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ABSTRACT

Because of the effects of the various factors which influence pupil growth and development, and because of the innumerable input measures of a program (measures such as people, places, things, and strategies), the need exists to formulate a model for determining effectiveness and acceptability of a program, and, at the same time, to take into consideration the relative extent to which the factors and measures influence pupil growth and development. This report of pupil performance during the 1971-72 school year represents an application, for the second year, of a model designed to meet this need. The model can be used to identify the relative effectiveness and acceptability of pupil performance in grades two through seven in the Atlanta Public School System. Effectiveness is defined as the degree that a program accomplishes its objectives or its predictions. Acceptability is defined as the level of performance obtained by the pupils in terms of norms or standards. Reading and arithmetic are the two programs incorporated in the profiles. This analysis of achievement in reading comprehension and in arithmetic computation, as measured by the Metropolitan Achievement Tests, focuses attention on pupil accountability, rather than on teacher accountability. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

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*PROFILES OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS*

1971-72

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March, 1973

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P R E F A C E

POSSIBLE VALUES TO BE DERIVED FROM READING THIS REPORT

Hopefully, the reader will find this report to be valuable in gaining information about the effectiveness and acceptability of the reading and arithmetic programs and about the use of funds in the Atlanta Public Schools as follows:

1. It will focus the spotlight on individual grades (two through seven) and on individual schools (elementary) that have been unusually successful or unusually unsuccessful in the areas of reading and arithmetic, so that the failures may be studied and avoided, while the successes may be replicated, in the future.
2. It will provide information which will enable principals and teachers to conduct self-studies aimed at spreading successes and/or at remediating deficiencies in certain grades and schools whose programs are exceptional.
3. It will inform everyone of the status of the Atlanta elementary schools in two important areas, reading and arithmetic.
4. It will make available a means for sharing and exchanging -- with other schools, teachers, and administrators -- ideas and suggestions for remediating deficiencies and for replicating successes.
5. It will report cost-effectiveness information, indicating separate local-fund and supplementary-fund costs for each unit of effectiveness in each school.
6. It will supply needed information for school administrators and policy makers to use in making decisions.
7. It will provide interesting and useful research findings for other researchers who are seeking answers to similar research questions.

Accordingly, perhaps it might be helpful if one would keep these potential values in mind while reading this report.

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PROFILES OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS

1971-72

I. INTRODUCTION

During the last several years American education has received an increasing amount of attention. The focus of the earlier efforts was mainly on improving the instructional opportunities of the pupils. Gradually, other dimensions of education came into the arena of public concern. Among some of the more recent issues is that of accountability -- in other words, exactly what has been the effects of the innovations and new instructional strategies on pupil growth and development, or what benefits have been derived from spending additional funds and from using additional manpower and improved methods? The process of determining the effects of programs on pupil progress has taken many forms in the pursuit of accountability. Educational leaders, along with certain elements from business, are coping with accountability (1) by trying to predetermine and express the objectives of a program in terms of measurable or observable changes to be exhibited by pupils or by the participants of the program, (2) by enunciating the extent of anticipated changes, and (3) by gathering data to determine whether or not the objectives have been accomplished. The activities of accountability are a part of the educational system's answer to the public's demands for visibility and justification of the production obtained by the use of increased resources. Hence, product, as well as process, is clearly recognized as a vital concern in improving the educational opportunities for the youth of a community.

While exploring new approaches to prevent educational deprivation or to remediate manifested deficiencies in performance, recognition is imperative that all learners are not alike -- in rate of learning, in desire to learn, or in readiness brought to the learning process. Hence, emphasis is given to two dimensions of the educational program: its effectiveness and its acceptability. This is to say that these two dimensions can be used to describe a program in four ways:

1. A program can be both effective and acceptable.
2. A program can be effective but not acceptable.

3. A program can be not effective but acceptable.

4. A program can be neither effective nor acceptable.

In other words, a program can be described in terms of (1) the degree that it accomplishes its objectives or its predictions and (2) the level of performance obtained by the pupils in terms of norms or standards. For this report and analysis, the first descriptor is defined as effectiveness, and the second one, as acceptability. These two descriptors give recognition that many programs can be very effective; but, because of many adverse factors the participants still may not perform at the level, or norm, established for them to reach.

II. MODEL OF EFFECTIVENESS AND ACCEPTABILITY

Because of the effects of the various factors which influence pupil growth and development, and because of the innumerable input measures of a program (measures such as people, places, things, and strategies), the need exists to formulate a model for determining effectiveness and acceptability of a program and, at the same time, to take into consideration the relative extent to which the factors and measures influence pupil growth and development. This report of pupil performance during the 1971-72 school year represents an application, for the second year, of a model designed to meet this need. The model can be used to identify the relative effectiveness and acceptability of pupil performance in grades two through seven in the Atlanta Public School System. Reading and arithmetic are the two programs incorporated in the profiles.

This analysis of achievement in reading comprehension and in arithmetic computation, as measured by the Metropolitan Achievement Tests (MAT), focuses attention on pupil accountability, rather than on teacher accountability. The emphasis on pupil accountability is a realistic approach in that learning and teaching are two distinct processes. Definitely, they are related, but not in a one-to-one manner. Teaching is one of the inputs to learning. Learning, or achievement in this case, is a manifestation of what the pupil has done on one type of act or performance which is symbolic of what he knows at one specific time and during certain prescribed minutes -- regardless of how

he acquired the information. He might have acquired the knowledge and skills through self study, through home teaching and environmental circumstances, in the classroom, from his peers while exploring liesure activities, or from a thousand and one other sources. The home and community experiences are tremendous reinforcers in learning. According to increasing evidence, the home is a greater reinforcer in pupil performance than the school. Nevertheless, it is the pupil's score which is made during school hours on an educationally developed testing instrument which is used to indicate the level of performance or achievement in a particular subject.

In order to develop a comparable index of performance with that displayed by the scores of a standardized test, the model of effectiveness and acceptability, which is used in this report, takes into consideration certain factors which have been identified by administrators, by teachers, and by a review of the related literature as being factors which significantly influence pupil performance. The factors used in this model should not be thought of as being all inclusive or as being the best mix of factors which should result from analysis of achievement data over a period of years. Refinement of the model is desirable and developmental. But for the second year, its use has been consistent in order to observe further the results of its application and to have an opportunity to analyze opinions of the local school staffs.

Factors

Six factors are used in the model to predict pupil performance. The weights of these factors are statistically determined by the linear multiple step-wise regression technique. The equation resulting from this technique is applied to each school and each grade in order to determine the predicted performance level of that particular grade and particular school.

1. Information gained prior to the pupil's coming to a selected learning situation is represented by the pretest score taken approximately six months before the predicted performance score (the posttest score in April). An exception to this is that the pretest score used in the fourth grade is the posttest score made in April (or in the spring) of the third grade. The fourth grade pupils did not have a pretest score during the fall of their fourth grade. Instead, they participated in the State-Wide Testing Program which uses tests other than the Metropolitan Achievement Tests.

2. The economic environment from which the pupil comes is represented by the per cent of paid lunches. This index has been found to correlate highly with other economic data such as consumer-buying power. The use of this index accommodates recency of data, community changes, and pupil transfers -- advantages which census data cannot provide.
3. Stability of the community is expressed in terms of the extent that pupils remain enrolled in a particular school and do not move in and out.
4. Regularity in attendance is represented by the per cent of attendance.
5. The number of teachers employed to work with the pupils of the particular school is represented by the pupil-teacher ratio.
6. The philosophy of the local school concerning guidelines for passing or failing pupils is represented by the per cent of pupils passing. In a manner, this index might be thought of as representing whether a faculty is pupil centered or subject centered: a high percentage of passing, representing a pupil-centered approach to instruction; and a high per cent of failures, representing a subject-centered approach. This dichotomy needs further study in order to determine its validity, even though it is interesting on the surface.

In general, the use of these six factors in predicting posttest performance eliminates these factors as causes for significant deviations of actual scores from predicted scores, unless there is a most unusual situation. Thus, in determining significant deviations, local school personnel should examine other influences on achievement.

Effectiveness and Acceptability

The indices of effectiveness and acceptability as defined in this model represent, respectively, the relationship of posttest scores of a grade to the predicted scores and the relationship of the posttest scores of a grade to the national norm. For example, an index of effectiveness of 100 means that the actual gain during the six months between the pretest and posttest scores was the same as the predicted gain. An index of 150 means that the actual gain was 1.5 times the predicted gain; whereas, an effectiveness index of 50 represents a gain of only one-half of the predicted gain.

The index of acceptability is similarly represented. Accordingly, an index of 100 means that the actual posttest score was the same as the national norm for that grade. An index of 150 means that the actual posttest score was 1.5--the national norm, and 50 means that the actual posttest score was only one-half of the national norm.

Thus, it can be seen that the indices of effectiveness and acceptability more or less equate the influences on achievement of the six factors included in the model. A school which has factors that are relatively favorable would be predicted to perform higher than a school which has factors that are relatively unfavorable. It might be said, therefore, that the index of effectiveness can be used to compare relative performance of two schools. Further, the index can be used to compare performance among grades within the same school. On the other hand, the index of acceptability can be used to compare the level of performance with the national norm, but not with the performance of another school. Thus, pupil performance can be viewed from two dimensions: relative standing among Atlanta schools and relative standing in relationship to the national norm.

Cost Effectiveness

A third index has been incorporated in this study because of the comparability of the data. This index focuses on cost effectiveness. For years, educational business administrators have been rather skilled in financial accounting. At the same time, instructional personnel have been rather skilled in measuring pupil progress. Only within recent years, however, have there been steps taken to relate these two efforts. Cost effectiveness is defined in terms of the relationship between the expenditures (or cost) of an instructional program and pupil progress. In other words, is there a unit of pupil progress for a unit of financial outlay?

The analysis of cost effectiveness in this report is concerned with two types of financial outlays: expenditure of funds derived from revenue sources which make up the general operating budget and expenditures of funds derived from supplementary sources, such as from the federal and state governments or from private foundations. The programs financed by the use of supplementary funds are referred to as compensatory programs, and they are in addition to the programs provided from the general budget. The indices of cost effectiveness are, therefore, the amount of funds used to gain one unit of effectiveness (as previously defined) for each pupil in average daily attendance (ADA).

Expenditures included in this analysis are those which are charged directly to the local schools. Thus, expenditures which are system- or area-wide are excluded. Further, general fund expenditures are non-salary instructional costs such as cost of textbooks, supplies, materials, and library supplies. Compensatory fund expenditures are both salary and non-salary costs charged directly to the local school.

The use of cost effectiveness as a signal to study decision making and what is happening in a school can be illustrated by the data of School A and School B. For example, suppose School A spent \$10.39 per ADA from the general budget and that its index of effectiveness was 123. Its cost of effectiveness of general funds would be the ratio of these two figures or \$0.08. Suppose School B spent \$27.65 per ADA from the general budget and that its index of effectiveness was 81. Its cost of effectiveness of general funds would be the ratio of \$27.65 to 81 or \$0.34. Hence, School B spent more than four times as much general funds as School A spent in order to obtain one degree of effectiveness.

Cost effectiveness of compensatory programs is similarly defined: the ratio of supplementary funds (compensatory funds) to the index of effectiveness. An examination of compensatory expenditures of the same two schools will illustrate the point in question. Suppose School A spent \$16.07 per ADA from supplementary sources. With an index of effectiveness of 123, School A spent \$0.13 for one unit gain of effectiveness. Suppose School B spent \$657.75 per ADA from compensatory sources. With an index of effectiveness of 81, it spent \$8.12 for a unit gain of effectiveness -- or approximately more than 60 times as much supplementary funds as School A spent in order to obtain the same degree of effectiveness.

In terms of total cost of effectiveness of these two schools, School A spent a total of \$0.21 for a unit of effectiveness; whereas, School B spent a total of \$8.46 or approximately 40 times as much as School A spent.

<u>School</u>	<u>Index of Effectiveness</u>	<u>Expenditures Per Unit of Effectiveness</u>		
		<u>General Funds Per ADA</u>	<u>Compensatory Funds Per ADA</u>	<u>Total Per ADA</u>
A	123	\$0.08	\$0.13	\$0.21
B	81	\$0.34	\$8.12	\$8.46

Differences in cost effectiveness such as those which exist between Schools A and B are signals for administrators, instructional personnel, and local staff members to study the local situation in order to determine the reasons for the differences. The index of effectiveness equates or adjusts for differences in levels of performance, mobility, attendance, economic environment, pupil-teacher ratio, and philosophy for pupil failures. In other words, the causes for the differences exist outside or beyond these six factors unless the local situation is most unusual.

Self-Evaluation by Local Staffs

Opinions of local school staffs were sought concerning differences between pupil performance during 1970-71 (FY 71) and during 1971-72 (FY 72). Their attention was directed to the three dimensions of the model which are being developed in this analysis: namely, index of effectiveness, index of acceptability, and cost effectiveness. The local staffs were requested to analyze their respective school data according to: differences between years for each grade, differences among grades for FY 72, and changes in overall effectiveness and acceptability. They also were requested to make suggestions of how to obtain more direct influences of expenditures on pupil progress. This self evaluation, along with assistance from area and central office personnel, resulted in local schools' developing and implementing plans during FY 73 to overcome significant differences. The approach was positive, and the opinions of how to overcome the difference have been summarized in a later section of this report.

The FY 72 data which are analyzed in this report differ in several respects from the FY 71 data which were analyzed a year ago. This current report includes pupil performance as represented by median scores in reading comprehension and in arithmetic computation. The achievement in arithmetic was not a part of the FY 71 analysis. In addition to analyzing the achievement of reading and arithmetic separately, a composite index was obtained to represent the total performance in reading and arithmetic. Hence, the index of effectiveness used in this report, unless otherwise stated, represents the composite degree to which the pupils performed in both reading and in arithmetic. This index is denoted by the symbol ERA. The level or acceptability of the composite performance in reading and arithmetic is denoted by ARA. Further, the cost effectiveness

data of general funds and of compensatory funds are also based on the composite performance in reading and in arithmetic or, in other words, the cost of these programs per ERA. It also should be noted that the effectiveness and acceptability data of the reading and arithmetic programs, when viewed separately, already have been made available to instructional, administrative, and local personnel.

III. FINDINGS

An examination of the intercorrelations of the six factors included in the model revealed several noteworthy relationships which were rather consistent in that they were present in each of the grades from two through seven. Further, the pattern found for predicting reading scores was similar to the one found for predicting arithmetic scores.

The patterns of the intercorrelations of the factors are displayed on the next page in Table I. The rows and columns of this table represent the factors: attendance, stability, paid lunches, pupil-teacher ratio, per cent passing, and pretest score. The data recorded in each cell of the table are the grade levels in which the relationships of the particular pair of factors were found to be correlated significantly at least at the .05 level of significance. Each number in a cell represents the grade level at which the significant correlation occurred. The negative numbers mean that the relationship for that particular grade was not positive, but negative. In other words, as the value of one factor increased, the value of the other factor tended to decrease. Attention is called to the fact that there are seven cells (two in the reading matrix and five in the arithmetic matrix) in which the correlation was significant only at a single grade level. Four of these exceptions occurred at the third grade level, two at the seventh grade level, and one at the fourth grade level. A further deviation from the general pattern existed between attendance of pupils and pretest scores. Positive relationships existed between these two factors in all of the grades from two through seven with the exception of fifth grade arithmetic. The relationship at the fifth grade level was not significant.

TABLE I

SIGNIFICANT INTERCORRELATIONAL RELATIONSHIPS AMONG THE SIX FACTORS
USED IN THE EFFECTIVE-ACCEPTABLE MODEL, BY GRADE LEVELS
1971-72

	<u>Attendance</u>	<u>Stability</u>	<u>Paid Lunches</u>	<u>Pupil-Teacher Ratio</u>	<u>Per Cent Passing</u>	<u>Pretest</u>
<u>READING</u>						
Stability	2 3 4 5 6 7					
Paid Lunches	2 3 4 5 6 7					
Pupil-Teacher Ratio	-3		-7			
Per Cent Passing						
Pretest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7		
Posttest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7		2 3 4 5 6 7
<u>ARITHMETIC</u>						
Stability	2 3 4 5 6 7					
Paid Lunches	2 3 4 5 6 7					
Pupil-Teacher Ratio	-3		-7			
Per Cent Passing		4				
Pretest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7	-3	
Posttest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7	-3	2 3 4 5 6 7

Because of the consistency of the intercorrelations among the factors, the following generalizations can be made:

1. There was a positive and significant correlation in grade two through seven between:
 - a. Attendance of pupils and stability of pupils.
 - b. Attendance of pupils and paid lunches.
 - c. Attendance of pupils and pretest scores.
 - d. Attendance of pupils and posttest scores.
 - e. Paid lunches and pretest scores.
 - f. Paid lunches and posttest scores.
 - g. Pretest and posttest scores.
2. There was a negative and significant correlation in grades two through seven between:
 - a. Pupil-teacher ratios and pretest scores.
 - b. Pupil-teacher ratios and posttest scores.
3. There was a negative and significant correlation in the third grade between attendance of pupils and pupil-teacher ratios.
4. There was a positive and significant correlation in fourth grade arithmetic between stability of pupils and per cent of pupils passing.
5. There was a negative and significant correlation in the seventh grade between paid lunches and pupil-teacher ratios.
6. There was a negative and significant correlation in the third grade between:
 - a. Per cent passing and pretest arithmetic scores.
 - b. Per cent passing and posttest arithmetic scores.

From these relationships it can be said that four factors were definitely related: attendance, paid lunches, pretest scores, and posttest scores. A fifth factor, stability, was related significantly to (and only to) attendance, which, in turn, was related to the other factors. Further, a sixth factor was related significantly only to the pretest and posttest scores. This factor was pupil-teacher ratio, and it had a negative relationship. Per cent of pupils

passing was, therefore, the only factor which existed more or less in isolation.

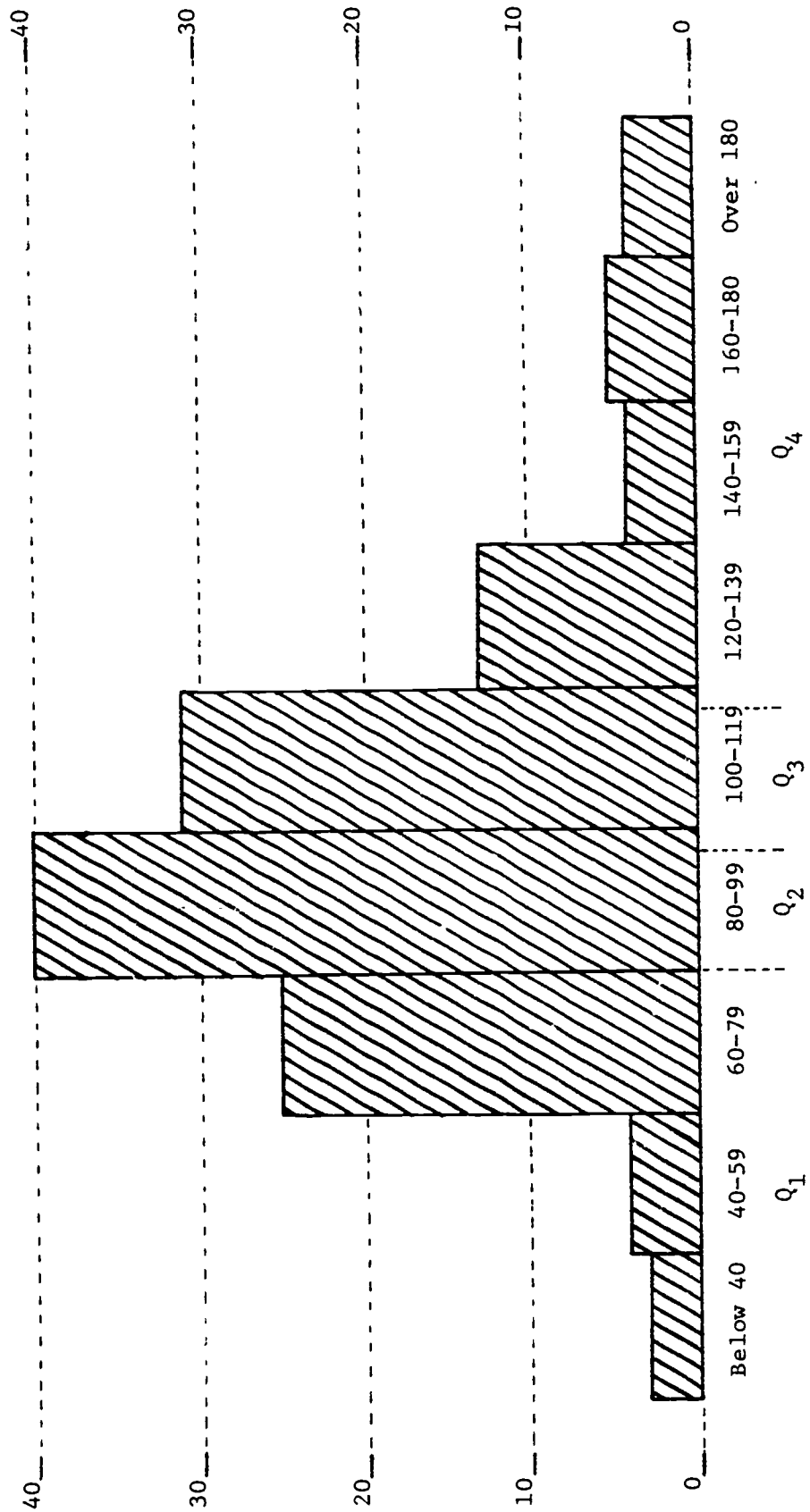
At this point, attention should be called to research findings of other studies conducted by the Division of Research and Development which have related to the correlation between pupil attendance and pupil achievement. These studies have rather consistently revealed that there has not been a significant correlation between attendance and achievement of pupils who have been enrolled continuously in the same school throughout the school year. Accordingly, it seems that attendance becomes a significant factor only in the case of those individuals who are mobile. However, another possibility for attendance to be significantly related to pupils who move in and out might be an artifact of the mechanics of attendance counting, that is, the extent there is delay in getting pupils removed from the rolls when they withdraw from the schools. Another possibility is that poor attendance might be a characteristic of the highly mobile pupils. In any instance, it does not seem that stability can be used to predict pupil performance, while it can be used to predict pupil attendance. Neither can attendance be used to predict achievement of those pupils who are not mobile.

Another unusual and positive relationship is revealed among the inter-correlations of the factors used in the effective-acceptable model. This relationship is between the pupil-teacher ratio and the pretest and posttest scores. In this study, the relationship is significant and negative; whereas, in many other situations there has not been a significant relationship. In other words, based on the data in the elementary schools in grades two through seven in FY 72, the pupil-teacher ratio can be used to predict the pretest and posttest scores for both reading and arithmetic. In this case, as the pupil-teacher ratio goes up, the scores go down and vice versa.

Profiles of the Indices of Effectiveness and Acceptability

The profiles of the effectiveness and acceptability of the 129 elementary schools in the composite of reading and arithmetic are different. The profile (see Chart 1) of effectiveness (ERA) is rather symmetrical and normal with a mean of 100 and a median of 97. This means that for the 129 elementary schools in the city the predicted was the average index and that one-half of the schools made more than 100 while the other one-half made less than 100. In fact, the range of the effectiveness index was from a low of 33

CHART I
 EFFECTIVENESS OF READING AND ARITHMETIC PROGRAMS,
 BY SCHOOLS, FY 72



Q: Quartile.
 Index of Effectiveness

to a high of 245. Beginning at the bottom, the lowest one-fourth of the schools fell within the range of 33 to 79, whereas, the second lowest fourth was within 20 points of the average score, with a range of 80 to 96. This second group of schools was either effective or on the border line of effectiveness. The third fourth of schools fell within the range of 97 through 116 and the top fourth of the schools ranged from 117 through 245. The last two groups of schools were effective. In general, the variance among the 129 schools was rather large. The standard deviation was 35. In other words, approximately two-thirds of the schools were expected to fall within the range of 100 plus or minus 35, or from 65 through 135. Actually 78 per cent (101 schools) came within this range.

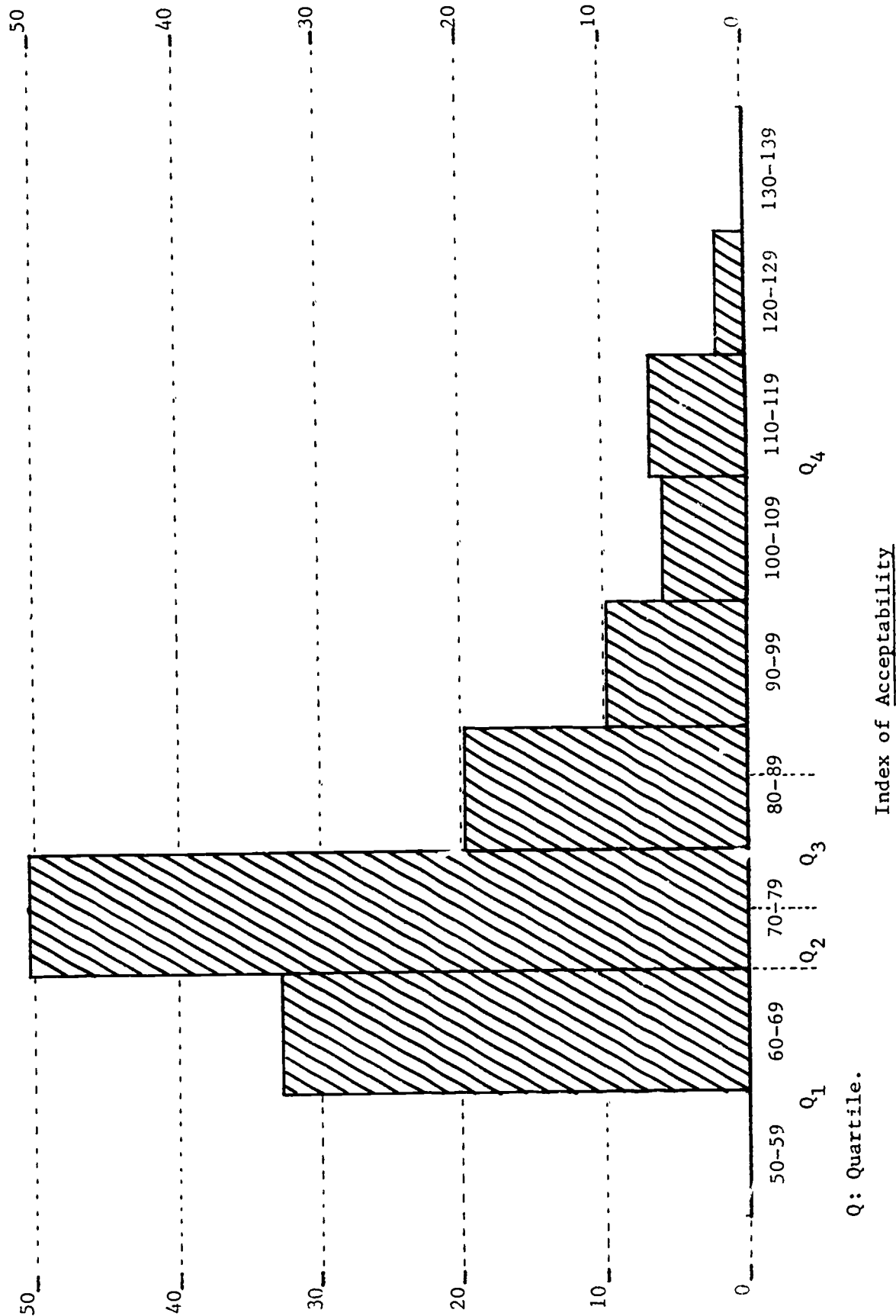
The profile (see Chart 2) of the index of acceptability (ARA) differed rather sharply from that of effectiveness (ERA). The mean or average index was 79. In other words, the average school performed at 79 per cent of the national norm. The median was approximately the same (74): one-half of the schools had an index of effectiveness of 74 or below; and one-half, above. The 129 elementary schools ranged from 62 to 123 in acceptability. The lowest fourth ranged from 62 to 69, the highest fourth from 86 to 123, and the middle half of the schools ranged from 70 to 85 -- being divided into two groups, from 70 to 74 and from 75 to 85. The distribution of the indices of acceptability was not normal. There was a tendency toward the lower scores. The variance among the acceptable indices was not as great as that among the effectiveness indices. The standard deviation of acceptability was 15, almost one-half of the standard deviation for effectiveness (35). Approximately 81 per cent (104 schools) came within the range of the mean plus and minus one standard deviation (64 to 94).

Performance by Classification of Effectiveness and Acceptability

The two dimensions of pupil performance, effectiveness and acceptability, permit dividing the schools into four groups as previously defined.

CHART II

ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS,
BY SCHOOLS, FY 72



Q: Quartile.

Index of Acceptability

TABLE II A
PERFORMANCE OF SCHOOLS BY CLASSIFICATION
OF EFFECTIVENESS AND ACCEPTABILITY

<u>Group</u>	<u>Classification</u>	<u>Number</u>	<u>Per Cent</u>
I	Effective and Acceptable	18	14
II	Effective but not Acceptable	56	43
III	Neither Effective nor Acceptable	47	37
IV	Acceptable but not Effective	<u>8</u>	<u>2</u>
	Total	129	100

From Tables IIA and IIB, it can be seen that approximately one-seventh of the schools were both effective and acceptable. Their pupil performance was above 90 in terms of the index of effectiveness and their level of performance was above 90 per cent of the national norm. The second group included approximately one-half of the schools; these schools were effective but not acceptable. In other words, they performed as predicted or better than predicted, but the performance was not up to the national norm. The third group included about one-third of the schools, and these schools were neither effective nor acceptable. The pupils did not perform as predicted, and neither were they up to the national norm. The last and fourth group was not effective but acceptable. For some reason, they did not perform as predicted, but their level of performance did equal or exceed the national norm. It might be said that the schools in Group I performed quite well. Those in Group II were on the move upward, and if they continue this pattern of performance, their level of performance should reach that of the national norm. For some reason, the schools in Group IV did not perform as predicted. They are expected to change this pattern. Most probably, this performance is only temporary and is not an enduring situation. Schools for which there should be concern are those in Group III. These are the schools which were neither effective nor acceptable. Careful attention should be given to these schools in order to determine what can be done to improve their level of performance. Chart 3 depicts the four classifications by the respective quadrants formed by the vertical (effectiveness) and horizontal axes (acceptability).

TABLE II B

CLASSIFICATION OF SCHOOLS BY EFFECTIVENESS/ACCEPTABILITY GROUPS,
READING AND ARITHMETIC, FY 72

EFFECTIVE AND ACCEPTABLE (GROUP I)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
INMAN	72	174	104	0.08	0.09
MORNINGSIDE	89	170	123	0.01	0.11
BRANDON	13	160	110	0.24	0.08
GARDEN HILLS	47	155	111	0.19	0.07
MITCHELL	87	138	116	0.03	0.09
ROCK SPRINGS	103	123	107	0.13	0.08
HOME PARK	64	121	99	0.02	0.17
HOWELL, MINNIE	68	120	96	0.12	0.14
TUXEDO	116	119	118	0.05	0.13
JACKSON	73	118	122	0.41	0.21
RIVERS	101	118	102	0.01	0.15
SMITH, S. R.	108	115	119	0.00	0.12
MCCLATCHEY	85	115	118	0.00	0.11
SYLVAN HILLS	112	109	97	0.21	0.16
BOLTON	12	105	101	0.01	0.25
CLEVELAND	27	105	95	0.01	0.18
SPRING	109	100	108	0.02	0.18
MOUNT VERNON	90	91	90	0.13	0.16
AVERAGE		125	107	0.09	0.13

EFFECTIVE BUT NOT ACCEPTABLE (GROUP II)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
PITTS	97	245	71	0.44	0.08
STANTON, DANIEL	110	225	82	1.47	0.07
JOHNSON	74	201	75	2.61	0.13
OGLETHORPE	91	197	89	0.04	0.06
COOPER	33	163	67	2.33	0.10
WFSLEY	122	161	74	1.60	0.09
BLAIR VILLAGE	10	157	69	0.02	0.12
GILBERT	49	153	71	0.61	0.11
GRANT PARK	52	140	79	1.38	0.16
MORELAND	88	137	71	0.36	0.11

EFFECTIVE BUT NOT ACCEPTABLE (GROUP II CONT'D)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
ADAIR	1	128	76	0.08	0.11
FORREST	44	127	80	0.25	0.11
BLALOCK	11	124	66	1.02	0.21
ROBINSON	102	124	66	1.06	0.13
JONES, JESSIE	76	123	71	1.36	0.16
GOLDSMITH	50	122	78	1.19	0.13
DREW	37	122	64	0.39	0.18
WILLIAMS	128	120	67	0.50	0.16
WARE	120	119	80	4.99	0.20
CAREY	21	118	74	0.45	0.16
JONES, JEROME	75	118	73	0.88	0.10
BURGESS	16	116	74	0.06	0.12
HOPE, JOHN	65	116	68	2.62	0.13
PEEPLES	93	116	74	0.40	0.13
RUSK	104	116	72	2.15	0.13
GRANT PARK PRIMARY	53	115	74	6.06	0.39
JONES, M. AGNES	77	114	74	0.44	0.12
LIN	82	113	79	0.09	0.14
CAPITOL AVE.	19	111	68	1.78	0.14
CAMPBELL	18	110	67	0.47	0.16
HOWELL, E. P.	67	109	83	0.00	0.13
COOK	32	108	69	2.68	0.15
GUICE	55	107	85	0.42	0.28
CARTER	22	106	75	3.68	0.20
DOBBS	36	106	72	0.20	0.23
HIGHLAND	62	105	87	0.03	0.17
CLEMENT	26	103	75	0.00	0.16
REYNOLDS	100	102	70	0.69	0.32
WHITE	126	102	74	0.06	0.16
LUCKIE	83	100	75	2.80	0.16
CONNALLY	30	99	72	0.15	0.25
WHITEFOORD	127	99	73	0.38	0.18
HARPER	57	98	70	0.30	0.19
WATERS	121	98	77	0.00	0.12
BETHUNE	8	97	68	7.88	0.26
CAPITOL VIEW	20	97	88	0.03	0.23
COLLIER HEIGHTS	29	97	86	0.00	0.14
PETERSON	95	97	81	0.18	0.13
CRADDOCK	34	96	66	4.83	0.27
ADAMSVILLE	2	94	77	0.05	0.46

EFFECTIVE BUT NOT ACCEPTABLE (GROUP II CONT'D)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
RAGSDALE	99	93	76	2.34	0.20
HUMPHRIES	70	93	89	0.02	0.17
KIRKWOOD	80	92	71	0.07	0.16
TOOMER	114	92	67	0.86	0.17
FAIN	42	90	78	0.01	0.27
WEST HAVEN	124	90	81	0.23	0.23
AVERAGE		120	74	0.99	0.16

NEITHER EFFECTIVE NOR ACCEPTABLE (GROUP III)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
ANDERSON	3	89	75	0.05	0.16
CFNTER HILL	24	89	73	0.49	0.20
FINCH	43	89	75	0.14	0.14
SLATER	106	88	71	0.19	0.23
BREWER	14	87	82	0.03	0.20
ENGLISH PRIMARY	41	86	67	6.22	0.17
GROVE PARK	54	85	72	0.01	0.18
MILES	86	84	82	0.20	0.26
PEYTON FOREST	96	84	87	0.08	0.15
PARKS ELEM.	92	84	62	4.52	0.84
THOMASVILLE	113	83	67	0.91	0.38
CHATTAHOOCHEE	25	82	72	0.19	0.17
GORDON	51	82	73	0.12	0.13
BRYANT	15	82	67	2.53	0.35
ENGLISH	40	81	68	4.79	0.23
HARWELL	59	81	75	0.08	0.17
PRYOR	98	81	66	8.17	0.34
HARDNETT	56	80	72	1.07	0.25
STANTON, FRANK L.	111	80	80	0.20	0.21
FOUNTAIN	45	80	69	0.16	0.22
BEECHER HILLS	5	79	79	0.23	0.16
WRIGHT	129	76	79	0.00	0.23
LAKWOOD	81	75	82	0.01	0.19
HILL	63	74	64	2.83	0.26
HUBERT	69	73	68	0.45	0.28

NEITHER EFFECTIVE NOR ACCEPTABLE (GROUP III CONT'D)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
CROGMAN	35	73	67	6.70	0.22
SLATON	107	72	67	3.72	0.27
ARKWRIGHT	4	71	71	0.07	0.25
BENTEEN	7	71	86	0.06	0.30
EAST LAKE	39	71	70	0.04	0.26
HARRIS	58	71	70	0.25	0.27
BUTLER	17	67	66	1.60	0.36
BEN HILL	6	66	86	0.10	0.23
GIDEONS	48	65	68	3.04	0.26
MAYSON	84	65	70	0.49	0.45
HERNDON	61	64	70	0.12	0.29
WEST	123	64	82	0.03	0.20
TOWNS	115	64	72	0.59	0.27
WALKER	119	64	68	2.27	0.31
DUNBAR	38	61	63	4.77	0.27
VENETIAN HILLS	117	54	80	0.23	0.33
HAYGOOD	60	50	74	1.10	0.41
COAN ELEM.	28	50	64	2.89	0.72
SCOTT	105	45	62	1.63	0.39
WALDEN ELEM.	118	38	63	4.38	1.28
FOWLER	46	33	74	0.69	0.40
KENNEDY ELEM.	78	33	65	3.11	1.29
AVERAGE		71	72	1.27	0.28

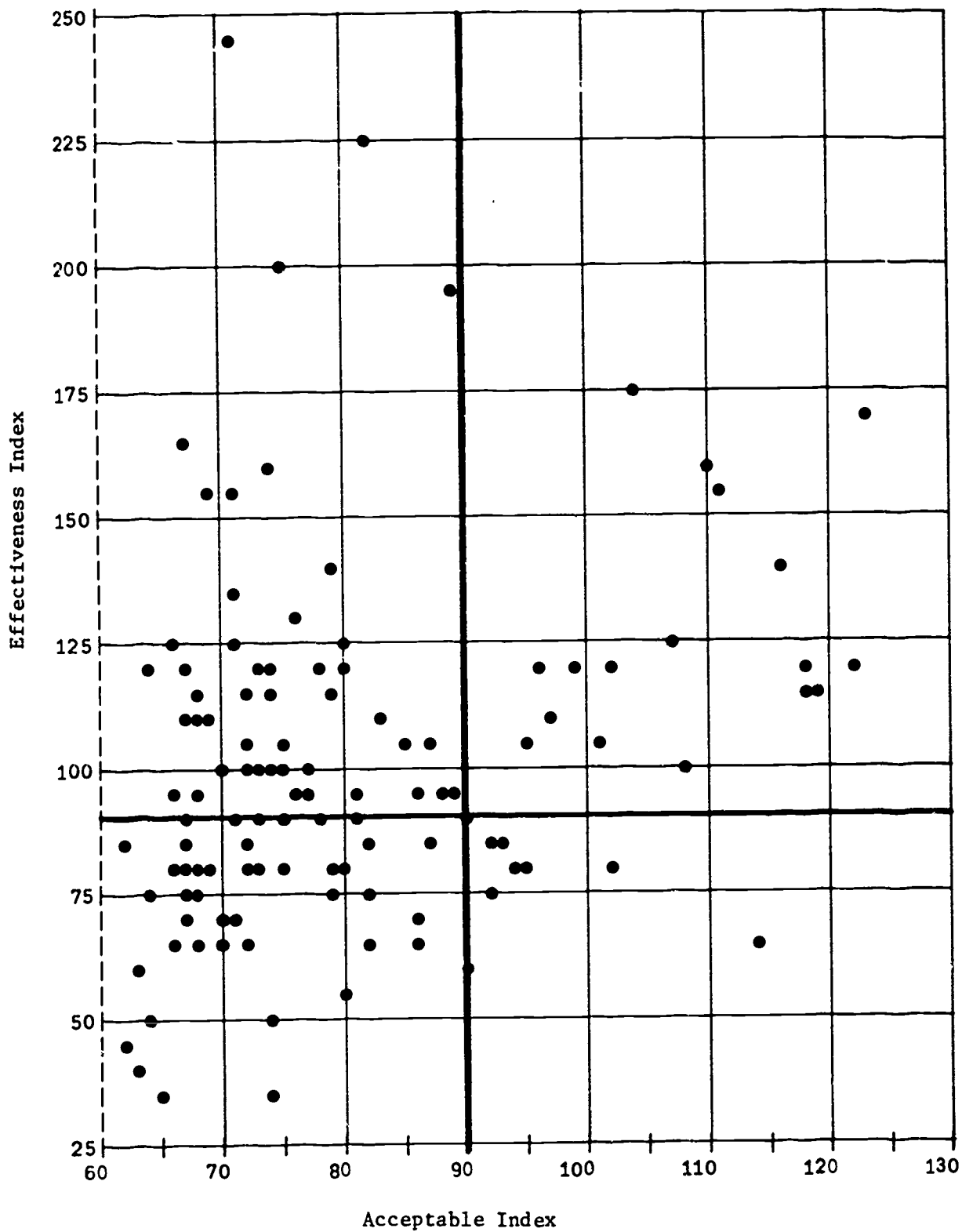
NOT EFFECTIVE BUT ACCEPTABLE (GROUP IV)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
CASCADE	23	87	93	0.11	0.15
KIMBERLY	79	83	92	0.12	0.18
HOPE, R. L.	66	80	102	0.01	0.25
PERKERSON	94	78	94	0.00	0.17
CONTINENTAL COLONY	31	78	95	0.20	0.16
WEST MANOR	125	76	92	0.15	0.27
BIRNEY	9	65	114	0.21	0.25
HUTCHINSON	71	62	90	0.20	0.22
AVERAGE		76	96	0.13	0.20

CHART III

PERFORMANCE OF SCHOOLS IN READING AND ARITHMETIC BY
CLASSIFICATION OF EFFECTIVENESS AND ACCEPTABILITY

FY 72



The analysis of the average effectiveness of the four groups revealed that a distinct pattern existed between Groups I and II as compared to the performance in Groups III and IV (see Table III). The average index of effectiveness of Group I was 125, only 5 points higher than the average index of effectiveness of Group II. The average index of effectiveness for Group III and Group IV were similar; 71 and 76, respectively. These two groups differed only by 5 points, the same as the difference between the index of effectiveness of Group I and Group II. However, attention is called to the fact that Groups III and IV had an average level of performance of approximately 50 points lower than the average index of effectiveness of Groups I and II. The variance or standard deviation of the indices of effectiveness in Groups I and II differed by 9 points, 24 and 33, respectively. The variance of these two groups was quite a bit more than the variance of Groups I and IV (15 and 9, respectively).

The index of acceptability of the four groups did not pair together as in the case of index of effectiveness. The index of acceptability of Group I was only 11 points higher than the index of acceptability of Group IV (107 and 96, respectively). The index of acceptability of Groups II and III were similar. In fact, they were 2 points different (74 and 72, respectively). These data mean that the pupils in Groups I and IV performed at the national norm or above; whereas, those in Groups II and III performed at approximately three-fourths of the national norm. The overall index of acceptability for the 129 schools was 79 (or 79 per cent of the national norm). The variance or standard deviation of the four groups did not differ significantly. The standard deviation of Group I was 10, while that of Group II was 6. The standard deviation of Groups III and IV were 7 and 8, respectively. Thus, the average performance as represented by the index of acceptability varied only from 6 per cent to 10 per cent in each group.

Furthermore, specific attention is called to the fact that even though pupils in Groups II and III had similar achievement levels (as shown on the Index of Acceptability), still those in Group II performed much higher in relationship to what had been predicted for them than those in Group III (as shown on the Index of Effectiveness). This contrast in performance should be a cause for further analysis.

Expenditures by Classification of Effectiveness and Acceptability

A significant difference existed among the four groups in the case of the average expenditure of compensatory funds. Groups I and IV were similar. Group I spent an average of \$11.67 per ADA for compensatory programs; whereas, Group IV

TABLE III
 INDICES OF EFFECTIVENESS AND ACCEPTABILITY,
 READING AND ARITHMETIC PROGRAMS, FY 72

	Index of Effectiveness (ERA)					Index of Acceptability (ARA)				
	Group				Total	Group				Total
	I	II	III	IV		I	II	III	IV	
No. of Schools	18	56	47	8	129	18	56	47	8	129
Maximum	174	245	89	87	245	123	89	87	114	123
Minimum	91	90	33	62	33	90	64	62	90	62
Range	84	155	56	26	212	33	25	26	25	61
Mean	125	120	71	76	100	107	74	72	96	79
Median	119	112	74	78	97	108	74	71	93	74
Standard Deviation	24	33	15	9	35	10	6	7	8	15

spent \$9.95. The big difference occurred between these two groups and between Groups II and III. The expenditures of the schools in Group II averaged \$118.50 per pupil in ADA, the highest of the four groups. Group III was next highest with an average expenditure of \$97.42 per pupil. The overall average of all four groups (or for the 129 elementary schools) was \$90.64 per pupil.

The expenditures of the compensatory funds to gain one unit of effectiveness differed among the four groups, particularly between Groups I and IV and between Groups II and III (see Table IV). Groups I and II were similar in that Group I spent \$0.09 for one unit of effectiveness; whereas, Group IV spent \$0.13. Group II spent \$0.99 to gain one unit of effectiveness, and Group III, the schools which had the lowest pupil performance spent \$1.37. The overall average for the 129 schools was an average compensatory expenditure of \$0.90 to gain one unit of effectiveness.

An interesting situation exists in that there was no significant correlation between the amount of money spent and the effectiveness of the programs. This is true in each of the four groups (see Table V). In other words, effectiveness cannot be predicted by the amount of compensatory expenditures. (Note: In the schools of Group IV there was a tendency toward a negative relationship between effectiveness and compensatory expenditures.)

TABLE IV
EXPENDITURES PER UNIT OF EFFECTIVENESS (BASED ON ADA)
FOR READING AND ARITHMETIC, FY 72

Group	Funds					
	Compensatory		General		Total	
	Per ADA	Per E	Per ADA	Per E	Per ADA	Per E
I	\$11.67	\$0.09	\$16.39	\$0.13	\$28.06	\$0.22
II	118.50	0.99	18.94	0.16	137.44	1.15
III	97.42	1.37	20.17	0.28	117.59	1.65
IV	9.95	0.13	15.19	0.20	25.14	0.33
All Schools	\$90.64	\$0.90	\$18.94	\$0.19	\$109.58	\$1.09

TABLE V
 INTERCORRELATION OF EFFECTIVENESS AND EXPENDITURES
 PER UNIT OF EFFECTIVENESS (BASED ON ADA)
 FOR READING AND ARITHMETIC, FY 72

<u>Group</u>	<u>Funds</u>	
	<u>Compensatory</u>	<u>General</u>
I	.274	-.244
II	.186	-.121
III	.056	-.242
IV	-.346	-.020
All Schools	.117	-.172

No significant correlation coefficients were found.

The situation concerning the expenditures of general funds is not quite the same as that of spending compensatory funds. For example, a higher rate of general funds was spent in Group III schools (\$20.17 per pupil in average daily attendance) and in Group II schools (\$18.94) than in Group I and Group IV schools. These are the two groups in which also there was a higher rate of compensatory funds spent. The expenditure of general funds in Groups I and IV did not differ significantly; \$16.39 and \$15.19, respectively. The overall average of the general funds per pupil in average daily attendance for the 129 schools was \$18.94. One might think that the expenditures would be similar in all schools as far as the general funds are concerned. However, this analysis reveals that not only do the schools with the lowest level of effectiveness receive the highest rate of compensatory funds, but they also receive the highest rate of general funds.

Further analysis of the amount of general funds spent is revealed by a study of how much general funds was spent to gain one unit of effectiveness (see Table IV). Again, the greatest amount was spent in Group III (\$0.28); the least amount, in Group I (\$0.13). The expenditures in Groups II and IV were similar, \$0.16 and \$0.20, respectively. In all 129 schools, there was an average of \$0.19 spent in order to gain one unit of effectiveness. These comparisons are based on the amount spent per pupil in average daily attendance.

As was the case for compensatory funds, effectiveness cannot be predicted by the amount of general funds spent. For some reason, there is not statistically significant correlation between general expenditures and performance. In fact, there was a tendency toward a negative relationship (see Table V).

Opinions of Local Staffs

The opinions of each local school staff concerning effectiveness and acceptability of pupil progress in reading during FY 72 were sought by the means of a questionnaire. An attempt was not made to identify concerns of effectiveness and acceptability in arithmetic. The decision was made that for the initial analysis by local personnel emphasis would be placed on differences in the reading profile. Responses to the questionnaire were based on the opinions and documentations developed by principals and faculty members. An effort was made to develop a positive attitude toward the improvement of instruction. Consequently, reasons for lower performance were not requested, but reasons for improved performance in FY 72 over FY 71 were sought. In addition, if performance in FY 72 was lower than that in FY 71, the local staff was requested to submit a plan for raising the performance level back to at least the level of FY 71.

There were several sections of the questionnaire. The main ones were:

<u>Section</u>	<u>Areas of Interest</u>
I	Comparison of the index of effectiveness for FY 72 with FY 71 by grade levels.
II	Comparison of the index of effectiveness for FY 72 among grades within the school.
III	The trend of pupil progress from grades two through seven as represented by the index of effectiveness.
IV	Comparison of the overall index of effectiveness of grades two through seven for FY 72 with that of FY 71.
V	Comparison of compensatory and general funds spent on the basis of the number of pupils in average daily attendance.
VI	Variables which were included in the formula that possibly should be eliminated from it.
VII	Other variables which might be included in the formula.

The first part of the analysis of the opinions of the local school staffs concerns the comparison of the index of effectiveness for FY 72 with FY 71 at the same grade level. A difference in progress was defined as a difference of more than 50 points between the indices of effectiveness for the two years. The first portion of this comparison relates to grades in which the index of FY 72 was at least 50 points higher than the corresponding index for FY 71. The second portion relates to the situations in which the performance of pupils was at least 50 points lower in FY 72 than in FY 71. In this latter case, the local schools were asked to develop plans for raising the index during FY 73 to at least the level of FY 71.

The responses of the local schools were divided into three categories: reasons and plans relating to teacher performance or responsibilities, reasons and plans relating to pupil characteristics or responsibilities, and reasons and plans relating to the instructional program or instructional strategies. In fact, responses to all sections of the questionnaire were divided into these three categories.

A total of 26 different reasons was given for the performance in FY 72 to be at least 50 points higher than the performance in FY 71 for the corresponding grade (see Table VI). These 26 reasons were given a total of 194 times with reasons relating to teacher variables constituting approximately one-half (49.6 per cent) of all of the reasons. The second most frequently given reason related to the instructional program, and these constituted 40.4 per cent of all of the reasons given. Thus, the reasons relating to pupil characteristics constituted only 10 per cent of all of the reasons.

It is realized that the coding of the responses according to teacher, pupil, and instructional reasons depended a great deal on the interpretation of a particular response. Consequently, it is conceivable that some of the responses might have been coded under more than one reason. However, a consistent effort was made to code the response according to the emphasis given in the particular comment.

With this possible variance of interpretation in mind, attention is next directed to some of the most frequently given reasons. In the category relating to teacher variables, two reasons were cited most frequently: (a) flexibility of the teacher in her use of different and innovative instructional methods in the classroom and (b) the teacher's ability to relate to individual pupils.

The second most frequently cited group of reasons for improved performance in FY 72 when compared with FY 71 related to instructional program variables. One reason constituted about one-half of all the reasons relating to this variable. The local schools gave emphasis to the availability of reading materials and audio-visual equipment, as well as to the fact that these media were used effectively.

Factors relating to pupil variables were not cited frequently. The two leading ones which were cited constituted only approximately three per cent of all the comments. They related to drill and practice procedures which prepared pupils for taking tests and to the involvement of parents in the school program.

TABLE VI
REASONS FOR HIGHER PERFORMANCE AND PLANS FOR IMPROVING PERFORMANCE
IN CORRESPONDING GRADES, FY 71 AND FY 72

<u>Reasons for Higher Performance in FY 72</u>		<u>Plans for Improving Performance</u>		<u>Differences Between Indices of Effectiveness of Same Grade, FY 71 and FY 72</u>
<u>Frequency</u>	<u>Per Cent</u>	<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
I. Teacher Variables				
27	13.9	28	12.3	(1) Innovative classroom methods.
5	2.6	0	0.0	(2) Same teacher with same children over a period of years.
2	1.0	5	2.2	(3) Effective use of teacher aides.
12	6.2	5	2.2	(4) Low pupil-teacher ratio.
17	8.8	20	8.8	(5) Excellent preparation and training.
3	1.6	1	0.4	(6) Utilization of the library.
4	2.1	1	0.4	(7) Excellent classroom discipline.
2	1.0	2	0.9	(8) Low teacher turnover.
20	10.3	27	11.8	(9) Instructional program which emphasizes the individual.
<u>4</u>	<u>2.1</u>	<u>7</u>	<u>3.1</u>	(10) Team teaching.
96	49.6	96	42.1	Total

<u>Reasons for Higher Performance in FY 72</u>		<u>Plans for Improving Performance</u>		<u>Differences Between Indices of Effectiveness of Same Grade, FY 71 and FY 72</u>
<u>Frequency</u>	<u>Per Cent</u>	<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
II. Pupil Variables				
2	1.0	7	3.1	(11) Wholesome pupil attitudes.
0	0.0	1	0.4	(12) Very bright and well prepared pupils.
3	1.6	1	0.4	(13) Pupils in the same instructional program for a period of years.
1	0.5	0	0.0	(14) Fewer emotionally disturbed children.
5	2.6	1	0.4	(15) Drill and practice procedures to condition pupils to testing.
5	2.6	8	3.5	(16) Parental involvement.
4	2.1	0	0.0	(17) Good pupil attendance.
<u>20</u>	<u>10.4</u>	<u>18</u>	<u>7.8</u>	Total
III. Instructional Program Variables				
3	1.6	3	1.3	(18) Assistance from area resource personnel.
32	16.5	30	13.2	(19) Effective use of additional reading materials and audio-visual equipment.
11	5.7	17	7.5	(20) Effective use of tests as instructional tools to motivate pupils.
4	2.1	7	3.1	(21) Administration of tests.
6	3.1	23	10.1	(22) Effective compensatory programs.
12	6.2	8	3.5	(23) Effective use of CIP resources.
6	3.1	1	0.4	(24) More departmentalization.
3	1.6	18	7.9	(25) Effective grouping of pupils.
<u>1</u>	<u>0.5</u>	<u>7</u>	<u>3.1</u>	(26) Established behavioral objectives were commensurate with pupil needs.
78	40.4	114	50.1	Total
194	100.0	228	100.0	GRAND TOTAL

The second portion of the analysis of the comparison of FY 72 with FY 71 dealt with the plans for restoring performance in FY 73 to at least the level of performance in FY 71 (see Table VI). For the schools responding, the value of the index of effectiveness was at least 50 points lower in FY 72 than it had been in FY 71.



A total of 228 plans were suggested for grades two through seven. About one-half the plans related to instructional program variables, and about 40 per cent of them related to teacher variables. Again, pupil variables were cited with the least frequency (8 per cent). The most cited instructional plan related to the use and availability of reading materials and audio-visual equipment and to the manner in which they were to be used, so that their effectiveness would be increased. The next most frequently cited plans related to teacher variables and, more specifically, to the use of innovative methods and the manner in which the teacher deals with the individual pupils. This latter group of plans seemed to focus on developing pupil-centered versus subject-centered activities. Even though pupil characteristics were not frequently cited as the chief elements of plans to improve pupil performance, the two pupil characteristics which were most frequently cited related to improving the pupils' attitudes toward school and to the greater involvement of parents in the instructional program.

The next portion of the analysis of the opinions of the local staff is a comparison within a school of the index of effectiveness among the different grades. The first portion deals with the reason the index of effectiveness in certain grades was at least 50 points higher than the overall average for the school during FY 72.

There was a total of 26 different reasons given (see Table VII). These 26 reasons were used a total of 90 times. Approximately one-half of the reasons related to teacher variables and one-fourth to each of the other two, respectively (pupil variables and instructional program). By far the most frequently cited reason among all of the variables related to the teacher's manner in the classroom and her use of innovative methods. This one reason constituted about one-fourth of all of the reasons given. The next most frequently cited reason dealt with pupil characteristics: preparation of the pupils and the fact that the pupils who remained within the particular instructional situation improved more rapidly than those who had moved rather frequently. Stability, therefore, seems to have been the key in this particular reason. The local staffs were concerned with the pupils' remaining in a school setting and receiving consistent instruction over several years. The third most frequently cited reason dealt with the instructional program and, more specifically, stressed the effective grouping of pupils.

TABLE VII
 REASONS FOR HIGHER PERFORMANCE AND PLANS FOR IMPROVING PERFORMANCE
 AMONG GRADES WITHIN A SCHOOL, FY 72

<u>Reasons for Higher Performance in FY 72</u>		<u>Plans for Improving Performance</u>		<u>Differences of Indices of Effectiveness Among Grades of Same School, FY 72</u>
<u>Frequency</u>	<u>Per Cent</u>	<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
I. Teacher Variables				
21	23.3	16	12.3	(1) Innovative classroom methods.
4	4.4	3	2.3	(2) Effective use of teacher aides.
2	2.2	6	4.6	(3) Low pupil-teacher ratio.
7	7.8	8	6.2	(4) Excellent preparation and training of teachers.
0	0.0	1	0.7	(5) Effective utilization of the library.
4	4.4	2	1.5	(6) Improved classroom discipline.
5	5.6	13	10.0	(7) Instructional program which emphasizes the individual.
0	0.0	1	0.7	(8) Good teacher diction.
0	0.0	1	0.7	(9) Team teaching.
1	1.1	1	0.7	(10) Consistent follow up in the instructional program.
<u>0</u>	<u>0.0</u>	<u>1</u>	<u>0.7</u>	(11) Reduced teacher turnover.
44	48.8	53	40.4	Total
II. Pupil Variables				
4	4.4	2	1.5	(12) Wholesome pupil attitudes.
1	1.1	2	1.5	(13) Very bright and well prepared pupils.
10	11.1	1	0.7	(14) Pupils in the same instructional program over a period of years for better preparation.
2	2.2	0	0.0	(15) Drill and practice procedures to condition pupils to testing.
0	0.0	6	4.6	(16) Parental involvement.
5	5.6	1	0.7	(17) Good pupil attendance.
<u>2</u>	<u>2.2</u>	<u>0</u>	<u>0.0</u>	(18) High mobility rate.
24	26.6	12	9.0	Total
III. Instructional Program Variables				
3	3.3	4	3.1	(19) Assistance from area resource personnel.
0	0.0	13	10.0	(20) Effective use of additional reading materials and audio-visual equipment.
0	0.0	11	8.5	(21) Effective use of tests as instructional tools to motivate pupils.
1	1.1	10	7.7	(22) Administration of tests.
4	4.4	10	7.7	(23) Effective compensatory programs.

3	3.3	7	5.4	(24) Effective use of CIP resources.
3	3.3	0	0.0	(25) More departmentalization.
<u>8</u>	<u>8.9</u>	<u>10</u>	<u>7.7</u>	(26) Effective grouping of pupils.
22	24.3	65	50.1	Total
90	99.7	130	99.5	GRAND TOTAL

The second portion of the analysis of the differences among the grades in their index of effectiveness examines plans for improving those grades in which the index of effectiveness was at least 50 points lower than the overall index of effectiveness for the particular school. Among the plans cited, approximately one-half stressed changes in the instructional program, and about 40 per cent stressed changes in teacher-related variables. The most cited reason in the former group identified again the effective use of additional reading materials and audio-visual equipment. In the teacher-variable group, two reasons led the list: the teacher's use of innovative materials and methods and her desire to relate to pupils on an individual basis. Even though pupil related variables constituted only 9 per cent of all the reasons given, the most frequently cited reason in this category concerned parental involvement. Examination of Table VII reveals the various reasons given and the frequencies cited.

The third portion of the analysis of the opinions of local staffs deals with a comparison of situations in which the lower and upper grades consistently differed (see Table VIII).

The lower grades, in general, were consistently higher than the upper grades. Reasons relating to improved pupil performance stressed two instructional variables: effective use of additional and improved reading materials and audio-visual equipment and the use of improved grouping practices -- grouping of pupils according to their performance levels. Closely following the instructional related variables, which were cited as approximately half of the reasons for improved performance, are the reasons related to teachers. The most frequently cited reasons of the teacher variables stressed the teacher's ability to relate to the pupil individually, to use innovative methods, and to conduct an individualized instructional program. Also, her preparation and training were recognized as being important. The third group of reasons, the pupil related variables, constituted about 10 per cent of all the reasons given. Among these, by far the most frequently cited, was involvement of parents in the instructional program. Additional reasons for improved performance can be gleaned from Table VIII.

TABLE VIII

PLANS FOR IMPROVING PERFORMANCE IN EITHER THE LOWER OR UPPER GRADES
IN WHICH THE INDEX OF EFFECTIVENESS WAS CONSISTENTLY LOWER

<u>Plans for Improving Performance</u>	<u>Per Cent</u>	<u>Variables</u>
<u>Frequency</u>		
I. Teacher Variables		
8	7.8	(1) Innovative classroom methods.
8	7.8	(2) Effective use of teacher aides.
4	3.9	(3) Low pupil-teacher ratio.
8	7.8	(4) Improve preparation and training of teachers.
1	1.0	(5) Utilization of the library.
1	1.0	(6) Improve classroom discipline.
12	11.7	(7) Institute an instructional program which emphasizes the pupil.
<u>1</u>	<u>1.0</u>	(8) Develop a consistent follow up program.
43	42.0	Total
II. Pupil Variables		
2	1.9	(9) Develop wholesome pupil attitudes.
1	1.0	(10) Persuade parents of high achievers not to put their children into private schools.
1	1.0	(11) Keep pupils in the same instructional program for a period of years.
1	1.0	(12) Develop drill and practice procedures to condition pupils to taking tests.
<u>7</u>	<u>6.8</u>	(13) Increased parental involvement.
12	11.7	Total
III. Instructional Program Variables		
3	2.9	(14) Increased assistance from school area personnel.
14	13.6	(15) Obtain more effective use of additional reading materials and audio-visual equipment.
6	5.8	(16) Effective use of tests as instructional tools to motivate pupils.
6	5.8	(17) Effective compensatory programs.
6	5.8	(18) Effective use of CIP resources.
<u>13</u>	<u>12.6</u>	(19) Improve practice of grouping pupils.
48	46.5	Total
103	100.2	GRAND TOTAL

The local staffs were of the opinion that overall effectiveness can be gained by stressing mainly two variables which relate to the instructional program and three variables which relate to teachers (see Table IX). Instructional and teacher related variables were cited approximately equally (46 per cent and 44 per cent, respectively). The reasons given in the order of their frequency were: effective use of additional and improved reading materials and audio-visual equipment (16 per cent); the use of innovative teaching methods, such as having pupils to write poetry or stories about themselves or to participate in contests (13 per cent); the teacher's ability to relate on an individual basis to the various pupils (13 per cent); preparation and training of teachers (12 per cent); and improved grouping practices, or grouping based on pupil performance (10 per cent).

Opinions of the local staffs concerning ways to gain a significant correlation between the use of funds and improved pupil progress revealed two main ways. Over half of their opinions concerned teacher variables, and about one-third concerned instructional variables (see Table X). The most frequently cited suggestions are given below in a descending order of the frequencies cited: decrease the pupil-teacher ratio (14 per cent); increase individualization of instruction (14 per cent); make greater use of paraprofessionals, such as teacher aides (12 per cent); and obtain more and improved reading materials and make more effective use of these materials and of audio-visual equipment (10 per cent).

The last two sections of the analysis of opinions of the local school personnel concerning pupil performance deal with the variables which might be eliminated from the model and other variables which might be considered for inclusion. Regarding suggestions of variables which might be eliminated, only 32 responses were made, and 23 of the 32 were concerned with the inclusion of the per cent of pupils' passing. The desire to eliminate this variable seemed to be based on the fact that the guidelines for determining pupil failures are not clearly defined and that teachers in a local school, much less in different schools, vary in determining whether or not a pupil should be passed or failed.

TABLE IX

PLANS FOR IMPROVING THE OVERALL EFFECTIVENESS IN SCHOOLS
IN WHICH THE INDEX OF EFFECTIVENESS WAS AT LEAST
50 POINTS LOWER IN FY 72 THAN IN FY 71

<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
I. Teacher Variables		
13	12.8	(1) Innovative methods.
3	2.9	(2) Effective use of teacher aides.
1	1.0	(3) Low pupil-teacher ratio.
12	11.8	(4) Preparation and training of teachers.
13	12.8	(5) Instructional program which emphasizes the individual.
1	1.0	(6) Team teaching.
<u>2</u>	<u>2.0</u>	(7) Consistent follow up program.
45	44.3	Total
II. Pupil Variables		
2	2.0	(8) Wholesome pupil attitudes.
3	2.9	(9) Drill and practice procedures to condition pupils to testing.
<u>5</u>	<u>4.9</u>	(10) Parental involvement.
10	9.8	Total
III. Instructional Program Variables		
4	3.9	(11) Assistance from area resource personnel.
16	15.7	(12) Effective use of additional reading materials and audio-visual equipment.
7	6.9	(13) Effective use of tests as instructional tools to motivate pupils.
8	7.8	(14) Effective compensatory programs.
1	1.0	(15) Effective use of CIP resources.
<u>11</u>	<u>10.0</u>	(16) Improved practices of grouping pupils.
47	46.1	Total
102	100.2	GRAND TOTAL

TABLE X

SUGGESTED WAYS FOR INCREASING THE CORRELATION BETWEEN
THE AMOUNT OF FUNDS SPENT AND PUPIL PROGRESS

<u>Frequency</u>	<u>Per Cent</u>	<u>Suggestions</u>
I. Teacher Variables		
6	5.0	(1) Implement innovative methods of teaching.
2	1.7	(2) Have same teacher teach a group of children for several years.
15	12.4	(3) Make more extensive use of paraprofessionals.
17	14.1	(4) Decrease the pupil-teacher ratio.
9	7.4	(5) Improve the preparation and training of teachers and encourage them to improve their daily lesson plans.
1	0.8	(6) Maintain classroom discipline.
1	0.8	(7) Cease using negative reinforcement.
<u>17</u>	<u>14.1</u>	(8) Have more individualized instruction.
68	56.3	Total
II. Pupil Variables		
3	2.5	(9) Try to improve the pupils' attitudes.
2	1.7	(10) Do not consider emotionally disturbed children in evaluation activities.
4	3.3	(11) Try to obtain a high level of parental involvement.
<u>3</u>	<u>2.5</u>	(12) Improve pupil attendance.
12	10.0	Total
III. Instructional Program Variables		
1	0.8	(13) More effectively use the assistance of area resource personnel.
12	9.9	(14) Effectively use additional resource materials and audio-visual equipment.
4	3.3	(15) Use tests more effectively to motivate pupils and to assess their learning needs.
7	5.8	(16) More effectively use the compensatory programs.
4	4.3	(17) More effectively use CIP resources.
1	0.8	(18) Improve practices of grouping pupils.
1	0.8	(19) Set behavioral objectives in accordance with pupil needs.

<u>Frequency</u>	<u>Per Cent</u>	<u>Suggestions</u>
1	0.8	(20) Stop spending so much money on testing.
1	0.8	(21) Increase teacher participation in determining how money will be used within the local schools.
6	5.0	(22) Take care of the nutritional needs of the children.
<u>3</u>	<u>2.5</u>	(23) Improve the evaluation of pupil progress.
41	33.8	Total
121	100.1	GRAND TOTAL

Greater attention was given to variables which might be included in the model. In fact, there were 17 different variables suggested for a total of 90 times (see Table XI). More than one-half of the suggestions concerned the following four variables: attendance of teachers (17 per cent), turnover of teachers (14 per cent), ability level of pupils (14 per cent), and educational background of parents (12 per cent). A scanning of Tables X and XI will reveal the extent that the variables were suggested for either elimination or inclusion, respectively.

TABLE XI
OTHER VARIABLES WHICH MIGHT BE CONSIDERED FOR USE IN
THE FORMULA FOR PREDICTING PUPIL PROGRESS

<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
13	14.4	(1) Ability of pupils.
11	12.2	(2) Educational background of parents.
6	6.7	(3) Techniques used in managing the classroom situation.
13	14.4	(4) Turnover of teachers.
2	2.2	(5) Health of pupils.
3	3.3	(6) Involvement of parents.
2	2.2	(7) Management of the school by the principal.
1	1.1	(8) Socio-economic level of the pupil by an index other than receiving free lunches.
5	5.6	(9) Attitudes of the pupils.
15	16.7	(10) Attendance of teachers.
2	2.2	(11) Attendance of pupils.
8	8.9	(12) Experience and qualifications of teachers.
1	1.1	(13) Attitudes of teachers.
1	1.1	(14) Racial make-up of classroom.
2	2.2	(15) Mobility of pupils.
3	3.3	(16) Sex ratio.
<u>2</u>	<u>2.2</u>	(17) Amount of money spent to employ people who work directly with the pupils rather than including auxiliary personnel such as lead teachers, social workers, and librarians.
90	99.8	Total

Profiles of Local Schools

An analysis of the effectiveness of the instructional program and of the acceptability of the level of achievement can best be shown by examining the data of each individual school. In making the analysis, attention should be given to the grossness of the data, to the approximation of achievement which the data represent, and to the establishment of an index of 90 or above as representing performance as predicted or performance as being equal to or higher than the national norm.

The profiles of effectiveness and acceptability of the reading and arithmetic programs are subsequently given (see appendix) in chart form for grades two through seven of each elementary and middle school. Accompanying the charts are numerical data from which more specific information can be gleaned concerning deviations and trends within an individual school, performance in reading during FY 71 and FY 72, and performance in arithmetic during FY 72. In addition to the data concerning effectiveness and acceptability, information is given concerning expenditure per unit of effectiveness for each pupil in average daily attendance for FY 72. A comparison of local school expenditures can be made with the system-wide averages.

In making the analysis of effectiveness and acceptability of the reading and arithmetic programs, attention should be directed to the trends and to the deviations of the data. For analysis and comparison, the data concerning reading are given for FY 71 and for FY 72 by grades. The graph is designed so that the differences between years and among grades can be determined by visual inspection. For example, in the case of Adair School, the gain rate of effectiveness of reading in the second grade decreased from an index of 200 in FY 71 to -50 in FY 72; whereas, the same index for the fifth grade increased from 20 in FY 71 to 200 in FY 72. The overall effectiveness for grades two through seven decreased from 107 in FY 71 to 38 in FY 72. In general, effectiveness in FY 71 was rather uniform with the exception of two grades, the fifth and the seventh (20 and -33, respectively). The effectiveness in FY 72 was more sporadic with performance in three grades being as predicted or better than predicted and in three other grades being less than predicted. The performance in the fourth, fifth, and sixth grades was as predicted; whereas, the performance in the second, third, and seventh grades was less than predicted. In other words, it might be said that the performance in the fourth grade and in the sixth grade was similar for the two years and was equal to or higher than predicted.

The index of the gain rate of effectiveness in arithmetic is given only for FY 72. In general, the index of effectiveness at Adair was higher in arithmetic than in reading. The performance among the grades was more consistent than in reading. The index in the third grade was low for both reading and arithmetic during FY 72 (75 and 40, respectively). A great difference existed between reading and arithmetic in the second grade and in the seventh grade. The gain rate of effectiveness during FY 72 in the second grade reading was 50 as compared to 150 for arithmetic. In the seventh grade, the gain rate of effectiveness in reading during FY 72 was 40; whereas, the similar index in arithmetic was 150. The overall index of effectiveness during FY 72 for grades two through seven was higher, almost twice as high, in arithmetic than in reading (168 as compared to 88).

The index of acceptability (or the relationship of performance to the national norm) decreased in reading during FY 72 at Adair as compared to the index in FY 71. This decrease was from 73 to 67. As far as pupil performance in arithmetic is concerned, it was almost at the level of the national norm. In fact, it was 85 per cent of the national norm.

As far as the overall effectiveness and acceptability indices for the combination of reading and arithmetic are concerned, Adair School was classified as a Group II school: effective but not acceptable (128 and 76, respectively).

The expenditure per unit of effectiveness during FY 72 from general funds and from compensatory funds was not as high as the respective expenditures for the city. Adair School spent a total of \$0.19 from these two sources in order to gain one unit of effectiveness; whereas, the average of all of the elementary schools was \$1.09. On an average, the elementary schools throughout the school system spent from general funds \$0.19 to gain one unit of effectiveness, while Adair School spent only \$0.11. Similarly, throughout the school system the elementary schools spent from compensatory funds \$0.90 for one unit of effectiveness as compared to Adair's spending \$0.08.

In general, the profile of effectiveness of the reading program at Adair School during FY 72 represented rather consistent and high performance in certain grades and inconsistent and relatively low performance in other grades. The effectiveness of the arithmetic program represented greater consistency and higher performance than the effectiveness of the reading program. There was, however, one low performing grade in both reading and arithmetic. Further, Adair's expenditures for one unit of effectiveness was about one-sixth of the average of all of the elementary schools.

IV. CONCLUSIONS

The analysis of pupil performance during FY 72 resulted in the formulation of the following conclusions concerning the effectiveness and acceptability of the reading and arithmetic programs and the expenditures from general and compensatory funds:

1. Because of the consistency of the intercorrelations among the factors used in the model to predict pupil performance, the following generalizations can be made:
 - a. There was a positive and significant correlation in grades two through seven between:
 - (1) attendance of pupils and stability of pupils
 - (2) attendance of pupils and paid lunches
 - (3) attendance of pupils and pretest scores
 - (4) attendance of pupils and posttest scores
 - (5) paid lunches and pretest scores
 - (6) paid lunches and posttest scores
 - (7) pretest and posttest scores.
 - b. There was a negative and significant correlation in grades two through seven between:
 - (1) pupil-teacher ratios and pretest scores
 - (2) pupil-teacher ratios and posttest scores.
 - c. There was a negative and significant correlation in the third grade between attendance of pupils and pupil-teacher ratios.
 - d. There was a positive and significant correlation in fourth grade arithmetic between stability of pupils and per cent of pupils passing.
 - e. There was a negative and significant correlation in the seventh grade between paid lunches and pupil-teacher ratios.
 - f. There was a negative and significant correlation in the third grade between:
 - (1) per cent passing and pretest arithmetic scores
 - (2) per cent passing and posttest arithmetic scores.

2. More than half of the schools performed as predicted and, consequently, were classified as being effective.
3. Only about one-sixth of the schools performed equal to or better than the national norm and could be classified as being acceptable.
4. Effectiveness cannot be predicted by the amount of funds spent, neither compensatory nor general funds.
5. There was a tendency toward a negative relationship between the amount of general funds spent and pupil performance. In other words, there was a tendency to spend a greater proportion of general funds in the lower performing schools than in the higher performing schools.
6. Schools classified as being effective and not acceptable (classification II) and those classified as being neither effective nor acceptable (classification III) performed decidedly differently. Even though the levels of acceptability of these two groups were approximately the same, schools in Group II were about 70 per cent more effective than the schools in Group III.
7. Essentially, three reasons were given for improved pupil performance: innovative classroom methods, teachers who related to pupils and who individualized instruction, and effective use of additional reading materials and audio-visual aids. These three variables were the main ones stressed in plans to improve instruction. Two other variables seemed to emerge, which should receive additional attention: (a) drill and practice procedures which condition pupils to taking tests and (b) parental involvement. Also, in general, these five variables were suggested as the main ones for increasing the correlation between the amount of funds spent and pupil progress.
8. The one variable now included in the formula which was strongly suggested for elimination was the per cent of pupils passing.
9. Two teacher variables and two pupil variables were suggested by more than ten schools for consideration to be included in the formula: (a) the ability of the pupils and the educational background of their parents and (b) teacher attendance and teacher turnover.

V. RECOMMENDATIONS

The following recommendations are made based on the findings of this study:

1. Careful analysis should be made of the manner in which schools use additional materials and funds. This study shows that it is not the quantity of these two resources which makes the difference but the quality of their use.
2. Increased attention should be given to the use of innovative classroom procedures; but, above all, it seems that these should be accompanied by the personalized manner in which these methods are used. Also, it seems that this is another way of saying that there is a need to develop further the understanding of people's reactions (both teacher's and pupil's), to help each group to understand the cause and effect relationships, to use problem-solving techniques, and to promote positive reinforcement of behavior. The use of innovative instructional methods would most likely be a natural outgrowth of these actions.
3. Extensive study should be made of the differences between pairs of schools in which their acceptability levels are, for all practical purposes, equal but their respective effectiveness differs extensively. Pupils with similar characteristics are not performing similarly from school to school, as evidenced by the differences between Group II and Group III schools.
4. Additional assistance should be given to helping local staffs to diagnose the lack of pupil performance, particularly in those schools in which effectiveness is rather low. Particular attention might well focus on the decision-making process of the school and on the emphasis given to process and product. What value is the process if it does not yield the specified product? Hence, predetermination of the desired product is most important. In general, do not people tend to perform as they are expected to perform?

5. Encouragement should be given to all schools to begin considering the development of plans for implementing an instructional management system (a) in which the objectives of the curriculum are clearly and specifically stated in behavioral terms, (b) in which available resources and strategies for accomplishing these objectives are efficiently utilized, and (c) in which appropriate data on pupil progress serve to promote fully each pupil's efforts in accomplishing the stated objectives. In fact, this recommendation might well be a system-wide effort.
6. Accountability involves at least two processes: teaching and learning. These are different but related processes. The former has traditionally been delegated to the role of the teacher; the latter, to the pupil. Profitable results might well be obtained if more emphasis were given to learning, particularly if pupil performance continues as one of the primary goals of the school system.

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ADAIR ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING					ARITHMETIC					RDC+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225												225
E												195
195												165
E												135
165												105
E												75
135												45
E												15
105												75
A												45
75												15
A												75
45												45
E												15
15												75
E												45
												15

E: EFFECTIVE A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG +	ARITH	RDG +	ARITH	ACTUAL	SYSTEM-WIDE
2	200	150	96	52	1.4	2.3
3	120	40	70	70	2.6	2.9
4	100	167	68	77	3.6	4.0
5	20	300	65	63	3.6	4.9
6	233	200	72	72	4.8	5.3
7	33	150	65	65	5.0	6.0
2-7	107	168	73	67	5.0	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.11 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.08

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ADAMSVILLE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195	E													195	
165														165	
135														135	
105	E						E							105	
75	A						A	E				A		75	
45														45	
15												E		15	

GRADE	71	72	71	72	71	72	71	72
2								
3								
4								
5								
6								
7								
2-7								

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E) RDG +		INDEX OF ACCEPTABILITY (A) RDG +		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE ACCEPTABLE (NAT'L NORM)
2	100	83	78	78	2.1	2.2
3	200	100	73	73	2.7	2.8
4			79	94	3.7	3.3
5	75	20	68	86	3.9	4.0
6	100	100	66	79	4.4	5.3
7	86	75	68	78	5.2	6.0
2-7	112	76	72	81		

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.46 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.05 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ANDERSON PARK ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	80	100	81	70	1.9	2.1
3	83	83	73	73	2.7	2.6
4	180	123	77	74	3.5	4.0
5	180	100	81	75	4.3	4.9
6	250	40	66	64	4.3	5.0
7	100	120	60	68	5.2	6.3
2-7	146	91	73	71	2.2	2.3

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.05 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ARKWRIGHT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225														
195														
165														
135														
105														
75														
45														
15														

GRADE	2	3	4	5	6	7	71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY O: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG + ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	RDG + ARITH
2	100	20	33	27	81	59	59	59	1.6	1.6	2.2	2.3
3	133	100	100	100	73	68	71	68	2.7	2.5	2.8	2.9
4	60	20	100	60	72	70	85	78	3.3	4.0	3.3	4.0
5	100	0	133	67	68	65	84	75	3.7	4.8	3.9	4.9
6	100	140	60	100	64	64	79	72	4.3	5.3	4.4	5.3
7	99	56	85	71	60	62	75	69	4.8	5.8	4.8	6.0
2-7					69	66	75	71				

E: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.25	\$ 0.07	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BEECHER HILLS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225												225
195												195
165												165
135												135
105												105
75												75
45												45
15												15
GRADE 2	3	4	5	6	7	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	67	62	85	81	2.2	2.5
3	50	57	70	81	3.0	3.0
4	43	38	70	66	3.1	3.9
5	140	160	75	77	4.4	5.0
6	0	100	69	69	4.6	5.1
7	0	50	60	70	5.4	6.0
2-7	50	78	72	74	5.4	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.23 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BEN HILL ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING										ARITHMETIC										RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225																			225		
195																			195		
165																			165		
135																			135		
105																			105		
75																			75		
45																			45		
15																			15		

GRADE	71	72	71	72	71	72	71	72	71	72
2										
3										
4										
5										
6										
7										
2-7										

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

□: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	100	62	88	75	96	89	93	91	2.4	2.5	2.2	2.3
3	140	34	71	43	100	65	84	75	2.4	3.1	2.8	2.3
4	125	60	73	67	102	87	98	93	4.1	4.6	3.3	4.0
5	57	83	40	62	88	84	89	87	4.8	5.1	3.9	4.9
6	150	40	20	30	104	78	85	82	5.2	5.7	4.4	5.3
7	157	186	50	118	99	91	82	87	7.0	6.3	4.8	6.0
2-7	122	74	57	66	98	82	89	86				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.20 SYSTEM-WIDE \$ 0.19
 GENERAL COMPENSATORY \$ 0.10 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BENTEN ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

GRADE	71	72	71	72	71	72	71	72
2
3
4
5
6
7
2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	100	117	89	85	2.3	2.1
3	25	50	97	78	2.9	3.3
4	250	29	102	79	3.7	5.0
5	140	250	81	98	5.6	5.6
6	150	40	97	75	5.0	5.8
7	100	160	81	74	5.7	6.3
2-7	128	41	91	82	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.30 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.06 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BETHUNE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165			E	E											165
135								E					E		135
105	E	E						E						E	105
75	A	A	A	A	A	A			E	A				A	75
45											E				45
15															15

E: EFFECTIVENESS A: ACCEPTABILITY □: F AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E) RDG +		INDEX OF ACCEPTABILITY (A) RDG +		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL RDG	SYSTEM-WIDE ACCEPTABLE
2	100	140	67	63	1.7	2.0
3	100	150	65	65	2.4	2.5
4	150	36	64	62	2.9	3.1
5	140	33	65	60	3.4	4.6
6					4.4	5.3
7					4.8	6.0
2-7	123	92	65	63		

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.26 SYSTEM-WIDE FUNDS \$ 0.19
GENERAL COMPENSATORY \$ 7.88

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BIRNEY ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH			
	71	72	71	72	71	72	71	72	71	72	71	72	71	72				
225																		
195																		
165																		
135																		
105																		
75																		
45																		
15																		

GRADE	71	72	71	72	71	72	71	72	71	72	71	72
2												
3												
4												
5												
6												
7												
2-7												

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	85	150	119	130	3.5	2.2
3	117	75	130	105	3.9	2.8
4	44	67	111	106	5.0	3.3
5	91	30	126	114	6.5	3.9
6	108	58	128	118	7.9	4.4
7	50	43	125	99	7.6	4.8
2-7	82	56	123	112	6.5	6.0

RDG + ARITH

LOCAL SCHOOL FUNDS GENERAL COMPENSATORY \$ 0.25 \$ 0.21

SYSTEM-WIDE FUNDS GENERAL COMPENSATORY \$ 0.19 \$ 0.90

RDG ARITH RDG ARITH RDG ARITH RDG ARITH

ACCEPTABLE (NAT'L NORM)

RDG ARITH

RDG ARITH

RDG ARITH

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BLAIR VILLAGE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC								
	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15
225
195
165
135
105
75
45
15

GRADE 2 3 4 5 6 7 2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)				
	RDG FY71	ARITH FY72	RDG + ARITH FY72	RDG FY71	ARITH FY72	RDG + ARITH FY72	RDG ARITH	SYSTEM-WIDE RDG ARITH	ACCEPTABLE (NAT'L NORM)		
2	40	67	64	67	59	59	1.6	1.6	2.2	2.3	2.7
3	80	33	37	70	57	62	2.1	2.3	2.8	2.9	3.7
4	50	143	122	66	72	85	3.4	4.0	3.3	4.0	4.7
5	25	100	0	65	63	77	3.6	4.4	3.9	4.9	5.7
6	400	900	550	64	69	79	4.6	5.3	4.4	5.3	6.7
7	200	233	167	65	65	75	5.0	5.8	4.8	6.0	7.7
2-7	66	246	157	66	64	73					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.12 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90
COMPENSATORY \$ 0.02

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BLALOCK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG+ARITH
	71	72	71	72	71	72	71	72	
225	E	E	E	E					225
195									195
165				E					165
135									135
105									105
75	A	E	A	A	E	A	A	A	75
45	A	A	A	A					45
15									15

GRADE 2 3 4 5 6 7 2-7 2-7 2-7 2-7 2-7 2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL □: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	400	150	67	67	1.8	2.2
3	60	80	57	62	2.1	2.8
4			55	72	2.6	3.3
5	50	150	63	84	3.6	3.9
6	50	0	54	73	3.6	4.4
7	300	100	56	71	4.3	5.5
2-7	152	96	59	72	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.21 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 1.02 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BOLTON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC																	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72											
225															225										
195															195										195
165															165										165
135															135										135
105															105										105
75															75										75
45															45										45
15															15										15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72
2												
3												
4												
5												
6												
7												
2-7												

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	200	100	52	100	2.7	3.2
3	140	157	95	105	3.9	4.0
4	89	85	94	91	4.3	5.2
5	44	75	88	102	5.8	5.5
6	162	175	97	107	7.2	5.7
7	0	144	77	94	7.2	6.5
2-7	25	123	84	100	7.2	6.5

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.25 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.01 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BRANDON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165	E														165
135	E	A							A						135
105	A	A							A						105
75															75
45															45
15															15

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	(MAT'L NORM)
2	140	171	108	133	115	130	3.1	3.5	2.2
3	150	138	178	132	119	132	4.4	4.9	2.8
4	111			115					3.3
5	60	50	200	109	98	100	5.6	5.7	3.9
6	33	133	150	113	90	88	6.0	5.9	4.4
7	133	267	200	127	127	99	9.8	7.6	4.8
2-7	105	152	167	122	110	110			4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
\$ 0.08 \$ 0.19 \$ 0.24 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BREWER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE ACCEPTABLE
2	67	71	78	85	2.3	2.2
3	133	86	78	76	2.8	2.8
4	100	85	81	94	3.8	3.3
5	29	150	77	75	4.3	3.9
6	33	150	75	78	5.2	4.4
7	83	33	74	65	5.0	5.8
2-7	65	85	77	77	5.0	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.20 LOCAL SCHOOL \$ 0.03 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BRYANT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225	E	E	E	E	E	E	E	E	E	E	225	
195											195	
165			E								165	
135											135	
105			A					E			105	
75	A	A	A	A	E	A	A	A	A	A	75	
45	A	A	E								45	
15	E	E	E	E							15	
GRADE	2	3	4	5	6	7	2-7	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	0	50	56	63	2.1	2.2
3	120	40	78	57	2.0	2.8
4	150	100	64	74	3.1	3.3
5	371	33	114	88	3.4	3.9
6	200	100	51	78	3.6	4.4
7						4.8
2-7	88	65	73	72	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS GENERAL COMPENSATORY SYSTEM-WIDE

\$ 0.19	\$ 0.35	\$ 2.53	\$ 0.90
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PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BURGESS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		
225																225
195																195
165			E													165
135							E						E			135
105																105
75	A															75
45																45
15																15

GRADE 2 3 4 5 6 7 2-7 72 72 72 72 72 72 72 72 72 72 72 72 72 72 72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	160	120	85	74	2.0	2.0
3	100	175	73	73	2.7	2.7
4	83	78	64	66	3.1	3.6
5	100	240	68	81	4.6	4.9
6	0	0	55	64	4.3	4.4
7	0	140	60	62	4.8	6.0
2-7	74	126	68	70	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.12 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BUTLER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDC*ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

GRADE	71	72	71	72	71	72	71	72
2
2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDC	SYSTEM-WIDE RDC
2	0	75	56	67	1.8	2.2
3	0	50	49	57	2.1	2.3
4	60	113	62	57	2.7	3.2
5	50	50	65	60	3.4	4.2
6						
7						
2-7	28	72	58	60	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	GENERAL	LOCAL SCHOOL	SYSTEM-WIDE
	COmpENSATORY	\$ 0.36	\$ 0.19	$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAMPBELL ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225	+	E	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
195
165
135
105
75
45
15

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	25	100	59	59	1.6	1.7
3	80	233	68	73	2.7	2.7
4	75	67	57	57	2.7	3.5
5	0	80	56	60	3.4	4.6
6	300	33	64	55	3.7	4.9
7	200	133	56	56	4.3	5.7
2-7	113	108	60	60	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENP/AL \$ 0.16 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAPITOL AVENUE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

E: EFFECTIVE A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	100	160	56	59	62	62
3	100	100	65	55	68	67
4	114	100	57	62	77	70
5	175	150	63	68	81	75
6	100	50	51	51	73	62
7	50	100	53	53	78	66
2-7	42	100	58	60	76	68

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.14
GENERAL COMPENSATORY \$ 1.78
SYSTEM-WIDE FUNDS \$ 0.19
GENERAL COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAPITOL VIEW ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225	E																			
195																				
165																				
135																				
105	A																			
75																				
45																				
15																				

GRADE	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72
3	2	3	4	5	6	7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	RDG	RDG	RDG	(NAT'L NORM)
2	240	67	75	71	111	85	93	89	2.3	2.5	2.2	2.3
3	60	100	133	117	59	78	89	84	2.9	3.3	2.8	2.9
4	100	175	92	134	91	91	98	95	4.3	4.6	3.3	4.0
5	129	83	175	129	91	81	91	86	4.6	5.2	3.9	4.9
6	75	33	160	64	90	81	93	87	5.4	6.2	4.4	5.3
7	86	0	140	70	81	81	91	86	6.2	7.0	4.8	6.0
2-7	95	65	129	97	87	83	93	88				7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.23 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.03 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAREY ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	2	3	4	5	6	7	2-7	72	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	120	150	78	78	2.1	2.3
3	150	100	76	68	2.5	2.5
4	180	160	74	74	3.5	4.0
5	60	60	65	65	3.7	5.1
6	200	100	61	64	4.3	5.1
7	0	50	62	56	4.3	5.8
2-7	118	103	69	68	2.2	2.2

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	FUNDS		LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	\$	%	\$	%
			0.16	0.19	0.16	0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CARTER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225	.....E	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	225
195	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	195
165	.....E	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	165
135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	135
105	.....E	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	105
75	.....A	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72	72	72
2-7	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	125	109	81	78	1.9	2.1
3	167	164	86	73	2.7	2.7
4	83	107	72	85	3.6	4.0
5	137	67	75	84	3.6	3.9
6	25	117	66	79	4.3	4.4
7	117	75	65	82	5.7	6.3
2-7	106	105	74	80	5.7	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.20 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 3.68 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CHATTANOOCHEE ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING										ARITHMETIC										RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225	E																		225		
195																			195		
165		E																	165		
135																			135		
105	E																		105		
75	A	A	A	F	A	A	A	A	A										75		
45	A																		45		
15																			15		

71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 72																					
GRADE 2 3 4 5 6 7 2-7 2-7																					

E: EFFECTIVE A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE	ACTCEPTABLE	(NAT'L NORM)
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
2	100	40	140	90	78	59	74	67	1.6	2.0	2.2	2.3
3	217	150	100	125	76	62	78	70	2.3	2.9	2.8	2.9
4	100	50	82	66	68	66	85	76	3.1	4.0	3.3	4.0
5	67	67	0	34	75	63	79	71	3.6	4.5	3.9	4.9
6	150	25	100	63	69	66	81	74	4.4	5.4	4.4	5.3
7	0	80	150	115	70	68	79	74	5.2	6.1	4.8	6.0
2-7	106	69	95	82	73	64	79	72				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.17 SYSTEM-WIDE \$ 0.19

GENERAL COMPENSATORY \$ 0.19

FUNDS \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CLEMENT FLEMMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				
GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7						

E: EFFECTIVE A: ACCEPTABILITY (E) AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	40	83	81	67	1.8	2.0
3	67	83	68	70	2.6	3.1
4	117	67	70	66	3.1	4.0
5	140	40	75	68	3.9	4.9
6	50	50	64	69	4.6	5.7
7	40	140	62	62	4.8	6.0
2-7	76	77	70	67	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR LOCAL SCHOOL FUNDS LOCAL SCHOOL FUNDS LOCAL SCHOOL FUNDS
 GENERAL \$ 0.16 GENERAL \$ 0.19 GENERAL \$ 0.19
 COMPENSATORY \$ 0.00 COMPENSATORY \$ 0.90 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CLEVELAND ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	133	113	100	100	2.7	2.2
3	125	133	76	86	3.2	2.8
4	112	160	98	102	4.8	3.3
5	57	0	88	81	4.6	3.9
6	100	40	93	81	5.4	4.4
7	157	186	99	91	7.0	6.6
2-7	72	105	92	90	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.18 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.01 COMPENSATORY \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COAN MIDDLE SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15				
225					
195					
165					
135					
105					
75	E	.....	.....	.....	.....	.....	.....	.....	A	.....				
45	A	.....	.....	.....	.....	.....	.....	.....	F	.....				
15	E	.....	.....	.....	.....	.....	.....	.....	F	.....				

GRADE	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72
3	2	3	4	5	6	7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	0	67	34	65	55	75	65	65	3.7	5.0	2.2	2.3
3	80	50	65	52	53	71	52	52	4.1	5.5	2.8	2.9
4	40	59	50	64	54	73	64	64	3.3	4.0	3.3	4.0
5									3.9	4.9	3.9	4.9
6									4.4	5.3	4.4	5.3
7									4.4	6.0	4.4	6.0
2-7												

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL	SYSTEM-WIDE
	GENERAL	GENERAL
GENERAL	\$ 0.72	\$ 0.19
COMPENSATORY	\$ 2.89	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COLLIER HEIGHTS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARIT									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72										
225																								
195																								
165																								
135																								
105																								
75																								
45																								
15																								

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2																								
3																								
4																								
5																								
6																								
7																								
2-7																								

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	117	129	88	109	2.8	2.7
3	100	40	86	79	2.7	3.3
4	162	82	75	79	3.8	4.1
5	117	240	100	170	4.3	5.0
6	67	80	125	103	5.4	5.9
7	100	0	83	42	5.6	6.5
2-7	111	95	98	97	2.2	2.3

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.14 SYD-EM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.00 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CONNALLY ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

E: EFFECTIVE A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	80	200	70	70	1.9	2.2
3	100	100	68	65	2.4	2.8
4	180	117	77	74	3.5	4.0
5	100	133	63	65	3.7	3.9
6	50	67	55	55	3.7	4.4
7	0	100	62	56	4.3	4.8
2-7	85	120	66	64	5.8	6.0

RDG+ARITH ACCEPTABLE (NAT'L NORM)

FUNDS LOCAL SCHOOL \$ 0.25 LOCAL SCHOOL \$ 0.19

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY \$ 0.25 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CONTINENTAL COLONY ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225														
195														
165				E								E		
135								E						
105	D							E						
75														
45														
15														

GRADE	71	72	71	72	71	72	71	72
2								
3								
4								
5								
6								
7								
2-7								

E: EFFECTIVENESS A: ACCEPTABILITY F: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	150	100	122	104	100	96
3	120	78	97	95	96	97
4	112	78	102	89	95	100
5	171	33	105	81	89	96
6	111	63	107	97	94	90
7	86	38	106	106	88	97
2-7	125	65	107	95	95	95

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.16	\$ 0.20	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COOK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG-ARITH	READING										ARITHMETIC															
	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15		
225	E																									
195																										
165																										
135																										
105																										
75																										
45																										
15																										

GRADE	2	3	4	5	6	7	2-7
RDG	72	72	72	72	72	72	72
ARITH	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	100	200	120	160	63	70	74	72	1.9	2.0	2.2	2.3
3	140	167	100	134	73	65	70	68	2.4	2.6	2.8	2.9
4	167	75	120	98	64	62	77	70	2.9	3.6	3.3	4.0
5	80	150	0	75	63	63	81	72	3.6	4.6	3.9	4.9
6	500	0	100	50	61	54	76	65	3.6	5.1	4.4	5.3
7	167	100	167	134	51	56	75	66	4.3	5.8	4.8	6.0
2-7	192	115	101	108	63	62	76	69				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.15	\$ 2.68	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COOPER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG-ARITH	READING										ARITHMETIC										
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225																					
195																					
165																					
135																					
105																					
75																					
45																					
15																					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E) RDG		INDEX OF ACCEPTABILITY (A) RDG		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG
2	50	33	56	56	1.5	2.2
3	83	125	59	65	2.4	2.8
4	100	143	52	66	3.1	3.3
5	33	50	60	63	3.6	3.9
6	67	575	48	90	6.0	4.4
7	40	167	57	64	3.4	4.8
2-7						

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

LOCAL SCHOOL FUNDS \$ 0.10
SYSTEM-WIDE FUNDS \$ 0.19

LOCAL SCHOOL COMPENSATORY \$ 2.33
SYSTEM-WIDE COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CRADDOCK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							FOG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165			E											165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E) RDG.		INDEX OF ACCEPTABILITY (A) RDG.		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG
2	25	100	83	92	63	63
3	50	175	60	118	62	62
4	20	117	90	104	63	63
5	50	40	100	70	86	75
6	0				55	
7	375				68	
2-7	87	108	83	96	60	61

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
 COMPENSATORY \$ 4.83 \$ 0.27 \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-

CROGMAN ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG	READING							ARITHMETIC							RDG
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

GRADE	2	3	4	5	6	7	2-7
RDG	72	71	72	71	72	71	72
ARITH	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY F: NEITHER AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL RDG	SYSTEM-WIDE ACCEPTABLE RDG
2	75	43	67	67	1.8	2.2
3	20	50	51	59	2.2	2.9
4	80	87	70	72	3.4	3.3
5	40	33	60	65	3.7	3.9
6	350	100	61	55	3.7	4.4
7					5.0	5.3
2-7	105	83	62	64	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL: SYSTEM-WIDE

\$ 0.22 \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

DOBBS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG-ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225														
195														
165														
135														
105														
75														
45														
15														
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY C: AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	RDG	ARITH	RDG	ARITH	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
2	40	0	60	30	\$ 0.23	\$ 0.20	\$ 0.19	\$ 0.90
3	80	150	140	145				
4	40	78	108	93				
5	120	60	0	30				
6	350	350	67	209				
7	67	50	200	125				
2-7	116	115	96	106				

E: EFFECTIVENESS AND ACCEPTABLE LEVEL OF PERFORMANCE



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

Y SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	ARITHMETIC		RDG+ARITH	
	FY71	FY72	FY71	FY72
225
195
165
135
105
75
45
15

72	72	72	72	72	72
2	3	4	5	6	7

E: EFFECTIVE AND ACCEPTABLE F: EFFECTIVE BUT NOT ACCEPTABLE

INDEX OF ACCEPTABILITY (A)	ACTUAL		SYSTEM-WIDE		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
RDG + ARITH	64	64	2.2	2.3	2.7	2.7
FY72	58	58	2.8	2.9	3.7	3.7
FY71	72	72	3.4	4.0	4.7	4.7
	79	71	3.9	4.9	5.7	5.7
	72	63	4.4	5.3	6.7	6.7
	71	62	5.5	6.0	7.7	7.7
	70	64				

LOCAL SCHOOL FUNDS \$ 0.18 SYSTEM-WIDE \$ 0.19
 FOR FY 72: GENERAL \$ 0.39 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

CASCADE ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT AC

GRADE	READING		RDG+ARITH	
	FY71	FY72	FY71	FY72
225
195
165
135
105
75
45
15

71	72	71	72	71	72	71	72
2	3	4	5	6	7	2-7	2-7

E: EFFECTIVE A: ACCEPTABLE F: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)	
	RDG	ARITH	RDG	ARITH
2	0	156	50	103
3	67	67	43	55
4	137	50	115	83
5	143	50	83	67
6	117	0	120	60
7	117	212	100	156
2-7	97	89	85	87

FUNDS LOCAL SCHOOL \$ 0.15
 FOR FY 72: GENERAL \$ 0.15 COMPENSATORY \$ 0.11

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

RY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	72	
225								225
195								195
165								165
135								135
105								105
75								
45								
15								

71 72 71 72 72 72 72 72 72

7 2-7 2 3 4 5 6 7 2-7

72 72 71 72 72 72 72 72

INDEX OF ACCEPTABILITY (A) RDG +

GRADE	READING		ARITH		RDG +		SYSTEM-WIDE ACCEPTABLE (NAT'L NORM)
	FY71	FY72	FY71	FY72	FY71	FY72	
59	70	56	1.9	1.5	2.2	2.3	2.7
59	54	62	2.0	2.3	2.8	2.9	3.7
55	64	70	3.0	3.7	3.3	4.0	4.7
56	60	77	3.4	4.4	3.9	4.9	5.7
54	48	69	3.2	4.6	4.4	5.3	6.7
53					4.8	6.0	7.7
56	59	67					

FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.27 GENERAL \$ 4.77 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

CENTER HILL ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							RDG+ARITH
	71	72	71	72	71	72	71 72	
225								225
195								195
165								165
135								135
105								105
75								75
45								45
15								15

71 72 71 72 71 72 71 72 71 72

7 2 3 4 5 6 7 2-7

72 72 72 72 72 72 72 72

GAIN-RATE OF EFFECTIVENESS (E) RDG +

GRADE	READING		ARITH		RDG +		INDEX OF ACCEPTABILITY (A)
	FY71	FY72	FY71	FY72	FY71	FY72	
2	80	140	117	129	63	81	2.2
3	133	25	100	38	70	49	1.8
4	140	157	118	138	72	77	2.0
5	225	120	50	85	68	63	3.6
6		50	133	92	55	61	4.1
7	125	0	100	50	60	56	4.3
2-7	141	74	103	89	65	65	5.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.20 GENERAL \$ 0.49 COMPENSATORY \$ 0.49



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

EAST LAKE ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		
225									225							225
195									195							195
165									165							165
135									135							135
105									105							105
75									75							75
45									45							45
15									15							15

GRADE	71	72	71	72	71	72	71	72
2	3	4	5	6	7	2-7	2	3
3	4	5	6	7	2-7	2	3	4
4	5	6	7	2-7	2	3	4	5
5	6	7	2-7	2	3	4	5	6
6	7	2-7	2	3	4	5	6	7
7	2-7	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY (E AND A ARE EQUAL)

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	RDG	ARITH
2	100	50	33	42	63	59	67	63	1.8	1.6	2.2	2.3
3	0	80	80	80	67	68	65	67	2.4	2.5	2.8	2.9
4	83	100	85	93	73	79	66	73	3.1	3.7	3.3	4.0
5	100	60	75	69	76	84	68	76	3.9	3.9	3.9	4.9
6	100				64				4.4	4.4	4.4	5.3
2-7	77	73	68	71	73	73	67	70	4.8	4.8	5.0	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
\$ 0.26 \$ 0.19 \$ 0.90



PROJECT OF IMPROVING THE QUALITY OF
 OF READING AND ASSESSMENT IN
 ENGLISH READING IN THE
 SECOND GRADE

Table with 2 columns: 'RESEARCH' and 'FINDINGS'. The text is extremely faint and illegible, appearing as a grid of dots and lines.

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ENGLISH PRIMARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG. ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225								225							225
195								195							195
165								165							165
135								135							135
105								105							105
75								75							75
45								45							45
15								15							15

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72

EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS

GRADE	READING		ARITHMETIC		RDG. ARITH	
	71	72	71	72	71	72
1	100	71	86	67	1.7	1.1
2					2.1	1.1
3					3.3	4.0
4					3.0	3.9
5					4.4	4.3
6					4.8	4.0
7						
2-7	100	71	86	67		

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) BY GRADE

GENERAL	\$ 0.17
COMPENSATORY	\$ 6.22
TOTAL SCHOOL	\$ 6.39
BY GRADE	\$ 6.39

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FAJN ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDC+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
2	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7
3	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7
4	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7
5	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7
6	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7
7	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7
2-7	72	72	72	72	72	72	72	72	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING FY71	ARITH FY72	RDC + ARITH FY72	READING FY71	ARITH FY72	RDC + ARITH FY72	ACTUAL RDC	SYSTEM-WIDE RDC	ACCEPTABLE ARITH (NAT'L NORM)
2	160	86	113	85	81	93	87	2.2	2.3
3	117	17	86	81	73	81	77	2.7	2.9
4	100	60	92	74	72	85	79	3.4	4.0
5	60	250	25	65	81	81	81	4.6	3.9
6	500	100	100	66	66	82	74	4.4	5.3
7	133	71	80	65	62	74	68	4.8	4.8
2-7	178	97	83	73	73	83	78	5.7	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.27 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.01

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FINCH ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG+ARITH
	71	72	71	72	71	72	71	72	
225	225
195	195
165	165
135	135
105	105
75	75
45	45
15	15

F: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE - UAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	75	140	78	85	2.3	2.2
3	120	75	72	70	2.6	2.8
4	133	56	72	68	3.2	3.5
5	17	100	65	65	3.7	3.9
6	67	100	61	66	4.4	4.4
7	0	0	56	56	4.3	5.8
2-7	69	79	68	68	4.3	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.14 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.4 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FORREST ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225	225
195	195
165	165
135	135
105	105
75	75
45	45
15	15

GRADE	2	3	4	5	6	7	2-5	72	72	72	72	72	72	72
E-EFFECTIVENESS														
A-ACCEPTABILITY														

E: EFFECTIVE A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)		ACCEPTABLE (NAT'L NORM)
	RDG	ARITH	RDG	ARITH	RDG	ARITH	
2	100	150	74	93	2.0	2.5	2.3
3	120	129	68	84	2.8	3.1	2.9
4	117	50	68	77	3.2	3.6	4.0
5	0	100	65	91	4.4	5.2	3.9
6					4.4	5.3	4.9
7					4.8	6.0	6.7
2-7	84	147	69	86	4.8	6.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL		LOCAL SCHOOL		SYSTEM-WIDE	
	\$ 0.19	\$ 0.11	\$ 0.19		
		\$ 0.25			\$ 0.90

FOUNTAIN ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE
 PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
 OF READING AND ARITHMETIC PROGRAMS, 1971-72

GRADE	READING						ARITHMETIC						RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	
225													225
195													195
165													165
135													135
105													105
75													75
45													45
15													15

71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72
 GRADE 2 3 4 5 6 7 2-7

E: EFFECTIVE A: ACCEPTABILITY []: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)						INDEX						ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)					
	READING		ARITH		RDG +		READING		ARITH		RDG +		READING		ARITH		RDG +		ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	(NAT'L NORM)
2	160	50	60	55	85	63	63	63	63	63	63	63	1.7	1.7	2.2	2.2	2.3	2.3	2.7	2.7	2.2	2.3	2.9	3.7
3	133	60	100	80	73	70	70	70	70	70	70	70	2.6	2.6	2.8	2.8	2.9	2.9	3.7	3.7	2.8	2.9	3.0	3.7
4	100	67	109	88	62	66	81	74	81	74	74	74	3.1	3.8	3.3	3.3	4.0	4.0	4.7	4.7	3.3	3.3	3.3	4.0
5	40	100	50	75	63	63	77	70	77	70	70	70	3.6	4.4	3.9	3.9	4.9	4.9	5.7	5.7	3.6	4.4	3.9	4.9
6	0	133	67	100	55	61	75	68	75	68	68	68	4.1	5.0	4.4	4.4	5.3	5.3	6.7	6.7	4.4	5.3	4.4	5.3
7	87	82	77	80	68	65	73	69	73	69	69	69	4.8	5.0	4.8	4.8	5.0	5.0	7.7	7.7	4.8	5.0	4.8	5.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
 \$ 0.22 \$ 0.19 \$ 0.22 \$ 0.19
 COMPENSATORY \$ 0.16 \$ 0.16 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FOHLER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225	E																			
195																				
165																				
135																				
105																				
75	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
45																				
15																				

GRADE	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72
2-7	2	3	4	5	6	7	2-7	2-7	2-7	2-7

E. EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	225	150	74	70	1.9	2.3
3	117	50	81	62	2.3	2.6
4	175	20	87	64	3.0	4.5
5	180	200	75	81	4.6	5.0
6	450	67	78	64	4.3	4.9
7	125	500	77	56	4.3	6.3
2-7	212	1	79	66	4.3	6.3

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	FUNDS	LOCAL SCHOOL	SYSTEM-WIDE
GENERAL	\$ 0.40	\$ 0.19	\$ 0.19
COMPENSATORY	\$ 0.59	\$ 0.59	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GARDEN HILLS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72
2-7	2	3	4	5	6	7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	183	112	122	115	3.1	2.5
3	117	157	116	105	3.9	4.0
4	187	210	115	128	6.0	5.3
5	178	50	126	98	5.6	5.7
6	0	388	97	143	9.6	6.4
7	43	233	103	127	9.8	7.7
2-7	118	192	113	119	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.07 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GIDEONS ELEMENTARY SCHOOL GROUP III: WITHED EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15
GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	72

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	125	133	74	70	1.9	1.6
3	80	50	65	62	2.3	2.4
4	75	100	62	68	3.2	3.5
5	17	0	65	55	3.7	4.9
6	0	50	51	54	3.6	5.2
7	67	50	56	51	3.9	5.7
2-7	31	47	62	62	4.2	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.26 SYSTEM-WIDE \$ 0.19
COMPENSATORY \$ 3.04 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GILBERT ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	E	E	E	E	E	E	E	E	E	E	E	E	E	E	225
195															195
165															165
135															135
105															105
75															75
45															45
15															15
GRADE	2	3	4	5	6	7	2	3	4	5	6	7	2-7	2-7	

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	100	100	63	59	1.6	2.1
3	120	67	54	62	2.3	2.4
4	225	277	74	77	3.6	4.2
5	100	40	60	60	3.4	4.8
6	50	250	54	61	4.1	5.0
7	67	350	53	60	4.6	5.8
2-7	71	174	60	63	.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.11 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.61 \$ 0.30

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GOLDSMITH ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225																				
195	E																			
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72
3	2	3	4	5	6	7	2-7	2-7
4	2	3	4	5	6	7	2-7	2-7
5	2	3	4	5	6	7	2-7	2-7
6	2	3	4	5	6	7	2-7	2-7
7	2	3	4	5	6	7	2-7	2-7
2-7	2	3	4	5	6	7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY (E AND A ARE EQUAL) : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING FY71	ARITH FY72	RDG+ ARITH FY72	READING FY71	ARITH FY72	RDG+ ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG	ACCEPTABLE (NAT'L. NORM)
2	80	100	114	74	70	76	1.9	2.2	2.3
3	83	200	100	65	89	89	3.3	3.3	2.9
4	33	125	89	70	70	78	3.3	4.0	4.0
5	0	75	200	68	68	80	3.9	5.2	4.9
6	67	125	0	64	66	72	4.4	5.2	5.3
7	260	100	233	70	62	73	4.8	6.5	6.0
2-7	87	121	122	69	71	78	4.8	6.5	6.0

FUNDS	LOCAL SCHOOL	SYSTEM-WIDE
GENERAL	\$ 0.13	\$ 0.19
COMPENSATORY	\$ 1.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GORDON ELEMENTARY SCHOOL GRCUT III NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					TOTAL	
	71-72	71-72	71-72	71-72	71-72	71-72	71-72	71-72	71-72	71-72		
225												
155												
165												
155												
105												
75												
45												
15												

GRADE	2	3	4	5	6	7	8	9	10	11	12
EFFECTIVENESS	A	A	A	A	A	A	A	A	A	A	A
ACCEPTABILITY	I	F	A	A	A	A	A	A	A	A	A

GRADE	GAIN-RATE OF EFFECTIVENESS (%)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL APPL. 1972			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	ACCPTABLE
2	125	120	50	85	81	74	69	2.0	1.7	2.2	2.3	2.7
3	80	175	140	150	76	78	77	2.9	2.8	2.6	2.9	7
4	160	100	70	85	74	70	75	3.3	2.7	3.3	4.0	4.7
5	100	50	67	59	68	68	78	3.9	5.0	3.9	4.5	5.7
6	100	100	33	67	66	64	70	4.3	5.0	4.4	5.2	6.7
7	125	0	75	38	62	67	70	4.8	6.0	4.8	6.0	7.7
2-7	82	91	73	82	71	69	73					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72

FUNDS	GENERAL	LOCAL SCHOOL	SYSTEM-WIDE
COMPENSATORY	\$ 0.12	\$ 0.13	\$ 0.10
			\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GRANT PARK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH		
	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225	E																
195																	
165																	
135																	
105																	
75																	
45																	
15																	

E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH	SYSTEM-WIDE RDG ARITH (NAT'L NORM)	
	RDG +	RDG +	RDG +	RDG +	RDG +	RDG +	RDG +	RDG +				
2	225	100	150	125	89	67	78	1.8	2.4	2.2	2.3	2.7
3	80	133	120	127	70	70	76	2.6	3.0	2.8	2.9	3.7
4	160	86	100	93	74	68	80	3.2	4.3	3.3	4.0	4.7
5	140	100	133	117	75	68	80	3.9	5.2	3.9	4.9	5.7
6	275	300	267	284	78	72	80	4.8	5.9	4.4	5.3	6.7
7	80	150	33	92	65	73	79	5.6	6.1	4.8	6.0	7.7
2-7	160	145	134	140	75	70	79					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.16 LOCAL SCHOOL \$ 1.38 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 1.38

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GRANT PARK PRIMARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	
225	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	225
195	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	195
165	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	165
135	..... E	.....	.....	.....	.....	.....	.....	.....	.....	.....	135
105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	105
75	..... A	.....	.....	.....	.....	.....	.....	.....	.....	.....	75
45	..... A	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15

GRADE	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72
2-7	2	3	4	5	6	7	2	3	4	5

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	READING FY72	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH
2	133	133	59	85	1.6	2.2
3	140	50	73	78	2.7	2.8
4						2.9
5						3.3
6						4.0
7						4.9
2-7	137	92	66	82	4.4	5.3
					4.8	6.0
						2.3
						2.3
						2.7
						3.7
						4.7
						5.7
						6.7
						7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.39 LOCAL SCHOOL \$ 6.06 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GROVE PARK ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH			
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72	
225																	225	
195								E									195	
165																	165	
135																	135	
105																	105	
75																	75	
45																	45	
15																	15	

E: EFFECTIVE A: ACCEPTABILITY [E AND A ARE EQUAL] EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)						
	RDG + ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	RDG + ARITH FY71	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH (NAT'L. NORM)					
2	100	86	83	85	70	72	2.0	1.9	2.2	2.3	2.7
3	100	75	100	88	73	71	3.5	2.7	2.8	2.9	3.7
4	67	70	107	89	80	80	3.3	4.2	3.3	4.0	4.7
5	50	75	0	38	79	72	3.7	4.5	3.9	4.9	5.7
6	167	200	50	125	76	69	4.1	5.1	4.4	5.3	6.7
7	125	71	100	86	78	69	4.6	6.0	4.8	6.0	7.7
2-7	102	96	73	85	78	72					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.18 SYSTEM-WIDE FUNDS \$ 0.19 GENERAL COMPENSATORY \$ 0.01 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GUIDE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	E	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	195	
165	165	
135	135	
105	E	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	105	
75	A	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75	
45	45	
15	15	

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY [E AND A ARE EQUAL] EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	160	78	56	67	74	70
3	50	114	75	95	92	92
4	167	143	119	131	94	93
5	200	125	0	63	81	81
6	200	280	60	170	87	93
7	0	62	167	115	74	74
2-7	130	134	80	107	85	85

FUNDS	LOCAL SCHOOL	SYSTEM-WIDE
GENERAL	\$ 0.28	\$ 0.19
COMPENSATORY	\$ 0.42	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARDNETT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH			
	71	72	71	72	71	72	71	72	71	72	71	72	71	72				
225																		225
195																		195
165																		165
135																		135
105																		105
75																		75
45																		45
15																		15

GRADE	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72
3	2	3	4	5	6	7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	FY72	RDG	ARITH	FY72	RDG	ARITH	FY72
2	50	80	33	67	63	59	1.7	1.6	2.2
3	120	50	140	77	70	84	2.6	3.1	2.8
4	100	57	100	66	64	85	3.0	4.0	3.3
5	220	33	133	75	60	88	3.4	5.0	3.9
6	67	100	33	61	64	79	4.3	5.3	4.4
7	50	140	125	51	62	78	4.8	6.0	4.8
2-7	79	66	94	65	64	79	4.8	6.0	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.25	\$ 1.07	\$ 0.19	\$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARPER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	2	3	4	5	6	7	2-7
RDG	72	72	72	72	72	72	72
ARITH	72	72	72	72	72	72	72
RDG+ARITH	144	144	144	144	144	144	144

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	140	200	81	67	1.8	2.1
3	100	160	73	65	2.4	2.9
4	140	75	72	57	2.7	3.5
5	175	50	6	3	3.6	4.6
6	133	100	117	78	4.1	5.2
7	233	100	88	75	4.8	5.8
2-7	154	72	70	63	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.19 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARRIS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	
225											225
195											195
165	E										165
135								F			135
105											105
75	A										75
45											45
15											15

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	60	59	67	68	2.2	2.3
3	160	100	76	68	2.8	2.3
4	80	138	64	94	3.3	4.0
5	100	67	63	81	3.9	4.9
6	0	50	61	72	4.4	5.3
7	50	60	56	78	4.8	6.0
2-7	75	55	65	79		

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.27 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARWELL ELEMENTARY SCHOOL, GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

GRADE	2	3	4	5	6	7	2	3	4	5	6	7	2-7
72													72
71													71
70													70
69													69
68													68
67													67
66													66
65													65
64													64
63													63
62													62
61													61
60													60
59													59
58													58
57													57
56													56
55													55
54													54
53													53
52													52
51													51
50													50
49													49
48													48
47													47
46													46
45													45
44													44
43													43
42													42
41													41
40													40
39													39
38													38
37													37
36													36
35													35
34													34
33													33
32													32
31													31
30													30
29													29
28													28
27													27
26													26
25													25
24													24
23													23
22													22
21													21
20													20
19													19
18													18
17													17
16													16
15													15
14													14
13													13
12													12
11													11
10													10
9													9
8													8
7													7
6													6
5													5
4													4
3													3
2													2

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E) RDG ↑			INDEX OF ACCEPTABILITY (A) RDG ↓			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG	RDG	ARITH	RDG	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY71	FY71	FY72	FY72	RDG	RDG	(NAT'L NOR)
2	83	43	100	72	74	72	1.9	2.0	2.3
3	33	100	83	92	73	73	2.7	2.7	2.9
4	100	79	71	75	81	77	3.4	3.8	4.0
5	175	120	75	98	84	80	4.3	4.8	4.9
6	20	75	80	78	66	72	4.4	5.2	5.3
7	17	57	83	70	78	73	5.2	6.0	6.0
2-7	66	79	82	81	71	78	5.2	6.0	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.17 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HAYGOOD ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING										ARITHMETIC										RDC*ARITH
	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	72	72			
225																			225		
195		E																	195		
165																			165		
135																			135		
105																			105		
75																			75		
45																			45		
15																			15		

E: EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (1972)		ACCEPTABLE RDC ARITH
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDC ARITH	SYSTEM-WIDE RDC ARITH	
2	75	100	67	70	1.9	2.2	2.7
3	183	25	24	55	2.2	3.1	3.7
4	140	117	72	74	3.5	4.4	4.7
5	180	200	75	60	3.4	4.4	5.7
6	125	100	72	61	4.1	5.5	6.7
7	150	83	73	60	4.6	6.0	7.7
2-7	142	38	74	64			

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.41 LOCAL SCHOOL \$ 0.10 SYSTEM-WIDE \$ 0.90 COMPENSATORY \$ 1.10

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HERNDON ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING										ARITHMETIC										RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225																			225		
195																			195		
165																			165		
135																			135		
105																			105		
75																			75		
45																			45		
15																			15		

GRADE	2	3	4	5	6	7	2-7	GRADE	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY ({}): F AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG + ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
2	150	60	117	89	89	70	78	74	1.9	2.1	2.2	2.3
3	100	50	67	59	70	68	68	68	2.5	2.5	2.8	2.9
4	100	56	115	86	72	66	87	77	3.1	4.1	3.3	4.0
5	100	20	33	27	60	65	79	72	3.7	4.5	3.9	4.9
6	133	33	100	67	64	55	75	65	3.7	5.0	4.4	5.3
7	140	40	80	60	62	56	74	65	4.3	5.7	4.8	6.0
2-7	121	43	85	64	70	63	77	70				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.29 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HIGHLAND ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG-ARITH	READING							ARITHMETIC								
	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15
225																
195																
165																
135																
105																
75																
45																
15																

GRADE	2	3	4	5	6	7	2-7
RDG	72	72	71	72	71	72	71
ARITH	72	72	72	72	72	72	72

E: EFFECTIVENESS; A: ACCEPTABILITY (E AND A ARE EQUAL); EFFECTIVE AND ACCEPTABLE LEVEL OF EFFECTIVENESS

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		ACTUAL		SYSTEM-WIDE		ACCEPTABLE (NAT'L NORM)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH		
2	125	60	85	78	84	2.1	2.4	2.2	2.3	2.7
3	100	100	81	78	85	2.9	3.4	2.8	2.9	3.7
4	13	90	74	81	100	3.8	4.7	3.3	4.0	4.7
5	14	100	75	81	93	4.6	5.3	3.9	4.9	5.7
6	133	0	81	75	88	5.0	5.9	4.4	5.3	6.7
7	213	71	106	91	90	7.0	6.8	4.8	6.0	7.7
2-7	95	70	84	81	87					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.17 LOCAL SCHOOL \$ 0.19 FUNDS COMPENSATORY \$ 0.03 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HILL ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH		
	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225									225							225	
195									195							195	
165									165							165	
135									135							135	
105									105							105	
75									75							75	
45									45							45	
15									15							15	

GRADE	71	72	71	72	71	72	71	72	71	72
2										
3										
4										
5										
6										
7										
2-7										

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	READING	ARITH	RDG	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	RDG	(NAT'L. NORM)
2	125	100	50	70	67	65	1.8	1.7	2.2
3	0	75	88	51	59	59	2.2	2.2	2.8
4	43	75	71	57	55	63	2.6	3.3	3.3
5	80	67	50	60	60	69	3.4	4.4	3.9
6	80			48			4.4	4.4	4.4
7	112			60			4.8	6.0	5.3
2-7	47	79	68	58	60	64	4.8	6.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.26 LOCAL SCHOOL SYSTEM-WIDE \$ 0.19 GENERAL COMPENSATORY \$ 2.83 GENERAL COMPENSATORY \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOME PARK ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG+ARITH
	71	72	71	72	71	72	71	72	
225	E								225
195	A								195
165									165
135	E								135
105	E								105
75	A	A	A	A	A	A	A	A	75
45									45
15									15

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		ACTUAL		SYSTEM-WIDE		ACCEPTABLE
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	
2	140	88	93	93	2.5	2.7	2.1	2.3	2.7
3	100	486	84	186	6.9	3.3	2.8	2.9	3.7
4	133	45	98	72	3.4	4.5	3.3	4.0	4.7
5	117	80	88	84	4.8	5.5	3.9	4.9	5.7
6	150	67	97	90	6.0	5.9	4.4	5.3	6.7
7	0	0	77	99	7.6	7.0	4.8	6.0	7.7
2-7	107	128	90	104					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.17 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOPE, JOHN ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72
225																
195																
165																
135																
105																
75																
45																
15																

GRADE	71	72	71	72	71	72	71	72
2-7	2	3	4	5	6	7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	0	67	59	59	1.6	1.8
3	120	150	65	62	2.3	2.8
4	40	120	57	62	2.9	3.5
5	140	100	65	60	3.4	4.5
6					4.4	5.3
7					4.8	6.0
2-7	75	109	62	61	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.13 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOPE, R. L. ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165							E							165	
135							E							135	
105							A							105	
75							E							75	
45							E							45	
15							E							15	
71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING FY71	ARITH FY72	RDG + ARITH FY72	READING FY71	ARITH FY72	RDG + ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG	ACCEPTABLE (NAT'L. NORM)
2	100	89	33	104	104	99	2.8	2.5	2.2
3	125	56	60	114	95	96	3.5	3.6	2.8
4	125	108	145	102	111	117	5.2	5.8	3.3
5	67	114	67	105	105	98	6.0	5.6	3.9
6	33	25	83	113	70	91	6.0	6.1	4.4
7	125	171	50	106	125	107	9.6	6.8	4.8
2-7	96	86	73	107	105	102			

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.25 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.01



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOWELL, E. P. ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225												225
195												195
165												165
135												135
105												105
75												75
45												45
15												15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2														
3														
4														
5														
6														
7														
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL RDG	SYSTEM-WIDE RDG
2	100	125	78	85	1.7	2.3
3	143	178	84	114	3.3	4.2
4	43	85	77	96	3.4	4.5
5	20	100	65	89	4.4	5.1
6	67	125	78	84	4.8	5.6
7	0	17	68	79	5.7	6.1
2-7	62	113	75	91	5.7	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.13 SYSTEM-WIDE GENERAL \$ 0.19 COMPENSATORY \$ 0.00

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOWELL, MINNIE ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72
72	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	112	133	70	104	2.2	2.3
3	167	87	105	92	2.8	2.9
4	86	100	87	89	3.3	4.0
5	86	117	88	104	4.2	4.9
6	40	83	78	99	4.6	5.3
7	267	200	94	94	5.3	6.0
2-7	108	120	87	101	7.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.14 SYSTEM-WIDE \$ 0.19
 FUNDS GENERAL COMPENSATORY \$ 0.12 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HUBERT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)		ACCEPTABLE (NAT'L NORM)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE		
2	100	167	70	74	2.0	1.9	2.2	2.3
3	100	100	68	57	2.1	2.4	2.8	2.9
4	150	150	70	70	3.3	3.6	3.3	4.0
5	280	0	77	63	3.6	5.0	3.9	4.9
6	200	0	61	55	3.7	4.9	4.4	5.3
7	50	100	56	48	3.7	5.5	4.8	6.0
2-7	147	53	67	61				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.28 LOCAL SCHOOL \$ 0.45 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.45

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HUMPHRIES ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC							
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															
195															
165															
135															
105															
75															
45															
15															
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
GRADE	2	3	4	5	6	7	2-7	2-7	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	FY72	RDG	ARITH	FY72	RDG	ARITH	FY72
2	100	75	67	71	93	96	95	2.5	2.6
3	100	100	87	94	92	92	92	3.4	3.4
4	100	67	71	69	87	89	88	4.1	4.2
5	82	83	40	62	81	84	86	4.8	5.0
6	143	100	160	130	87	81	90	5.4	6.0
7	343	157	100	129	125	91	84	7.0	6.5
2-7	145	97	88	93	95	88	89	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.17 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.02 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HUTCHINSON ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72
225																225
195																195
165																165
135																135
105																105
75																75
45																45
15																15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72	72
2															2-7
3															2-7
4															2-7
5															2-7
6															2-7
7															2-7

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG ARITH	RDG ARITH
2	100	56	89	85	2.3	2.6
3	40	71	78	89	3.3	3.7
4	50	107	89	91	4.3	4.9
5	117	86	84	102	5.8	5.4
6	150	0	93	72	4.8	5.8
7	243	38	98	70	5.4	6.1
2-7	117	47	89	85	5.4	6.1

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.22 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

INMAN ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG-ARITH										
	71	72	71	72	71	72	71	72	71	72	71	72	71	72											
225																									
195																									
165																									
135																									
105																									
75																									
45																									
15																									

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2														
3														
4														
5														
6														
7														
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-HIDE
2	100	125	93	104	2.8	3.2
3	100	112	89	97	3.6	4.0
4	100	209	91	119	5.6	5.1
5	100	375	88	102	5.8	5.1
6	29	133	81	93	6.2	6.5
7	260	162	94	94	7.2	7.0
2-7	105	186	89	102	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	FUNDS		LOCAL SCHOOL		SYSTEM-HIDE	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.19	\$ 0.08	\$ 0.09	\$ 0.08	\$ 0.19	\$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JACKSON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225	
195	
165	
135	
105	
75	
45	
15	

GRADE 2 3 4 5 6 7 2-7 72 72 72 72 72 72 72 72 72 72 72 72 72 72

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	83	123	115	152	3.1	4.1
3	50	100	124	119	4.4	4.5
4	100	291	106	162	7.6	5.9
5	117	75	139	102	5.8	5.6
6	175	0	136	128	8.6	6.5
7	80	50	129	129	8.4	8.4
2-7	101	98	125	126	4.8	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.21 LOCAL SCHOOL \$ 0.21 SYSTEM-WIDE \$ 0.19



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JOHNSON ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225														
195														
165														
135														
105														
75														
45														
15														

GRADE	2	3	4	5	6	7	2-7
RDG	225	195	165	135	105	75	45
ARITH	225	195	165	135	105	75	45

E: EFFECTIVE A: ACCEPTABILITY (U): E AND A ARE EQUAL EFFECTIVE AND ACCEPTABLE LEVEL PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		ACTUAL		SYSTEM-WIDE	
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	150	83	117	74	70	69	1.9	1.8
3	50	75	80	59	43	57	1.6	2.6
4	120	62	108	64	57	66	2.7	3.5
5	0	320	167	53	88	87	5.0	4.9
6	150	900	438	51	104	89	7.0	4.4
7	180	475	321	56	81	80	6.2	6.0
2-7	58	305	201	60	74	75	6.0	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA), FOR FY 72: GENERAL \$ 0.13 LOCAL SCHOOL \$ 2.61 SYSTEM-WIDE \$ 0.13

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JONES, JEROME ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
1														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2									2	3	4	5	6	7
2-7									2-7	2-7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	RDG + ARITH FY71	ACTUAL RDG ARITH	SYSTEM-WIDE ACCEPTABLE (NAT'L. NORM) RDG ARITH
2	110	100	74	71	1.8	2.2
3	108	83	76	75	2.7	2.8
4	67	67	83	76	3.2	3.3
5	117	133	86	76	3.7	3.9
6	217	133	81	73	4.3	4.4
7	88	75	75	69	4.8	5.8
2-7	118	99	79	73	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.10 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.88

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JONES, JESSIE MAE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH																																				
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72																													
225	E																		225														225																		
195																			195																195																
165																		165																165																	
135																	135																135																		
105																	105															105																			
75																	75														75																				
45																	45														45																				
15																	15														15																				

GRADE	2	3	4	5	6	7	2-7	72	72	72	72	72	72	72	72
							2-7								

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE		GRADE LEVEL (APRIL 1972)			
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	READING FY72	RDG + ARITH FY71	RDG + ARITH FY72	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH (NAT'L NORM)		
2	200	167	85	67	74	74	1.8	2.2	2.3	2.7
3	129	117	70	70	73	73	2.6	2.8	2.9	3.7
4	100	92	68	66	70	70	3.1	3.5	4.0	4.7
5	280	40	81	63	72	72	3.6	4.6	3.9	5.7
6	200	167	54	61	69	69	4.1	5.1	4.4	6.7
7	83	140	62	60	68	68	4.6	5.8	4.8	6.0
2-7	165	112	70	65	77	77				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.16 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90 COMPENSATORY \$ 1.36

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JONES, M. AGNES ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72
225																
195																
165																
135																
105																
75																
45																
15																

GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	72	72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG
2	160	57	89	67	1.9	2.2
3	40	57	70	70	2.6	2.8
4	150		83			3.3
5	220	118	75	89	4.4	3.9
6	67	100	61	78	4.6	4.4
7	0	200	60	73	5.6	4.8
2-7	106	149	73	76		6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.12 LOCAL SCHOOL \$ 0.44 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

KENNEDY MIDDLE SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72
225	225
195	195
165	165
135	135
105	105
75	E	.....	.....	.....	.....	.....	A	.....	.....	75
45	A	.....	.....	.....	.....	.....	A	.....	.....	45
15	E	.....	.....	.....	.....	.....	E	.....	.....	15

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	READING FY72	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH (NAT'L NORM)
2	0	0	55	73	64	2.2
3	80	50	56	74	65	2.8
4	40	25	56	74	65	3.3
5	0	0	55	73	64	3.9
6	0	0	55	73	64	4.4
7	80	50	56	74	65	4.8
2-7	40	25	56	74	65	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS GENERAL COMPENSATORY \$ 1.29 \$ 3.11 SYSTEM-WIDE \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

KIMBERLY ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	2	3	4	5	6	7	2-7	
RDG	71	72	71	72	71	72	71	72
ARITH	72	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY [E AND A ARE EQUAL] EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	120	100	104	93	2.5	2.2
3	100	57	100	86	2.9	2.8
4	75	73	94	113	4.3	3.3
5	75	100	98	88	5.0	3.9
6	86	0	93	81	5.4	4.4
7	86	117	99	94	7.6	7.2
2-7	90	76	98	82	7.6	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA FOR FY 72)		LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
GENERAL	COMPENSATORY	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
\$ 0.18	\$ 0.12	\$ 0.18	\$ 0.12	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MIRKWOOD ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165		E				E									165
135							E								135
105													E		105
75	A														75
45															45
15															15

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	100	50	81	70	1.9	2.0
3	160	150	76	73	2.7	2.7
4	71	60	81	58	3.2	3.5
5	175	60	68	65	3.7	4.5
6	125	167	61	61	4.1	5.1
7					4.4	5.3
2-7	126	97	73	67	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.07



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

LAKENWOOD ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225												225
195												195
165												165
135												135
105												105
75												75
45												45
15												15

GRADE	2	3	4	5	6	7	2-7
RDG	71	72	71	72	71	72	71 72 71 72 71 72
ARITH	72	71	72	71	72	71	72 72 72 72 72 72 72

E: EFFECTIVENESS A: ACCEPTABILITY (): E AND A ARE EQUAL ; EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL RDG	SYSTEM-WIDE RDG
2	83	57	85	74	2.0	2.5
3	125	57	86	81	3.0	3.6
4	83	67	79	81	3.8	4.2
5	117	233	88	77	4.4	4.6
6	80	0	75	75	5.0	5.0
7	50	57	70	73	5.6	6.0
2-7	73	79	81	77	5.6	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.19 GENERAL \$ 0.19 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

LIN ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG-ARITH	READING							ARITHMETIC								
	225	195	165	135	105	75	45	225	195	165	135	105	75	45	15	
225	
195	
165	
135	
105	
75	
45	
15	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	2-7	

E: EFFECTIVENESS A: ACCEPTABILITY (E AND A ARE EQUAL) : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)				
	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	ACTUAL	SYSTEM-WIDE	RDG	ARITH	ACCEPTABLE
2	100	67	114	91	85	74	85	80	2.0	2.3	2.2	2.3	2.7
3	140	83	100	92	84	78	81	80	2.9	3.0	2.8	2.9	3.7
4	100	50	46	48	77	72	79	76	3.4	3.7	3.3	4.0	4.7
5	100	60	167	114	77	77	86	82	4.4	4.9	3.9	4.9	5.7
6	133	350	175	263	81	72	85	79	4.8	5.7	4.4	5.3	6.7
7	100	83	60	72	71	74	82	78	5.7	6.3	4.9	6.0	7.7
2-7	112	116	110	113	83	75	83	79					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA FOR FY 72: GENERAL FUNDS \$ 0.14 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90 COMPENSATORY \$ 0.90)

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

LUCKIE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG-YR	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225														
195														
165														
135														
105														
75														
45														
15														

GRADE	2	3	4	5	6	7	2-7	
RDG	225	195	165	135	105	75	45	15
ARITH	225	195	165	135	105	75	45	15

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	125	100	78	74	2.0	2.2
3	100	100	76	70	2.6	2.9
4	60	200	72	70	3.3	3.6
5	180	33	75	65	3.7	4.6
6	50	225	66	78	5.2	5.7
7	100	0	65	60	4.6	4.4
2-7	103	99	72	70	4.6	6.1

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	GENERAL	COMPENSATORY	LOCAL SCHOOL	SYSTEM-WIDE
	\$ 0.15	\$ 2.80	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MAYSON ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG-ARITH				
	71	72	71	72	71	72	71	72	71	72					
225												225			
195												195			
165									F			165			
135												135			
105										E		105			
75												75			
45												45			
15												15			
	71	72	71	72	71	72	71	72	71	72					
GRADE	2	3	4	5	6	7	2-7	2-7	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY U: T AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	80	117	70	78	78	78	2.1	2.1	2.2	2.3
3	83	33	62	73	65	69	2.7	2.4	2.8	2.9
4	50	125	57	66	74	70	3.1	3.5	3.3	4.0
5	100	100	63	53	63	63	3.0	4.1	3.9	4.9
6	100	25	51	55	79	67	3.7	5.3	4.4	5.3
7	67	80	56	56	79	68	4.3	6.1	4.8	6.0
2-7	47	52	60	64	75	70				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.45 SYSTEM-WIDE FUNDS \$ 0.19 GENERAL COMPENSATORY \$ 0.49

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MCCLATCHY ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC								
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																
195																
165																
135																
105																
75																
45																
15																

GRADE	2	3	4	5	6	7	2-7
E: EFFECTIVENESS							
A: ACCEPTABILITY							

[]: E AND A ARE EQUAL

GAIN-RATE OF EFFECTIVENESS (E) RDG +

GRADE	READING		ARITH		ARITH		ARITH		ARITH		ARITH		ARITH		ARITH	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	0	17	185	48	70	189	104	104	5.1	2.2	2.3	2.7	5.1	2.2	2.3	2.7
3	140	17	78	48	127	105	103	104	3.9	3.8	2.8	2.9	3.9	2.8	2.9	3.7
4	144	160	108	134	115	128	113	121	6.0	5.3	3.3	4.0	6.0	5.3	4.0	4.7
5	140	100	10	100	126	109	96	103	6.2	5.5	3.9	4.9	6.2	5.5	3.9	5.7
6	146	64	16	82	136	118	103	111	7.9	6.9	4.4	5.3	7.9	6.9	4.4	6.7
7	140	186	171	179	127	129	100	115	7.7	4.8	6.0	7.7	7.7	4.8	6.0	7.7
2-7	118	105	124	115	117	118	117	118								

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.11	\$ 0.00	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MILES ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC								
	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15
225	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
195	E.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
165	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	.....	.....	E E	.....	.....	.....	.....	.....	E.....	.....	.....	.....	.....	.....	.....	.....
105	E.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	E.....	.....	.....	.....
A A A E	.....	.....	.....	.....	.....	.....	.....	.....	A A A A A A	.....	.....	.....	A A A A A A	.....	.....	.....
75	.....	A.....	A.....	A.....	A.....	A.....	A.....	A.....	.....	.....	.....	.....	.....	.....	.....	.....
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	2-7	2-7	2	3	4	5	6	7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY (D: E AND A ARE EQUAL) : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	100	143	85	81	2.2	2.3
3	200	80	89	73	2.7	2.9
4	71	82	79	81	3.8	4.0
5	140	140	75	75	4.3	4.9
6	33	33	75	72	4.8	5.3
7	86	14	70	74	5.7	6.0
2-7	105	75	79	76	2.2	2.4

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.26 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.20 \$ 0.30



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MITCHELL ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195	E													195	
165														165	
135	E	A												135	E
105	A	B												105	A
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72
225	225	225	225	225	225	225	225	225
195	195	195	195	195	195	195	195	195
165	165	165	165	165	165	165	165	165
135	135	135	135	135	135	135	135	135
105	105	105	105	105	105	105	105	105
75	75	75	75	75	75	75	75	75
45	45	45	45	45	45	45	45	45
15	15	15	15	15	15	15	15	15

E: EFFECTIVENESS A: ACCEPTABILITY () : E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	133	144	120	132	122	130	122	126	3.5	3.3	2.2	2.3
3	100	200	122	161	116	132	122	127	4.9	4.5	2.8	2.9
4	38	136	115	126	94	115	111	113	5.4	5.2	3.3	4.0
5	133	100	100	100	123	109	102	106	6.2	5.8	3.9	4.9
6	140	190	233	212	118	136	107	122	9.1	7.2	4.4	5.3
7	171	143	50	97	125	106	100	103	8.2	7.7	4.8	6.0
2-7	119	152	123	138	116	121	111	116				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	GENERAL	COMPENSATORY	LOCAL SCHOOL	SYSTEM-WIDE
	\$ 0.19	\$ 0.03	\$ 0.09	\$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MORELAND ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDC+ARITH		
	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225																225	
195																195	
165																165	
135																135	
105																105	
75																75	
45																45	
15																15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDC	SYSTEM-WIDE RDC
2	100	100	70	67	1.8	2.0
3	40	133	65	65	2.4	2.7
4	100	129	77	68	3.2	3.7
5	20	50	65	68	3.9	4.8
6	133	700	61	65	4.4	4.9
7	100	100	68	60	4.6	5.8
2-7	82	202	68	66	4.6	5.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72. GENERAL COMPENSATORY

LOCAL SCHOOL \$ 0.11
SYSTEM-WIDE \$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MORNINGSIDE ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC							
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225									225	.E.					
195									195						
165									165	.A.					E
135									135						F
105									105						A
75									75						
45									45						
15									15						

GRADE	2	3	4	5	6	7	2-7
	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	RDG	(NAT'L NORM)
2	100	162	244	85	130	167	3.5	4.5	2.2
3	67	67	75	105	105	114	3.9	4.2	2.8
4	150	150	118	132	115	117	5.4	5.5	3.3
5	178	200	129	123	151	112	8.6	6.4	3.9
6	110	211	100	113	136	97	9.1	6.5	4.4
7	112	400	186	118	125	103	9.6	7.9	4.8
2-7	120	198	142	113	127	118	9.6	7.9	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.11 LOCAL SCHOOL \$ 0.19
 FUNDS COMPENSATORY \$ 0.01 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MOUNT VERNON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225	E											225
195		E										195
165			E									165
135				E								135
105					E							105
75	A	A	A	A	A	A	A	A	A	A		75
45												45
15												15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72
2												
3												
4												
5												
6												
7												
2-7												

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	JAL	SYSTEM-WIDE
2	150	140	89	89	2.4	2.2
3	314	71	95	76	2.8	2.9
4	163	67	81	89	4.2	3.3
5	200	125	81	81	4.6	3.9
6	50	0	87	75	5.0	4.4
7	75	143	73	94	7.2	4.8
2-7	159	78	84	84	6.5	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.13 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

OGLETHORPE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	E	E	E	E	E	E	E	E	E	E	E	E	E	225	
195														195	
165												E	E	165	
135	E	E												135	
105	A	A	A	A	E	E	E	E	E	E	E	E	E	105	
75			A	A	A	A	A	A	A	A	A	A	A	75	
45							E							45	
15														15	

E: EFFECTIVE A: ACCEPTABILITY OF F AND A ARE EQUAL

GRADE	GAIN RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	120	100	100	81	2.7	2.2
3	140	150	92	89	3.9	3.3
4	86	75	81	83	3.9	4.2
5	100	117	68	93	4.4	5.3
6	75	425	66	90	5.8	6.0
7	50	343	77	82	7.0	6.3
2-7	95	225	81	87	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.06 SYSTEM-WIDE \$ 0.19 GENERAL COMPENSATORY \$ 0.04

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF PLACEMENT AND ARITHMETIC PROGRAMS, 1971-72

PARKS P., HIGH SCHOOL GROUP III: RETIREE EFFECTIVE FOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72

EFFECTIVENESS A: ACCEPTABILITY B: AND A ARE EQUAL

GRADE	CALC-RATE OF EFFECTIVENESS (C)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (ARITH) 1972		
	READING FY71 FY72	ARITH FY72	RDG + ARITH FY72	READING FY71 FY72	ARITH FY72	RDG + ARITH FY72	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH	ACCEPTABLE RATIO (RDG+ARITH)
2							2.2	2.3	2.7
3							2.8	2.5	3.7
4							3.3	4.0	4.7
5							3.0	4.2	5.7
6							4.4	5.3	6.7
7	100	67	84	53	71	62	4.1	5.5	6.0
2-7	100	67	84	53	71	62			

EXPENDITURE PER UNIT OF EFFECTIVENESS (EXP/DA)	FY71	FY72	GENERAL COMPENSATORY	LOCAL SCHOOL	SYSTEM-WIDE
	\$ 0.94	\$ 4.52	\$ 0.94	\$ 0.90	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PEEPLER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225									225					
195	E								195					
165	E								165					
135		E					E		135	E			E	
105	E							E	105		E			E
75	A		A		A		A		75	A	E	A	A	A
45									45					
15									15					

GRADE 2 3 4 5 6 7 2-7 2 3 4 5 6 7 2-7 72 72 72 72 72 72 72 72 72 72 72 72 72 72 72 72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH (NAT'L NORM)
2	175	100	89	74	2.0	2.3
3	100	200	65	78	2.9	2.9
4	140	87	68	66	3.1	4.0
5	140	67	75	63	3.6	4.9
6	133	100	61	61	4.1	4.4
7	125	140	60	60	4.6	5.7
2-7	136	116	70	67	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.13 SYSTEM-WIDE FUNDS \$ 0.19 GENERAL COMPENSATORY \$ 0.40 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PERKERSON ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	71	72	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72	72	72
3	2	3	4	5	6	7	2-7	2-7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	RDG	(NAT'L NORM)
2	0	122	8	48	115	93	3.1	2.5	2.2
3	117	100	89	95	92	92	3.4	3.4	2.8
4	125	43	114	87	83	104	3.9	4.9	3.3
5	86	120	83	91	88	93	5.0	5.6	3.9
6	25	67	50	87	87	88	5.8	5.9	4.4
7	25	144	0	94	91	88	7.0	6.8	4.8
2-7	63	99	57	84	93	94			

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.17 LOCAL SCHOOL \$ 0.17 SYSTEM-WIDE \$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PETERSON ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	225
195	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	195
165	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	165
135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	135
105	E.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	105
75	A □	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15

GRADE	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72
2-7	2	3	4	5	6	7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	120	86	81	81	2.2	2.2
3	62	71	78	76	2.8	2.8
4	0	129	68	77	3.6	3.3
5	50	100	81	77	4.4	3.9
6	100	125	66	69	4.6	4.4
7	100	86	65	68	5.2	6.0
2-7	26	100	73	75	4.8	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	FUNDS		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	LOCAL SCHOOL	GENERAL
	\$ 0.13	\$ 0.18	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PEYTON FOREST ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	225
195	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	195
165	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	165
135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	135
105	A	A	A	A	A	A	A	E	E	E	E	E	E	105	
75	A	A	A	A	A	A	A	E	E	E	E	E	E	75	
45	E	E	E	E	E	E	E	E	E	E	E	E	E	45	
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	67	75	89	93	2.5	2.1
3	50	50	86	84	3.1	3.3
4	87	92	87	87	4.1	4.4
5	29	57	77	84	4.8	5.2
6	67	80	93	81	5.4	5.7
7	25	83	70	91	7.0	6.3
2-7	45	73	84	87	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.15	\$ 0.08	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PITTS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)		ACCEPTABLE (NAT'L NORM)
	RDG	ARITH	RDG	ARITH	ACTUAL RDG	SYSTEM-WIDE RDG	
2	60	150	56	59	1.6	1.8	2.7
3	80	75	57	54	2.0	2.4	3.7
4	0	75	57	53	2.5	3.5	4.7
5	100	950	63	123	7.0	5.7	5.7
6	100	300	54	48	5.2	4.6	6.7
7	400	150	56	56	4.3	5.7	7.7
2-7	90	310	57	66	4.8	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.08, GENERAL \$ 0.19, COMPENSATORY \$ 0.44, SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PRYOR ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72
225																225
195				E												195
165																165
135																135
105																105
75																75
45																45
15																15

GRADE 2 3 4 5 6 7 2-7 72 72 72 72 72 72 72 72 72 72 72 72 72 72 72 72 72

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG ARITH	RDG ARITH	(NAT'L NORM)
2	100	67	117	63	52	78	65	1.4	2.1
3	67	0	125	59	49	65	57	1.8	2.4
4	75	200	100	62	72	79	76	3.4	3.7
5	40	50	50	56	60	75	68	3.4	4.0
6	0	0	100	54	54	72	63	3.6	4.9
7									
2-7	56	63	98	59	57	74	66	3.6	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.34 LOCAL SCHOOL \$ 8.17 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

RAGSDALE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165	E									E				165	
135														135	
105	A													105	
75	A	A	A	A	A	A	A	E	A	A	A	A	A	75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2														
3														
4														
5														
6														
7														
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	ACTUAL RDG ARITH	SYSTEM-WIDE ACCEPTABLE RDG ARITH (NAT'L NORM)
2	160	100	86	93	78	78
3	140	120	167	144	77	77
4	150	129	117	123	83	83
5	140	25	167	96	77	77
6	100	50	67	59	70	70
7	150	40	50	45	73	73
2-7	140	77	109	93	82	82

EUNDS LOCAL SCHOOL \$ 0.20 SYSTEM-WIDE \$ 0.19
 EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 2.34 COMPENSATORY \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

REYNOLDS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

E: EFFECTIVE A: ACCEPTABILITY O: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)				
	RDG	ARITH	RDG + ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	RDG + ARITH	ACTUAL RDG	ACTUAL ARITH	SYSTEM-WIDE RDG	SYSTEM-WIDE ARITH	ACCEPTABLE (NAT'L NORM)
2	50	83	4	67	52	67	60	60	1.4	1.8	2.2	2.3	2.7
3	160	120	123	81	62	73	68	68	2.3	2.7	2.8	2.9	3.7
4	75	100	100	68	74	85	80	80	3.5	4.0	3.3	4.0	4.7
5	50	20	150	65	65	95	80	80	3.7	5.4	3.9	4.9	5.7
6	133	40	133	64	54	79	67	67	3.6	5.3	4.4	5.3	6.7
7		175	167	69	53	78	66	66	4.1	6.0	4.8	6.0	7.7
2-7	94	77	126	69	60	80	70	70					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.32 SYSTEM-WIDE \$ 0.19
GENERAL \$ 0.69 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

RIVERS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG-ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
195	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
165	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
135	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
105	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
75	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
45	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
15	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E

GRADE	2	3	4	5	6	7	2-7	
RDG	72	72	71	72	71	72	71	72
ARITH	72	72	72	72	72	72	72	72

E: EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL APPL. (972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYST. M-WIDE
2	120	67	119	96	3.9	2.2
3	140	108	122	103	3.4	2.8
4	100	112	128	109	5.4	3.3
5	190	140	139	100	7.0	3.9
6	173	120	136	96	7.2	4.4
7	11	80	129	99	8.6	7.5
2-7	122	115	129	101	8.6	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL FUNDS		SYSTEM-WIDE FUNDS	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.15	\$ 0.01	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
IN READING AND ARITHMETIC PROGRAMS, 1971-72

ROBERTSON ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDC-ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225	E																			
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2														
3														
4														
5														
6														
7														
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	50	250	52	70	1.9	1.6
3	33	25	49	51	1.9	2.2
4	100	162	57	64	3.0	3.8
5	100	120	60	63	3.6	4.6
6	300		51			
7	130		53			
2-7	14	139	54	62	4.4	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	FUNDS		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	LOCAL SCHOOL	SYSTEM-WIDE
	\$ 0.13	\$ 1.06	\$ 0.19	\$ 1.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ROCK SPRINGS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72

GRADE 2 3 4 5 6 7 2-7

E: EFFECTIVENESS A: ACCEPTABILITY (E AND A ARE EQUAL) : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	140	134	119	130	3.5	3.5
3	20	88	105	114	3.9	4.2
4	89	131	106	128	6.0	5.3
5	100	133	98	91	5.2	5.2
6	178	150	107	97	6.5	5.9
7	167	286	118	106	3.2	6.8
2-7	135	145	110	110	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.08 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.13 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

RUSK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72	71	72	71	72		71	72
225																225
195	E															195
165																165
135																135
105																105
75	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	75
45																45
15																15

GRADE 2 3 4 5 6 7 2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	150	200	78	74	2.0	2.0
3	67	25	68	51	1.9	2.9
4	25	133	64	66	3.1	4.0
5	150	100	75	68	3.9	5.1
6	300	50	64	64	4.3	5.2
7	100	250	56	60	4.6	6.0
2-7	132	126	68	80	2.2	2.5

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.13 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 2.15 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SCOTT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	2	3	4	5	6	7	2-7
	72	72	72	72	72	72	72
	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG +	ARITH	RDG +	ARITH	RDG	ARITH
2	25	33	59	48	1.3	1.5
3	140	75	68	49	1.8	2.1
4	125	50	66	57	2.7	3.6
5	40	50	60	60	3.4	4.4
6	0	75	61	54	3.6	4.8
7	300	150	62	56	4.3	5.8
2-7	105	47	63	54	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.39 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 1.63 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SLATER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	225	195	165	135	105	75	45	225	195	165	135	105	75	45
225														
195	E													
165														
135								E						
105														
75	A													
45														
15														

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2														
3														
4														
5														
6														
7														
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	ARITH FY72	RDG ARITH	SYSTEM-WIDE RDG ARITH
2	125	100	85	78	74	2.1
3	100	200	73	70	76	2.6
4	60	67	62	66	73	3.1
5	100	40	65	63	72	3.6
6	50	200	55	64	70	4.3
7	100	67	53	53	61	4.1
2-7	89	112	66	66	71	5.3

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.23 SYSTEM-WIDE \$ 0.19
FUNDS GENERAL COMPENSATORY \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SLATON ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH		
	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225																	225
195																	195
165																	165
135																	135
105																	105
75																	75
45																	45
15																	15

E: EFFECTIVE A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	RDG + ARITH FY71	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH (NAT'L NORM)
2	75	100	59	70	1.9	1.8
3	80	150	59	65	2.4	2.4
4	125	88	62	57	2.7	3.9
5	150	0	63	63	3.6	4.5
6	50	100	54	54	3.6	4.8
7	133	0	56	51	3.9	5.3
2-7	86	73	59	60	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.27 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 3.72 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SMITH, S. R. ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	71	72	71	72	71	72	71	72	71	72
2										
3										
4										
5										
6										
7										
2-7										

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
	FY71	FY72	FY71	FY72	RDG	ARITH
2	100	50	115	130	3.5	2.7
3	167	86	127	119	4.4	4.1
4	111	164	132	132	6.2	5.1
5	0	155	114	139	7.9	6.4
6	145	182	128	148	9.1	7.8
7	78	100	127	118	7.4	4.4
2-7	100	123	124	131	7.4	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.12 LOCAL SCHOOL \$ 0.12 SYSTEM-WIDE \$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SPRING ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)		ACCEPTABLE (NAT'L NORM)
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	READING FY72	RDG ARITH	RDG ARITH	
2	120	138	107	130	115	123	2.7
3	0	129	92	105	103	104	3.7
4	113	75	111	94	102	98	4.7
5	300	44	139	105	102	104	5.7
6	133	160	107	128	91	110	6.7
7	87	50	112	129	94	112	7.7
2-7	126	99	111	115	101	108	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.18 LOCAL SCHOOL \$ 0.19 COMPENSATORY \$ 0.02 SYSTEM-WIDE \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

STANTON, D. H., ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG+ARITH
	71	72	71	72	71	72	71	72	
225	225
195	195
165	165
135	135
105	105
75	75
45	45
15	15

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	75	183	63	74	2.0	2.2
3	180	120	73	73	2.7	2.8
4	200	233	66	72	3.4	3.3
5	0	700	56	139	7.3	3.9
6	450	75	54	54	3.6	4.4
7	181	293	62	73	5.6	4.8
2-7	157	225	82	81	5.7	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.07 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 1.47 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

STANTON, F. L. ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING					ARITHMETIC					RDG+ARITH	
	71	72	71	72	71	72	71	72	71	72		
225	225
195	E	195
165	165
135	E	135
105	E	E	105
75	A	A	A	A	A	A	75
45	E	45
15	15
-----											72	
GRADE 2											72	
-----											72	
GRADE 3											2	
-----											72	
GRADE 4											3	
-----											72	
GRADE 5											4	
-----											72	
GRADE 6											5	
-----											72	
GRADE 7											6	
-----											72	
GRADE 2-7											72	

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	100	113	85	100	2.7	2.3
3	100	120	76	84	3.1	2.8
4	33	55	72	72	4.5	3.3
5	20	40	65	68	3.9	4.0
6	100	167	64	51	3.4	4.9
7	140	57	65	56	4.3	5.3
2-7	82	37	71	72	5.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.21 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.20 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SYLVAN HILLS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING					ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72		71	72			
225																225		
195																195		
165																165		
135																135		
105																105		
75																75		
45																45		
15																15		
GRADE	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)					
	RDG +		RDG +	RDG +		RDG +	ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	READING	ARITH		READING	ARITH		RDG	ARITH	RDG	ARITH		(NAT'L NORM)
	FY71	FY72	FY71	FY72	FY71	FY72						
2	160	162	87	125	93	100	102	2.7	2.8	2.2	2.3	2.7
3	180	140	100	120	105	89	93	3.3	3.6	2.8	2.9	3.7
4	100	160	162	161	91	106	117	5.0	5.5	3.3	4.0	4.7
5	50	75	100	88	91	98	98	5.6	5.6	3.9	4.9	5.7
6	0	67	120	94	81	90	91	6.0	6.1	4.4	5.3	6.7
7	100	14	117	66	77	74	84	5.7	7.2	4.8	6.0	7.7
2-7	98	103	114	109	90	93	97					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.21 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

THOMASVILLE ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
2									2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY O: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	ACTUAL RDG ARITH	SYSTEM-WIDE ACCEPTABLE RDG ARITH (NAT'L NORM)
2	100	100	67	59	1.8	2.3
3	67	167	59	68	2.2	2.9
4			64	74	3.0	4.0
5	0	67	63	84	3.6	4.9
6	200	150	61	76	4.1	5.3
7	100	75	53	75	4.1	5.3
2-7	53	112	61	73	4.1	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 0.38 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.91

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

TOOMER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	2	3	4	5	6	7	2-7
	71	72	71	72	71	72	71 72 71 72

E: EFFECTIVENESS A: ACCEPTABILITY O: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	(NAT'L NORM)
2	50	75	75	63	63	60	1.7	1.5	2.2
3	120	150	163	68	65	71	2.4	2.8	2.8
4	80	100	83	64	64	67	3.0	3.3	3.3
5	120	40	33	63	60	69	3.4	4.4	3.9
6									4.4
7									4.8
2-7	93	91	92	65	63	67			6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.17 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.86 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

TOWNS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE	2	3	4	5	6	7	2-7
	72	72	72	72	72	72	72
	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

□: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH
2	80	60	83	72	70	70	1.9	1.9	2.2
3	217	100	50	75	73	71	2.7	2.5	2.8
4	71	56	69	63	72	76	3.4	3.7	4.0
5	50	33	75	54	68	86	3.9	4.9	4.9
6	50	100	75	88	64	72	4.3	5.3	4.4
7	33	0	60	30	53	64	4.1	5.8	4.8
2-7	84	58	69	64	67	72	6.0	6.0	6.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.27	\$ 0.59	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

TUXEDO ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

RDG+ARITH	READING							ARITHMETIC						
	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225														
195			E											
165														
135														
105														
75														
45														
15														

GRADE	2	3	4	5	6	7	2-7	
RDG	225	195	165	135	105	75	45	15
ARITH	225	195	165	135	105	75	45	15

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	117	123	115	107	2.9	2.2
3	138	100	119	119	4.4	4.2
4	180	115	128	115	5.4	5.7
5	140	150	123	126	7.2	6.0
6	145	173	113	136	9.1	7.4
7	82	29	118	112	8.6	7.5
2-7	133	116	119	119	7.5	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.13	\$ 0.13	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

VENETIAN HILLS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72
2								
3								
4								
5								
6								
7								
2-7								

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	100	67	96	81	2.2	2.3
3	80	14	89	73	2.7	2.9
4	71	45	91	77	3.6	4.0
5	50	50	81	84	4.6	4.9
6	67	67	81	72	4.8	5.3
7	250	0	94	68	5.2	6.0
2-7	103	38	89	75	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.33 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.23 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WALTON MIDDLE SCHOOL GROUP II: WHETHER EFFECTIVE OR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225	225	
195	195	
165	165	
135	135	
105	105	
75	75	
45	45	
15	15	
GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	

E: EFFECTIVENESS A: ACCEPTABILITY (E AND A ARE EQUAL) EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG + FY71	ARITH FY72	RDG + FY72	RDG + FY71	ARITH FY72	RDG + FY72	RDG	ARITH	RDG
2	33	0	17	55	72	64	2.2	2.3	2.7
3	67	50	59	53	71	62	2.8	2.9	3.7
4	50	25	38	54	72	63	3.3	4.0	4.7
5							3.9	4.9	5.7
6							4.4	5.3	6.2
7							4.1	5.5	6.0
2-7							4.8	6.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL \$ 1.28 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 4.38 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WALKER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105																				
75																				
45																				
15																				

GRADE 2 3 4 5 6 7 2-7 2 3 4 5 6 7 2-7 72

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	125	133	38	86	74	63	63	63	1.7	1.7	2.2	2.3
3	143	25	86	56	57	70	76	73	2.6	2.8	2.8	2.9
4	60	78	91	85	64	62	79	71	2.9	3.7	3.3	4.0
5	50	175	50	113	65	68	77	73	3.9	4.4	3.9	4.9
6	25	33	167	67	66	55	73	64	3.7	4.9	4.4	5.3
7	117	0	50	25	65	60	69	65	4.6	5.3	4.8	6.0
2-7	87	63	64	64	65	63	73	68				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.31 LOCAL SCHOOL \$ 2.27 FUNDS COMPENSATORY \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WARE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG+ARITH
	71	72	71	72	71	72	71	72	
225	E								225
195			E						195
165	E			E					165
135			E						135
105					E			E	105
75	A	A	A	A	A	A	A	A	75
45							E		45
15									15

GRADE	2	3	4	5	6	7	2-7	71	72	71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	150	167	93	78	2.1	2.2
3	150	267	86	84	3.1	2.8
4	180	133	81	74	3.5	3.3
5	180	100	75	68	3.9	3.9
6	160	33	81	72	4.8	4.4
7	80	50	65	74	5.7	6.0
2-7	150	125	80	75	5.7	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.20 LOCAL SCHOOL \$ 4.99 SYSTEM-WIDE \$ 0.19 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WATERS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING										ARITHMETIC										RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72			
225	225		
195	195		
165	165		
135	135		
105	105		
75	75		
45	45		
15	15		

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG + ARITH	FY72	RDG	ARITH	RDG + ARITH	FY72	RDG	ARITH	RDG + ARITH	FY72
2	100	75	117	96	85	67	74	71	1.8	2.0	2.2	2.3
3	133	83	100	92	81	73	78	76	2.7	2.9	2.8	2.9
4	33	67	92	80	74	70	89	80	3.3	4.2	3.3	4.0
5	140	175	175	175	81	77	96	87	4.4	5.5	3.9	4.9
6	40	67	100	84	75	75	81	78	5.0	5.4	4.4	5.3
7	0	50	75	63	73	65	79	72	5.0	6.1	4.8	6.0
2-7	63	86	110	98	78	71	83	77	5.0	6.1	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.12 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WESLEY ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING				ARITHMETIC				RDG+ARITH
	71	72	71	72	71	72	71	72	
225	225
195	195
165	165
135	135
105	105
75	75
45	45
15	15

E: EFFECTIVE A: ACCEPTABILITY []: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	125	33	50	42	74	59	61	61	1.6	1.7	2.2	2.3
3	67	133	140	137	65	65	76	71	2.4	2.8	2.8	2.9
4	100	117	111	114	66	66	83	75	3.1	3.9	3.3	4.0
5	83	275	133	204	68	75	91	83	4.3	5.2	3.9	4.9
6	300	280	333	307	72	75	82	79	5.0	5.5	4.4	5.3
2-7	135	168	153	161	69	68	79	74	4.8	6.0	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.09 LOCAL SCHOOL \$ 0.09 SYSTEM-WIDE \$ 0.19
COMPENSATORY \$ 1.60



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WEST ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72										
225																								
195																								
165																								
135																								
105																								
75																								
45																								
15																								
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	RDG	(NAT'L NORM,
2	100	129	114	78	85	89	2.3	2.2	2.3
3	160	200	50	57	43	61	1.6	2.9	2.8
4	114	131	109	91	77	90	3.6	4.8	3.3
5	217	100	125	91	81	87	4.6	5.3	3.9
6	86	67	60	81	87	85	5.8	5.7	4.4
7	14	20	100	74	73	84	5.6	6.5	4.8
2-7	115	35	93	79	74	89	5.6	6.5	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.20 LOCAL SCHOOL \$ 0.20 SYSTEM-WIDE \$ 0.19
COMPENSATORY \$ 0.03 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WEST HAVEN ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225														225	
195														195	
165														165	
135														135	
105														105	
75														75	
45														45	
15														15	

GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2									2	3	4	5	6	7
2-7														

E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	RDG + ARITH FY71	ACTUAL RDG ARITH	SYSTEM-WIDE ACCEPTABLE (NAT'L NORM)
2	120	71	96	81	2.2	2.3
3	67	100	76	84	3.1	3.1
4	71	42	77	68	3.2	4.6
5	117	50	81	68	3.9	5.2
6	220	167	75	66	4.4	5.7
7	157	67	77	70	5.4	6.3
2-7	125	83	80	73	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.23 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.23 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WEST MANOR ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

RDG+ARITH	READING										ARITHMETIC									
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
225																				
195																				
165																				
135																				
105	E																			
75	A	A	A	A	A	A	A	A	A	A										
45																				
15																				

GRADE	2	3	4	5	6	7	2-7	72	72	72	72	72	72	72	72
E: EFFECTIVENESS															
A: ACCEPTABILITY															

E: EFFECTIVENESS A: ACCEPTABILITY J, E AND A ARE EQUAL EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	RDG + ARITH	RDG	ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG ARITH	RDG ARITH	(NAT'L NORM)
2	100	110	105	96	104	110	2.8	3.1	2.2
3	86	71	33	92	89	88	3.3	3.2	2.8
4	71	62	93	83	87	92	4.1	4.5	3.3
5	100	83	33	88	84	89	4.8	5.1	3.9
6	80	75	67	81	93	85	6.2	5.7	4.4
7	120	144	43	70	94	82	7.2	6.3	4.8
2-7	93	89	63	85	92	92			6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	
LOCAL SCHOOL FUNDS	\$ 0.27
SYSTEM-WIDE FUNDS	\$ 0.19
GENERAL COMPENSATORY	\$ 0.15
	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WHITE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING										ARITHMETIC										RDG+ARITH																			
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72																				
225																					225																			
195																						195																		
165																						165																		
135																						135																		
105																						105																		
75																						75																		
45																						45																		
15																						15																		

71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72			

GRADE	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	2	3	4	5	6	7	2-7	2-7																		

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	RDG	ARITH	FY72	RDG	ARITH	FY72	RDG	ARITH	FY72
2	60	67	67	74	70	67	1.9	1.8	2.2
3	0	100	117	62	73	78	2.7	2.9	2.8
4	17	108	54	64	74	74	3.5	3.5	3.3
5	100	100	50	75	68	81	3.9	4.6	3.9
6	75	133	125	66	64	81	4.3	5.4	4.4
7	120	133	160	68	73	82	5.6	6.3	4.8
2-7	62	107	96	68	70	77	5.6	6.3	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.06 \$ 0.90



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WHITEFOORD ELEMENTARY SCHOOL GROUP II. EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
225															225
195															195
165															165
135															135
105															105
75															75
45															45
15															15

GRADE	71	72	71	72	71	72	71	72
2	72	72	72	72	72	72	72	72
2-7	2	3	4	5	6	7	2-7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY71	RDG + ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG ARITH	SYSTEM-WIDE RDG ARITH
2	100	160	78	85	2.3	2.2
3	83	67	68	65	2.4	2.8
4	120	33	66	55	2.6	3.3
5	40	20	63	65	3.7	3.9
6	133	175	61	64	4.3	4.4
7						
2-7	95	91	67	67	4.8	6.0

FUNDS	LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
	\$ 0.18	\$ 0.38	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
 C- READING AND ARITHMETIC PROGRAMS, 1971-72

WILLIAMS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72						
225														225	E					22
195														195	E					195
165														165	E					165
135														135	E					135
105														105	E					105
75	A	A	A	A	A	A	A							75	A	A	A	A	A	75
45														45						45
15														15						15

GRADE	2	3	4	5	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH FY72	RDG + ARITH FY71	READING FY72	ARITH FY72	RDG ARITH	RDG ARITH
2	150	100	78	67	73	1.8
3	120	0	65	65	67	2.4
4	25	50	53	57	66	2.7
5	80	50	60	60	70	3.4
6						
7	200	167	56	51	61	3.9
2-7	115	73	62	60	67	4.8

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL \$ 0.16 LOCAL SCHOOL \$ 0.19 SYSTEM-WIDE \$ 0.90 COMPENSATORY \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WRIGHT ELEMENTARY SCHOOL GROUP III - MEASURED EFFECTIVE VS ACCEPTABLE

GRADE	READING							ARITHMETIC							RDG+ARITH			
	71	72	71	72	71	72	71	72	71	72	71	72	71	72				
225																		
195																		
165																		
135																		
105																		
75																		
45																		
15																		
	71	72	71	72	71	72	71	72	71	72	71	72	71	72				
GRADE	2	3	4	5	6	7	2-7											

E: EFFECTIVENESS A: ACCEPTABILITY (E AND A ARE EQUAL)

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG	ARITH	RDG	ARITH	ACTUAL	SYSTEM-WIDE
2	150	100	89	85	2.3	2.2
3	133	100	84	73	2.7	2.8
4	57	20	70	68	3.2	4.2
5	60	100	68	58	3.9	3.9
6	225	75	72	56	4.4	4.4
7	117	0	65	52	4.8	6.0
2-7	124	66	75	70	4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL FUNDS \$ 0.23 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.00 \$ 0.90