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## ABSTRACT

The ninth in a series of reports of the Michigan Educational Assessment Program, this report contains education profiles for Michigan's geographic regions and community types. Three types of profiles are provided: (1) profiles constructed from district-level assessment results, (2) profiles constructed from school-level assessment results, and (3) profiles constructed from pupil responses to the 1969-70 assessment battery. The report contains five major chapters. The first states three types of precautions that must be exercised in the interpretations of the data, and provides descriptions of the assessment measures used. The second chapter explains the education profiles, and the regions and community types. In the third chapter, education profiles constructed from school district scores are presented; the fourth presents education profiles constructed from school scores; and the fifth presents education profiles constructed from pupil scores. The third, fourth, and fifth chapters all contain eight profiles of grades 4 and 7 for each of the state's four geographic regions. Each of the education profiles is accompanied by a summary of findings. Twenty-four tables present the statistical data. (Author/DB)

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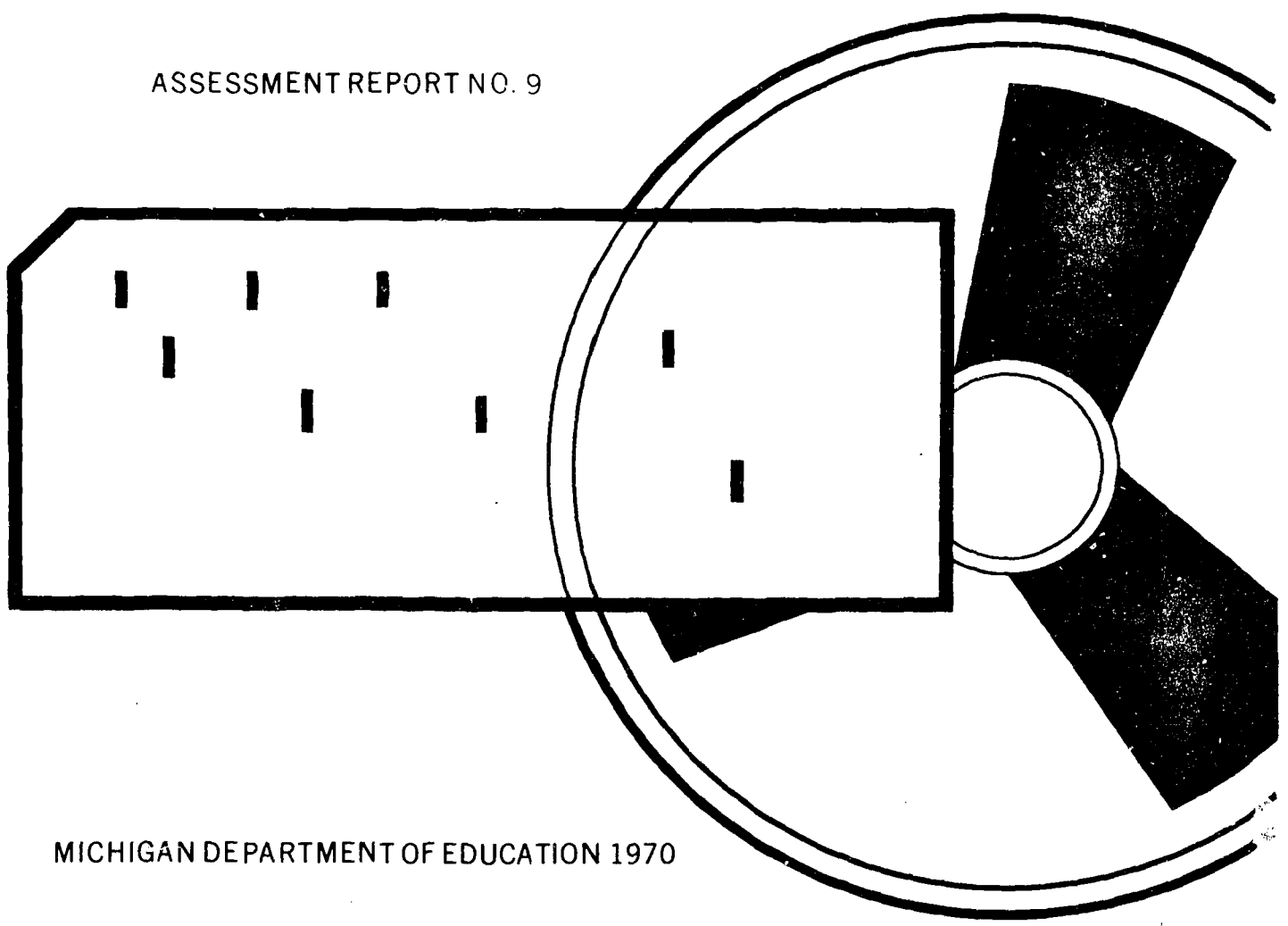
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# LEVELS OF EDUCATIONAL PERFORMANCE

AND RELATED FACTORS

## IN MICHIGAN: A SUPPLEMENT

ASSESSMENT REPORT NO. 9



MICHIGAN DEPARTMENT OF EDUCATION 1970

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LEVELS OF EDUCATIONAL PERFORMANCE  
AND RELATED FACTORS IN MICHIGAN: A SUPPLEMENT

Assessment Report No. 9

Prepared in the Bureau of Research, Evaluation, and Assessment  
Michigan Department of Education

December, 1970

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## FOREWORD

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

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

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

This publication is the ninth in a series of reports of the Michigan Educational Assessment Program. It is intended as an inclusive supplement to Assessment Report No. 4 which presented data regarding the above-mentioned first purpose. It is an inclusive supplement because it utilizes and describes all the performance levels of all the factors gathered in the assessment. This report is not intended for the casual reader. It is intended for the interested reader who seeks comprehensive knowledge regarding the levels of various factors collected in the 1969-70 assessment.

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

John W. Porter,  
Superintendent of  
Public Instruction

## INTRODUCTION

This report contains education profiles for Michigan's geographic regions and community types. (Note: the regions and community types are defined in this report's second chapter.) The report contains three types of profiles: (1) profiles constructed from district-level assessment results; (2) profiles constructed from school-level assessment results; and (3) profiles constructed from pupil responses to the 1969-70 assessment battery. Careful examination of the profiles will enable the reader to more clearly understand the levels of educational performance--as measured by basic skills achievement--and of certain factors presumed to be related to performance in Michigan's geographic regions and community types.

This report presents separate district, school, and pupil data for two reasons. First, it is important to know the levels of education-related measures in terms of district and school scores because districts and schools are our primary educational organizations. That is, profiles based on district and school scores present information about important aspects of educational systems. Second, it is important to understand the levels of educational performance, socioeconomic status, and attitudes of groups of pupils--regardless of what schools they attend.

This report has five major chapters. The first states three types of precautions that must be exercised in the interpretations of the data in this report and contains descriptions of the assessment measures used in this report. The second explains the education profiles and the regions and community types. The final three chapters present education profiles for Michigan's regions and community types. The third chapter presents education

profiles constructed from school district scores; the fourth presents education profiles constructed from school scores; and the fifth presents education profiles constructed from pupil scores. Each of the last three chapters contains eight profiles: grades 4 and 7 for each of the State's four geographic regions. Each education profile is accompanied by a written summary of findings.

## CHAPTER I

### CAUTIONS AND DESCRIPTIONS OF THE DATA

#### Cautions for Interpretation

It should be understood that the 1969-70 Michigan Assessment Program was a very large and complex undertaking. A great deal of data was gathered from 320,000 students in approximately 3,200 schools in over 600 school districts across the state. Therefore, the results are, of necessity, complicated. The results have been simplified by displaying them in the form of education profiles for Michigan's regions and community types. A narrative description of each profile is also provided. The descriptions are included as an aid in interpreting the profiles.

This section discusses three types of precautions that should be considered in understanding this report. The first two of these limit interpretations that may be made from any large-scale assessment or evaluation. The third is one which must be kept in mind as the reader interprets findings of this report.

#### Refining the Goals of Education

Michigan's schools serve a variety of purposes. They exist in part to teach the basic skills of reading, writing, and arithmetic. However, most would argue that they also exist to teach such things as an understanding of government, an appreciation for other people, and an understanding of the methods of science. However, the 1969-70 assessment effort only measured childrens' vocabulary levels, childrens' reading, childrens' ability to understand the mechanics of written English, and childrens' achievement in mathe-

matics. Thus--although a draft document delineating a more comprehensive list of Michigan's educational goals is presently being circulated--it must be understood that the 1969-70 assessment effort only measured a part of the goals of the educational system.

### Measuring Important Aspects of Education

Three major types of educational measures may be obtained in educational assessments: (1) information regarding school/pupil performance; (2) information regarding students' backgrounds; and (3) information regarding the level or quality of resources expended in schools. The problems of obtaining accurate measures in each of these three areas are discussed below.

School/pupil performance. Agreement on the fundamentals of basic skills achievement--reading, writing, and arithmetic--is relatively easy to obtain. It is less simple, however, to devise a test that will accurately measure the achievement levels of different groups of children.

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

Student background. Socioeconomic status is an extremely difficult concept to define--in fact no definition of it will suit everyone. Additionally, once it has been defined, however arbitrarily, it is difficult to accurately measure and index.



Despite these difficulties, the 1969-70 educational assessment program attempted to estimate the socioeconomic status of schools and districts for two reasons. First, many studies have shown a high relationship between student background characteristics and student achievement. Second, a number of studies have shown a strong relationship between student background characteristics and the levels at which schools are supported and the quality of their instructional staff. In short, students' socioeconomic status is thought to be a powerful conditioner of both achievement and of school characteristics. Therefore, it was included as one type of assessment measure.

Students' socioeconomic status is usually thought to be a function of three major factors: family income, parents' education level, and parents' occupation. Additionally such factors as housing patterns and mobility are thought to be indicators of SES. Below are discussed four methods of obtaining SES measures--or of estimating them. It may be seen that each method has its limits and problems.

Parent interviews: The most direct way to ascertain the socioeconomic status of children would be to devise an SES questionnaire and use it to interview parents. Unfortunately, this method is prohibitively expensive.

Census data: A second method of obtaining estimates of childrens' SES is to use census-type data. There are three problems with this method. First, data of this type is often old. Second, it is often collected on a city or county basis--and these political units are often not coterminous with school and district boundaries. Third, these data are often not a good estimator of the SES of public school children--particularly in areas where a great many children attend parochial schools.

Educator perceptions: Several studies have asked educators--teachers and

administrators--to describe certain facets of their childrens' background. These, however, have been found to be only estimates because of difficulty in knowing the background of all children in a group. Additionally, there are procedural problems involved in asking teachers and administrators to estimate SES.

Student estimates: Many studies--including the so-called Coleman Report and the 1969-70 assessment program--have asked students to estimate various facets of their background. This method is limited in that many children--particularly young children--don't know important things about their families, including income level and occupation. Therefore the method must ask indirect questions, which may not accurately measure background.

The 1969-70 assessment used the fourth of these methods. That is, twelve questions were given to children in order to obtain information regarding their background. Hence, the 1969-70 socioeconomic status scores must be considered estimates of the social and economic background of students.

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

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

Second, it is presently impossible to obtain certain important measures on a school-by-school basis. For example, measures of the amount of educa-

tional finances expended on children are presently only available at the district level in Michigan.

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

### Inferences Regarding Relationships in this Report

This report is designed to indicate the levels of certain educational measures in Michigan's geographic regions and community types. Conclusions should not be drawn about relationships among the factors described in this report. Because one factor in a region, for example, socioeconomic status, is at the same level as another factor, for example, composite achievement, does not necessarily mean that a cause-effect relationship exists between the two factors. Similarly, if one factor, for example attitude toward school, is at a different level than another factor, for example, vocabulary, this does not necessarily mean there is not a cause-effect relationship between the factors. Assessment Report 5 is one report which explores the question of relationships among educational assessment measures and further reports that explore relationships among these assessment measures are being prepared.

### Descriptions of the Assessment Measures

For the reader's convenience, the eighteen measures used in the 1969-70 Michigan Assessment Program are listed below with brief comments where appropriate.

#### Socioeconomic Background Measure

1. Socioeconomic Status. The 1969-70 assessment battery which was given

to students included several questions which were designed to gather information regarding students' socioeconomic background. These responses were analyzed on district, school, and pupil bases. It should be noted that no scores were reported regarding individual pupils. The SES measure is assumed to be indicative of students' perceptions of such things as the educational level of parents and their general economic level.

#### Attitudes and Aspirations Measures

2. Attitude A: Importance of School Achievement. The assessment battery also included twelve questions which were designed to gather information regarding students' attitudes and aspirations. Several of these questions dealt with students' perceptions of the importance of doing well in school. These responses were analyzed on a district, school, and pupil basis.

3. Attitude B: Self Perception. Several of the twelve attitude and aspiration questions dealt with students' perceptions about their own worth. Again, these responses were analyzed on a district, school and pupil basis.

4. Attitude C: Attitude Toward School. Several of the twelve attitude and aspiration questions dealt with students' attitudes towards their school. Again, these were analyzed at the district, school, and pupil levels.

#### 1968-69 District Human Resource Measures

It should be noted that the data for the following factors are only reported at the district level. Also, the information was, of necessity, collected in 1968-69--it therefore is one year older than information from the assessment battery.

5. Pupil/Teacher Ratio. The pupil/teacher ratio for each district was

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

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

7. Percentage of Teachers with Masters or Above. The per cent of teachers in each district who had completed at least a masters degree was computed from records held in the Michigan Department of Education.

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

#### 1968-69 District Financial Resource Measures

It should be noted that the data for the following factors are only reported at the district level. This information was also collected in 1968-69.

9. State Equalized Valuation Per Pupil. This measure was obtained from school district financial records held in the Department of Education. It was calculated by dividing the district's SEV by its number of pupils (as of the fourth Friday of the school year).

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

11. State Aid Per Pupil. This measure was obtained from Department of

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

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

13. Total Current Operating Expenditure Per Pupil. This measure was obtained from records held in the Department of Education. It was computed by dividing the district's total current operating expenditure (less community college expenditure) by the number of pupils in the district (as of the fourth Friday of the school year).

#### Vocabulary Measure

14. Vocabulary. The assessment battery included fifty verbal analogy problems which measured students' knowledge of the meaning of words and their relationships. The vocabulary score was obtained from the number of correct responses to these problems.

#### Basic Skills Achievement Measures

15. Reading. The assessment battery included forty questions which tested students' reading achievement, vocabulary, and paragraph comprehension. The reading score was obtained from the number of correct responses to these questions.

16. English Expression. The assessment battery included forty-five

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

17. Mathematics. The assessment battery included thirty questions which tested pupils' achievement in reasoning and problem solving, geometry and measurement, numbers and operations, relations, functions and graphs, and mathematical sentences and systems. The mathematics score was obtained from the number of correct responses to these questions.

18. Composite Achievement. The composite achievement score was built by averaging the scores of the reading, English expression, and mathematics sections of the assessment battery. The vocabulary score was not averaged into the composite achievement score.

## CHAPTER II

### EXPLANATION OF THE EDUCATION PROFILES IN THIS REPORT

#### Construction of the Education Profiles

Education profiles have been prepared for fourth and seventh grade data for each of the four geographic regions (Wayne, Oakland, and Macomb counties; Southern Michigan; Northern Michigan; and Upper Peninsula). As mentioned in this report's introduction, separate profiles were built from district, school, and pupil data.

As an example, the district-level education profiles were constructed as follows (it should be noted that the school and pupil profiles were similarly constructed except that they used school or pupil data as the unit of analysis rather than district data).

1. A percentile distribution was computed for each of the assessment measures. Each percentile distribution is a ranking of district scores which is divided into one hundred equal parts. Each part has an equal number--one per cent--of the total number of district scores. Percentile distributions are useful in showing where a particular score lies in relation to other scores. A district score which is at the fiftieth percentile is at the median or middle of the distribution; a district score at the seventy-fifth percentile is above seventy-five per cent or three-quarters--and below twenty-five per cent or one quarter--of the district scores in the distribution.

2. The average score of the districts in each region was computed. This was done by adding up the scores of all the districts in a region and dividing the total by the number of districts in the region. By this procedure, each



district--regardless of its enrollment--was given equal weight.

3. The average score of districts within each community type of each region was computed. This was done by adding up the scores of all the districts in a community type within a region and dividing by the total number of districts. Again, each district was given equal weight regardless of its enrollment.

4. These average scores computed in steps two and three were plotted onto the percentile distribution built in step one.

FIGURE 1--which is a replica of the fourth grade level education profile for Region 1 (Wayne, Oakland, and Macomb counties)--may be used as an example of how the profiles were built. It was constructed as follows:

1. A percentile distribution was prepared using State-wide fourth grade assessment data for district scores on socioeconomic status. This distribution indicates that the median or middle district in the State had a score of 48.03 on socioeconomic status.

2. The average score of the districts in Region 1 was computed for socioeconomic status. This average score was determined to be 51.29.

3. The average score of the districts in each community type of Region 1 was computed for socioeconomic status. This average was determined to be 47.05 for community type I, 52.87 for II, 50.76 for III, 51.81 for IV, and 49.43 for V.

4. These scores were plotted onto the State-wide socioeconomic status distribution. The average score for the region, 51.29, fell at about the eighty-fifth percentile on this distribution. The average district score for the region is represented by a box in the distribution. Likewise, the average

GRADE 4 DISTRICT NORMS VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS") ACHIEVEMENT ("OUTPUTS") REGION

SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES				SCHOOL FINANCIAL RESOURCES				SCHOOL FINANCIAL RESOURCES			ACHIEVEMENT ("OUTPUTS")		
	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	SCHOOL AID PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	52.06	52.92	56.47	14.67	37.46	9864	27783	668	402	595	795	54.99	55.24	55.78	55.69	55.21	
90	52.18	51.84	53.55	13.58	33.16	9473	21962	517	384	533	733	53.85	54.24	54.50	54.35	54.20	
85	51.11	51.29	52.97	12.81	29.25	9173	19441	459	369	508	679	53.22	53.62	53.71	53.58	53.53	
80	50.45	50.88	52.65	12.19	25.91	8949	17679	409	357	486	651	52.72	53.09	53.25	52.97	52.99	
75	49.87	50.42	52.40	11.66	24.01	8761	16306	380	346	468	629	52.24	52.57	52.70	52.50	52.57	
70	49.36	50.13	52.11	11.24	22.26	8646	15124	356	336	452	608	51.90	52.21	52.29	52.10	52.16	
65	48.94	49.89	51.77	10.86	20.22	8530	14217	334	325	438	596	51.57	51.93	51.90	51.73	51.81	
60	48.59	49.37	51.57	10.49	18.76	8415	13310	315	315	429	585	51.25	51.67	51.55	51.46	51.53	
55	48.30	49.45	51.38	10.10	17.62	8311	12444	299	306	419	571	50.90	51.44	51.21	51.20	51.27	
50	48.03	49.25	51.15	9.71	16.48	8209	11925	283	298	410	560	50.60	51.20	50.88	50.98	50.95	
45	47.76	49.00	50.87	9.33	15.38	8106	11406	269	289	400	549	50.34	50.89	50.51	50.60	50.64	
40	47.46	49.08	50.60	8.98	14.29	8004	10887	255	281	393	538	50.05	50.54	50.20	50.18	50.36	
35	47.16	48.85	50.38	8.62	13.15	7890	10367	241	274	385	528	49.75	50.11	49.92	49.83	50.07	
30	46.87	48.14	50.10	8.25	11.92	7776	9848	227	267	377	518	49.37	49.88	49.63	49.44	49.77	
25	46.53	47.86	49.84	7.88	10.68	7662	9277	212	260	370	507	48.90	49.48	49.31	48.96	49.39	
20	46.14	47.49	49.44	7.50	8.67	7503	8600	197	251	362	497	48.47	49.03	48.92	48.39	48.94	
15	45.70	47.00	48.94	6.95	6.30	7291	7923	182	237	341	482	48.01	48.46	48.45	47.82	48.40	
10	45.25	46.25	48.43	6.36	2.46	6896	7246	160	219	311	456	47.37	47.59	47.59	47.09	47.62	
5	44.41	45.28	47.41	5.63	0.13	5957	6568	133	186	260	364	46.38	46.18	45.98	46.10	46.44	
MEAN	48.47	48.99	49.47	10.04	17.60	8147	13947	321	300	420	576	50.66	51.01	50.95	50.81	50.94	
STANDARD DEVIATION	3.21	2.23	2.17	3.50	11.07	1167	7882	165	72	97	134	2.73	2.68	2.79	2.97	2.66	
NUMBER OF DISTRICTS	579	579	579	585	585	583	623	623	620	623	623	585	585	585	585	585	

PERCENTILE DISTRIBUTION

score for each of the community types was plotted onto the distribution. The average score for community type I, 47.05, fell at about the thirty-third percentile. The average score for the community type is represented by the circle numbered I.

The remaining columns in the example profile may be read similarly. For example, in the composite achievement column it can be seen that the average district in the region scored very close to the State median, and there was considerable variation among average scores of the different community types. Community type I had an average district score which fell below the fifth percentile on the State-wide distribution while community type IV had an average district score which fell at about the sixtieth percentile.

Chapter IV contains education profiles constructed similarly to the profile in Figure 1. The profiles presented in Chapters V and VI are essentially the same except that they are based on school or pupil scores, respectively. They may be read in a similar manner. A summary of each profile is provided to help with interpretation of the data.

#### Definitions of Certain Terms Used with the Education Profiles

Figure 2 is a graphical representation of the following written discussion. In each summary of the education profiles: (1) "high" refers to the percentile range at or above 62.5, (2) "above the median" refers to the percentile range at or above 52.5 to below 62.5, (3) "at the median" refers to the percentile range at or above 47.5 to below 52.5, (4) "below the median" refers to the percentile range at or above 37.5 to below 47.5, and (5) "low" refers to a level below the 37.5 percentile.

FIGURE 2

**GRADE 4**

**DISTRICT RANKS**

**VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")**

SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			SCHOOL FINANCIAL RESOURCES					ACHIEVEMENT ("OUTPUTS")				REGION	
	A IMPORTANCE OF SCHOOL STATUS	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	AVERAGE TEACHING EXPERIENCE	PUPIL/TEACHER RATIO	PERCENTAGE OF TEACHERS WITH ADVANCE OR ABOVE	STATE VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS		COMPOSITE ACHIEVEMENT
95	54.00	52.06	54.47	14.67	19.14	37.46	9864	27783	668	402	595	795	54.99	55.24	55.78	55.69	55.21
90	52.18	51.49	53.55	13.58	20.38	33.16	21962	517	384	339	733	53.85	54.24	54.50	54.35	54.20	
85	51.11	51.29	52.97	12.81	21.25	29.25	19441	430	369	508	677	53.22	53.62	53.71	53.98	53.53	
80	50.45	50.88	52.65	12.19	21.74	26.74	17679	409	357	486	651	52.72	53.09	53.25	52.87	52.99	
75	49.87	50.42	52.40	11.66	22.23	24.01	15700	380	346	468	629	52.24	52.57	52.70	52.50	52.57	
70	49.36	50.13	52.11	11.24	22.72	22.26	15124	356	336	452	608	51.90	52.21	52.29	52.10	52.16	
65	48.94	49.89	50.16	10.86	23.15	20.22	14217	324	325	438	596	51.57	51.93	51.90	51.73	51.81	
60	48.59	49.24	50.07	10.48	23.48	18.76	13310	315	315	429	585	51.25	51.67	51.67	51.46	51.53	
55	48.38	49.45	50.07	10.10	23.81	17.62	12444	299	306	419	571	50.93	51.44	51.22	51.20	51.37	
50	48.03	49.25	49.55	9.71	24.16	16.48	11925	283	298	410	560	50.60	51.20	51.20	50.90	51.00	
45	47.76	49.00	49.35	9.33	24.49	15.34	11406	269	274	400	549	50.33	50.83	50.83	50.53	50.60	
40	47.44	48.76	49.08	8.96	24.83	14.29	10887	255	262	393	538	50.06	50.56	50.56	50.26	50.36	
35	47.16	48.44	48.85	8.62	25.22	13.15	10367	241	274	385	528	49.75	50.17	49.92	49.83	50.07	
30	46.87	48.14	48.60	8.26	25.66	11.92	9848	227	267	377	518	49.37	49.84	49.63	49.44	49.77	
25	46.53	47.86	48.32	7.88	26.11	10.68	9277	212	260	370	507	48.90	49.48	49.31	48.96	49.39	
20	46.14	47.49	48.02	7.50	26.56	9.67	8600	197	251	362	497	48.47	49.03	48.92	48.34	48.94	
15	45.70	47.00	47.72	7.12	27.01	8.60	7923	182	237	344	482	48.01	48.56	48.45	47.82	48.40	
10	45.25	46.25	47.25	6.76	27.46	7.66	7246	160	219	311	454	47.37	47.59	47.59	47.09	47.62	
5	44.41	45.28	46.24	6.36	28.09	6.86	6568	133	186	260	364	46.38	46.18	45.98	46.10	46.44	
MEAN	48.47	46.99	49.47	10.04	24.26	17.60	13947	321	300	420	575	50.66	51.01	50.95	50.81	50.94	
STANDARD DEVIATION	3.21	2.23	2.17	3.50	3.66	11.07	7882	165	72	97	134	2.72	2.68	2.79	2.97	2.66	
NUMBER OF DISTRICTS	579	579	579	585	585	585	623	623	620	623	623	585	585	585	585	585	

HIGH

ABOVE THE MEDIAN

MEDIAN

BELOW THE MEDIAN

LOW



### Definitions of Regions and Community Types

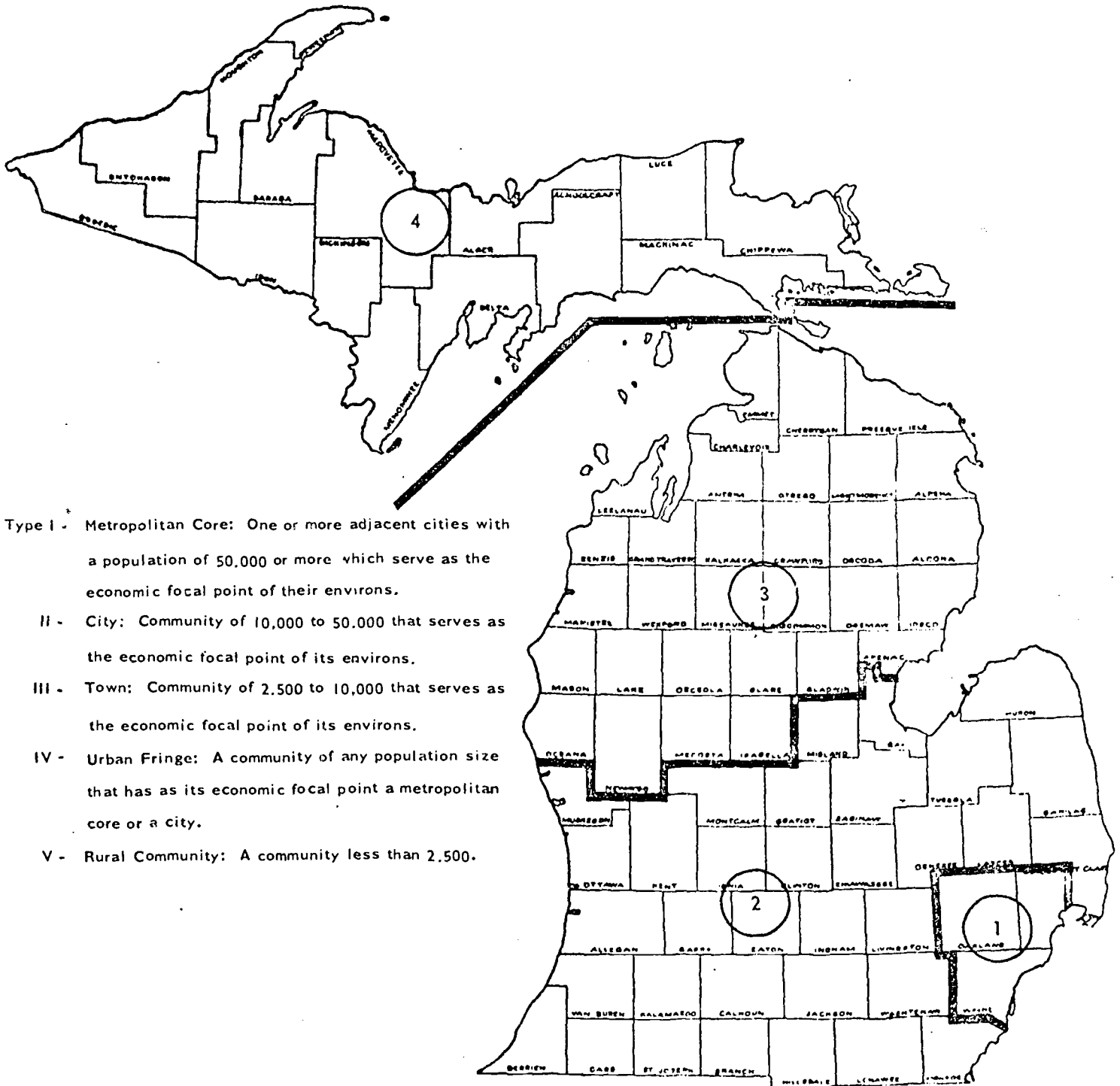
For purposes of the Michigan Assessment Program, Michigan's districts were arbitrarily classified into 4 regions and 5 community types. These are defined and shown in Figure 3.

FIGURE 3.

REGION AND COMMUNITY TYPE CATEGORIES

Region I - Wayne, Oakland and Macomb Counties.

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



- Type I - Metropolitan Core: One or more adjacent cities with a population of 50,000 or more which serve as the economic focal point of their environs.
- II - City: Community of 10,000 to 50,000 that serves as the economic focal point of its environs.
- III - Town: Community of 2,500 to 10,000 that serves as the economic focal point of its environs.
- IV - Urban Fringe: A community of any population size that has as its economic focal point a metropolitan core or a city.
- V - Rural Community: A community less than 2,500.

## CHAPTER III

### EDUCATION PROFILES CONSTRUCTED FROM DISTRICT LEVEL SCORES

It is the purpose of this chapter to present education profiles which were derived from district-level scores on the educational assessment program. The chapter contains eight education profiles: grades 4 and 7 for each of the State's four geographic regions. Also presented are written summaries of each profile. Each of these summarizes data for each community type within the region and for the region as a whole.

#### Grade 4 - District Norms - Region 1

It is the purpose of this section to describe the data presented in table I, which is labeled, "Grade 4 - District Norms - Region 1."

#### Metropolitan Core School Districts in Region 1

Metropolitan core (Community Type I) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) importance of school achievement; (2) self perception; (3) percentage of teachers with masters or above; (4) average teacher salary; (5) state equalized valuation per pupil; (6) local revenue per pupil; (7) K-12 instructional expense per pupil; and (8) total current operating expense per pupil. Metropolitan core school districts scored above the median on average years teaching experience and below the median on pupil/teacher ratio. Metropolitan core school districts scored low on the following Assessment measures: (1) socioeconomic status; (2) attitude toward school; (3) state school aid per pupil; (4) vocabulary; (5) reading; (6) English expression; (7) mathematics; and (8) basic skills composite achievement.



GRADE 4 DISTRICT NORMS VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS") REGION 1

SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES				SCHOOL FINANCIAL RESOURCES					ACHIEVEMENT ("OUTPUTS")				
	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	54.00 (II)	52.92	54.47	19.14	16.67	37.46	9864 (I)	27783	668	402	595 (I)	795 (I)	54.99	55.24	55.78	55.69	55.21
90	52.18 (IV)	51.84	53.55	20.38	13.58	33.16	8473 (II)	21962 (I)	517 (I)	384	335 (IV)	733 (IV)	53.85	54.24	54.50	54.35	54.20
85	51.28 (III)	51.29 (I)	52.97 (II)	21.25	12.81	29.25 (IV)	9173 (IV)	19441 (IV)	450 (IV)	369	308 (II)	673 (II)	53.22	53.62	53.71	53.58	53.53
80	50.45 (III)	50.88 (IV)	52.65 (IV)	21.74	12.19	26.91 (II)	8949 (III)	17679 (IV)	409 (II)	357	486	651	52.72	53.09	53.25	52.97	52.99
75	49.87 (V)	50.42 (II)	52.40 (II)	22.23	11.66	24.01 (III)	8761 (II)	16309 (II)	380	346	468	629	52.24	52.57	52.70	52.50	52.57
70	49.36 (V)	50.37 (I)	52.11 (I)	22.72	11.24	22.26	8646 (V)	15124	356	336	452 (III)	606 (III)	51.90	52.21	52.29	52.10	52.16
65	48.94 (III)	50.16 (III)	51.77 (IV)	23.15	10.86	20.22	8530 (III)	14217	334 (III)	325	438	596	51.57 (IV)	51.93	51.90	51.73	51.81
60	48.59 (III)	49.97 (III)	51.57 (III)	23.48	10.49	18.76	8415 (III)	13310 (III)	315	315 (V)	429 (V)	583 (V)	51.25 (II)	51.67	51.55 (IV)	51.46 (IV)	51.53 (IV)
55	48.30 (III)	49.78 (III)	51.38 (III)	24.32 (IV)	10.10 (I)	17.62	8311 (III)	12444	299	306	419	571	51.44	51.21	51.20 (II)	51.20 (II)	51.27 (IV)
50	48.03 (III)	49.25 (V)	51.15 (IV)	24.16 (I)	9.71	16.48	8209 (III)	11925	283 (V)	298	410	560	50.60	51.20	50.88 (II)	50.98 (II)	50.95 (II)
45	47.76 (III)	49.30 (V)	50.87 (IV)	24.49 (IV)	9.33	15.38	8106 (III)	11406	269	289	400	549	50.34	50.89 (II)	50.51 (III)	50.60 (III)	50.64 (II)
40	47.46 (III)	49.08 (V)	50.60 (IV)	24.83 (II)	8.98	14.29	8004 (III)	10887 (V)	255	287 (IV)	393 (IV)	538	50.05 (III)	50.54 (II)	50.20 (III)	50.18 (III)	50.36 (III)
35	47.16 (III)	48.85 (V)	50.38 (IV)	25.22 (IV)	8.62	13.15 (V)	7890 (III)	10367	241	274 (II)	385	528	49.75 (IV)	50.14 (IV)	49.92 (III)	49.83 (III)	50.07 (III)
30	46.87 (III)	48.14 (V)	50.10 (IV)	25.66 (III)	8.25 (IV)	11.92	7776 (III)	9848	227	267	377	518	49.37 (IV)	49.84 (IV)	49.63 (V)	49.44 (V)	49.77 (V)
25	46.53 (III)	48.32 (V)	49.84 (IV)	26.11 (V)	7.88 (III)	10.68	7662 (III)	9277	212	260	370	507	48.90 (IV)	49.48 (IV)	49.31 (V)	48.96 (V)	49.39 (V)
20	46.14 (III)	48.02 (V)	49.44 (IV)	26.56 (IV)	7.50 (II)	8.67	7503 (III)	8600	197	251 (I)	362	497	48.47 (IV)	49.03 (IV)	48.92 (V)	48.39 (V)	48.94 (V)
15	45.70 (III)	47.72 (V)	48.90 (IV)	27.01 (V)	6.95 (V)	6.30	7291 (III)	7923	182	237	341	482	48.01 (IV)	48.46 (IV)	48.45 (V)	47.82 (V)	48.40 (V)
10	45.25 (III)	47.25 (V)	48.43 (IV)	28.09 (V)	6.36	2.46	6896 (III)	7246	160	219	311	454	47.37 (IV)	47.59 (IV)	47.59 (V)	47.09 (V)	47.62 (V)
5	44.41 (III)	46.24 (V)	47.41 (IV)	29.45 (V)	5.63	0.13	5957 (III)	6568	133	186	260	364	46.38 (IV)	46.18 (IV)	45.98 (V)	46.10 (V)	46.44 (V)
MEAN	48.47	48.99	49.47	24.26	10.04	17.60	8147	13947	321	300	420	576	50.66 (I)	51.01 (I)	50.95 (I)	50.81 (I)	50.94 (I)
STANDARD DEVIATION	3.21	2.23	2.17	3.46	3.50	11.07	1167	7882	165	72	97	134	2.73	2.68	2.79	2.97	2.66
NUMBER OF DISTRICTS	579	579	579	585	585	585	583	623	623	620	623	623	585	585	585	585	585

PERCENTILE DISTRIBUTION



### City School Districts in Region 1

City (Community Type II) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; and (9) total current operating expense per pupil. These districts scored above the median on vocabulary and mathematics and they scored at the median on English expression and basic skills composite achievement. Type II communities scored below the median on pupil/teacher ratio and reading. They scored low on the following Assessment measures: (1) attitude toward school; (2) average years teaching experience; and (3) state school aid per pupil.

### Town School Districts in Region 1

Town (Community Type III) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) percentage of teachers with masters or above; (4) average teacher salary; (5) local revenue per pupil; (6) K-12 instructional expense per pupil; and (7) total current operating expense per pupil. These districts scored above the median on self perception and state equalized valuation per pupil. They scored below the median on: (1) state school aid per pupil; (2) vocabulary; (3) mathematics; and (4) basic skills composite achievement. The town school district scored low on the following Assessment measures: (1) attitude toward school; (2) pupil/teacher ratio; (3) average years teaching experience; (4) reading; and (5) English expression.

### Urban Fringe School Districts in Region 1

Urban fringe (Community Type IV) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socio-economic status; (2) importance of school achievement; (3) self perception; (4) pupil/teacher ratio; (5) percentage of teachers with masters or above; (6) average teacher salary; (7) state equalized valuation per pupil; (8) local revenue per pupil; (9) K-12 instructional expense per pupil; and (10) total current operating expense per pupil. These districts scored above the median on: (1) vocabulary; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored below the median on attitude toward school and state school aid per pupil, and they scored low on average years teaching experience and reading.

### Rural School Districts in Region 1

Rural (Community Type V) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; and (3) average teacher salary. These school districts scored above the median on: (1) state school aid per pupil; (2) K-12 instructional expense per pupil; and (3) total current operating expense per pupil. They scored at the median on self perception and local revenue per pupil and below the median on state equalized valuation per pupil. The rural districts scored low on the following Assessment measures: (1) attitude toward school; (2) pupil/teacher ratio; (3) average years teaching experience; (4) percentage of teachers with masters or above; (5) vocabulary; (6) reading; (7) English expression; (8) mathematics; and (9) basic skills composite achievement.

### All Districts in Region 1

Overall grade 4 districts in region 1 were high on the following Assess-

ment measures: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; and (9) total current operating expense per pupil. Overall, the districts were above the median on pupil/teacher ratio and vocabulary, at the median on: (1) English expression; (2) mathematics; and (3) basic skills composite achievement and below the median on state school aid per pupil and reading. Overall, these districts scored low on attitude toward school and average years teaching experience.

#### Grade 7 - District Norms - Region 1

It is the purpose of this section to describe the data presented in table II, which is labeled, "Grade 7 - District Norms - Region 1."

#### Metropolitan Core School Districts in Region 1

Metropolitan core (Community Type I) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) importance of school achievement; (2) self perception; (3) percentage of teachers with masters or above; (4) average teacher salary; (5) state equalized valuation per pupil; (6) local revenue per pupil; (7) K-12 instructional expense per pupil; and (8) total current operating expense per pupil. These districts scored above the median on average years teaching experience and below the median on socioeconomic status. The metropolitan core school districts scored low on: (1) attitude toward school; (2) pupil teacher ratio; (3) state school aid per pupil; (4) vocabulary; (5) reading; (6) English expression; (7) mathematics; and (8) basic skills composite achievement.

DISTRICT NORMS

GRADE 7

VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")

ACHIEVEMENT ("OUTPUTS")

REGION

SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES					SCHOOL FINANCIAL RESOURCES					VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	READING		ENGLISH EXPRESSION	MATHEMATICS		
95	54.74 (II)	52.71	55.87	19.25	14.34	37.66	9877 (I)	26967 (I)	634 (I)	402	596 (I)	787 (I)	54.79	55.04	55.88	55.05		
90	52.24 (IV)	51.81	54.89	20.54	13.35	33.43	9498 (II)	21604 (I)	504	384	567 (IV)	730 (IV)	53.72	54.00	54.42	53.94		
85	51.29 (I)	51.30 (II)	54.35 (I)	21.31	12.62	29.56 (I)	9193 (IV)	19031 (II)	447 (IV)	370	510 (II)	678 (II)	53.10	53.38	53.68	53.25		
80	50.31 (II)	50.91 (IV)	53.88	21.80	12.06	26.72 (II)	8975 (III)	17452 (IV)	406	358	489	651	52.53	52.90	53.10	52.73		
75	49.58 (V)	50.60 (I)	53.48	22.29	11.54	24.26 (III)	8778 (V)	16177 (II)	378	347	471	630	52.12	52.29	52.62	52.20		
70	49.04 (IV)	50.35 (I)	53.14	22.78	11.16	22.59 (III)	8666 (V)	15037 (I)	355	337	456 (III)	610 (III)	51.74	51.95	52.15	51.88		
65	48.53 (IV)	50.12 (I)	52.83	23.18 (IV)	10.80	20.63	8554 (V)	14157 (I)	332	327	441 (V)	598	51.50	51.61	51.75	51.57		
60	48.11 (IV)	49.89 (V)	52.55	23.52	10.43	19.02	8442 (V)	13278 (III)	314	317	432	586 (V)	51.26	51.22 (IV)	51.47 (IV)	51.27 (IV)		
55	47.78 (IV)	49.68 (III)	52.28	24.85 (II)	10.05 (I)	17.92	8337 (V)	12440 (I)	299	308	423	574	50.92	50.94	51.18	50.99		
50	47.44 (IV)	49.49 (V)	51.93	24.18	9.67	16.81	8237 (V)	11918 (I)	284 (V)	299	414	563	50.27	50.82 (II)	50.87 (II)	50.72 (II)		
45	47.08 (IV)	49.28 (III)	51.57	24.51	9.31	15.74	8137 (V)	11395 (I)	269	291	405 (III)	553	50.00 (III)	50.31 (III)	50.50 (III)	50.42 (III)		
40	46.69 (I)	49.06 (V)	51.22	24.85	8.96	14.67	8037 (V)	10873 (I)	255	287 (IV)	396	542	49.98	49.95 (III)	50.12 (III)	50.12 (III)		
35	46.22 (IV)	48.74 (V)	50.87	25.23 (I)	8.61	13.61	7928 (V)	10351 (I)	242	276 (IV)	389	532	49.69	49.63 (IV)	49.79 (IV)	49.81 (III)		
30	45.87 (IV)	48.50 (V)	50.49	25.67 (III)	8.27 (IV)	12.42	7815 (V)	9828 (I)	228	269 (II)	382	522	49.42	49.35 (IV)	49.52 (III)	49.53 (III)		
25	45.43 (IV)	48.25 (V)	50.09 (IV)	26.11 (V)	7.88 (III)	11.22	7702 (V)	9252 (I)	213	262	374	512	48.89	49.01 (V)	49.25 (V)	49.24 (V)		
20	44.99 (IV)	47.80 (V)	49.66 (V)	26.54 (V)	7.52 (II)	9.67	7580 (V)	8584 (I)	197	255	367	503	48.86	48.63 (IV)	48.90 (IV)	48.92 (IV)		
15	44.52 (IV)	47.46 (V)	49.25 (V)	26.98 (V)	6.99 (V)	7.59	7374 (V)	7917 (I)	182	240 (I)	357	493	48.52	46.26 (IV)	48.44 (IV)	48.51 (IV)		
10	43.90 (IV)	46.94 (V)	48.19 (II)	27.99 (II)	6.44	5.03	7112 (V)	7249 (I)	159	225	332	469	47.91	47.49 (IV)	47.85 (IV)	47.89 (IV)		
5	42.86 (IV)	46.15 (V)	46.70 (I)	29.06 (I)	5.69	0.74	6189 (V)	6581 (I)	132	194	286	415	46.58 (I)	46.52 (I)	46.57 (I)	46.83 (I)		
MEAN	47.87	49.42	51.71	24.24	9.89	18.12	8198	13730	316	302	425	579	50.68	50.69	50.97	50.79		
STANDARD DEVIATION	3.67	2.05	2.74	3.12	2.97	10.81	1138	7291	149	67	89	113	2.62	2.67	2.88	2.55		
NUMBER OF DISTRICTS	561	561	561	568	568	568	566	592	592	592	592	592	566	566	566	566	566	

PERCENTILE DISTRIBUTION

### City School Districts in Region 1

City (Community Type II) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; (9) total current operating expense per pupil; and (10) vocabulary. These districts scored above the median on pupil/teacher ratio and at the median on: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored low on: (1) attitude toward school; (2) average years teaching experience; and (3) state school aid per pupil.

### Town School Districts in Region 1

Town (Community Type III) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) percentage of teachers with masters or above; (3) average teacher salary; (4) local revenue per pupil; (5) K-12 instructional expense per pupil; and (6) total current operating expense per pupil. These districts scored above the median on self perception and state equalized valuation per pupil, at the median on vocabulary, and below the median on the following: (1) importance of school achievement; (2) state school aid per pupil; and (3) English expression. They scored low on the following Assessment measures: (1) attitude toward school; (2) pupil/teacher ratio; (3) average years teaching experience; (4) reading; (5) mathematics; and (6) basic skills composite achievement.

### Urban Fringe School Districts in Region 1

Urban fringe (Community Type IV) school districts in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socio-economic status; (2) importance of school achievement; (3) self perception; (4) pupil/teacher ratio; (5) percentage of teachers with masters or above; (6) average teacher salary; (7) state equalized valuation per pupil; (8) local revenue per pupil; (9) K-12 instructional expense per pupil; (10) total current operating expense per pupil; and (11) vocabulary. The districts scored above the median on the following: (1) reading; (2) English expression (3) mathematics; and (4) basic skills composite achievement. The urban fringe scored low on: (1) attitude toward school; (2) average years teaching experience; and (3) state school aid per pupil.

### Rural School Districts in Region 1

Rural (Community Type V) school districts in Wayne, Oakland, and Macomb counties scored high on socioeconomic status and average teacher salary. These school districts scored above the median on the following: (1) self perception; (2) state school aid per pupil; (3) K-12 instructional expense per pupil; and (4) total current operating expense per pupil. They scored at the median on importance of school achievement and local revenue per pupil and below the median on state equalized valuation per pupil and vocabulary. The districts scored low on the following Assessment measures: (1) attitude toward school; (2) pupil/teacher ratio; (3) average years teaching experience; (4) percentage of teachers with masters or above; (5) reading; (6) English expression; (7) mathematics; and (8) basic skills composite achievement.

### All School Districts in Region 1

Overall, grade 7 school districts in region 1 were high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achieve-

ment; (3) self perception; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; and (9) total current operating expense per pupil. The districts scored above the median on pupil/teacher ratio and vocabulary, at the median on English expression and basic skills composite achievement, and below the median on the following: (1) state school aid per pupil; (2) reading; and (3) mathematics. Overall, they scored low on attitude toward school and average years teaching experience.

#### Grade 4 - District Norms - Region 2

It is the purpose of this section to describe the data presented in table III, which is labeled, "Grade 4 - District Norms - Region 2."

#### Metropolitan Core School Districts in Region 2

Metropolitan core (Community Type I) school districts in Southern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; (4) pupil/teacher ratio; (5) percentage of teachers with masters or above; (6) average teacher salary; (7) state equalized valuation per pupil; (8) local revenue per pupil; (9) K-12 instructional expense per pupil; and (10) total current operating expense per pupil. These districts scored above the median on average years teaching experience. They scored low on the following measures: (1) attitude toward school; (2) state school aid per pupil; (3) vocabulary; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement.



SES	ATTITUDES AND ASPIRATIONS						VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")										ACHIEVEMENT ("OUTPUTS")			
	A		B		C		SCHOOL HUMAN RESOURCES			SCHOOL FINANCIAL RESOURCES				SCHOOL CURRENT OPERATING EXPENSE PER PUPIL			VOCABULARY	BASIC SKILLS		BASIC SKILLS COMPOSITE ACHIEVEMENT
	IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	ATTITUDE TOWARD SCHOOL	IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	READING		ENGLISH EXPRESSION	MATHEMATICS	
95	54.00	52.06	54.47	52.92	54.47	54.47	19.14	14.67	37.46	9864	27783	668	402	595	795	55.24	55.78	55.69	55.21	
90	52.18	51.49	53.55	51.84	53.55	53.55	20.38	13.58	33.16	9478	21962	517	384	539	733	54.24	54.50	54.35	54.20	
85	51.28	51.11	52.97	51.29	52.97	52.97	21.25	12.81	29.25	9173	19441	450	369	508	679	53.62	53.71	53.58	53.53	
80	50.45	50.75	52.65	50.88	52.65	52.65	21.74	12.19	25.94	8949	17679	409	357	486	651	53.09	53.25	52.97	52.99	
75	49.87	50.42	52.40	50.60	52.40	52.40	22.23	11.66	24.01	8761	16305	380	346	468	629	52.57	52.70	52.50	52.57	
70	49.36	50.13	52.11	50.37	52.11	52.11	22.72	11.24	22.26	8646	15124	356	336	452	601	52.21	52.29	52.10	52.16	
65	48.94	49.89	51.77	50.16	51.77	51.77	23.15	10.86	20.22	8530	14217	334	325	438	596	51.93	51.90	51.73	51.81	
60	48.39	49.66	51.57	49.97	51.57	51.57	23.48	10.49	18.76	8415	13310	315	315	429	583	51.67	51.55	51.46	51.53	
55	48.30	49.45	51.38	49.78	51.38	51.38	23.82	10.10	17.62	8311	12424	299	306	419	571	51.44	51.21	51.20	51.27	
50	48.03	49.25	51.25	49.55	51.25	51.25	24.16	9.71	16.38	8209	11925	288	298	410	560	51.20	50.83	50.93	50.95	
45	47.76	49.00	50.87	49.50	50.87	50.87	24.49	9.33	15.38	8105	11406	269	289	400	549	50.89	50.52	50.60	50.64	
40	47.46	48.76	50.60	49.08	50.60	50.60	24.83	8.98	14.29	8004	10887	255	281	393	538	50.54	50.20	50.28	50.39	
35	47.16	48.44	50.36	48.85	50.36	50.36	25.22	8.62	13.15	7890	10367	241	274	385	528	50.17	49.92	49.83	50.07	
30	46.87	48.14	50.10	48.60	50.10	50.10	25.66	8.25	11.92	7776	9848	227	267	377	518	49.84	49.63	49.44	49.77	
25	46.53	47.86	49.84	48.32	49.84	49.84	26.11	7.88	10.68	7662	9277	212	260	370	507	49.48	49.31	48.96	49.39	
20	46.14	47.49	49.44	48.02	49.44	49.44	26.56	7.50	8.67	7503	8600	197	251	362	497	49.03	48.92	48.39	48.94	
15	45.70	47.00	48.94	47.72	48.94	48.94	27.01	6.95	6.30	7291	7923	182	237	341	482	48.46	48.45	47.82	48.40	
10	45.25	46.25	48.43	47.25	48.43	48.43	28.09	6.36	2.46	6896	7246	160	219	311	454	47.59	47.59	47.09	47.62	
5	44.41	45.28	47.41	46.24	47.41	47.41	29.45	5.63	0.13	5957	6568	133	186	260	364	46.18	45.98	46.10	46.44	
MEAN	48.47	48.99	49.47	49.47	51.06	51.06	24.26	10.04	17.60	8147	13947	321	300	420	576	51.01	50.95	50.81	50.94	
STANDARD DEVIATION	3.21	2.23	2.17	2.17	2.10	2.10	3.66	3.50	11.07	1167	7882	165	72	97	134	2.68	2.79	2.97	2.66	
NUMBER OF DISTRICTS	579	579	579	579	579	579	585	585	585	583	623	623	620	623	623	585	585	585	585	

PERCENTILE DISTRIBUTION



### City School Districts in Region 2

City (Community Type II) school districts in Southern Michigan scored high on the following measures: (1) socioeconomic status; (2) pupil/teacher ratio; (3) average years teaching experience; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; and (9) total current operating expense per pupil. These districts scored above the median on the following: (1) importance of school achievement; (2) self perception; and (3) vocabulary. They scored at the median on: (1) English expression; (2) mathematics; and (3) basic skills composite achievement. The city districts scored low on the following measures: (1) attitude toward school; (2) state school aid per pupil; and (3) reading.

### Town School Districts in Region 2

Town (Community Type III) school districts in Southern Michigan scored high on socioeconomic status and percentage of teachers with masters or above and above the median on average years teaching experience and state equalized valuation per pupil. These districts scored at the median on the following Assessment measures: (1) average teacher salary; (2) local revenue per pupil; (3) state school aid per pupil; (4) K-12 instructional expense per pupil; (5) vocabulary; (6) reading; (7) English expression; and (8) basic skills composite achievement. They scored below the median on the following: (1) importance of school achievement; (2) self perception; (3) attitude toward school; (4) total current operating expense per pupil; and (5) mathematics. The town school districts scored low on pupil/teacher ratio.

### Urban Fringe School Districts in Region 2

Urban fringe (Community Type IV) school districts in Southern Michigan scored high on the following Assessment measures: (1) socioeconomic status;

(2) percentage of teachers with masters or above; (3) local revenue per pupil; and (4) K-12 instructional expense per pupil. These districts scored above the median on the following: (1) importance of school achievement; (2) average teacher salary; (3) state equalized valuation per pupil; (4) total current operating expense per pupil; and (5) vocabulary. They scored at the median on (1) self perception; (2) pupil/teacher ratio; (3) reading; (4) English expression; and (5) basic skills composite achievement. These districts scored below the median on: (1) attitude toward school; (2) state school aid per pupil; and (3) mathematics. They scored low on average years teaching experience.

#### Rural School Districts in Region 2

Rural (Community Type V) school districts in Southern Michigan scored above the median on the following Assessment measures: (1) attitude toward school; (2) average years teaching experience; and (3) state school aid per pupil. These districts scored at the median on state equalized valuation per pupil and below the median on the following: (1) socioeconomic status; (2) self perception; (3) pupil/teacher ratio; (4) local revenue per pupil; (5) vocabulary; (6) reading; (7) English expression; (8) mathematics; and (9) basic skills composite achievement. They scored low on the following Assessment measures: (1) importance of school achievement; (2) percentage of teachers with masters or above; (3) average teacher salary; (4) K-12 instructional expense per pupil; and (5) total current operating expense per pupil.

#### All School Districts in Region 2

Overall, grade 4 school districts in region 2 were above the median on socioeconomic status and state equalized valuation per pupil. Overall these districts were at the median on the following Assessment measures: (1) self perception; (2) attitude toward school; (3) average years teaching experience;

(4) percentage of teachers with masters or above; (5) local revenue per pupil and (6) state school aid per pupil. Overall the districts in region 2 were below the median on the following: (1) importance of school achievement; (2) pupil/teacher ratio; (3) average teacher salary; (4) K-12 instructional expense per pupil; (5) total current operating expense per pupil; (6) vocabulary; (7) reading; (8) English expression; (9) mathematics; and (10) basic skills composite achievement.

#### Grade 7 - District Norms - Region 2

It is the purpose of this section to describe the data presented in table IV, which is labeled, "Grade 7 - District Norms - Region 2."

#### Metropolitan Core School Districts in Region 2

Metropolitan core (Community Type I) school districts in Southern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) pupil/teacher ratio; (3) average years teaching experience; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; and (9) total current operating expense per pupil. These districts scored above the median on self perception and below the median on importance of school achievement. They scored low on the following Assessment measures: (1) attitude toward school; (2) state school aid per pupil; (3) vocabulary; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement.

#### City School Districts in Region 2

City (Community Type II) school districts in Southern Michigan scored high on the following measures: (1) socioeconomic status; (2) pupil/teacher

SES	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")										ACHIEVEMENT ("OUTPUTS")					
	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES				SCHOOL FINANCIAL RESOURCES			VOCABULARY	BASIC SKILLS		BASIC SKILLS COMPOSITE ACHIEVEMENT		
	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL		K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL		READING	ENGLISH EXPRESSION
95	54.74	52.62	55.87	19.25	14.34	37.66	9877	26967	634	402	596	787	54.79	55.04	55.88	55.05
90	52.24	51.69	54.89	20.54	13.35	33.43	9496	21604	504	384	541	730	53.72	54.00	54.42	53.94
85	51.15	51.29	54.35	21.31	12.62	29.56	9193	19031	442	370	510	678	53.10	53.38	53.68	53.25
80	50.31	50.95	53.88	21.80	12.06	26.32	8975	17452	406	358	489	651	52.53	52.90	53.10	52.73
75	49.58	50.65	53.48	22.29	11.54	24.26	8778	16127	378	347	471	630	52.12	52.29	52.62	52.20
70	49.04	50.39	53.14	22.78	11.16	22.59	8666	15037	355	337	456	616	51.74	51.95	52.15	51.88
65	48.53	50.14	52.83	23.18	10.80	20.63	8554	14157	332	327	441	598	51.50	51.61	51.75	51.57
60	48.11	49.91	52.55	23.52	10.43	19.02	8442	13278	314	317	432	586	51.26	51.22	51.47	51.27
55	47.78	49.69	52.28	23.85	10.05	17.92	8337	12420	299	308	423	574	50.92	50.94	51.18	50.99
50	47.44	49.49	51.99	24.18	9.67	16.81	8237	11918	284	295	417	567	50.58	50.64	50.87	50.72
45	47.08	49.26	51.57	24.52	9.31	15.74	8137	11395	269	291	405	557	50.28	50.31	50.50	50.42
40	46.69	49.06	51.22	24.85	8.96	14.67	8037	10873	255	282	396	542	49.98	49.95	50.12	50.07
35	46.22	48.83	50.87	25.23	8.61	13.61	7928	10351	242	276	389	532	49.69	49.63	49.79	49.81
30	45.87	48.56	50.49	25.67	8.25	12.42	7815	9828	228	269	382	522	49.42	49.35	49.52	49.53
25	45.43	48.25	50.09	26.11	7.88	11.22	7702	9252	213	262	374	512	49.15	49.01	49.25	49.24
20	44.99	47.87	49.60	26.54	7.52	9.67	7580	8584	197	255	367	503	48.86	48.63	48.90	48.92
15	44.52	47.46	49.25	26.98	6.99	7.59	7374	7917	182	240	357	493	48.52	48.26	48.44	48.51
10	43.90	46.94	48.19	27.99	6.44	5.03	7112	7249	159	225	332	469	47.91	47.49	47.85	47.89
5	42.86	46.15	46.70	29.06	5.69	0.74	6189	6581	132	194	286	415	46.58	46.52	46.57	46.83
MEAN	47.87	49.42	51.71	24.24	9.89	18.12	8198	13730	316	302	425	579	50.68	50.69	50.97	50.79
STANDARD DEVIATION	3.67	2.05	2.74	3.12	2.97	10.81	1138	7291	149	67	89	113	2.62	2.49	2.88	2.55
NUMBER OF DISTRICTS	561	561	561	568	568	568	566	592	592	592	592	592	566	566	566	566

PERCENTILE DISTRIBUTION

ratio; (3) average years teaching experience; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) state equalized valuation per pupil; (7) local revenue per pupil; (8) K-12 instructional expense per pupil; and (9) total current operating expense per pupil. These districts scored above the median on vocabulary and at the median on the following Assessment measures: (1) importance of school achievement; (2) self perception; (3) reading; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on English expression and low on attitude toward school and state school aid per pupil.

#### Town School Districts in Region 2

Town (Community Type III) school districts in Southern Michigan scored high on socioeconomic status and percentage of teachers with masters or above. These districts scored above the median on the following Assessment measures: (1) self perception; (2) average years teaching experience; (3) state equalized valuation per pupil; (4) vocabulary; (5) reading; (6) mathematics; and (7) basic skills composite achievement. They scored at the median on: (1) average teacher salary; (2) local revenue per pupil; (3) state school aid per pupil; (4) K-12 instructional expense per pupil; and (5) English expression; and below the median on: (1) importance of school achievement; (2) attitude toward school; and (3) total current operating expense per pupil. These districts scored low on pupil/teacher ratio.

#### Urban Fringe School Districts in Region 2

Urban fringe (Community Type IV) school districts in Southern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) percentage of teachers with masters or above; (3) local revenue per pupil; and (4) K-12 instructional expense per pupil. These districts scored above the median on the following: (1) importance of school achievement; (2) self

perception; (3) average teacher salary; (4) state equalized valuation per pupil; (5) total current operating expense per pupil; and (6) vocabulary. They scored at the median on pupil/teacher ratio and reading and below the median on: (1) attitude toward school; (2) state school aid per pupil; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. The districts scored low on average years teaching experience.

#### Rural School Districts in Region 2

Rural (Community Type V) school districts in Southern Michigan scored above the median on attitude toward school and state school aid per pupil and at the median on average years teaching experience. These districts scored below the median on the following Assessment measures: (1) importance of school achievement; (2) self perception; (3) pupil/teacher ratio; (4) state equalized valuation per pupil; (5) local revenue per pupil; (6) reading; and (7) mathematics. They scored low on the following Assessment measures: (1) socioeconomic status; (2) percentage of teachers with masters or above; (3) average teacher salary; (4) K-12 instructional expense per pupil; (5) total current operating expense per pupil; (6) vocabulary; (7) English expression; and (8) basic skills composite achievement.

#### All Grade 7 School Districts in Region 2

Overall, grade 7 school districts in Southern Michigan scored above the median on: (1) socioeconomic status; (2) state equalized valuation per pupil; and (3) state school aid per pupil; at the median on the following Assessment measures: (1) attitude toward school; (2) percentage of teachers with masters or above; (3) local revenue per pupil; and (4) K-12 instructional expense per pupil. They scored below the median on the following: (1) importance of school achievement; (2) self perception; (3) pupil/teacher ratio; (4) average years

teaching experience; (5) average teacher salary; (6) total current operating expense per pupil; (7) vocabulary; (8) reading; (9) English expression; (10) mathematics; and (11) basic skills composite achievement.

#### Grade 4 - District Norms - Region 3

It is the purpose of this section to describe the data presented in table V, which is labeled, "Grade 4 - District Norms - Region 3."

#### City School Districts in Region 3

City (Community Type II) school districts in Northern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) average years teaching experience; (3) percentage of teachers with masters or above; (4) average teacher salary; (5) local revenue per pupil; (6) K-12 instructional expense per pupil; and (7) total current operating expense per pupil. These school districts scored above the median on state equalized valuation per pupil and at the median on the following measures: (1) importance of school achievement; (2) self perception; (3) attitude toward school; (4) vocabulary; (5) reading; and (6) English expression. They scored below the median on: (1) state school aid per pupil; (2) mathematics; and (3) basic skills composite achievement. They scored low on pupil/teacher ratio.

#### Town School Districts in Region 3

Town (Community Type III) school districts in Northern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) average years teaching experience; (3) average teacher salary; (4) state equalized valuation per pupil; (5) local revenue per pupil; (6) vocabulary; (7) reading; (8) English expression; (9) mathematics; and (10) basic skills composite achievement. These districts scored above the median on the



DISTRICT NORMS

GRADE 4

REGION 3

SES	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")										ACHIEVEMENT ("OUTPUTS")								
	ATTITUDES AND ASPIRATIONS					SCHOOL HUMAN RESOURCES					SCHOOL FINANCIAL RESOURCES					BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
	A	B	C	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	INSTRUCTIONAL EXPENSE PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	VOCABULARY	READING EXPRESSION	ENGLISH EXPRESSION	MATHEMATICS		
95	54.00	52.06	54.47	19.14	14.67	37.46	9864	27783	668	402	595	795	54.99	55.24	55.78	55.69	55.21		
90	52.18	51.49	53.55	20.38	13.58	33.16	9478	21962	517	384	539	733	53.85	54.24	54.50	54.35	54.20		
85	51.28	51.11	52.97	21.25	12.81	29.25	9173	19441	450	369	508	679	53.22	53.62	53.71	53.58	53.53		
80	50.45	50.75	52.65	21.74	12.19	25.94	8949	17679	409	357	486	651	52.72	53.09	53.25	52.97	52.99		
75	49.87	50.42	52.40	22.23	11.66	24.01	8761	16326	380	346	468	629	52.24	52.57	52.70	52.50	52.57		
70	49.36	50.13	52.11	22.72	11.24	22.26	8646	15124	356	336	452	601	51.90	52.21	52.29	52.10	52.16		
65	48.94	49.89	51.77	23.15	10.86	20.22	8530	14217	334	325	438	596	51.57	51.93	51.90	51.73	51.81		
60	48.59	49.66	51.57	23.48	10.49	18.76	8415	13310	315	315	429	583	51.25	51.67	51.55	51.46	51.53		
55	48.30	49.45	51.30	23.82	10.10	17.62	8311	12444	299	306	419	571	50.90	51.44	51.21	51.20	51.27		
50	48.03	49.25	51.15	24.16	9.71	16.48	8209	11925	283	298	410	500	50.60	51.20	50.83	50.93	50.95		
45	47.76	49.00	50.87	24.59	9.33	15.38	8106	11406	269	283	400	549	50.34	50.89	50.51	50.60	50.64		
40	47.46	48.76	50.60	24.83	8.98	14.29	8004	10887	255	281	393	538	50.05	50.54	50.20	50.18	50.36		
35	47.26	48.44	50.36	25.22	8.62	13.15	7890	10367	241	274	385	528	49.75	50.17	49.92	49.83	50.07		
30	46.87	48.24	50.10	25.66	8.25	12.32	7776	9848	227	267	377	518	49.37	49.84	49.63	49.44	49.77		
25	46.53	47.86	49.84	26.11	7.88	10.68	7662	9277	212	260	370	507	48.90	49.48	49.31	48.96	49.39		
20	46.14	47.49	49.44	26.56	7.50	8.67	7503	8600	197	251	362	497	48.47	49.03	48.92	48.39	48.94		
15	45.70	47.00	48.94	27.01	6.95	6.30	7291	7923	182	237	341	482	48.01	48.46	48.45	47.82	48.40		
10	45.25	46.25	48.43	28.09	6.36	2.46	6896	7246	160	219	311	454	47.37	47.59	47.59	47.09	47.62		
5	44.41	45.28	47.41	29.45	5.63	0.13	5957	6568	133	186	260	364	46.38	46.18	45.98	46.10	46.44		
MEAN	48.47	48.99	49.47	24.26	10.04	17.60	8147	13947	321	300	420	576	50.66	51.01	50.95	50.81	50.94		
STANDARD DEVIATION	3.21	2.23	2.17	3.66	3.50	11.07	1167	7882	165	72	97	134	2.73	2.68	2.79	2.97	2.66		
NUMBER OF DISTRICTS	579	579	579	585	585	585	583	623	623	620	623	623	585	585	585	585	585		

TABLE V

PERCENTILE DISTRIBUTION



following: (1) attitude toward school; (2) percentage of teachers with masters or above; and (3) K-12 instructional expense per pupil. They scored at the median on self perception and total current operating expense per pupil; below the median on importance of school achievement and low on pupil/teacher ratio and state school aid per pupil.

### Rural School Districts in Region 3

Rural (Community Type V) school districts in Northern Michigan scored high on average years teaching experience and state equalized valuation per pupil, above the median on attitude toward school and local revenue per pupil, and at the median on the following Assessment measures: (1) pupil/teacher ratio; (2) state school aid per pupil; (3) total current operating expense per pupil; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on the following: (1) self perception; (2) vocabulary; and (3) reading. The districts scored low on: (1) socioeconomic status; (2) importance of school achievement; (3) percentage of teachers with masters or above; (4) average teacher salary; and (5) K-12 instructional expense per pupil.

### All School Districts in Region 3

Overall, grade 4 school districts in Northern Michigan scored high on: (1) average years teaching experience; (2) state equalized valuation per pupil; and (3) local revenue per pupil. These districts scored above the median on the following Assessment measures: (1) attitude toward school; (2) total current operating expense per pupil; (3) English expression; and (4) basic skills composite achievement. They scored at the median on the following: (1) vocabulary; (2) reading; and (3) mathematics. They scored below the median on: (1) self perception; (2) pupil/teacher ratio; (3) state school aid per pupil; and (4) K-12 instructional expense per pupil. The Northern Michigan

school districts scored low on the following Assessment measures: (1) socio-economic status; (2) importance of school achievement; (3) percentage of teachers with masters or above; and (4) average teacher salary.

### Grade 7 - District Norms - Region 3

It is the purpose of this section to describe the data presented in table VI, which is labeled, "Grade 7 - District Norms - Region 3."

#### City School Districts in Region 3

City (Community Type II) school districts in Northern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) average years teaching experience; (3) percentage of teachers with masters or above; (4) average teacher salary; (5) state equalized valuation per pupil; (6) local revenue per pupil; (7) K-12 instructional expense per pupil; (8) total current operating expense per pupil; (9) vocabulary; (10) reading; (11) mathematics; and (12) basic skills composite achievement. The districts scored above the median on self perception and English expression, at the median on importance of school achievement, and below the median on attitude toward school and state school aid per pupil. They scored low on pupil/teacher ratio.

#### Town School Districts in Region 3

Town (Community Type III) school districts in Northern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) average years teaching experience; (3) average teacher salary; (4) state equalized valuation per pupil; (5) local revenue per pupil; (6) vocabulary; (7) reading; (8) English expression; (9) mathematics; and (10) basic skills composite achievement. These districts scored above the median on percentage of

GRADE 7 DISTRICT NORMS REGION 3

VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")										ACHIEVEMENT ("OUTPUTS")						
SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES				SCHOOL FINANCIAL RESOURCES				VOCABULARY	BASIC SKILLS		BASIC SKILLS COMPOSITE ACHIEVEMENT	
	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL		TOTAL CURRENT OPERATING EXPENSE PER PUPIL	READING		ENGLISH EXPRESSION
95	54.74	52.62	55.87	19.25	14.34	37.66	9877	26967	634	402	596	787	54.87	55.04	55.88	55.05
90	52.24	51.69	54.89	20.54	13.35	33.43	9496	21604	504	384	541	730	53.52	54.00	54.42	53.94
85	51.15	51.29	54.35	21.31	12.62	29.56	9193	19031	442	370	510	678	52.81	53.38	53.68	53.25
80	50.31	50.95	53.88	21.80	12.06	26.32	8975	17452	406	358	489	651	52.32	52.59	53.10	52.73
75	49.58	50.65	53.48	22.29	11.54	24.26	8778	16127	378	347	471	630	51.95	52.29	52.62	52.20
70	49.04	50.39	53.14	22.78	11.16	22.59	8666	15037	355	337	456	610	51.57	51.95	52.15	51.88
65	48.53	50.14	52.83	23.18	10.80	20.63	8554	14157	332	327	441	598	51.16	51.61	51.75	51.57
60	48.11	49.91	52.55	23.52	10.43	19.02	8442	13278	317	317	432	586	50.85	51.22	51.47	51.27
55	47.78	49.69	52.28	23.85	10.05	17.92	8337	12440	299	308	423	574	50.55	50.94	51.28	50.94
50	47.44	49.49	51.93	24.18	9.67	16.81	8237	11918	284	299	414	562	50.27	50.64	50.87	50.72
45	47.08	49.28	51.57	24.52	9.31	15.74	8137	11395	269	291	405	553	50.00	50.31	50.50	50.42
40	46.69	49.06	51.22	24.85	8.96	14.67	8037	10873	255	282	396	542	49.98	49.95	50.12	50.12
35	46.22	48.83	50.87	25.23	8.61	13.61	7928	10351	242	276	389	532	49.47	49.63	49.79	49.81
30	45.87	48.56	50.49	25.67	8.25	12.52	7815	9828	228	269	382	522	49.19	49.42	49.52	49.53
25	45.43	48.25	50.09	26.11	7.88	11.22	7707	9252	213	262	374	512	48.89	49.15	49.25	49.24
20	44.99	47.87	49.66	26.54	7.52	9.67	7580	8584	197	255	367	503	48.51	48.86	48.90	48.92
15	44.52	47.46	49.25	26.98	6.99	7.59	7374	7917	182	240	357	493	48.52	48.26	48.44	48.51
10	43.90	46.94	48.19	27.99	6.44	5.03	7112	7249	159	225	332	469	47.24	47.91	47.85	47.89
5	42.86	46.15	46.70	29.06	5.69	0.74	6189	6581	132	194	286	415	46.21	46.58	46.57	46.83
MEAN	47.87	49.42	51.71	24.24	9.89	18.12	8198	13730	316	302	425	579	50.39	50.68	50.97	50.79
STANDARD DEVIATION	3.67	2.05	2.74	3.12	2.97	10.81	1138	7291	149	67	89	113	2.62	2.49	2.67	2.88
NUMBER OF DISTRICTS	561	561	561	568	568	568	566	592	592	592	592	592	566	566	566	566

teachers with masters or above and K-12 instructional expense per pupil, at the median on attitude toward school and total current operating expense per pupil, and below the median on importance of school achievement and self perception. They scored low on pupil/teacher ratio and state school aid per pupil.

### Rural School Districts in Region 3

Rural (Community Type V) school districts in Northern Michigan scored high on average years teaching experience and state equalized valuation per pupil. These districts scored above the median on attitude toward school and local revenue per pupil and scored at the median on the following Assessment measures: (1) state school aid per pupil; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on: (1) pupil/teacher ratio; (2) total current operating expense per pupil; and (3) vocabulary. The rural school districts scored low on the following: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; (4) percentage of teachers with masters or above; (5) average teacher salary; and (6) K-12 instructional expense per pupil.

### All School Districts in Region 3

Overall, grade 7 school districts in Northern Michigan scored high on average years teaching experience and state equalized valuation per pupil. Overall, these districts scored above the median on the following Assessment measures: (1) attitude toward school; (2) local revenue per pupil; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored at the median on state school aid per pupil and total current operating expense per pupil and below the median on the following: (1) self perception; (2) pupil/teacher ratio; and (3) vocabulary. Overall, grade 7 school districts in Northern Michigan scored low on the following Assessment

measures: (1) socioeconomic status; (2) importance of school achievement; (3) percentage of teachers with masters or above; (4) average teacher salary, and (5) K-12 instructional expense per pupil.

#### Grade 4 - District Norms - Region 4

It is the purpose of this section to describe the data presented in table VII, which is labeled, "Grade 4 - District Norms - Region 4."

#### City School Districts in Region 4

City (Community Type II) school districts in the Upper Peninsula scored high on the following Assessment measures: (1) socioeconomic status; (2) average years teaching experience; (3) percentage of teachers with masters or above; (4) average teacher salary; (5) K-12 instructional expense per pupil; (6) vocabulary; (7) reading; (8) English expression; (9) mathematics; and (10) basic skills composite achievement. These districts scored above the median on state school aid per pupil and total current operating expense per pupil. They scored below the median on the following: (1) importance of school achievement; (2) attitude toward school; (3) state equalized valuation per pupil; and (4) local revenue per pupil. They scored low on self perception and pupil/teacher ratio.

#### Town School Districts in Region 4

Town (Community Type III) school districts in the Upper Peninsula scored high on the following Assessment measures: (1) average years teaching experience; (2) percentage of teachers with masters or above; (3) state school aid per pupil; (4) vocabulary; (5) reading; (6) English expression; (7) mathematics; and (8) basic skills composite achievement. These districts scored above the median on the following: (1) socioeconomic status; (2) average teacher salary; (3) K-12 instructional expense per pupil; and (4) total

DISTRICT NORMS

REGION 4

GRADE 4

SES	ATTITUDES AND ASPIRATIONS				SCHOOL HUMAN RESOURCES				SCHOOL FINANCIAL RESOURCES				ACHIEVEMENT ("OUTPUTS")					
	SOCIO ECONOMIC STATUS	A	B	C	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS' OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	ATTITUDE TOWARD SCHOOL											READING	ENGLISH EXPRESSION	MATHEMATICS	
95	54.00	52.06	52.92	54.47	19.14	14.67	37.46	9864	27783	668	402	595	795	54.99	55.24	55.78	55.69	55.21
90	52.18	51.49	51.84	53.55	20.38	13.58	33.16	9478	21962	517	384	539	733	53.85	54.24	54.50	54.35	54.20
85	51.28	51.11	51.29	52.97	21.25	12.81	29.25	9173	19441	450	369	508	679	53.22	53.62	53.71	53.58	53.53
80	50.45	50.75	50.88	52.65	21.74	12.19	25.94	8949	17679	409	357	486	651	52.72	53.09	53.25	52.97	52.99
75	48.87	50.42	50.60	52.40	22.23	11.66	24.01	8761	16305	380	346	468	623	52.24	52.57	52.70	52.50	52.57
70	49.36	50.13	50.37	52.11	22.72	11.24	22.26	8646	15124	356	330	452	606	51.90	52.22	52.29	52.10	52.16
65	48.94	49.89	50.16	51.77	23.15	10.86	20.22	8530	14217	334	325	438	596	51.57	51.93	51.90	51.73	51.81
60	48.59	49.66	49.97	51.57	23.48	10.49	18.76	8415	13310	315	315	429	583	51.25	51.67	51.55	51.46	51.53
55	48.30	49.45	49.78	51.38	23.82	10.10	17.62	8311	12444	299	306	413	571	50.90	51.44	51.21	51.20	51.27
50	48.03	49.25	49.55	51.25	24.16	9.71	16.28	8209	11925	283	298	410	560	50.60	51.20	50.83	50.93	50.95
45	47.76	48.00	49.30	50.87	24.49	9.33	15.38	8106	11406	269	289	400	549	50.34	50.89	50.51	50.60	50.64
40	47.46	48.76	49.08	50.60	24.83	8.98	14.29	8004	10887	255	281	393	538	50.05	50.54	50.20	50.18	50.36
35	47.16	48.44	48.75	50.36	25.22	8.62	13.15	7890	10367	241	274	385	528	49.75	50.17	49.92	49.83	50.07
30	46.87	48.14	48.60	50.10	25.66	8.25	11.92	7776	9848	227	267	377	518	49.37	49.84	49.63	49.44	49.77
25	46.53	47.86	48.32	49.84	26.11	7.88	10.68	7662	9277	212	260	370	507	48.90	49.48	49.31	48.96	49.39
20	46.14	47.49	48.02	49.44	26.56	7.50	8.67	7503	8600	197	251	362	497	48.47	49.03	48.92	48.39	48.94
15	45.70	47.00	47.72	48.94	27.01	6.95	6.30	7291	7923	182	237	341	482	48.01	48.46	48.45	47.82	48.40
10	45.25	46.25	47.25	48.43	28.09	6.36	2.46	6896	7246	160	219	311	454	47.37	47.59	47.59	47.09	47.62
5	44.41	45.28	46.24	47.41	29.45	5.63	0.13	5957	6568	133	186	260	364	46.38	46.18	45.98	46.10	46.44
MEAN	48.47	48.99	49.47	51.06	24.26	10.04	17.60	8147	13947	321	300	420	576	50.66	51.01	50.95	50.81	50.94
STANDARD DEVIATION	3.21	2.23	2.17	2.10	3.66	3.50	11.07	1167	7882	165	72	97	134	2.73	2.68	2.79	2.97	2.66
NUMBER OF DISTRICTS	579	579	579	579	585	585	585	583	623	623	620	623	623	585	585	585	585	585

PERCENTILE DISTRIBUTION

current operating expense per pupil. They scored at the median on attitude toward school and pupil/teacher ratio and they scored below the median on the following: (1) importance of school achievement; (2) self perception; (3) state equalized valuation per pupil; and (4) local revenue per pupil.

#### Rural School Districts in Region 4

Rural (Community Type V) school districts in the Upper Peninsula scored high on the following Assessment measures: (1) pupil/teacher ratio; (2) average years teaching experience; (3) state equalized valuation per pupil; (4) local revenue per pupil; (5) state school aid per pupil; (6) total current operating expense per pupil; (7) English expression; (8) mathematics; and (9) basic skills composite achievement. These districts scored above the median on the following: (1) attitude toward school; (2) vocabulary; and (3) reading. They scored at the median on K-12 instructional expense per pupil and below the median on importance of school achievement. They scored low on the following: (1) socioeconomic status; (2) self perception; (3) percentage of teachers with masters or above; and (4) average teacher salary.

#### All School Districts in Region 4

Overall, grade 4 school districts in the Upper Peninsula scored high on the following Assessment measures: (1) pupil/teacher ratio; (2) average years teaching experience; (3) state equalized valuation per pupil; (4) local revenue per pupil; (5) state school aid per pupil; (6) total current operating expense per pupil; (7) vocabulary; (8) reading; (9) English expression; (10) mathematics; and (11) basic skills composite achievement. These districts scored above the median on K-12 instructional expense per pupil, at the median on attitude toward school and percentage of teachers with masters or above, and below the median on importance of school achievement. They scored low on the following Assessment measures: (1) socioeconomic status; (2) self percep-



tion; and (3) average teacher salary.

#### Grade 7 - District Norms - Region 4

It is the purpose of this section to describe the data presented in table VIII, which is labeled, "Grade 7 - District Norms - Region 4."

#### City School Districts in Region 4

City (Community Type II) school districts in the Upper Peninsula scored high on the following Assessment measures: (1) socioeconomic status; (2) self perception; (3) average years teaching experience; (4) percentage of teachers with masters or above; (5) average teacher salary; (6) vocabulary; (7) reading; (8) English expression; (9) mathematics; and (10) basic skills composite achievement. These districts scored above the median on the following: (1) state school aid per pupil; (2) K-12 instructional expense per pupil; and (3) total current operating expense per pupil. They scored below the median on state equalized valuation per pupil and local revenue per pupil, and they scored low on the following Assessment measures: (1) importance of school achievement; (2) attitude toward school; and (3) pupil/teacher ratio.

#### Town School Districts in Region 4

Town (Community Type III) school districts in the Upper Peninsula scored high on the following Assessment measures: (1) average years teaching experience; (2) percentage of teachers with masters or above; (3) state school aid per pupil; (4) vocabulary; (5) reading; (6) English expression; (7) mathematics; and (8) basic skills composite achievement. These districts scored above the median on the following: (1) attitude toward school; (2) average teacher salary; (3) K-12 instructional expense per pupil; and (4) total current operating expense per pupil. They scored at the median on importance



GRADE 7 DISTRICT NORMS REGION 4

SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			SCHOOL FINANCIAL RESOURCES				VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")			
	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PERCENTAGE OF TEACHERS WITH MASTERS OR ABOVE	AVERAGE TEACHER SALARY	STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENSE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT	
95	54.74	52.62	55.87	19.25	14.34	37.66	9877	26967	634	402	596	787	54.87	54.79	55.04	55.88	55.05	
90	52.24	51.69	54.89	20.54	13.35	33.43	9496	21604	504	384	541	730	53.52	53.72	54.00	54.42	53.94	
85	51.15	51.29	54.35	21.31	12.62	29.56	9193	19031	442	370	510	678	52.81	53.10	53.38	53.68	53.25	
80	50.31	50.95	53.88	21.80	12.06	26.32	8975	17452	406	358	489	651	52.32	52.57	52.90	53.00	52.70	
75	49.58	50.65	53.48	22.29	11.54	24.26	8778	16127	378	347	471	630	51.95	52.12	52.29	52.62	52.20	
70	49.04	50.39	53.14	22.78	11.16	22.59	8666	15037	355	337	456	610	51.74	51.74	51.95	52.15	51.88	
65	48.53	50.14	52.83	23.18	10.80	20.63	8554	14157	332	327	441	598	51.16	51.50	51.61	51.75	51.57	
60	48.11	49.91	52.59	23.52	10.43	19.02	8442	13278	317	317	432	586	50.85	51.26	51.22	51.47	51.27	
55	47.78	49.69	52.28	23.85	10.05	18.92	8337	12440	299	308	423	574	50.55	50.92	50.94	51.18	50.99	
50	47.44	49.49	51.93	24.18	9.67	16.81	8237	11918	284	299	414	563	50.27	50.59	50.64	50.87	50.72	
45	47.08	49.28	51.57	24.51	9.31	15.74	8137	11395	269	291	405	553	50.00	50.28	50.31	50.50	50.42	
40	46.69	49.06	51.22	24.85	8.96	14.67	8037	10873	255	282	396	542	49.73	49.98	49.95	50.12	50.12	
35	46.22	48.83	50.87	25.23	8.61	13.61	7928	10351	242	276	389	532	49.47	49.69	49.63	49.79	49.81	
30	45.97	48.56	50.49	25.67	8.25	12.42	7815	9828	228	269	382	522	49.19	49.42	49.35	49.52	49.53	
25	45.43	48.25	50.09	26.11	7.88	11.22	7702	9252	213	262	374	512	48.89	49.15	49.01	49.25	49.24	
20	44.99	47.87	49.66	26.54	7.52	9.67	7580	8584	197	255	367	503	48.51	48.86	48.63	48.90	48.92	
15	44.52	47.46	49.25	26.98	6.99	7.59	7374	7917	182	240	357	493	47.97	48.52	48.26	48.44	48.51	
10	43.90	46.94	48.19	27.99	6.44	5.03	7112	7249	159	225	332	469	47.24	47.91	47.49	47.85	47.89	
5	42.86	46.15	46.70	29.06	5.69	0.74	6189	6581	132	194	286	415	46.21	46.58	46.52	46.57	46.83	
MEAN	47.87	49.42	51.71	24.24	9.89	18.12	8198	13730	316	302	425	579	50.39	50.68	50.69	50.97	50.79	
STANDARD DEVIATION	3.67	2.05	2.74	3.12	2.97	10.81	1138	7291	149	67	89	113	2.62	2.49	2.67	2.88	2.55	
NUMBER OF DISTRICTS	561	561	561	568	568	568	566	592	592	592	592	592	566	566	566	566	566	

PERCENTILE DISTRIBUTION

of school achievement and pupil/teacher ratio, and they scored below the median on the following: (1) socioeconomic status; (2) state equalized valuation per pupil; and (3) local revenue per pupil. They scored low on self perception.

#### Rural School Districts in Region 4

Rural (Community Type V) school districts in the Upper Peninsula scored high on the following Assessment measures: (1) importance of school achievement; (2) attitude toward school; (3) pupil/teacher ratio; (4) average years teaching experience; (5) local revenue per pupil; (6) state school aid per pupil; (7) total current operating expense per pupil; (8) vocabulary; (9) reading; (10) English expression; (11) mathematics; and (12) basic skills composite achievement. These districts scored above the median on state equalized valuation per pupil, at the median on K-12 instructional expense per pupil, and below the median on percentage of teachers with masters or above. They scored low on the following: (1) socioeconomic status; (2) self perception; and (3) average teacher salary.

#### All School Districts in Region 4

Overall, grade 7 school districts in the Upper Peninsula scored high on the following Assessment measures: (1) pupil/teacher ratio; (2) average years teaching experience; (3) state school aid per pupil; (4) total current operating expense per pupil; (5) vocabulary; (6) reading; (7) English expression; (8) mathematics; and (9) basic skills composite achievement. These districts were above the median on the following: (1) importance of school achievement; (2) attitude toward school; (3) percentage of teachers with masters or above; (4) state equalized valuation per pupil; (5) local revenue per pupil; and (6) K-12 instructional expense per pupil. They scored low on the following

Assessment measures: (1) socioeconomic status; (2) self perception; and (3) average teacher salary.

## CHAPTER IV

### EDUCATION PROFILES CONSTRUCTED FROM SCHOOL LEVEL SCORES

It is the purpose of this chapter to present education profiles which were derived from school-level scores on the educational assessment program. The chapter contains eight education profiles: Grades 4 and 7 for each of the State's four geographic regions. Also presented are written summaries of each profile. Each of these summarizes data for each community type within the region and for the region as a whole.

#### Grade 4 - School Norms - Region 1

It is the purpose of this section to describe the data presented in table IX, which is labeled "Grade 4 - School Norms - Region 1."

#### Metropolitan Core Schools in Region 1

Metropolitan core (Community Type I) schools in Wayne, Oakland, and Macomb counties scored high on importance of school achievement. They scored above the median on self perception, below the median on socioeconomic status and they scored low on: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

#### City Schools in Region 1

City (Community Type II) schools in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; and (4) vocabulary. They scored above the median on: (1) reading; (2) English expression; (3) math-

TABLE IX  
SCHOOL NORMS

GRADE 4

REGION I

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			BASIC SKILLS				BASIC SKILLS COMPOSITE ACHIEVEMENT
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
80	52.46 <sup>(II)</sup>	51.84 <sup>(I)</sup>	51.84	52.82	53.36	53.58	53.63	53.68	53.54
75	51.60 <sup>(IV)</sup>	51.49	51.42	52.42	52.78	53.00	53.02	53.03	52.96
70	50.88 <sup>(III)</sup>	51.16	51.04	52.03	52.20	52.48	52.51	52.44	52.41
65	50.22 <sup>(V)</sup>	50.84 <sup>(II)</sup>	50.69 <sup>(IV)</sup>	51.66	51.69 <sup>(II)</sup>	51.99	52.02	51.96	51.93
60	49.66	50.53 <sup>(IV)</sup>	50.40 <sup>(I)</sup>	51.32	51.25	51.54 <sup>(IV)</sup>	51.54 <sup>(IV)</sup>	51.51 <sup>(IV)</sup>	51.50 <sup>(IV)</sup>
55	49.17	50.23	50.11	50.97	50.80	51.13 <sup>(II)</sup>	51.08 <sup>(II)</sup>	51.06 <sup>(II)</sup>	51.09 <sup>(II)</sup>
50	48.68	49.95 <sup>(III)</sup>	49.83 <sup>(V)</sup>	50.61 <sup>(IV)</sup>	50.36	50.77	50.64	50.63	50.69
45	48.32 <sup>(I)</sup>	49.66	49.56	50.25	49.97 <sup>(III)</sup>	50.32	50.21	50.20 <sup>(III)</sup>	50.30
40	47.96	49.34	49.28	49.87 <sup>(V)</sup>	49.55	49.87 <sup>(III)</sup>	49.80 <sup>(V)</sup>	49.76 <sup>(V)</sup>	49.87 <sup>(III)</sup>
35	47.57	48.97	48.97	49.43 <sup>(II)</sup>	49.05	49.36	49.30	49.21	49.41
30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.55	48.91
25	46.75	48.18	48.33	48.39	47.91	48.11	48.14	47.91	48.24
20	46.31	47.73	47.95	47.81 <sup>(I)</sup>	47.18	47.32	47.30	47.10	47.39
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
10	45.25	46.53	46.90	46.00	44.78 <sup>(I)</sup>	44.64 <sup>(I)</sup>	44.72 <sup>(I)</sup>	44.71 <sup>(I)</sup>	44.88
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40
MEAN	49.72	49.73	49.93	50.26	50.27	50.32	50.31	50.33	50.34
STANDARD DEVIATION	4.47	2.48	2.50	3.13	4.07	4.06	4.10	4.14	3.98
NUMBER OF SCHOOLS	2433	2433	2433	2433	2492	2492	2492	2492	2492

PERCENTILE DISTRIBUTION

ematics; and (4) basic skills composite achievement. They scored low on attitude toward school.

#### Town Schools in Region 1

Town (Community Type III) schools in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored at the median on importance of school achievement and self perception. They scored below the median on: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored low on attitude toward school.

#### Urban Fringe Schools in Region 1

Urban fringe (Community Type IV) schools in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) self perception; and (3) vocabulary. They scored above the median on: (1) importance of school achievement; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored at the median on attitude toward school.

#### Rural Schools in Region 1

Rural (Community Type V) schools in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored above the median on importance of school achievement. They scored at the median on self perception. They scored below the median on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

#### All Schools in Region 1

Overall, grade 4 schools in Wayne, Oakland, and Macomb counties scored high on socioeconomic status and importance of school achievement, and above

the median on self perception. They scored below the median on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

### Grade 7 - School Norms - Region 1

It is the purpose of this section to describe the data presented in table X, which is labeled "Grade 7 - School Norms - Region 1."

#### Metropolitan Core Schools in Region 1

Metropolitan core (Community Type I) schools in Wayne, Oakland, and Macomb counties scored high on importance of school achievement and above the median on self perception. They scored below the median on socioeconomic status. They scored low on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

#### City Schools in Region 1

City (Community Type II) schools in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) self perception; and (4) vocabulary. They scored at the median on: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored low on attitude toward school.

#### Town Schools in Region 1

Town (Community Type III) schools in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored above the median on vocabulary. They scored at the median on self perception and English expression.

TABLE X  
SCHOOL NORMS

GRADE 7

REGION I

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			BASIC SKILLS				
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	55.45
90	53.70 <sup>(II)</sup>	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
85	52.26 <sup>(IV)</sup>	51.92	51.70	53.90	53.06	53.16	53.48	53.64	53.30
80	51.18 <sup>(III)</sup>	51.54 <sup>(I)</sup>	51.35	53.38	52.52	52.65	52.99	52.97	52.76
75	50.38 <sup>(V)</sup>	51.21 <sup>(II)</sup>	51.04 <sup>(IV)</sup>	52.95	52.11	52.22	52.47	52.45	52.28
70	49.74	50.94	50.73	52.58	51.70 <sup>(IV)</sup>	51.79	52.03	52.02	51.89
65	49.23	50.67	50.46 <sup>(II)</sup>	52.24	51.23 <sup>(II)</sup>	51.48	51.64 <sup>(IV)</sup>	51.63 <sup>(IV)</sup>	51.55 <sup>(IV)</sup>
60	48.64	50.41 <sup>(IV)</sup>	50.20 <sup>(I)</sup>	51.81	50.91	51.16 <sup>(IV)</sup>	51.19	51.31	51.22
55	48.18	50.16	49.98 <sup>(V)</sup>	51.35	50.57 <sup>(III)</sup>	50.79	50.86	50.92	50.89
50	47.79	49.92	49.76 <sup>(III)</sup>	51.02	50.24	50.41 <sup>(II)</sup>	50.49 <sup>(II)</sup>	50.52 <sup>(II)</sup>	50.53 <sup>(II)</sup>
45	47.37 <sup>(I)</sup>	49.68 <sup>(V)</sup>	49.53	50.72	49.85 <sup>(V)</sup>	50.05 <sup>(III)</sup>	50.09 <sup>(III)</sup>	50.14	50.16 <sup>(III)</sup>
40	46.96	49.45 <sup>(III)</sup>	49.30	50.30 <sup>(IV)</sup>	49.51	49.71 <sup>(V)</sup>	49.70 <sup>(V)</sup>	49.79 <sup>(III)</sup>	49.83
35	46.47	49.21	49.03	49.88 <sup>(V)</sup>	49.18 <sup>(III)</sup>	49.34 <sup>(V)</sup>	49.34	49.42 <sup>(V)</sup>	49.46 <sup>(V)</sup>
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.08 <sup>(III)</sup>	49.08
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	48.65
20	45.00	48.29	48.09	48.02 <sup>(II)</sup>	47.54	47.98	47.89	47.93	48.02
15	44.47	47.83	47.63	46.95	46.76	47.26 <sup>(I)</sup>	47.10 <sup>(I)</sup>	46.92	47.19
10	43.82	47.21	47.24	45.82 <sup>(I)</sup>	45.31 <sup>(I)</sup>	45.87	45.78	45.03 <sup>(I)</sup>	45.69 <sup>(I)</sup>
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07
MEAN	48.42	49.90	49.74	50.62	49.88	50.13	50.20	50.22	50.20
STANDARD DEVIATION	4.29	2.11	2.16	3.52	3.69	3.37	3.54	3.90	3.49
NUMBER OF SCHOOLS	892	892	892	892	909	909	909	909	909

PERCENTILE DISTRIBUTION



They scored below the median on: (1) importance of school achievement; (2) reading; (3) mathematics; and (4) basic skills composite achievement. They scored low on attitude toward school.

#### Urban Fringe Schools in Region 1

Urban fringe (Community Type IV) schools in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) self perception; (3) vocabulary; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored above the median on importance of school achievement and reading. They scored below the median on attitude toward school.

#### Rural Schools in Region 1

Rural (Community Type V) schools in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored above the median on self perception. They scored below the median on: (1) importance of school achievement; (2) attitude toward school; (3) vocabulary; (4) reading; and (5) English expression. They scored low on mathematics and basic skills composite achievement.

#### All Schools in Region 1

Overall, grade 7 schools in Wayne, Oakland, and Macomb counties scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception. They scored below the median on English expression. They scored low on: (1) attitude toward school; (2) vocabulary; (3) reading; (4) mathematics; and (5) basic skills composite achievement.

## Grade 4 - School Norms - Region 2

It is the purpose of this section to describe the data presented in table XI, which is labeled "Grade 4 - School Norms - Region 2."

### Metropolitan Core Schools in Region 2

Metropolitan core (Community Type I) schools in Southern Michigan scored high on self perception. They scored above the median on socioeconomic status. They scored at the median on importance of school achievement. They scored low on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

### City Schools in Region 2

City (Community Type II) schools in Southern Michigan scored high on socioeconomic status. They scored above the median on vocabulary. They scored at the median on: (1) self perception; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on importance of school achievement and attitude toward school.

### Town Schools in Region 2

Town (Community Type III) schools in Southern Michigan scored above the median on reading. They scored at the median on: (1) socioeconomic status; (2) attitude toward school; (3) vocabulary; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on self perception. They scored low on importance of school achievement.

TABLE XI  
SCHOOL NORMS

GRADE 4

REGION 2

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	53.54
75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	52.96
70	50.88 (IV)	51.16	51.04	52.03	52.20	52.48	52.51	52.44	52.41
65	50.22 (II)	50.84	50.69 (I)	51.66	51.69	51.99	52.02	51.96	51.93
60	49.66 (I)	50.53	50.40	51.32	51.25 (II)	51.54 (IV)	51.54	51.51	51.50 (IV)
55	49.17 (I)	50.23	50.11	50.97 (V)	50.80 (IV)	51.13 (III)	51.08 (IV)	51.06 (IV)	51.09 (III)
50	48.68 (III)	49.95 (I)	49.83 (II)	50.61 (III)	50.36 (III)	50.77 (II)	50.64 (III)	50.63 (III)	50.69 (II)
45	48.32	49.66 (II)	49.56 (IV)	50.25	49.97 (V)	50.32 (V)	50.24 (II)	50.20 (II)	50.30 (V)
40	47.96	49.34 (IV)	49.28 (III)	49.87 (II)	49.55	49.87	49.80 (V)	49.76 (V)	49.86
35	47.57 (V)	48.97	48.97	49.43 (I)	49.05 (I)	49.36	49.30	49.21 (I)	49.41
30	47.13	48.59 (III)	48.65	48.94	48.49	48.72 (I)	48.81 (I)	48.55	48.91 (I)
25	46.75	48.18	48.33	48.39	47.91	48.11	48.14	47.91	48.24
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	47.39
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40
MEAN	49.72	49.73	49.93	50.26	50.27	50.32	50.31	50.33	50.34
STANDARD DEVIATION	4.47	2.48	2.50	3.13	4.07	4.06	4.10	4.14	3.98
NUMBER OF SCHOOLS	2433	2433	2433	2433	2492	2492	2492	2492	2492

PERCENTILE DISTRIBUTION

### Urban Fringe Schools in Region 2

Urban fringe (Community Type IV) schools in Southern Michigan scored high on socioeconomic status. They scored above the median on: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored at the median on attitude toward school. They scored below the median on importance of school achievement and self perception.

### Rural Schools in Region 2

Rural (Community Type V) schools in Southern Michigan scored above the median on attitude toward school. They scored at the median on vocabulary and reading. They scored below the median on: (1) self perception; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored low on socioeconomic status and importance of school achievement.

### All Schools in Region 2

Overall, grade 4 schools in Southern Michigan scored above the median on socioeconomic status. They scored at the median on self perception and vocabulary. They scored below the median on the following Assessment measures: (1) importance of school achievement; (2) attitude toward school; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

## Grade 7 - School Norms - Region 2

It is the purpose of this section to describe the data presented in table XII, which is labeled "Grade 7 - School Norms - Region 2."

### Metropolitan Core Schools in Region 2

Metropolitan core (Community Type I) schools in Southern Michigan scored

TABLE XII  
SCHOOL NORMS

GRADE 7

REGION 2

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			BASIC SKILLS				BASIC SKILLS COMPOSITE ACHIEVEMENT
	SOCIO ECONOMIC STATUS	A	B	C	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	
		IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	ATTITUDE TOWARD SCHOOL					
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	55.45
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	53.30
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	52.76
75	50.38 <sup>(IV)</sup> 50.38 <sup>(I)</sup>	51.21	51.04	52.95	52.11	52.22	52.47	52.45	52.28
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	51.89
65	49.23	50.67	50.46	52.24 <sup>(V)</sup>	51.23	51.48	51.64	51.63	51.55
60	48.64	50.41	50.20	51.81	50.91 <sup>(IV)</sup>	51.16	51.19	51.31	51.22
55	48.18 <sup>(II)</sup> 48.18 <sup>(III)</sup>	50.16 <sup>(II)</sup>	49.98 <sup>(I)</sup>	51.35 <sup>(IV)</sup>	50.57 <sup>(III)</sup>	50.79 <sup>(III)</sup>	50.86 <sup>(III)</sup>	50.92 <sup>(III)</sup> 50.92 <sup>(IV)</sup>	50.89 <sup>(III)</sup> 50.89 <sup>(IV)</sup>
50	47.79	49.92 <sup>(I)</sup>	49.76 <sup>(IV)</sup>	51.02 <sup>(III)</sup>	50.24	50.41	50.49 <sup>(IV)</sup>	50.52	50.53 <sup>(IV)</sup>
45	47.37	49.68 <sup>(IV)</sup>	49.53 <sup>(III)</sup>	50.72	49.85 <sup>(I)</sup>	50.05 <sup>(V)</sup>	50.09	50.14 <sup>(V)</sup>	50.16 <sup>(V)</sup>
40	46.96	49.47 <sup>(III)</sup>	49.30 <sup>(V)</sup>	50.30	49.51 <sup>(V)</sup>	49.71	49.70 <sup>(V)</sup>	49.79	49.83 <sup>(V)</sup>
35	46.47 <sup>(V)</sup>	49.21 <sup>(V)</sup>	49.03 <sup>(II)</sup>	49.88	49.18 <sup>(I)</sup>	49.34 <sup>(I)</sup>	49.34	49.42	49.46
30	45.97	48.93	48.76	49.45 <sup>(I)</sup>	48.76 <sup>(II)</sup>	48.98 <sup>(II)</sup>	48.89 <sup>(II)</sup>	49.03 <sup>(II)</sup>	49.08 <sup>(II)</sup> 49.08 <sup>(I)</sup>
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	48.65
20	45.00	48.29	48.09	48.02 <sup>(II)</sup>	47.54	47.98	47.89	47.93	48.02
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	47.19
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.69
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07
MEAN	48.42	49.90	49.74	50.62	49.88	50.13	50.20	50.22	50.20
STANDARD DEVIATION	4.29	2.11	2.16	3.52	3.69	3.37	3.54	3.90	3.49
NUMBER OF SCHOOLS	892	892	892	892	909	909	909	909	909

PERCENTILE DISTRIBUTION

high on socioeconomic status. They scored above the median on self perception. They scored at the median on importance of school achievement. They scored low on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

#### City Schools in Region 2

City (Community Type II) schools in Southern Michigan scored above the median on socioeconomic status and importance of school achievement. They scored low on the following Assessment measures: (1) self perception; (2) attitude toward school; (3) vocabulary; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement.

#### Town Schools in Region 2

Town (Community Type III) schools in Southern Michigan scored above the median on the following Assessment measures: (1) socioeconomic status; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored at the median on self perception and attitude toward school. They scored below the median on importance of school achievement.

#### Urban Fringe Schools in Region 2

Urban fringe (Community Type IV) schools in Southern Michigan scored high on socioeconomic status. They scored above the median on the following: (1) attitude toward school; (2) vocabulary; (3) reading; (4) mathematics; and (5) basic skills composite achievement. They scored at the median on self perception and English expression. They scored below the median on importance of school achievement.

### Rural Schools in Region 2

Rural (Community Type V) schools in Southern Michigan scored high on attitude toward school. They scored below the median on: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored low on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

### All Schools in Region 2

Overall, grade 7 schools in Southern Michigan scored above the median on socioeconomic status and attitude toward school. They scored below the median on: (1) importance of school achievement; (2) self perception; (3) vocabulary; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement.

### Grade 4 - School Norms - Region 3

It is the purpose of this section to describe the data presented in table XIII, which is labeled "Grade 4 - School Norms - Region 3."

### City Schools in Region 3

City (Community Type II) schools in Northern Michigan scored above the median on the following Assessment measures: (1) socioeconomic status; (2) attitude toward school; (3) vocabulary; (4) reading; (5) English expression; and (6) basic skills composite achievement. They scored at the median on mathematics. They scored below the median on self perception. They scored low on importance of school achievement.

### Town Schools in Region 3

Town (Community Type III) schools in Northern Michigan scored high on the following Assessment measures: (1) attitude toward school; (2) vocabulary;

TABLE XIII  
SCHOOL NORMS

GRADE 4

REGION 3

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			
	SOCIO ECONOMIC STATUS	A	B	C		READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
		IMPORTANCE OF SCHOOL ACHIEVEMENT	SELF PERCEPTION	ATTITUDE TOWARD SCHOOL					
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	53.54
75	51.60	51.49	51.42	52.42	52.78	53.00 <sup>(III)</sup>	53.02 <sup>(III)</sup>	53.03 <sup>(III)</sup>	52.96 <sup>(III)</sup>
70	50.88	51.16	51.04	52.03 <sup>(III)</sup>	52.20 <sup>(III)</sup>	52.48	52.51	52.44	52.41
65	50.22	50.84	50.69	51.66	51.69	51.99	52.02	51.96	51.93
60	49.66	50.53	50.40	51.32 <sup>(II)</sup>	51.25	51.54 <sup>(II)</sup>	51.54	51.51	51.50
55	49.17 <sup>(II)</sup>	50.23	50.11	50.97	50.80 <sup>(II)</sup>	51.13 <sup>(II)</sup>	51.08 <sup>(II)</sup>	51.06 <sup>(II)</sup>	51.09 <sup>(II)</sup>
50	48.68 <sup>(III)</sup>	49.95	49.83 <sup>(III)</sup>	50.61	50.36 <sup>(V)</sup>	50.77	50.64 <sup>(V)</sup>	50.63 <sup>(II)</sup>	50.69 <sup>(V)</sup>
45	48.32	49.66	49.56 <sup>(II)</sup>	50.25	49.97	50.32	50.21	50.20	50.30
40	47.96	49.34	49.28 <sup>(V)</sup>	49.87	49.55	49.87	49.80	49.76	49.86
35	47.57 <sup>(II)</sup>	48.97 <sup>(II)</sup>	48.97 <sup>(V)</sup>	49.43	49.05	49.36	49.30	49.21	49.41
30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.55	48.91
25	46.75 <sup>(V)</sup>	48.12 <sup>(III)</sup>	48.33 <sup>(V)</sup>	48.39	47.91	48.11	48.14	47.91	48.24
20	46.31	47.73 <sup>(V)</sup>	47.95	47.81	47.18	47.32	47.30	47.10	47.39
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40
MEAN	49.72	49.73	49.93	50.26	50.27	50.32	50.31	50.33	50.34
STANDARD DEVIATION	4.47	2.48	2.50	3.13	4.07	4.06	4.10	4.14	3.98
NUMBER OF SCHOOLS	2433	2433	2433	2433	2492	2492	2492	2492	2492

PERCENTILE DISTRIBUTION



(3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored above the median on socioeconomic status. They scored at the median on self perception. They scored low on importance of school achievement.

### Rural Schools in Region 3

Rural (Community Type V) schools in Northern Michigan scored above the median on the following Assessment measures: (1) attitude toward school; (2) reading; and (3) basic skills composite achievement. They scored at the median on: (1) vocabulary; (2) English expression; and (3) mathematics. They scored low on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

### All Schools in Region 3

Overall, grade 4 schools in Northern Michigan scored above the median on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on self perception. They scored low on socioeconomic status and importance of school achievement.

## Grade 7 - School Norms - Region 3

It is the purpose of this section to describe the data presented in table XIV, which is labeled "Grade 7 - School Norms - Region 3."

### City Schools in Region 3

City (Community Type II) schools in Northern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) importance of school achievement; (3) vocabulary; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement. They scored

TABLE XIV  
SCHOOL NORMS

GRADE 7

REGION 3

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			BASIC SKILLS				
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	55.45
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	53.30
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	52.76
75	50.38	51.21	51.04	52.95	52.11	52.22	52.47	52.45	52.28
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	51.89
65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	51.55
60	48.64	50.41	50.20	51.81	50.91	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.92	50.89
50	47.79	49.92	49.76	51.02	50.24	50.41	50.49	50.52	50.53
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	50.16
40	46.96	49.45	49.30	50.30	49.51	49.71	49.70	49.79	49.83
35	46.47	49.21	49.05	49.88	49.18	49.34	49.34	49.42	49.46
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	49.08
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	48.65
20	45.00	48.29	48.09	48.02	47.54	47.98	47.89	47.93	48.02
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	47.19
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.69
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07
MEAN	48.42	49.90	49.74	50.62	49.88	50.13	50.20	50.22	50.20
STANDARD DEVIATION	4.29	2.11	2.16	3.52	3.69	3.37	3.54	3.90	3.49
NUMBER OF SCHOOLS	892	892	892	892	909	909	909	909	909

PERCENTILE DISTRIBUTION

above the median on self perception and attitude toward school.

#### Town Schools in Region 3

Town (Community Type III) schools in Northern Michigan scored high on the following Assessment measures: (1) socioeconomic status; (2) attitude toward school; (3) vocabulary; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement. They scored low on importance of school achievement and self perception.

#### Rural Schools in Region 3

Rural (Community Type V) schools in Northern Michigan scored high on attitude toward school. They scored above the median on: (1) reading; (2) mathematics; and (3) basic skills composite achievement. They scored at the median on English expression. They scored below the median on vocabulary. They scored low on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

#### All Schools in Region 3

Overall, grade 7 schools in Northern Michigan scored high on attitude toward school. They scored above the median on the following Assessment measures: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored at the median on vocabulary. They scored low on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

### Grade 4 - School Norms - Region 4

It is the purpose of this section to describe the data presented in table XV, which is labeled "Grade 4 - School Norms - Region 4."

TABLE XV  
SCHOOL NORMS

GRADE 4

REGION 4

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
80	52.46	51.84	51.84	52.82	53.36 (III)	53.58 (III)	53.63 (III)	53.68 (III)	53.54 (III)
75	51.60	51.49	51.42	52.42	52.78 (II)	53.00 (III)	53.02 (V)	53.03 (V)	52.96 (V)
70	50.88	51.16	51.04	52.03	52.20 (II)	52.48 (II)	52.51 (II)	52.44 (V)	52.41 (V)
65	50.22	50.84	50.69	51.66	51.69 (V)	51.99 (V)	52.02 (II)	51.96 (II)	51.93 (II)
60	49.66	50.53	50.40	51.32 (V)	51.25 (II)	51.54 (II)	51.54 (II)	51.51 (II)	51.50 (II)
55	49.17	50.23	50.11	50.97 (III)	50.80 (III)	51.13 (III)	51.08 (III)	51.06 (III)	51.09 (III)
50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	50.69
45	48.32 (II)	49.66	49.56	50.25	49.97	50.32	50.21	50.20	50.30
40	47.96 (III)	49.34	49.28	49.87	49.55	49.87	49.80	49.76	49.86
35	47.57 (V)	48.97 (V)	48.97 (V)	49.43	49.05	49.36	49.30	49.21	49.41
30	47.13 (III)	48.59 (III)	48.65 (III)	48.94	48.49	48.72	48.81	48.55	48.91
25	46.75 (V)	48.18 (II)	48.33 (II)	48.39	47.91	48.11	48.14	47.91	48.24
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	47.39
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40
MEAN	49.72	49.73	49.93	50.26	50.27	50.32	50.31	50.33	50.34
STANDARD DEVIATION	4.47	2.48	2.50	3.13	4.07	4.06	4.10	4.14	3.98
NUMBER OF SCHOOLS	2433	2433	2433	2433	2492	2492	2492	2492	2492

#### City Schools in Region 4

City (Community Type II) schools in the Upper Peninsula scored high on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored above the median on attitude toward school. They scored below the median on socioeconomic status. They scored low on importance of school achievement and self perception.

#### Town Schools in Region 4

Town (Community Type III) schools in the Upper Peninsula scored high on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored above the median on attitude toward school. They scored below the median on socioeconomic status. They scored low on importance of school achievement and self perception.

#### Rural Schools in Region 4

Rural (Community Type V) schools in the Upper Peninsula scored high on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored above the median on attitude toward school. They scored low on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

#### All Schools in Region 4

Overall, grade 4 schools in the Upper Peninsula scored high on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored above the median on attitude toward school. They scored low on: (1) socio-

economic status; (2) importance of school achievement; and (3) self perception.

#### Grade 7 - School Norms - Region 4

It is the purpose of this section to describe the data presented in table XVI, which is labeled "Grade 7 - School Norms - Region 4."

##### City Schools in Region 4

City (Community Type II) schools in the Upper Peninsula scored high on the following Assessment measures: (1) self perception; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored above the median on socioeconomic status and attitude toward school. They scored low on importance of school achievement.

##### Town Schools in Region 4

Town (Community Type III) schools in the Upper Peninsula scored high on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on socioeconomic status and importance of school achievement. They scored low on self perception.

##### Rural Schools in Region 4

Rural (Community Type V) schools in the Upper Peninsula scored high on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored above the median on importance of school achievement. They scored low on socioeconomic status and self perception.

TABLE XVI  
SCHOOL NORMS

GRADE 7

REGION 4

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
	SES  SOCIO ECONOMIC STATUS	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	55.45
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48 <sup>(II)</sup>	53.64 <sup>(II)</sup>	53.30 <sup>(II)</sup>
80	51.18	51.54	51.35	53.38	52.52 <sup>(II)</sup>	52.65 <sup>(II)</sup>	52.99 <sup>(V)</sup>	52.97 <sup>(III)</sup>	52.76 <sup>(V)</sup>
75	50.38	51.21	51.04	52.95 <sup>(V)</sup>	52.11	52.22 <sup>(V)</sup>	52.47 <sup>(III)</sup>	52.45	52.28
70	49.74	50.94	50.73 <sup>(II)</sup>	52.58 <sup>(III)</sup>	51.70 <sup>(III)</sup>	51.79 <sup>(III)</sup>	52.03	52.02	51.89
65	49.23	50.67	50.46	52.24	51.23 <sup>(V)</sup>	51.48	51.64	51.63	51.55
60	48.64	50.41	50.20	51.81 <sup>(II)</sup>	50.91	51.16	51.19	51.31	51.22
55	48.18 <sup>(II)</sup>	50.16 <sup>(V)</sup>	49.98	51.35	50.57	50.79	50.86	50.92	50.89
50	47.79	49.92 <sup>(V)</sup>	49.76	51.02	50.24	50.41	50.49	50.52	50.53
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	50.16
40	46.96 <sup>(III)</sup>	49.45 <sup>(III)</sup>	49.30	50.30	49.51	49.71	49.70	49.79	49.83
35	46.47	49.21	49.03 <sup>(V)</sup>	49.88	49.18	49.34	49.34	49.42	49.46
30	45.97 <sup>(III)</sup>	48.93	48.76 <sup>(III)</sup>	49.45	48.76	48.98	48.89	49.03	49.08
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	48.65
20	45.00 <sup>(V)</sup>	48.29 <sup>(II)</sup>	48.09	48.02	47.54	47.98	47.89	47.93	48.02
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	47.19
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.69
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07
MEAN	48.42	49.90	49.74	50.62	49.88	50.13	50.20	50.22	50.20
STANDARD DEVIATION	4.29	2.11	2.16	3.52	3.69	3.37	3.54	3.90	3.49
NUMBER OF SCHOOLS	892	892	892	892	909	909	909	909	909

PERCENTILE DISTRIBUTION

#### All Schools in Region 4

Overall, grade 7 schools in the Upper Peninsula scored high on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on importance of school achievement. They scored low on soçiceconomic status and self perception.



## CHAPTER V

### EDUCATION PROFILES CONSTRUCTED FROM PUPIL LEVEL SCORES

It is the purpose of this chapter to present education profiles derived from pupil scores on the educational assessment program. The chapter contains eight education profiles: Grades 4 and 7 for each of the State's four geographic regions. Also presented are written summaries of each profile. Each of these summarizes data for each community type within the region and for the region as a whole.

#### Grade 4 - Pupil Norms - Region 1

It is the purpose of this section to describe the data presented in table XVII, which is labeled "Grade 4 - Pupil Norms - Region 1."

#### Metropolitan Core Pupils in Region 1

Metropolitan core (Community Type I) pupils in Wayne, Oakland, and Macomb counties scored at the median on socioeconomic status and self perception. They scored below the median on importance of school achievement. They scored low on: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

#### City Pupils in Region 1

City (Community Type II) pupils in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored above the median on vocabulary and mathematics. They scored at the median on: (1) self perception; (2) English expression; and (3) basic skills composite achievement. They scored below the median on attitude toward school and reading. They scored

TABLE XVII  
PUPIL NORMS

GRADE 4

REGION I

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIS SKILLS COMPOSITE ACHIEVEMENT
		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
PERCENTILE DISTRIBUTION	95	69.52	59.02	66.22	63.01	68.19	64.76	65.86	66.26	64.25
	90	65.01	58.31	63.22	61.51	64.86	62.15	62.74	63.65	61.96
	85	61.14	57.85	60.99	60.12	61.34	60.83	61.12	61.39	60.17
	80	58.23	57.42	59.15	59.01	59.22	59.65	59.73	59.30	58.64
	75	56.19	57.07	57.40	57.91	56.37	58.51	57.45	57.30	57.21
	70	54.29	56.71	55.91	56.84	54.72	56.42	56.22	55.35	55.85
	65	52.46 (II)	56.34	54.42	55.67	53.21	55.29	55.05	54.45	54.50
	60	50.91 (IV) (III)	55.94	52.92	54.56	51.85 (IV) (II)	54.15	53.90	53.57	53.15
	55	49.43 (V)	55.54	51.55	53.25	49.57 (IV) (III)	52.97	51.75 (IV)	51.72 (IV) (II)	51.81 (IV)
	50	48.45 (I)	54.94	50.13 (IV)	51.94 (IV)	48.39 (V)	51.75 (IV)	50.57 (II) (V)	49.89 (III)	50.43 (II)
	45	47.10	54.18 (I)	48.75 (I)	50.52 (V)	47.29	49.43 (II) (V)	49.38 (III)	48.08 (V)	49.04 (III) (V)
	40	45.86	52.87 (V)	47.32 (III)	48.95 (III) (II)	46.24	48.03 (III)	47.16	46.28	47.61
	35	44.65	49.60 (IV) (II)	45.92	47.31	45.22 (I)	46.51 (I)	45.89	44.47 (I)	46.11
	30	43.39	47.25 (III)	44.47	45.43	43.22 (I)	43.84 (I)	44.53 (I)	43.64	44.53 (I)
	25	42.22	45.37	42.85	43.41	42.21	42.09	43.07	42.79	42.89
	20	41.08	42.76	41.19	41.13	41.16	40.28	40.49	40.89	41.17
	15	39.72	36.79	39.30	38.47	39.98	37.49	38.72	38.91	39.31
10	38.22	33.46	36.95	35.21	38.58	35.66	36.64	36.79	37.32	
5	36.57	27.93	33.42	30.96	35.56	32.56	32.97	34.26	34.93	
MEAN		49.98	49.99	50.00	50.00	50.00	50.04	50.02	50.01	50.02
STANDARD DEVIATION		10.01	10.00	10.01	10.00	10.02	10.02	10.00	10.08	9.11
NUMBER OF PUPILS		152,369	152,237	152,323	152,350	157,810	157,757	157,728	157,598	156,875

low on importance of school achievement.

#### Town Pupils in Region 1

Town (Community Type III) pupils in Wayne, Oakland, and Macomb counties scored above the median on socioeconomic status and vocabulary. They scored at the median on: (1) self perception; (2) mathematics; and (3) basic skills composite achievement. They scored below the median on: (1) attitude toward school; (2) reading; and (3) English expression. They scored low on importance of school achievement.

#### Urban Fringe Pupils in Region 1

Urban fringe (Community Type IV) pupils in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored above the median on: (1) vocabulary; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored at the median on self perception and reading. They scored below the median on attitude toward school. They scored low on importance of school achievement.

#### Rural Pupils in Region 1

Rural (Community Type V) pupils in Wayne, Oakland, and Macomb counties scored above the median on socioeconomic status and vocabulary. They scored at the median on the following Assessment measures: (1) self perception; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored below the median on attitude toward school and reading. They scored low on importance of school achievement.

#### All Pupils in Region 1

Overall, grade 4 pupils in Wayne, Oakland, and Macomb counties scored above the median on socioeconomic status and vocabulary. They scored at

the median on self perception and mathematics. They scored below the median on: (1) attitude toward school; (2) reading; (3) English expression; and (4) basic skills composite achievement. They scored low on importance of school achievement.

### Grade 7 - Pupil Norms - Region 1

It is the purpose of this section to describe the data presented in table XVIII, which is labeled "Grade 7 - Pupil Norms - Region 1."

#### Metropolitan Core Pupils in Region 1

Metropolitan core (Community Type I) pupils in Wayne, Oakland, and Macomb counties scored at the median on importance of school achievement and self perception and below the median on socioeconomic status. They scored low on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement.

#### City Pupils in Region 1

City (Community Type II) pupils in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. They scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. The pupils scored at the median on importance of school achievement and self perception. They scored below the median on attitude toward school.

#### Town Pupils in Region 1

Town (Community Type III) pupils in Wayne, Oakland, and Macomb counties scored above the median on socioeconomic status and vocabulary. The pupils

TABLE XVIII  
PUPIL NORMS

GRADE 7

REGION I

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
PERCENTILE DISTRIBUTION	95	68.69	61.20	64.99	63.71	66.08	66.09	66.07	66.28	64.90
	90	64.58	60.50	62.64	61.64	63.65	62.90	63.44	64.53	62.13
	85	61.43	59.96	60.70	60.39	60.78	60.33	60.45	61.13	60.06
	80	59.05	59.41	58.89	59.04	59.17	59.05	58.83	59.91	58.29
	75	56.87	58.83	57.49	57.87	57.73	56.93	57.36	57.77	56.71
	70	55.00	58.11	55.95	56.66	55.41	55.92	55.99	55.71	55.23
	65	53.35	57.11	54.79	55.51	54.14	53.97	54.72	54.70	53.91
	60	51.87	55.76	53.44	54.24	52.89	53.06	53.47	52.72	52.59
	55	50.30	54.07	52.19	53.03	51.66	51.17	51.23	50.78	51.30
	50	48.84	51.78	50.80	51.68	49.41	50.30	50.00	49.87	50.03
	45	47.64	50.22	49.99	50.26	48.17	48.43	48.76	47.97	48.77
	40	46.23	48.54	48.18	48.72	46.93	47.53	47.46	46.09	47.49
	35	45.04	47.22	46.67	47.04	45.68	46.59	46.14	45.20	45.58
	30	43.79	46.10	44.98	45.23	43.40	44.62	44.77	43.33	44.75
	25	42.30	44.56	43.28	43.27	42.08	42.57	43.28	41.43	43.31
	20	40.93	41.07	41.29	41.06	40.72	40.44	40.61	40.47	41.74
	15	39.50	37.42	39.04	38.55	39.25	39.17	38.71	38.45	40.04
10	37.67	34.18	36.34	35.51	36.54	36.65	36.43	36.29	38.04	
5	35.35	31.20	32.42	31.32	34.22	33.56	33.29	34.75	35.41	
MEAN		50.00	50.00	50.00	50.00	49.95	50.02	49.99	49.92	50.05
STANDARD DEVIATION		9.99	10.00	10.00	10.00	9.98	10.00	10.02	10.03	8.99
NUMBER OF PUPILS		152,945	152,702	152,910	152,764	158,353	158,298	158,183	157,956	157,035

scored at the median on the following Assessment measures: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored below the median on: (1) importance of school achievement; (2) self perception; and (3) attitude toward school.

#### Urban Fringe Pupils in Region 1

Urban fringe (Community Type IV) pupils in Wayne, Oakland, and Macomb counties scored high on socioeconomic status. The pupils scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored at the median on self perception and below the median on importance of school achievement and attitude toward school.

#### Rural Pupils in Region 1

Rural (Community Type V) pupils in Wayne, Oakland, and Macomb counties scored above the median on socioeconomic status. They scored at the median on the following Assessment measures: (1) self perception; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on importance of school achievement and attitude toward school.

#### All Pupils in Region 1

Overall, grade 7 pupils in Wayne, Oakland, and Macomb counties scored above the median on socioeconomic status. The pupils scored at the median on the following Assessment measures: (1) self perception; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on importance of school achievement and attitude toward school.

## Grade 4 - Pupil Norms - Region 2

It is the purpose of this section to describe the data presented in table XIX, which is labeled "Grade 4 - Pupil Norms - Region 2."

### Metropolitan Core Pupils in Region 2

Metropolitan core (Community Type I) pupils in Southern Michigan scored above the median on socioeconomic status. They scored at the median on self perception and vocabulary. They scored below the median on the following Assessment measures: (1) attitude toward school; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored low on importance of school achievement.

### City Pupils in Region 2

City (Community Type II) pupils in Southern Michigan scored above the median on socioeconomic status and vocabulary. They scored at the median on the following Assessment measures: (1) self perception; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on attitude toward school and scored low on importance of school achievement.

### Town Pupils in Region 2

Town (Community Type III) pupils in Southern Michigan scored above the median on socioeconomic status and vocabulary. They scored at the median on the following Assessment measure: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored below the median on self perception and attitude toward school. They scored low on importance of school achievement.

### Urban Fringe Pupils in Region 2

Urban fringe (Community Type IV) pupils in Southern Michigan scored above

TABLE XIX  
PUPIL NORMS

GRADE 4

REGION 2

	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")					ACHIEVEMENT ("OUTPUTS")				
	SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT	
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS		
95	69.52	59.02	66.22	63.01	68.19	64.76	65.86	66.26	64.25	
90	65.01	58.31	63.22	61.51	64.86	62.15	62.74	63.65	61.96	
85	61.14	57.85	60.99	60.12	61.34	60.83	61.12	61.39	60.17	
80	58.23	57.42	59.15	59.01	59.22	59.65	59.73	59.30	58.64	
75	56.19	57.07	57.40	57.91	56.37	58.51	57.45	57.30	57.21	
70	54.29	56.71	55.91	56.84	54.72	56.42	56.22	55.35	55.85	
65	52.46	56.34	54.42	55.67	53.21	55.29	55.05	54.45	54.50	
60	50.91 <sup>IV</sup>	55.94	52.92	54.56	51.85 <sup>IV</sup>	54.15	53.90	53.57	53.15	
55	49.43 <sup>I</sup>	55.54	51.55	53.25	49.57 <sup>III</sup>	52.97	51.75 <sup>IV</sup>	51.72 <sup>IV</sup>	51.81 <sup>IV</sup>	
50	48.45 <sup>III</sup>	54.94	50.13 <sup>I</sup>	51.94 <sup>V</sup>	48.39 <sup>V</sup>	51.75 <sup>III</sup>	50.57 <sup>V</sup>	49.89 <sup>II</sup>	50.43 <sup>III</sup>	
45	47.10 <sup>V</sup>	54.18	48.71 <sup>II</sup>	50.52 <sup>III</sup>	47.29 <sup>I</sup>	49.45 <sup>II</sup>	49.38 <sup>II</sup>	48.08 <sup>V</sup>	49.04 <sup>II</sup>	
40	45.86	52.81 <sup>I</sup>	47.32 <sup>V</sup>	48.95 <sup>II</sup>	46.24	48.03 <sup>V</sup>	47.16 <sup>I</sup>	46.28 <sup>I</sup>	47.61 <sup>I</sup>	
35	44.65	49.60 <sup>IV</sup>	45.92 <sup>III</sup>	47.31 <sup>I</sup>	45.22	46.51 <sup>I</sup>	45.89	44.47	46.11	
30	43.39	47.25 <sup>II</sup>	44.47 <sup>III</sup>	45.43	43.22	43.84	44.53	43.64	44.53	
25	42.22	45.37 <sup>V</sup>	42.85	43.41	42.21	42.09	43.07	42.79	42.89	
20	41.08	42.76	41.19	41.13	41.16	40.28	40.49	40.89	41.17	
15	39.72	36.79	39.30	38.47	39.98	37.49	38.72	38.91	39.31	
10	38.22	33.46	36.95	35.21	38.58	35.66	36.64	36.79	37.32	
5	36.57	27.93	33.42	30.96	35.56	32.56	32.97	34.26	34.93	
MEAN	49.98	49.99	50.00	50.00	50.00	50.04	50.02	50.01	50.02	
STANDARD DEVIATION	10.01	10.00	10.01	10.00	10.02	10.02	10.00	10.08	9.11	
NUMBER OF PUPILS	152,369	152,237	152,323	152,350	157,810	157,757	157,728	157,598	156,875	

PERCENTILE DISTRIBUTION



the median on the following Assessment measures: (1) socioeconomic status; (2) vocabulary; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored at the median on self perception and reading. They scored below the median on attitude toward school and they scored low on importance of school achievement.

#### Rural Pupils in Region 2

Rural (Community Type V) pupils in Southern Michigan scored above the median on vocabulary. They scored at the median on the following Assessment measures: (1) attitude toward school; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on socioeconomic status and self perception. They scored low on importance of school achievement.

#### All Pupils in Region 2

Overall, grade 4 pupils in Southern Michigan scored above the median on socioeconomic status and vocabulary. They scored at the median on the following Assessment measures: (1) self perception; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored below the median on attitude toward school and reading. They scored low on importance of school achievement.

### Grade 7 - Pupil Norms - Region 2

It is the purpose of this section to describe the data presented in table XX, which is labeled "Grade 7 - Pupil Norms - Region 2."

#### Metropolitan Core Pupils in Region 2

Metropolitan core (Community Type I) pupils in Southern Michigan scored above the median on socioeconomic status and at the median on vocabulary. The

TABLE XX  
PUPIL NORMS

GRADE 7

REGION 2

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
PERCENTILE DISTRIBUTION	95	68.69	61.20	64.99	63.71	66.08	66.09	66.07	66.28	64.90
	90	64.58	60.50	62.64	61.64	63.65	62.90	63.44	64.53	62.13
	85	61.43	59.96	60.70	60.32	60.78	60.33	60.45	61.13	60.06
	80	59.05	59.41	58.89	59.04	59.17	59.05	58.83	59.91	58.29
	75	56.87	58.83	57.49	57.87	57.73	56.93	57.36	57.77	56.71
	70	55.00	58.11	55.95	56.66	55.41	55.92	55.99	55.71	55.23
	65	53.35	57.11	54.79	55.51	54.14	53.97	54.72	54.70	53.91
	60	51.87	55.76	53.44	54.24	52.89	53.06	53.47	52.72	52.59
	55	50.30	54.07	52.19	53.03	51.66	51.17	51.23	50.73	51.30
	50	48.84	51.78	50.80	51.68	49.41	50.30	50.00	49.87	50.03
	45	47.64	50.29	49.52	50.26	48.17	48.44	48.76	47.97	48.77
	40	46.23	48.51	48.18	48.72	46.93	47.53	47.46	46.09	47.49
	35	45.04	47.22	46.67	47.04	45.68	46.59	46.14	45.20	45.58
	30	43.79	46.10	44.98	45.23	43.40	44.62	44.77	43.33	44.75
	25	42.30	44.56	43.28	43.27	42.08	42.57	43.28	41.43	43.31
	20	40.93	41.07	41.29	41.06	40.72	40.44	40.61	40.47	41.74
	15	39.50	37.42	39.04	38.55	39.25	39.17	38.71	38.45	40.04
10	37.67	34.18	36.34	35.51	36.54	36.65	36.43	36.29	38.04	
5	35.35	31.20	32.42	31.32	34.22	33.56	33.29	34.75	35.41	
MEAN		50.00	50.00	50.00	50.00	49.95	50.02	49.99	49.92	50.05
STANDARD DEVIATION		9.99	10.00	10.00	10.00	9.98	10.00	10.02	10.03	8.99
NUMBER OF PUPILS		152,945	152,702	152,910	152,964	158,353	158,298	158,183	157,956	157,035

pupils in this region scored below the median on the following Assessment measures: (1) importance of school achievement; (2) self perception; (3) attitude toward school; (4) reading; (5) English expression; (6) mathematics; and (7) basic skills composite achievement.

#### City Pupils in Region 2

City (Community Type II) pupils in Southern Michigan scored above the median on socioeconomic status and mathematics. The pupils scored at the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; and (4) basic skills composite achievement. They scored below the median on the following: (1) importance of school achievement; (2) self perception; and (3) attitude toward school.

#### Town Pupils in Region 2

Town (Community Type III) pupils in Southern Michigan scored above the median on the following Assessment measures: (1) vocabulary; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. The pupils scored at the median on the following: (1) socioeconomic status; (2) attitude toward school; and (3) reading. They scored below the median on importance of school achievement and self perception.

#### Urban Fringe Pupils in Region 2

Urban fringe (Community Type IV) pupils in Southern Michigan scored above the median on the following Assessment measures: (1) socioeconomic status; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. The pupils scored at the median on self perception and attitude toward school. They scored below the median on importance of school achievement.

#### Rural Pupils in Region 2

Rural (Community Type V) pupils in Southern Michigan scored at the median

on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. The pupils scored below the median on the following: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

#### All Pupils in Region 2

Overall, grade 7 pupils in Southern Michigan scored at the median on the following Assessment measures: (1) socioeconomic status; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on: (1) importance of school achievement; (2) self perception; and (3) attitude toward school.

#### Grade 4 - Pupil Norms - Region 3

It is the purpose of this section to describe the data presented in table XXI, which is labeled "Grade 4 - Pupil Norms - Region 3."

#### City Pupils in Region 3

City (Community Type II) pupils in Northern Michigan scored above the median on socioeconomic status and vocabulary. They scored at the median on the following Assessment measures: (1) self perception; (2) attitude toward school; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored low on importance of school achievement.

#### Town Pupils in Region 3

Town (Community Type III) pupils in Northern Michigan scored high on vocabulary and above the median on the following Assessment measures: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored at the median on: (1) socioeconomic status; (2) self perception; and (3) attitude toward school. They scored low on importance of

TABLE XXI  
PUPIL NORMS

GRADE 4

REGION 3

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
			SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION		C ATTITUDE TOWARD SCHOOL	READING	ENGLISH EXPRESSION	
PERCENTILE DISTRIBUTION	95	69.52	59.02	66.27	63.01	68.19	64.76	65.86	66.26	64.25
	90	65.01	58.31	63.22	61.51	64.86	62.15	62.74	63.65	61.96
	85	61.14	57.85	60.99	60.12	61.34	60.83	61.12	61.39	60.17
	80	58.23	57.42	59.15	59.01	59.22	59.65	59.73	59.30	58.64
	75	56.19	57.07	57.40	57.91	56.37	58.51	57.45	57.30	57.21
	70	54.29	56.71	55.91	56.84	54.72	56.42	56.22	55.35	55.85
	65	52.46	56.34	54.42	55.67	53.21	55.29	55.05	54.45	54.50
	60	50.91	55.94	52.92	54.56	51.85	54.15	53.90	53.57	53.15
	55	49.43	55.54	51.55	53.25	49.57	52.97	51.75	51.72	51.81
	50	48.17	54.94	50.13	51.94	48.39	51.75	50.57	49.89	50.43
	45	47.10	54.18	48.75	50.52	47.29	49.45	49.38	48.08	49.04
	40	45.86	52.81	47.32	48.95	46.24	48.03	47.16	46.28	47.61
	35	44.65	49.60	45.92	47.31	45.22	46.51	45.89	44.47	46.11
	30	43.39	47.25	44.47	45.43	43.22	43.84	44.53	43.64	44.53
	25	42.22	45.37	42.85	43.41	42.21	42.09	43.07	42.79	42.89
	20	41.08	42.76	41.19	41.13	41.16	40.28	40.49	40.89	41.17
	15	39.72	36.79	39.30	38.47	39.98	37.49	38.72	38.91	39.31
	10	38.22	33.46	36.95	35.21	38.58	35.66	36.64	36.79	37.32
5	36.57	27.93	33.42	30.96	35.56	32.56	32.97	34.26	34.93	
MEAN		49.98	49.99	50.00	50.00	50.00	50.04	50.02	50.01	50.02
STANDARD DEVIATION		10.01	10.00	10.01	10.00	10.02	10.02	10.00	10.08	9.11
NUMBER OF PUPILS		152,369	152,237	152,323	152,350	157,810	157,757	157,728	157,598	156,875

school achievement.

### Rural Pupils in Region 3

Rural (Community Type V) pupils in Northern Michigan scored above the median on vocabulary. They scored at the median on the following Assessment measures: (1) attitude toward school; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on socioeconomic status and self perception. They scored low on importance of school achievement.

### All Pupils in Region 3

Overall, grade 4 pupils in Northern Michigan scored above the median on the following Assessment measures: (1) vocabulary; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored at the median on: (1) socioeconomic status; (2) attitude toward school; and (3) reading. They scored below the median on self perception. They scored low on importance of school achievement.

## Grade 7 - Pupil Norms - Region 3

It is the purpose of this section to describe the data presented in table XXII, which is labeled "Grade 7 - Pupil Norms - Region 3."

### City Pupils in Region 3

City (Community Type II) pupils in Northern Michigan scored above the median on the following Assessment measures: (1) socioeconomic status; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. The pupils scored at the median on attitude toward school and below the median on importance of school achievement and self perception.

TABLE XXII  
PUPIL NORMS

GRADE 7

REGION 3

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
PERCENTILE DISTRIBUTION	95	68.69	61.20	64.99	63.71	66.08	66.09	66.07	66.28	64.90
	90	64.58	60.50	62.64	61.64	63.65	62.90	63.44	64.53	62.13
	85	61.43	59.96	60.70	60.39	60.78	60.33	60.45	61.13	60.06
	80	59.05	59.41	58.89	59.04	59.17	59.05	58.83	59.91	58.29
	75	56.87	58.83	57.49	57.87	57.73	56.93	57.36	57.77	56.71
	70	55.00	58.11	55.95	56.66	55.41	55.92	55.99	55.71	55.23
	65	53.35	57.11	54.79	55.51	54.14	53.97	54.72	54.70	53.91
	60	51.87	55.76	53.44	54.24	52.89	53.06	53.47	52.72	52.59
	55	50.30	54.07	52.19	53.03	51.66	51.17	51.23	50.78	50.70
	50	48.84	51.78	50.80	51.68	49.41	50.30	50.00	49.87	50.03
	45	47.64	50.23	49.59	50.26	48.17	48.43	48.76	47.97	48.77
	40	46.23	48.54	48.18	48.72	46.93	47.53	47.46	46.09	47.49
	35	45.04	47.22	46.67	47.04	45.68	46.59	46.14	45.20	45.58
	30	43.79	46.10	44.98	45.23	43.40	44.62	44.77	43.33	44.75
	25	42.30	44.56	43.28	43.27	42.08	42.57	43.28	41.43	43.31
	20	40.93	41.07	41.29	41.06	40.72	40.44	40.61	40.47	41.74
	15	39.50	37.42	39.04	38.55	39.25	39.17	38.71	38.45	40.04
	10	37.67	34.18	36.34	35.51	36.54	36.65	36.43	36.29	38.04
5	35.35	31.20	32.42	31.32	34.22	33.56	33.29	34.75	35.41	
MEAN		50.00	50.00	50.00	50.00	49.95	50.02	49.99	49.92	50.05
STANDARD DEVIATION		9.99	10.00	10.00	10.00	9.98	10.00	10.02	10.03	8.99
NUMBER OF PUPILS		152,945	152,702	152,910	152,964	158,353	158,298	158,183	157,956	157,035

### Town Pupils in Region 3

Town (Community Type III) pupils in Northern Michigan scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. The pupils scored at the median on socioeconomic status and attitude toward school and below the median on importance of school achievement and self perception.

### Rural Pupils in Region 3

Rural (Community Type V) pupils in Northern Michigan scored above the median on mathematics. The pupils scored at the median on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; and (5) basic skills composite achievement. They scored below the median on the following: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

### All Pupils in Region 3

Overall, grade 7 pupils in Northern Michigan scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. The pupils scored at the median on attitude toward school and below the median on the following: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

### Grade 4 - Pupil Norms - Region 4

It is the purpose of this section to describe the data presented in table XXIII, which is labeled "Grade 4 - Pupil Norms - Region 4."



TABLE XXIII  
PUPIL NORMS

GRADE 4

REGION 4

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
PERCENTILE DISTRIBUTION	95	69.52	59.02	66.22	63.01	68.19	64.76	65.86	66.26	64.25
	90	65.01	58.31	63.22	61.51	64.86	62.15	62.74	63.65	61.96
	85	61.14	57.85	60.99	60.12	61.34	60.83	61.12	61.39	60.17
	80	58.23	57.42	59.15	59.01	59.22	59.65	59.73	59.30	58.64
	75	56.19	57.07	57.40	57.91	56.37	58.51	57.45	57.30	57.21
	70	54.29	56.71	55.91	56.84	54.72	56.42	56.22	55.35	55.85
	65	52.46	56.34	54.42	55.67	53.21 (III) 53.21 (II)	55.29	55.05	54.45 (III)	54.50 (III)
	60	50.91	55.94	52.92	54.56	51.85 (V)	54.15 (III)	53.90 (III)	53.57 (III)	53.15 (III)
	55	49.43 (II)	55.54	51.55	53.25	49.57	52.97 (III)	51.75 (V)	51.72 (II)	51.81 (V)
	50	48.45 (III)	54.94	50.13 (III)	51.94 (II)	48.39	51.75 (V)	50.57 (II)	49.89	50.43
	45	47.10 (V)	54.18	48.75 (III)	50.52 (III)	47.29	49.45	49.38	48.08	49.04
	40	45.86	52.81	47.32 (V)	48.95 (V)	46.24	48.03	47.16	46.28	47.61
	35	44.65	49.60 (V)	45.92	47.31	45.22	46.51	45.89	44.47	46.11
	30	43.39	47.25 (III)	44.47	45.43	43.22	43.84	44.53	43.64	44.53
	25	42.22	45.37 (II)	42.85	43.41	42.21	42.09	43.07	42.79	42.89
	20	41.08	42.76	41.19	41.13	41.16	40.28	40.49	40.89	41.17
	15	39.72	36.79	39.30	38.47	39.98	37.49	38.72	38.91	39.31
	10	38.22	33.46	36.95	35.21	38.58	35.66	36.64	36.79	37.32
5	36.57	27.93	33.42	30.96	35.56	32.56	32.97	34.26	34.93	
<b>MEAN</b>		49.98	49.99	50.00	50.00	50.00	50.04	50.02	50.01	50.02
<b>STANDARD DEVIATION</b>		10.01	10.00	10.01	10.00	10.02	10.02	10.00	10.08	9.11
<b>NUMBER OF PUPILS</b>		152,369	152,237	152,323	152,350	157,810	157,757	157,728	157,598	156,875

#### City Pupils in Region 4

City (Community Type II) pupils in the Upper Peninsula scored high on vocabulary. They scored above the median on the following Assessment measures: (1) socioeconomic status; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on self perception and attitude toward school and low on importance of school achievement.

#### Town Pupils in Region 4

Town (Community Type III) pupils in the Upper Peninsula scored high on vocabulary, mathematics, and basic skills composite achievement. They scored above the median on reading and English expression. They scored at the median on socioeconomic status and scored below the median on self perception and attitude toward school. They scored low on importance of school achievement.

#### Rural Pupils in Region 4

Rural (Community Type V) pupils in the Upper Peninsula scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. They scored below the median on: (1) socioeconomic status; (2) self perception; and (3) attitude toward school. They scored low on importance of school achievement.

#### All Pupils in Region 4

Overall, grade 4 pupils in the Upper Peninsula scored high on vocabulary. They scored above the median on the following Assessment measures: (1) reading; (2) English expression; (3) mathematics; and (4) basic skills composite achievement. They scored at the median on socioeconomic status, below the median on self perception and attitude toward school and scored low on

importance of school achievement.

#### Grade 7 - Pupil Norms - Region 4

It is the purpose of this section to describe the data presented in table XXIV, which is labeled "Grade 7 - Pupil Norms - Region 4."

##### City Pupils in Region 4

City (Community Type II) pupils in the Upper Peninsula scored above the median on the following Assessment measures: (1) socioeconomic status; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. The pupils scored below the median on: (1) importance of school achievement; (2) self perception; and (3) attitude toward school.

##### Town Pupils in Region 4

Town (Community Type III) pupils in the Upper Peninsula scored above the median on the following Assessment measures: (1) attitude toward school; (2) vocabulary; (3) reading; (4) English expression; (5) mathematics; and (6) basic skills composite achievement. They scored below the median on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

##### Rural Pupils in Region 4

Rural (Community Type V) pupils in the Upper Peninsula scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement. The pupils scored at the median on attitude toward school and below the median on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.

TABLE XXIV  
PUPIL NORMS

GRADE 7

REGION 4

		VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT ("INPUTS")				ACHIEVEMENT ("OUTPUTS")				
		SES	ATTITUDES AND ASPIRATIONS			VOCABULARY	BASIC SKILLS			BASIC SKILLS COMPOSITE ACHIEVEMENT
		SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL		READING	ENGLISH EXPRESSION	MATHEMATICS	
PERCENTILE DISTRIBUTION	95	68.69	61.20	64.99	63.71	66.08	66.09	66.07	66.28	64.90
	90	64.58	60.50	62.64	61.64	63.65	62.90	63.44	64.53	62.13
	85	61.43	59.96	60.70	60.39	60.78	60.33	60.45	61.13	60.06
	80	59.05	59.41	58.89	59.04	59.17	59.05	58.83	59.91	58.29
	75	56.87	58.83	57.49	57.87	57.73	56.93	57.36	57.77	56.71
	70	55.00	58.11	55.95	56.66	55.41	55.92	55.99	55.71	55.23
	65	53.35	57.11	54.79	55.51	54.14	53.97	54.72	54.70	53.91
	60	51.87	55.76	53.44	54.24	52.89	53.06	53.47	52.72	52.59
	55	50.30	54.07	52.19	53.03	51.68	51.17	51.25	50.78	51.30
	50	48.84	51.78	50.80	51.68	49.41	50.30	50.00	49.87	50.03
	45	47.64	50.23	49.59	50.26	48.17	48.43	48.76	47.97	48.77
	40	46.23	48.54	48.18	48.72	46.93	47.53	47.46	46.09	47.49
	35	45.04	47.22	46.67	47.04	45.68	46.59	46.14	45.20	45.58
	30	43.79	46.10	44.98	45.23	43.40	44.62	44.77	43.33	44.75
	25	42.30	44.56	43.28	43.27	42.08	42.57	43.28	41.43	43.31
	20	40.93	41.07	41.29	41.06	40.72	40.44	40.61	40.47	41.74
	15	39.50	37.42	39.04	38.55	39.25	39.17	38.71	38.45	40.04
10	37.67	34.18	36.34	35.51	36.54	36.65	36.43	36.29	38.04	
5	35.35	31.20	32.42	31.32	34.22	33.56	33.29	34.75	35.41	
MEAN		50.00	50.00	50.00	50.00	49.95	50.02	49.99	49.92	50.05
STANDARD DEVIATION		9.99	10.00	10.00	10.00	9.98	10.00	10.02	10.03	8.99
NUMBER OF PUPILS		152,945	152,702	152,910	152,964	158,353	158,298	158,183	157,956	157,035

#### All Pupils in Region 4

Overall, grade 7 pupils in the Upper Peninsula scored above the median on the following Assessment measures: (1) vocabulary; (2) reading; (3) English expression; (4) mathematics; and (5) basic skills composite achievement.

Overall, they scored at the median on attitude toward school and below the median on: (1) socioeconomic status; (2) importance of school achievement; and (3) self perception.