



DOCUMENT RESUME

ED 204 460

UD 021 524

AUTHOR Hawkins, Joseph; Frechtling, Joy A.
TITLE The Minority/Majority Experiences Study, 1978-79: Programs for Low Achieving Students.
INSTITUTION Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE Apr 81
NOTE 37p.; Appendix B may be marginally legible due to small size type.
EDRS PRICE MF01/PC02 Plus Postage..
DESCRIPTORS Asian Americans; *Basic Skills; Black Students; Elementary Secondary Education; *Enrollment Rate; Hispanic Americans; *Low Achievement; *Minority Group Children; *Remedial Programs; *Remedial Reading; Sex; White Students
IDENTIFIERS *Maryland (Montgomery County)

ABSTRACT

This is a report of the findings of the Minority/Majority Experiences Study conducted to secure baseline data on educational equity in the Montgomery County, Maryland, public schools. The report presents statistics on minority and majority participation in remedial reading programs for low achievers offered in the elementary grades, as well as in basic skills courses offered in junior and senior high schools. Presented are data comparing enrollment rates by race (black, Hispanic, Asian, and white) and sex. (Author/APM)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED204460

MONTGOMERY COUNTY PUBLIC SCHOOLS

The Minority/Majority Experiences Study, 1978-79;

Programs for Low-Achieving Students

April, 1981



Rockville, Maryland

EDWARD ANDREWS
Superintendent of Schools

Prepared by the Department of Educational Accountability

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- ☐ Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. Hymes
Montgomery County
Public Schools
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

JDO 21524

The Minority/Majority Experiences Study, 1978-79:
Programs for Low Achieving Students

By

Mr. Joseph Hawkins

Dr. Joy A. Frechtling

Division of Program Monitoring
Dr. Joy A. Frechtling, Director

Department of Educational Accountability
Dr. Steven M. Frankel, Director

PROJECT STAFF

Study Director:

Dr. Samuel A. Goodman

Programmer:

Dr. Albert Jenny

Statistical Consultants:

Dr. John Larson
Mr. Joseph Hawkins

Data Collectors:

Ms. Susan Waxdahl
Mr. Patrick Byrne
Ms. Amy Mitchell

Secretarial and Clerical Staff:

Mr. Dale Conlan
Ms. Ginger McLelland

The assistance of principals of participating schools and area staffs are gratefully acknowledged.

THE MINORITY/MAJORITY EXPERIENCES STUDY, 1978-79:
PROGRAMS FOR LOW-ACHIEVING STUDENTS

INTRODUCTION

This is one of a series of reports of findings of the Minority/Majority Experiences Study which was conducted in 1978-79. The purpose of this study was to secure baseline data on the status of the Montgomery County Public Schools as regards issues of educational equity. This report, the second in a series dealing with study findings, presents previously unavailable statistics on minority and majority participation in remedial reading programs for low achievers¹ offered in the elementary grades, as well as in basic skills courses offered in junior and senior high schools.

OVERVIEW

The study found:

- o In the sample schools remedial reading assistance was provided to 12 percent of the elementary students, 16 percent of the middle school students, 8 percent of the junior high school students, and 7 percent of the senior high school students.
- o At all school levels black students were more likely to be receiving remedial reading instruction than were white students. However, when participation rates were compared to one indicator of need, percentage of students scoring below the fourth stanine in reading comprehension on the Iowa Tests of Basic Skills, it appeared that many black students with reading problems remained unserved.
- o At all school levels the percentage of Hispanic students participating in remedial reading programs was only slightly greater than that of whites. However, in comparison to need, as assessed by test scores performance, Hispanics, too, appeared to be underserved.
- o At the lower grade levels, the participation rate of Asians was also substantially higher than that of whites. However, there was a sharp decline in participation at the junior and senior high school levels. Participation rates generally exceeded need as measured by test scores. One possible explanation for this discrepancy is that substantial numbers of these students were excluded from testing due to language difficulty.
- o While the participation rates for males was consistently higher than that for females, this difference was generally small (two to three percentage points). The only substantial difference was for black senior high school students where the participation rate for males was almost twice that for females.

¹The term low achiever is intended to apply to students in regular classes who are considered to be in need of instruction additional to the regular program in order to make satisfactory progress in reading, mathematics, and/or other subject areas.

- o For all seven basic skills courses--English, Communications, Reading, Mathematics, Science, Social Studies, and On-the-Job Training--blacks and Hispanics were overrepresented relative to whites and Asians. In English, the participation rate of black students was almost four times that of whites.
- o In all seven basic skills courses, males outnumbered females by a substantial amount.

METHODOLOGY OF THE MINORITY/MAJORITY EXPERIENCES STUDY

Ninety-one schools--58 elementary, 4 middle, 15 junior high, and 14 senior high schools--were included in the study sample. These schools were selected from the 186 regular MCPS schools by a procedure of stratified random sampling designed to insure representation of administrative areas, minority enrollment, and achievement level (measured by median composite score on the Iowa Tests of Basic Skills and the Tests of Academic Progress). Exhibit 1 illustrates this sample for the elementary schools studied. Appendix A presents a statistical description of the distribution of all 91 schools into the 9 categories shown here for schools classified as elementary, middle/junior high, and senior high. Appendix A also presents the different categories used for defining levels of achievement and school minority percentage.

EXHIBIT 1
Distribution of Elementary Schools Surveyed
By Percentage of Minority Students and Achievement Level

School Minority Percentage	School Achievement Level			
	Low	Middle	High	Total
Low	1	8	9	18
Middle	3	9	10	22
High	13	5	0	18
Total	17	22	19	58

All 91 schools participating in the Minority/Majority Experiences Study were asked to report the number of students who, in May, 1979, had received "pull-out" instruction in reading from the schools' reading specialists in addition to reading instruction provided in their regular classrooms.² Data on enrollments in basic skills course in all junior and senior high schools were obtained from central office records.

²Eighty-seven, or 97 percent of the 91 schools, provided data for students classified by sex and race: 57 of the 58 elementary schools, all four of the middle schools, all 15 of the junior high schools, and 11 of the 14 senior high schools.

Montgomery County Public Schools
Rockville, Maryland

The Minority/Majority Experiences Study, 1978-79:
Programs for Low-Achieving Students

April, 1981

Edward Andrews
Superintendent of Schools

FINDINGS

ENROLLMENTS IN REMEDIAL READING PROGRAMS AT THE ELEMENTARY SCHOOL LEVEL

During the 1978-79 school year, 2,500, or 12 percent, of the aggregate population of 20,957 whites, blacks, Hispanics, and Asians in the 57 participating elementary schools were receiving remedial assistance from a reading teacher.³

Exhibit 2 shows the racial breakdown of students receiving remedial reading assistance at the elementary level in the sample of schools used in this study.⁴ The exhibit also shows the percentage of students in the sample schools scoring below the 4th stanine in reading comprehension at the third and fifth grades in the 1978-79 school year.

EXHIBIT 2
Participation of Students in Remedial Reading Programs
By Race: Elementary Schools (N=57)

Race	Percentage and Number of Each Racial Group Participating in Remedial Reading Programs		Percentage of Student's Scoring Below the 4th Stanine in Reading Comprehension by Grade	
	%	N	3rd	5th
White	11	1,761	10	9
Black	21	480	31	34
Hispanic	8	92	13	15
Asian	21	167	12	5

The exhibit shows that at the elementary level blacks and Asians are twice as likely as whites to receive pullout remedial reading assistance. At first glance this seems to suggest that these groups are overrepresented in the remedial population. However, when participation rates are compared to one indicator of need for remediation (scores on the reading comprehension subtest of the Iowa Test of Basic Skills), a different picture emerges. The percentage of white students served comes very close to that of the students scoring below the 4th stanine. Approximately 10 percent score low; 11 percent are served. The percentage of black and Hispanic students served falls short, however, of the percentage performing poorly on the test. The difference for blacks is approximately 10 percent; for Hispanics this difference is 5 to 10 percent. In contrast, Asians appear to be overrepresented relative to their needs as measured by test score performance.

³The reading programs discussed within this section of the report are characterized by two important elements: (1) the reading assistance is provided by a reading teacher, and (2) the reading assistance is provided in a pull-out setting.

⁴For more detailed data on students receiving remedial reading assistance by grade level, see Appendix B.

It is not clear why, given possible similarities in language problems, Hispanic students appear underserved and Asians overserved. One would expect both groups to be receiving extra support services in language related areas. Further, for both groups, test scores might be expected to underestimate need because students with language problems are frequently excused from systemwide testing. The fact that different patterns are found cannot at this point be explained.

Turning now to the finding that blacks and Hispanics appear underserved relative to need, two possible interpretations can be offered. On the one hand, the percentages of black and Hispanic students being served may be lower than the percentage of those scoring below the 4th stanine because criteria other than standardized test scores play an important role in assigning students from these groups to remedial programs. On the other hand, it may be that resources are not sufficient to meet the needs of all students and that students from these groups are underserved.

Exhibit 3 presents data on participation rates by race and sex.

EXHIBIT 3
Participation in Remedial Reading Program by Race and Sex:
Elementary Schools (N=57)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension	
	%	N	3rd	5th
White				
Male	12	1,000	11	10
Female	9	761	8	8
Black				
Male	23	267	31	36
Female	19	213	30	33
Hispanic				
Male	10	58	15	16
Female	7	34	11	13
Asian				
Male	21	92	10	2
Female	21	75	14	8

Generally, males tend to have higher participation rates in remedial reading programs than do females. However, the difference is not great for any of the groups, and the stereotype of males being the problem readers is not strongly upheld.

When participation rates by sex are compared to scores on the ITBS, a similar picture to that discussed earlier emerges; there is no difference between males and females in the apparent match between the need and participation status.

ENROLLMENTS IN READING PROGRAMS AT THE MIDDLE SCHOOL LEVEL

During the 1978-79 school year, 373, 16 percent, of the aggregate population of 2,402 whites, blacks, Hispanics, and Asians in the four participating middle schools were receiving remedial assistance from a reading specialist.

Exhibit 4 shows the racial breakdown of middle school students receiving remedial reading instruction.

EXHIBIT 4
Participation of Students in Remedial Reading Programs
By Race: Middle Schools (N=4)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension
	%	N	7th
White	12	240	11
Black	26	67	42
Hispanic	24	25	25
Asian	72	41	11

Exhibit 5 shows the breakdown by race and sex of participating students.

EXHIBIT 5
Participation of Students in Remedial Reading Programs
By Race and Sex: Middle Schools (N=4)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension
	%	N	7th
White			
Male	15	152	13
Female	9	88	9
Black			
Male	28	37	47
Female	25	30	37
Hispanic			
Male	35	18	26
Female	13	7	24
Asian			
Male	97	32	11
Female	38	9	11

Drawing generalizations from these data is somewhat difficult because of the small numbers of schools involved. The data are presented for completeness and should be examined in light of patterns observed at the other school levels. The largest anomaly occurs with the Asian students who have much higher participation rates in these schools than the others in the sample.

ENROLLMENTS IN REMEDIAL READING PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL

During the 1978-79 school year, 909, 8 percent, of the aggregate population of 11,698 whites, blacks, Hispanics, and Asians in the 15 participating junior high schools were receiving remedial assistance from a reading specialist.

Exhibit 6 shows the racial breakdown of students receiving remedial assistance at the junior high school level. The exhibit also shows the percentage of students scoring below the 4th stanine in reading comprehension and the percentage of students failing the Maryland Functional Reading Test in the sample schools in the 1978-79 school year.

EXHIBIT 6
Participation of Students in Remedial Reading Programs
By Race: Junior High Schools (N=15)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension		Percentage of Students Failing the Maryland Functional Reading Test	
	%	N	7th	9th	7th	9th
White	7	640	11	11	7	6
Black	19	188	32	49	28	21
Hispanic	9	48	25	29	18	18
Asian	9	33	11	15	9	9

The exhibit shows that blacks are more likely to receive remedial reading services than are white students. It should be noted that Asians and Hispanics are also more likely to participate in remedial reading than are whites; however, in comparison to the degree of black participation, their participation is only slightly more than that of white in the sample...

The exhibit also shows that for all groups less service is provided than would be predicted by scores on the Iowa Test of Basic Skills, with the gaps being greatest for blacks and Hispanics. In addition far fewer students are served than would be predicted by failure rates on the Maryland Functional Reading Test. One possible explanation for this discrepancy is the fact that in addition to remedial reading instruction junior high schools also offer basic skills courses. If students were being assigned to these, rather than to remedial instruction, the degree of apparent mismatch might be reduced. On the other hand, if this explanation is valid, the question must be raised as to the rationale used for the differential placements and why certain racial groups are more affected than others.

Exhibit 7 presents participation rates of the junior high level by race and sex.

Analysis of the data by sex shows a pattern similar to that noted earlier. For all groups, males are more likely to participate in remedial programs than females. The difference, however, is relatively small. The pattern presented by performance on the Iowa Test of Basic Skills is, however, different for the minority vs. majority groups at the ninth grade. For the minority groups, there is a tendency for females to do more poorly than males. This difference is not reflected in the participation data.

EXHIBIT 7
Participation of Students in Remedial Reading Programs
By Race and Sex: Junior High Schools (N=15)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension	
	%	N	7th	9th
White				
Male	7	344	13	12
Female	6	296	9	11
Black				
Male	22	107	47	47
Female	17	81	37	51
Hispanic				
Male	10	27	26	23
Female	9	21	24	36
Asian				
Male	10	21	11	11
Female	7	12	11	20

ENROLLMENTS IN REMEDIAL READING PROGRAMS AT THE SENIOR HIGH LEVEL

During the 1978-79 school year, 1,114, 7 percent, of the aggregate population of 17,961 whites, blacks, Hispanics, and Asians in the 11 participating senior high schools were receiving remedial assistance from a reading specialist.

Exhibit 8 shows the racial breakdown of students receiving remedial reading assistance at the senior high level. The exhibit also shows the percentage of students in the sample schools scoring below the 4th stanine in reading comprehension at the 11th grade in 1978-79. Scores on the Maryland Functional Reading Test are not available for this group for the 1978-79 time period.

EXHIBIT 8
Participation of Students in Remedial Reading Programs
By Race: Senior High Schools (N=11)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension
	%	N	11th
White	5	746	13
Black	18	293	15
Hispanic	7	39	28
Asian	7	36	16

The exhibit shows that blacks are over enrolled relative to both whites and other minority groups. Surprisingly, however, it is only blacks who appear to be adequately served in terms of need as measured by standardized test performance, with the gap being greatest for Hispanics. As mentioned in the previous discussion, it is possible that apparent discrepancies between need and service delivery can be explained at least in part by participation in basic skills courses. Again, however, the fact that the patterns differ by racial groups is hard to resolve.

Males continue to outnumber females as participants in remedial programs. The only group for whom this difference is substantial, however, is blacks.

Exhibit 9 shows the breakdown of participating by race and sex.

EXHIBIT 9
Participation of Students in Remedial Reading Programs
By Race and Sex: Senior High Schools (N=11)

Race	Percentage and Number Participating in Remedial Reading Programs		Percentage of Students Scoring Below the 4th Stanine in Reading Comprehension
	%	N	11th
White			
Male	6	447	15
Female	4	299	12
Black			
Male	22	180	18
Female	13	113	13
Hispanic			
Male	4	24	29
Female	3	15	27
Asian			
Male	3	21	17
Female	15	16	3

ENROLLMENTS IN BASIC SKILLS COURSES IN JUNIOR AND SENIOR HIGH SCHOOLS

The study examined the characteristics of students participating in basic skills courses offered in seven subject areas; English, Communications, Reading, Mathematics, Science, Social Studies, and On-the-Job Training.⁵

Overall analysis of course participation by race indicates that in all seven courses blacks and Hispanics were overrepresented relative to whites and Asians (see Exhibit 10). The discrepancies were great in nearly all of the courses with the exception of Communications and On-the-Job Training for Hispanics. The highest participation rate for blacks was reported for English. For English, black participation was almost four times that of whites. For Hispanics, the largest participation rates were found in Social Studies and English. For more detailed data on enrollments by race, see Appendix C.⁶

EXHIBIT 10

Summary of Student Participation in 1978-79 in Basic Skills Courses
in the Seven Major Subject Areas in Junior and Senior High Schools
Participating in the Minority/Majority Experiences Study

Subject of Basic Skills Course	Combined Enrollments in the Course in Schools Offering It	Percentage of Each Racial Group Enrolled				
		White	Black	Hispanic	Asian	Total
English	2,683	10.8	37.4	15.1	9.8	12.8
Communications	77	2.2	4.8	1.9	0.9	2.6
Reading	595	5.0	13.8	11.5	5.3	6.6
Mathematics	1,798	8.6	21.2	12.8	4.2	9.7
Science	1,451	6.6	15.7	11.2	7.3	7.7
Social Studies	1,890	9.6	26.1	15.4	12.7	11.6
On-the-Job Training	155	3.9	8.4	1.0	0.9	4.1

Analysis of course participation by sex indicates that in all seven course areas males are more likely to be enrolled in a basic skills course than are females (see Exhibit 11). For example, males are nearly twice as likely to be enrolled in English and Reading courses than are females. The only consistent departure from this pattern is for Asians where the percentage of males and females are nearer to being equal. Tables 1C, 2C, 3C, 4C, 5C, 6C, and 7C in Appendix C provide more detailed data on enrollments by sex.

⁵It should be pointed out that while officially MCPS identifies some courses as "basic," in many instances it does not. In the later case, schools participating in the study were asked to identify which regularly offered courses were specified as sections for low achieving students.

⁶Comparisons cannot validly be made between the data presented in this section and those presented with regard to remedial reading instruction because this data on basic skills course was collected for all schools by grade level (not just sample schools) and cannot be allocated to the middle, junior, or senior high school levels.

EXHIBIT 11
Participation of Students in Basic Skills
Course by Race and Sex

Course	White	Black	Asian	Hispanic	Total
English					
Male	14.1	42.9	10.5	18.5	16.2
Female	7.5	32.0	9.1	11.6	9.5
Communications					
Male	3.0	6.6	1.2	1.3	3.5
Female	1.3	3.3	0.7	2.6	1.8
Reading					
Male	6.8	19.4	5.5	14.7	8.9
Female	3.0	8.7	5.5	5.1	4.3
Mathematics					
Male	9.5	25.2	3.5	11.5	10.8
Female	7.7	17.3	4.9	14.3	8.7
Science					
Male	7.9	18.4	8.0	15.0	9.3
Female	5.2	13.0	6.7	7.4	6.2
Social Studies					
Male	12.0	38.9	13.0	18.2	14.2
Female	7.1	21.6	12.5	12.8	9.0
On-the-Job-Training					
Male	4.4	7.9	1.9	0.0	4.5
Female	3.5	9.0	0.0	2.1	3.7

4221A/dac

15

APPENDICES

APPENDIX A

Schema Showing Number of Schools Drawn for Participation
In the Minority/Majority Experiences Study, for School
Classified by Percentage of Minority and by Achievement Level

A. Elementary Schools

Percentage Minority in School	School Median Score on ITBS Composite in Grade 5			Total
	Low (Scores 34-64)	Middle (Scores 67-78)	High (Score 80 and above)	
Low (2-14)	1	8	9	18
Middle (15-27)	3	9	10	22
High (28 & over)	13	5	0	18
Total	17	22	19	58

B. Middle/Junior High Schools

Percentage Minority in School	School Median Score on ITBS Composite in Grades 7 and 9			Total
	Low (Scores 45-56)	Middle (Scores 58-70)	High (Score 72 and above)	
Low (6-12)	0	1	4	5
Middle (13-19)	3	2	3	8
High (23 & over)	3	3	0	6
Total	6	6	7	19

C. Senior High Schools

Percentage Minority in School	School Mean Standard Score on Grade 11 TAP			Total
	Low (Scores 36-51)	Middle (Scores 55-63)	High (Score 71 and above)	
Low (5-11)	0	0	5	5
Middle (14-18)	2	2	0	4
High (23 & over)	3	2	0	5
Total	5	4	5	14

APPENDIX B

Tables Displaying Detailed Data
On 1978-79 Enrollments in Remedial
Reading Program

TABLE 1 B
Enrollment of Elementary Schools in Remedial Reading Programs
Of Students Classified by Sex and Race
(N = 57 Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race												
Number of Students Receiving Remedial Assistance						Percentage of Students Receiving Assistance by Sex and Race						
Grade	Sex	White	Black	Hispanic	Asian	Total	Grade	White	Black	Hispanic	Asian	Total
K	Male	40	4	1	3	48	K	83.3	8.3	2.1	6.3	100.0
	Female	40	3	1	2	46		87.0	6.5	2.7	4.3	100.0
	Total	80	7	2	5	94		85.1	7.4	2.1	5.3	100.0
1		95	10	7	13	125	1	76.0	8.0	5.6	10.4	100.0
		63	7	4	10	84		75.0	8.3	4.8	11.9	100.0
		158	17	11	23	209		75.6	8.1	5.3	11.0	100.0
2		174	36	10	17	237	2	73.4	15.2	4.2	7.2	100.0
		96	24	4	12	136		70.6	17.6	2.9	8.8	100.0
		270	60	14	29	373		72.4	16.1	3.8	7.8	100.0
3		201	48	12	12	273	3	73.6	17.6	4.4	4.4	100.0
		158	44	8	15	225		70.2	19.6	3.6	6.7	100.0
		359	92	20	27	498		72.1	18.5	4.0	5.4	100.0
4		193	55	12	18	278	4	69.4	19.8	4.3	6.5	100.0
		145	57	5	12	219		66.2	26.0	2.3	5.5	100.0
		338	112	17	30	497		68.0	22.5	3.4	6.0	100.0
5		163	50	7	18	238	5	68.5	21.0	2.9	7.6	100.0
		163	40	7	6	216		75.5	18.5	3.2	2.8	100.0
		326	90	14	24	454		71.8	19.8	3.1	5.3	100.0
6		134	64	9	11	218	6	61.5	29.4	4.1	5.0	100.0
		96	38	5	18	157		61.1	24.0	3.2	11.5	100.0
		230	102	14	29	375		61.3	27.2	3.7	7.7	100.0
All Grades Combined		1000	267	58	92	1417		70.6	18.8	4.1	6.5	100.0
		761	213	34	75	1083		70.3	19.7	3.1	6.9	100.0
		1761	480	92	167	2500		70.4	19.2	3.7	6.7	100.0

B. Total Population in Grades, by Sex and Race, In Surveyed Schools						Percentage of Population of Each Sex and Race Who Were Enrolled in the Course						
K	Male	914	127	79	46	1166	K	78.4	10.9	6.8	3.9	100.0
	Female	850	99	73	41	1063		80.0	9.3	6.8	3.9	100.0
	Total	1764	226	152	87	2229		79.1	10.1	6.8	3.9	100.0
1		1067	131	83	54	1335	1	79.9	9.8	6.2	4.0	100.0
		968	120	75	49	1212		79.9	9.9	6.2	4.0	100.0
		2035	251	158	103	2547		79.9	9.9	6.2	4.0	100.0
2		1209	116	86	74	1485	2	81.4	7.8	3.8	5.0	100.0
		1077	140	43	43	1303		82.7	10.7	3.3	3.3	100.0
		2286	256	129	117	2788		82.0	9.2	4.6	4.2	100.0
3		1299	184	99	68	1650	3	78.7	11.2	6.0	4.1	100.0
		1322	149	86	64	1621		81.6	9.2	5.3	3.9	100.0
		2621	333	185	132	3271		80.0	10.2	5.7	4.0	100.0
4		1394	203	83	74	1754	4	79.5	11.6	4.7	4.2	100.0
		1465	195	74	48	1782		82.2	10.9	4.2	2.7	100.0
		2857	398	157	122	3536		80.9	11.3	4.4	3.4	100.0
5		1336	196	75	67	1674	5	79.8	11.7	4.5	4.0	100.0
		1392	213	69	44	1718		81.0	12.4	4.0	2.6	100.0
		2728	409	144	111	3392		80.4	12.1	4.2	3.3	100.0
6		1232	190	82	62	1566	6	78.7	12.1	5.2	4.0	100.0
		1301	182	85	60	1628		79.9	10.8	5.5	3.7	100.0
		2533	372	167	122	3194		79.3	11.6	5.2	3.8	100.0
All Grades Combined		8451	1147	587	445	10630		79.5	10.8	5.5	4.2	100.0
		8375	1098	505	349	10327		81.1	10.6	4.9	3.4	100.0
		16826	2245	1092	794	20957		80.3	10.7	5.2	3.8	100.0

TABLE 2. B
Enrollment of Middle Schools in Remedial Reading Programs
Of Students Classified by Sex and Race
(N = 4 Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race												
Number of Students Receiving Remedial Assistance						Percentage of Students Receiving Assistance by Sex and Race						
Grade	Sex	White	Black	Hispanic	Asian	Total	Grade	White	Black	Hispanic	Asian	Total
6	Male	88	26	14	30	158	6	55.7	16.5	8.9	18.9	100.0
	Female	40	18	4	7	69		57.9	26.1	5.8	10.1	100.0
	Total	128	44	18	37	227		56.4	19.4	7.9	16.3	100.0
7		44	3	1	0	48	7	91.7	6.3	2.1	-	100.0
		28	4	2	2	36		77.8	11.1	5.6	11.9	100.0
		72	7	3	2	84		87.7	8.3	3.6	11.0	100.0
8		20	8	3	2	33	8	60.6	24.2	9.1	6.1	100.0
		20	8	1	0	29		68.9	27.6	3.4	-	100.0
		40	16	4	2	62		64.5	25.8	6.5	3.2	100.0
All Grades Combined		152	37	18	32	239		63.6	15.5	7.5	13.4	100.0
		88	30	7	9	134		65.7	22.4	5.2	6.7	100.0
		240	67	25	41	373		64.3	17.9	6.7	11.4	100.0

B. Total Population in Grades, by Sex and Race, In Surveyed Schools						Percentage of Population of Each Sex and Race Who Were Enrolled in the Course						
Grade	Sex	White	Black	Hispanic	Asian	Total	Grade	White	Black	Hispanic	Asian	Total
6	Male	332	32	18	7	389	6	85.3	8.0	4.6	1.8	100.0
	Female	303	35	19	5	362		83.7	9.7	5.2	3.9	100.0
	Total	635	67	37	12	751		84.6	8.9	4.9	1.6	100.0
7		356	58	13	15	442	7	80.5	13.1	2.9	3.4	100.0
		303	45	21	9	378		89.2	11.9	5.6	2.4	100.0
		659	103	34	24	820		80.4	12.6	4.1	2.9	100.0
8		354	42	20	11	427	8	82.9	9.8	4.7	2.6	100.0
		339	42	13	10	404		83.9	10.4	3.2	2.5	100.0
		659	48	33	21	831		83.3	10.1	4.0	2.5	100.0
All Grades Combined		1042	132	51	33	1258		82.8	10.5	4.1	2.6	100.0
		945	122	53	24	1144		82.6	10.7	4.6	2.1	100.0
		1987	254	104	57	2402		82.7	10.6	4.3	2.4	100.0

TABLE 3 B
Enrollment of Junior High Schools in Remedial Reading Programs
Of Students Classified by Sex and Race
(N = 15 Junior High Schools)

A. Number and Percentage of Student Participants Classified by Sex and Race												
Number of Students Receiving Remedial Assistance						Percentage of Students Receiving Assistance by Sex and Race						
Grade	Sex	White	Black	Hispanic	Asian	Total	Grade	White	Black	Hispanic	Asian	Total
7	Male	165	42	13	7	227	7	72.1	18.3	5.7	3.9	100.0
	Female	123	24	7	7	161		77.4	15.1	4.4	3.1	100.0
	Total	288	66	20	14	388		74.2	17.0	5.2	3.6	100.0
8		97	36	8	3	144	8	67.4	25.0	5.6	2.1	100.0
		101	46	6	1	154		65.6	29.9	5.6	11.9	100.0
		198	82	14	4	298		66.4	27.5	4.7	1.3	100.0
9		82	29	6	9	126	9	65.1	23.0	4.8	7.1	100.0
		72	11	8	6	97		74.2	11.3	8.2	6.2	100.0
		154	40	14	15	223		69.1	17.9	6.3	6.7	100.0
All Grades Combined		344	107	27	21	499		68.9	21.4	5.4	4.2	100.0
		296	81	21	12	410		72.2	19.8	5.1	2.9	100.0
		640	188	48	33	909		70.4	20.7	5.3	3.6	100.0

B. Total Population in Grades, by Sex and Race, In Surveyed Schools						Percentage of Population of Each Sex and Race Who Were Enrolled in the Course						
7	Male	1650	183	92	58	1983	7	83.2	9.2	4.6	2.9	100.0
	Female	1623	195	90	55	1963		82.8	9.9	4.6	2.8	100.0
	Total	3273	378	182	113	3946		82.9	9.6	4.6	2.9	100.0
8		1832	183	92	58	2165	8	84.5	8.5	4.3	3.2	100.0
		1733	170	96	59	2058		84.2	8.3	4.7	2.9	100.0
		3565	353	188	117	4223		84.3	8.4	4.5	3.0	100.0
9		1414	132	89	76	1711	9	82.6	7.7	5.2	4.4	100.0
		1350	145	56	63	1614		85.4	8.0	3.1	3.5	100.0
		2964	277	145	139	3525		84.1	7.9	4.1	3.9	100.0
All Grades Combined		4896	498	273	192	5859		83.6	8.5	4.7	3.3	100.0
		4906	510	242	177	5835		84.1	8.7	4.1	3.0	100.0
		9802	1008	515	369	11694		84.8	8.5	4.4	3.2	100.0

TABLE 4 B
Enrollment of Senior High Schools in Remedial Reading Programs
Of Students Classified by Sex and Race
(N = 11 Schools)

A. Number and Percentage of Student Participants Classified by Sex and Race												
Number of Students Receiving Remedial Assistance							Assistance by Sex and Race					
Grade	Sex	White	Black	Hispanic	Asian	Total	Grade	White	Black	Hispanic	Asian	Total
9	Male	80	15	1	1	97	9	82.5	15.5	1.0	1.0	100.0
	Female	50	8	2	0	60		83.3	13.3	3.3	-	100.0
	Total	130	23	3	1	157		82.8	14.6	1.9	1.0	100.0
10		171	82	12	12	277	10	61.7	29.6	4.3	4.3	100.0
		133	49	7	11	200		66.5	24.5	3.5	5.5	100.0
		304	131	19	23	477		63.7	27.5	4.0	4.8	100.0
11		108	45	5	7	165	11	65.5	27.3	3.0	4.2	100.0
		52	35	5	1	98		58.2	35.7	5.1	1.0	100.0
		165	80	10	8	263		62.7	30.4	3.8	3.0	100.0
12		88	38	6	1	131	12	66.2	28.6	4.5	1.0	100.0
		59	21	1	3	84		70.2	25.0	1.0	3.6	100.0
		147	59	7	4	217		67.7	27.2	3.2	1.8	100.0
All Grades Combined		447	180	24	21	672		66.5	26.8	3.6	3.1	100.0
		299	113	15	15	442		67.6	25.6	3.4	3.4	100.0
		746	293	39	36	1114		67.0	26.3	3.5	3.2	100.0

B. Total Population in Grades, by Sex and Race, In Surveyed Schools							Percentage of Population of Each Sex and Race Who Were Enrolled in the Course					
Grade	Sex	White	Black	Hispanic	Asian	Total	Grade	White	Black	Hispanic	Asian	Total
9	Male	416	33	10	11	470	9	88.5	7.0	2.1	2.3	100.0
	Female	405	44	4	10	463		87.5	9.5	1.0	2.2	100.0
	Total	821	77	14	21	933		88.0	8.3	1.5	2.3	100.0
10		2461	256	89	91	2897	10	84.9	8.8	3.1	3.1	100.0
		2379	271	96	75	2821		84.3	9.6	3.4	2.7	100.0
		4840	527	185	166	5718		84.6	9.2	3.2	2.9	100.0
11		2379	256	89	91	2815	11	84.5	9.1	3.2	3.2	100.0
		2459	271	97	75	2902		84.7	9.3	3.3	2.6	100.0
		4838	527	186	166	5717		84.6	9.2	3.3	2.9	100.0
12		2341	267	84	77	2769	12	84.5	9.6	3.0	2.8	100.0
		2397	255	97	75	2824		84.9	9.0	3.4	2.7	100.0
		4738	522	181	152	5593		84.7	9.3	3.2	2.7	100.0
All Grades Combined		7597	812	272	270	8951		84.9	9.1	3.0	3.0	100.0
		7640	841	294	225	9010		80.3	9.3	3.3	2.6	100.0
		15237	1653	566	505	17961		80.3	9.2	3.1	2.8	100.0

APPENDIX C

Tables Displaying Detailed Data
On 1978-79 Enrollments in
Basic Skills Courses in
English, Communications, Reading, Mathematics,
Science, Social Studies, and On-the-Job Training

Statistical Analyses of the Composition of the
Courses and of the Proportions of the Populations
Of Students in the Target Grades Enrolled in
Each Course, for Students Classified by Race and Sex

TABLE 1C

Enrollments in Basic English Courses in Secondary Schools Participating in the
 Minority/Majority Experiences Study, 1978-79
 (15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	1252	333	55	39	1679	74.6	19.8	3.3	2.3	100.0
Female	686	250	33	35	1004	68.3	24.9	3.3	3.5	100.0
Total	1938	583	88	74	2683	72.2	21.7	3.3	2.8	100.0
B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79										
					Percentage of Population of Each Sex and Race Who Were Enrolled in the Course					
Male	8905	779	298	373	10335	14.1	42.9	18.5	10.5	16.2
Female	9115	782	285	386	10568	7.5	32.0	11.6	9.1	9.5
Total	18020	1561	583	759	20923	10.8	37.4	15.1	9.8	12.8

TABLE 2C

Enrollments in Basic Communication Skills Courses in Secondary Schools Participating in the
Minority/Majority Experiences Study, 1978-79
(15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	31	18	1	1	51	60.8	35.3	2.0	2.0	100.0
Female	12	11	2	1	26	46.2	42.3	7.7	3.9	100.0
Total	43	29	3	2	77	55.8	37.7	3.9	2.6	100.0

B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79										
						Percentage of Population of Each Sex and Race Who Were Enrolled in the Course				
Male	1019	274	79	84	1456	3.0	6.6	1.3	1.2	3.5
Female	938	331	77	135	1481	1.3	3.3	2.6	0.7	1.8
Total	1957	605	156	219	2937	2.2	4.8	1.9	0.9	2.6

TABLE 3C

Enrollments in Basic Reading Courses in Secondary Schools Participating in the
Minority/Majority Experiences Study, 1978-79
(15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	238	129	28	11	406	58.6	31.8	6.9	2.7	100.0
Female	102	62	14	11	189	54.0	32.8	7.4	5.8	100.0
Total	340	191	42	22	595	57.1	32.1	7.1	3.7	100.0

B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79						Percentage of Population of Each Sex and Race Who Were Enrolled in the Course				
Male	3497	665	191	202	4555	6.8	19.4	14.7	5.5	8.9
Female	3360	716	173	202	4451	3.0	8.7	5.1	5.5	4.3
Total	6857	1381	364	404	9006	5.0	13.8	11.5	5.5	6.6

TABLE 4C

Enrollments in Basic Mathematics Courses in Secondary Schools Participating in the
Minority/Majority Experiences Study, 1978-79
(15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	730	215	34	12	991	73.7	21.7	3.4	1.2	100.0
Female	598	153	39	17	807	74.1	19.0	4.8	2.1	100.0
Total	1328	368	73	29	1798	73.9	20.5	4.1	1.6	100.0

B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79										
	Total Population					Percentage of Population of Each Sex and Race Who Were Enrolled in the Course				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	7702	852	297	341	9192	9.5	25.2	11.5	3.5	10.8
Female	7760	883	272	346	9261	7.7	17.3	14.3	4.9	8.7
Total	15462	1735	569	687	18453	8.6	21.2	12.8	4.2	9.7

TABLE 5C

Enrollments in Basic Science Courses in Secondary Schools Participating in the
 Minority/Majority Experiences Study, 1978-79
 (15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	620	182	42	25	869	71.4	20.9	4.8	2.9	100.0
Female	410	129	21	22	582	70.5	22.2	3.6	3.8	100.0
Total	1030	311	62	47	1451	71.0	21.4	4.3	3.2	100.0

B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79										
						Percentage of Population of Each Sex and Race Who Were Enrolled in the Course				
Male	7807	988	280	312	9387	7.9	18.4	15.0	8.0	9.3
Female	7844	993	283	329	9449	5.2	13.0	7.4	6.7	6.2
Total	15651	1981	563	641	18836	6.6	15.7	11.2	7.3	7.7

TABLE 6C

Enrollments in Basic Social Studies Courses in Secondary Schools Participating in the
 Minority/Majority Experiences Study, 1978-79
 (15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	814	253	46	39	1152	70.7	22.0	4.0	3.4	100.0
Female	482	184	35	37	738	65.3	24.9	4.7	5.0	100.0
Total	1296	437	81	76	1890	68.6	23.1	4.3	4.0	100.0

B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79										
	Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79					Percentage of Population of Each Sex and Race Who Were Enrolled in the Course				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	6760	819	253	301	8133	12.0	38.9	18.2	13.0	14.2
Female	6751	853	274	297	8175	7.1	21.6	12.8	12.5	9.0
Total	13511	1672	527	598	16308	9.6	26.1	15.4	12.7	11.6

TABLE 7C

Enrollments in Basic On-the-Job Training Courses in Secondary Schools Participating in the
 Minority/Majority Experiences Study, 1978-79
 (15 Junior High Schools and 11 Senior High Schools)

A. Number and Percentage of Student Participants, Classified by Sex and Race										
Sex	Number of Students Enrolled in Course					Percentage of Enrollment for Students by Sex and Race				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	70	11	0	1	82	85.4	13.4	0.0	1.2	100.0
Female	60	12	1	0	73	82.2	16.4	1.4	0.0	100.0
Total	130	23	1	1	155	83.9	14.8	0.7	0.7	100.0

B. Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79										
Sex	Total Population in all Grades, by Sex and Race, in Surveyed Schools Offering Course in 1978-79					Percentage of Population of Each Sex and Race Who Were Enrolled in the Course				
	White	Black	Hispanic	Asian	Total	White	Black	Hispanic	Asian	Total
Male	1595	140	52	53	1840	4.4	7.9	0.0	1.9	4.5
Female	1741	133	48	61	1983	3.5	9.0	2.1	0.0	3.7
Total	3336	273	100	114	3823	3.9	8.4	1.0	0.9	4.1