	MPORTANCE GF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE YOWARD SCHOO'.	VOCABULART	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		50	34.99 A	53.32	54.03	54.8	57.27	56.47	56.47	56.76	56.40
		90	35 ₄ 31	52.68	53.03	53.90	55.2;	55.16	55.25	55.31	55.04
		85	n'A	52.25	52.31	53.23	3/76	-1422	34.30	54.48	54.24
		es.	32.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
		7:	51.00	51.49	51.N	52.42	52.81	\$3.02	53.04	53.06	52.98
		70	30.86	41.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
	_	53	39.32		50.69	51.66	51.72	52.03	52.04	51.98	51.95
	101	53	49.46	50.53	50.40	V q.y y	51.27	51.57	51.56	51.53	51.52
	DISTRIRUTION	35	44.27	50.23	×5.5x	50.97	50.82	51.16	51.11	51.08	51.11
	I DIS	50	4.0	49.95	9.83	50.61	70,00	50.79	50,66	50.65	50.72
	TIL	45	44	49.66	45.54	50.25	47.98	50.35	50.23	50.23	14032
	ERCENTIL	40	4700 . ,	49.34	49.28	49.67	49.57	49.91	49.82	49.78	49.88
	-	35	4.57	48.97	48.97	49.43	49.07	49.40	49.32	49.25	49.44
		20	ผม	48.59	48.65	48.94	48.52	48.77	48.84	48.60	48.95
		25	44.73	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
		20	44.32	47.73	47.95	9,501	47.21	47.39	47.37	47.16	47.45
		15	45.44	47.24	47.5G	47.00	46.34	46.36	46.27	46.24	46.40
		10	45.25	46.53	46.90	46.00	42.67	±4₹75	\$ 40 79	14/704	150 03
		5		45.43	46.04	45.63	42.94	42.41	42.37	42.46	42.48

		VARIABLES	ASSUMED TO II	RFLUENCE ACHI	EVENENT			ACMIEVEMENT		
CDADE	7	SES	ATT	TUDES AND ASPIR	ATIONS			BASIC SKILLS		
GRADE	′	SOCIO- ECONOMIC STATUS	A SMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULART	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
	95	** 34 3 3	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
	90	n. A	52.45	52.28	54.57	53,20	53.82	54.25	54.67	54.08
	85	22.25	51.92	9 2.24	53.90	\$6.03	53.17	53.50	53.64	53.30
	80	51. 16	51.54	51.3	53.38	/sz.50	52.66	53.00	3,5%	52.76
	75	30.38	31,21	51.04	52.95	52.09	52.23	52.47	52.44	52.27
	70	45		50.73	52.58	51.69	51.79	52.03	52.01	51.88
, and the second second	65	41.10	60067	50016	52.24	51.23	51.48	51.63	51.63	51.54
	PISTRIBUTION 25	49.44	50.41	50.30	51.81	50.90	51.16	51.19	51.31	51.22
ŀ	255	46.18	50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
		ศ.ท	49.92	76	\$1.02	50.23	50.42	50.50	50.53	50.54
	PERCENTILL 99 40	47.37	49.68	/ بلا.وه	\$0.72	49.86	50.06	50.11	50.16	50.17
	Ž 40	4.94	49.45	49.30	\ s \ x6	49.52	49.72	49.72	49.80	49.84
•	E 35	44.47	49.21	49.03	49488	J. 17.00	49.36	LOS E	49.44	49.49
	30	43.57	48.93	48.76	1 49.45	48.78	19:01	48.93	19,06	15, 11
	25	43,49	49.63	48.46	1.600	48.31	48.61	48.48	48.61	48.70
	20	45.00	48.29	48.09	432.02	47.58	48.04	47.95	47.98	48.07
ł	15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
	15	43.62	47.21	47.24	45.82	530-1	46001	45€88	45094	490 95
L	5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	43.29





AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 2 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON SOCIOECONOMIC STATUS

		1	VARIABLES	ASSUMED TO H	NFLUENCE ACHII	EVENENT			ACHIEVEMENT		
00405	- 4		SES	ATT	ITUDES AND ASPIR	ATIONS			BASIC SKILLS		
GRADE	<u>.</u> 4		SOCIO- ECOHOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
,		95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
		90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
		ده	53.46	52.25	52.31	53.23	54014	54,32	54.30	54.48	54A24
		80	52,46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
		75	52.00	51.49	51.42	52.42	52.81	53.02	53.04	53.06	52.98
		70	50.88	51.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
	_	65	50.22	50.84	50.69	51.68	51.72	52.03	52.04	51.98	51.95
	DISTRIBUTION	60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
	RIBL	55	49.17	50.23	50.11	50.97	50.82	51.16	51.11	51.08	51.11
	E DIS	50	48.48	49.95	49.83	30.61	75م55	50 ₀ 79	50.66	50.65	50.72
	1311.6	45	48.32	9.66	49 7.56	50.25	49.98	50.35	50.23	50.23	50.32
	ERCENTIL	40	47.96		49,28	49.87	49.57	49.91	49.82	49.78	49.88
i	PE	35	47.57	13091	48.97	49.43	49.07	49.40	49.32	49.25	49.44
		30	47.15	48.59	48.65	48994	48.52	48.77	48.84	48.60	48.95
		25	O 46.75	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
		20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
		15	45.84	47.24	47.50	47.00	46.34	46036	46Q27	45024	46 Q 40
	İ	10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45.03
		ا ۽ ا	,, ,,	/5/2	46.04	۱ ۸۸ ۵۵	42 94	42.41	42.37	42.46	42.48

GRADE 7		1	VARIABLES ASSUMED TO INFLUENCE ACMEVEMENT				ACHIEVEMENT					
			SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS				
			SOCID+ ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT	
		95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45	
		90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08	
		85	52 ₄ 26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30	
		80	51.1	51.54	51.35	53.38	52.50	52.66	53.00	52.96	52.76	
		75	50.38	51.21	51.04	52.95	52.09	52.23	52.47	52.44	52.27	
		70	49.74	50.94	50.73	52.58	\$1.69	570940	52.03	53,01	51.88	
		65	49.23	50.67	50.46	52.24	51.23	51.48	SIAGO	51.63	51.54	
	PERCENTILE DISTRIBUTION	60	48.64	50.41	50.20	51,81	50.90	51.16	51.19	51.31	51.22	
		55	48.18	50.16	49.98		50.57	50.79	50.86	50.93	50.89	
		50	47079	49.92	49.76	X1.9 7	50.23	50.42	50.50	50.53	50.54	
		45	47.37	49,68	49.53	50.72	49.86	50,06	50.11	50.16	50.17	
	SCEN	40	46.96	19.45	49.30	50.30	49.52	49.72	49,72	49.80	49. 84	
	PEI	35	46.47	18021	- 45.0x	49.88	49.20	49.36	49.37	49.44	49.49	
		30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11	
		25	45.49	48.63	48.46	48.86	48,31	48 ₀ 01	48,48	48761	48070	
		20	45.96	48.29	48.09	48.02	47.59	48.04	47.95	47.98	48.07	
	ĺ	15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29	
		10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95	
		5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	42.29	



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AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 3 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON SOCIOECONOMIC STATUS

		1	VARIABLES	ASSUMED TO II	NFLUENCE ACHI	EVEMENT	ACHIEVENENT				
GRADE 4		ŞES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS				
			SOCIO- ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
		90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
		85	53.46	52.25	52.31	53.23	54,16	54.32	54430	54.48	54.24
		80	,52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
		75	51.60	51.49	51.42	54.42	52.81	53.02	53.04	53.06	52.98
		70	- 50.88	51.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
	_	65	50.22	50.84	50.69	52.60	51.72	52.03	52.04	51.98	51.95
	DISTRIBUTION	60	49.66	50.53	50.49	51.32	51.27	54.57	51.56	51.53	51,52
	FRIBL	55	49,17	50.23	59.11	50.97	\$0,82	51.16	51.11	51.08	51.11
		50	48.60	49.95	49.83	50.61	50.37	50.79	50.66	50.65	50.72
	PERCENTILE	45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32
	RCE	40	47.96	49.34	49,348	A9.8\	49.57	49.91	49.82	49.78	49.88
	PE	35	47.57	48.97	48.97	49.43	49.07	49.40	49.32	49.25	49.44
		30	47.13		48,68	48.94	48.52	48.77	48.84	48.60	48.95
		25	46.75	48,18	48.33	48.39	1000	48.17	48.20	47.96	48031
		20	46931	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
		15	45.84	47.24	47.50	47.00	46.34	46.36	46.27	46.24	46.40
		10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45.03
		5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48

		1	VARIABLES	ASSUMED TO H	NFLUENCE ACHI	EVEMENT	ACHIEVEMENT				
GRADE 7		SES	ATT	ITUDES AND ASPIRATIONS			BASIC SKILLS			,	
			SOCIO- ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		9.5	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
		90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08
		85	52.26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30
		80	51.18	51.54	51.35	53638	52.50	52.66	53.00	52.96	52.76
		75	50.38	51.21	51.04	52.9k	52.09	32023	52,62	52,64	520 27
		70	49974	50.94	50.73	/52.58\	51.69	51.79	52.03	52.01	51.88
	DISTRIBUTION	65	49.23	50.67	50.46	52.24	51.23	51.48	51.63	51.63	51.54
		60	48.64	50.41	50.20	51,281	50.90	51.16	51.19	<i>52</i> ² 51	51.22
		55	48.18	50.16	49.98	2035	50.57	50.79	50000	50.93	50.89
		50	47.79	9.92	4926	51.02	50,23	50.42	50.50	50,53	50.54
	TILE	45	47.37	49.68	49.53	50.72	49.86	50,06	50,11	50.16	-5027
	PERCENTILE	40	46.96	49.45	49.30//	50.30	V 9.52	49.72	49.72	49.80	49.84
	PER	35	46947	49,21	49.06	49.88	49,20	49.36	49.37	49.44	49.49
		30	45.97	48.93	/با ⁷ .8مو	49.45	48.78	49.01	48.93	49.06	49.11
		25	45.49	48.63	78046	48.86	48.31	48.61	48.48	48.61	48.70
		20	45.00	48,20	48.09	48.02	47.58	48.04	47.95	47.98	48.07
The state of the s		15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
		10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95
		5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	43.29





AVERAGE SCORES ON ASSESSMENT MEASURES FOR REGION 4 SCHOOLS CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON SOCIOECONOMIC STATUS

GRADE 4

		ı	VARIABLES	ASSUMED TO II	IFLUENCE ACHII	EVEMENT	ACHIEVEMENT						
_	A	- 1	SES	ATTITUDES AND ASPIRATIONS					2.446				
<u>-</u>	4		SOCIO- ECOHOMIC STATUS	IMPORTANCE SELF OF SCHOOL ACHIEVEMENT PERCEPTION		C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT		
Γ		95	58.99 -	53.32	54.03	54.80	57.27	56.47	56.47	56.76	<u>56</u> 40		
		90	55.31	52.68	53.03	53.90	55421	55.16	55.25	55.31	55.04		
ı		85	53.46	52.25	52.31	53.23	54.14	54.32	54.30	54.48	54.24		
ı		80	52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56		
1	DISTRIBUTION	75	51.60	51.49	51.42	52.42	52.81	53.02	53,04	53.06	52.98		
ı		70	50.88	51.16	51.04	52,003	527.25	52,51	52.53	52.46	52.44		
1		65	50.22	50.84	50.69	\$1.66	51.72	52.03	52.04	51.98	51. 95		
ı		60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52		
ı	<u> </u>	55	49.17	50.23	50.11	59-82	50.82	51.16	51.11	51.08	51.11		
ı		50	48.68	49.95	499983	50/.61	50.37	50.79	50.66	50.65	50.72		
ı	PERCENTILE	45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32		
ł	RGE	40	47.3	75.3v	49.28	49.87	N8057	49.91	49.82	49.78	49.88		
ı	2	35	47.57	48.97	48.97	49.43	49.07	42040	49.32	49.25			
ı		30	47.13	(B.85	48,69	48.94	48.52	48.77	48.84	48.60	48.95		
1		25	46075	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31		
		20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45		
ı		15	45.84	47.24	47.50	47.00	46.34	46.36	46.27	46.24	46.40		
		10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45. 03		
L		5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48		

GR	Α	D	E	7

			VARIABLES	ASSUMED TO I	NFLUENCE ACHI	EVENEUT	ACHIEVEMENT						
	. –		SES	ATT	ITUDES AND ASPIR	ATIONS							
DE 7			SOCIO- ECONOMIC STATUS	IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	8 ASIC SKILLS COMPOSITE ACHIEVEMENT		
I		95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45		
ı		90	53.70	52.45	52.28	54.57	53.90	53.82	54,25	54_62	54.08		
1		85	52.26	51.92	51.70	53.90	53,03	51,12	53.50	53.64	53.30		
ı		80	51.18	51.54	51.35	537.38	\$2.50	52.66	53.00	52.96	52.76		
		75	50.38	51.21	51.04	52.58	52.09	52.23	52.47	52.44	52. 27		
ı		70	49.74	50.94	50.73		51.69	51.79	52.03	52.01	51.88		
ı		65	49423	50.67	50.46	52.24	51.23	51.48	549.65	51.63	51.54		
ı	PERCENTILE DISTRIBUTION	60	48.64	50.41	50.20	51.81	50.90	51.16	51.19	51931	51.22		
ı		55	48.18	50.16	49.98	\$17835	50.57	589.79	50.86	50.93	50.89		
ı	DIST	50	47.79	49092	49,22	51.02	\$0.23	50.42	50.50	50.53	50.54		
	TILE	45	47.37	19258	49.53//	50.72	4988	50.06	50.11	50.16	50.17		
	CEN	40	46.96	49.43	49236	50.30	49.52	49.72	49.72	49.80	49.84		
	PEF	35	46.47	49.21	49.03	49.88	49.20	49.36	49.37	49.44	49.49		
		30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11		
		25	45.49	48.63	48.46	48.86	48.31	48.61	48.48	48.61	48.70		
		20	45.00	48.29	48009	48.02	47.58	48.04	47.95	47.98	48.07		
		15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29		
		10	43.92	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95		
		5	42:70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	43.29		



CHAPTER VI

SUMMARY

The purpose of this chapter is to briefly summarize the data presented in Chapters IV and V. This chapter should be read after examining the limits and cautions discussed in Chapter I. A summarized response to the questions concerned with composite achievement is presented first and then a response to socioeconomic status questions is presented.

Composite Achievement

- 1-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN DISTRICTS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?
- 1-b DO SCHOOLS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

In general and on the average, the answer was yes to both of these questions. Furthermore, the answer was generally yes at both the fourth and seventh grade levels and for both the district level and the school level data. Those districts and schools that scored in the upper third of a ranking of the State's districts on composite achievement showed a clear tendency to score relatively high on other measures also. Those districts and schools that scored in the middle and lower thirds on composite achievement generally scored in the middle and lower thirds on the other assessment measures. However, it should be noted that the relationships were less pronounced for these thirds than for the upper third.



Socioeconomic Status

- 2-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER)
 THIRD OF A RANKING OF MICHIGAN DISTRICTS ON SOCIOECONOMIC STATUS
 ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW)
 ON CERTAIN OTHER ASSESSMENT MEASURES?
- 2-b DO <u>SCHOOLS</u> THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON <u>SOCIOECONOMIC</u> STATUS ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

As stated above, in general and on the average, the answer was yes to both of these questions. Furthermore, the answer was generally yes at both the fourth and seventh grade levels and for both the district level and the school level data. Those districts and schools that scored in the upper third of a ranking of the State's districts on socioeconomic status showed a clear tendency to score relatively high on other measures also. Those districts and schools that scored in the middle and lower thirds on socioeconomic status generally scored in the middle and lower thirds on the other assessment measures. However, it should be noted that the relationships were less pronounced for these thirds than for the upper third.

Regional Tables

The regional tables can be interpreted in the same manner as the tables for the state as a whole. A perusal of the regional tables indicates that they would also yield a generally affirmative answer to the above questions. Because the regional tables do not produce additional useful information, tables classified according to regions will not be used in the future.



APPENDIX

REGION AND COMMUNITY TYPE CATEGORIES

Region i - Wayne, Oakland and Macomb Counties.

- 2 All counties in Southern Michigan that [‡]are south of and including Muskegon, Kent, Montcalm, Gratiot, Midland and Bay counties. This excludes Region I.
- 3 All counties that are north of the above mentioned line and that are in the Lower Peninsula.
- 4 All counties that are in the Upper Peninsula.

