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## ABSTRACT

This document summarizes an evaluation of the 1988/89 College Readiness Program (CRP) in the Columbus (Ohio) Public Schools. The CRP targets middle school students who demonstrate potential for success in college but who are not planning to attend college because of their families' financial status or because higher education is not part of their family background. The program provides information and activities to increase the students' awareness of their potential and the opportunities available through higher education. Information was gathered from student files, surveys of students, professional staff, and parents, and the Student Attitude Measure (SAM), a standardized measure of student attitudes. The following summary findings are reported: (1) participants' grade point averages in required and college preparatory courses were slightly higher than other middle school students; (2) participants' attitudes toward academic learning and school behavior in five areas of the SAM were average and above average; (3) some differences were noted in academic performance and attitude by grade levels, sex, ethnic origin, and socioeconomic status, suggesting careful consideration in selecting participants and in planning program activities and individual follow-up; (4) teachers were positive about recommending students for the program, services offered, and program coordinators' communication; (5) parents demonstrated positive attitudes toward the idea of a college education for their child and the child's continued participation in the program; and (6) almost half of the parents reported some postsecondary education. Ten tables of statistical data are included. Copies of the student, professional staff, and parent survey questionnaires are appended. (FMW)

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# College Readiness Program Evaluation 1988-1989

## Summary Report

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## College Readiness Program Evaluation 1988-1989

### Abstract

Program Description: The College Readiness Program (CRP) was designed to provide school personnel with a means of focusing on students of middle school age who have not considered college as an educational or career goal. These students whose school work indicates their potential for success in college are not planning to attend because of the financial status of their parents or because higher education is not part of the family background. The program is intended to provide information to students and to engage them in activities that will increase their awareness of their potential and the opportunities available to them through higher education. Selection of students was based on standardized test scores and teacher recommendations.

The College Readiness Program was located in 18 conventional middle schools in Columbus. One part-time and four full-time teacher coordinators were assigned to schools by geographical quadrants.

Time Interval: The CRP coincided with the school year. Participants were designated in September 1988 and received services of the teacher coordinator through June 1989.

Evaluation Plan: An evaluation of the College Readiness Program was planned by staff of the Department of Evaluation Services and staff of the Division of Middle and High schools. The evaluation provided for the collection of data to address seven questions based on program information needs. Question 1.0: How can CRP students be characterized demographically i.e., gender, ethnic origin, and socioeconomic status (SES)? Question 2.0: How do students served by CRP perform in academic subject areas as indicated by grades in academic courses? Question 3.0: What affective characteristics related to academic learning and school behavior can be identified in the self-reports of CRP students? Question 4.0: What are the attitudes of CRP students regarding college as an educational or career goal? Question 5.0: What are the opinions of middle school staffs regarding selection of students for CRP? Question 6.0: What are the opinions of middle school staffs regarding CRP services to participating students? Question 7.0: What are the attitudes of parents regarding their child's participation in CRP?

Sources of evaluation information were district computer files, a locally developed student survey, parent survey, and professional staff survey, and a standardized measure of student attitude. Data was collected and analyzed by the Department of Evaluation Services. Results of the analyses provided for a description of students served by CRP. The analysis of data also provided information about the opinions and attitudes of middle school staffs and parents regarding CRP.

Summary: Descriptive data compiled about students in the College Readiness Program suggests their potential for success in college. As a group they demonstrated academic potential in grade point averages that were somewhat higher than the averages of other middle school students in required and college preparatory courses. As a group they demonstrated average and

above attitudes toward academic learning and school behavior in five areas of expression on the Student Attitude Measure. Some differences were noted in academic performance and attitude by grade levels, gender, ethnic origin and socioeconomic status. These differences suggest careful consideration in selecting students for program participation and in planning program activities and follow-up for individual students.

Middle school staffs involved as classroom teachers with CRP students were positive about their participation in recommending students for the program. They were positive, also, about the services offered to CRP students and the manner in which coordinators informed them of program schedules and activities.

Parents demonstrated positive attitudes toward the idea of a college education for their child and their child's continued participation in CRP. Close to half of the parents reported their own level of education to be beyond high school.

# College Readiness Program Evaluation 1988-1989

## Summary Report

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Major Findings: Sources of data and results of data analysis will be reported below regarding the seven evaluation questions. Copies of locally constructed surveys used in the evaluation are contained in the Appendix.

Information compiled from district computer files provided for demographic comparisons between student participants in CRP and overall district middle school student enrollment. Demographic characteristics of CRP participants are summarized by grade level, ethnic group, gender and SES in Table 1. A total of 2237 students participated in CRP. Of these, 57.7% were female, and 42.3% were male, compared to 49.4% female and 50.7% male for overall district middle school enrollment.

Racial or ethnic composition of participating students was 56.7% Caucasian, 40.4% Black, 0.3% Spanish American, 2.5% Asian and 0.1% American Indian. Race and ethnic composition for overall district middle schools was 52.1% Caucasian, 46.9% Black, 0.4% Spanish American, 2.1% Asian, and .07% American Indian.

Socioeconomic status determined by lunch count indicated 36.3% of program students received free lunches and 10.1% received reduced priced lunches for a total of 46.4% of CRP students receiving free or reduced priced lunches. The percentage of all middle school students receiving free and reduced priced lunches was 56.3%.

Comparisons of demographic characteristics indicated greater percents of female students and Caucasian students enrolled in CRP than overall in district middle schools. Also, there were lower percents of Black students and students from low income families enrolled in CRP than overall in middle schools.

Course grades available from district computer files provided information about student performance in academic subject areas. Comparisons of grade point averages in academic subjects were computed for CRP students and regular middle school students. Grade point averages and differences for the fourth grading period are summarized for the two student groups in Table 2. CRP students achieved higher grade point averages in required academic courses than regular students. Differences range from .3 point to .7 point. CRP students also achieved higher grade point averages in college preparatory courses, algebra and pre-algebra, than other students electing these courses.

Similar comparisons were noted for CRP grade point averages in two foreign languages, German and Spanish. No difference was noted in grade point averages in French for the two student groups.

As a group CRP students performed somewhat better in required academic courses as well as in college preparatory courses than other middle school students. CRP sixth graders tended to have higher grade point averages than CRP seventh and eighth graders in academic courses. However, grade point averages of CRP eighth graders in life science and algebra were .7 point higher than averages of other students in these courses.

## College Readiness Program Evaluation 1988-1989

Table 1

## Student Participant Demographic Data

	GRADE			PROGRAM TOTAL
	6	7	8	
<b>Ethnic Origin</b>				
Caucasian	495	364	409	1263
	58.2%	54.7%	56.7%	56.7%
Black	324	281	298	903
	38.1%	42.3%	41.3%	40.4%
Spanish American	2	2	3	7
	.2%	.3%	.4%	.3%
Asian	29	18	10	57
	3.4%	2.7%	1.4%	2.5%
American Indian	1		1	1
	.1%		.1%	.1%
<b>Total</b>	<b>851</b>	<b>665</b>	<b>721</b>	<b>2237</b>
	<b>38.0%</b>	<b>29.7%</b>	<b>32.2%</b>	<b>100.0%</b>
<b>Gender</b>				
Female	489	381	420	1290
	57.5%	57.3%	58.3%	57.7%
Male	365	284	301	947
	42.5%	42.7%	41.7%	42.3%
<b>Total</b>	<b>851</b>	<b>665</b>	<b>721</b>	<b>2237</b>
	<b>38.0%</b>	<b>29.7%</b>	<b>32.2%</b>	<b>100.0%</b>
<b>Subsidized Lunch (SES)</b>				
Paying	421	348	429	1198
	49.5%	52.3%	59.5%	53.6%
Free	334	253	225	812
	39.2%	38.0%	31.2%	36.3%
Reduced Price	96	64	67	227
	11.3%	9.6%	9.3%	10.1%
<b>Total</b>	<b>851</b>	<b>665</b>	<b>221</b>	<b>2237</b>
	<b>38.0%</b>	<b>29.7%</b>	<b>32.2%</b>	<b>100.0%</b>

## College Readiness Program Evaluation 1988-1989

Table 2

Grade Point Average of CRP Students and Other Students  
In Required and College Preparatory Courses

SUBJECT	GRADE	CRP	REGULAR	DIFFERENCE
Language Arts	6	3.0	2.3	.7
	7	2.8	2.3	.5
	8	2.8	2.4	.4
Reading	6	2.9	2.2	.7
	7	2.9	2.3	.6
	8	2.9	2.3	.6
Social Studies	6	2.9	2.2	.7
	7	2.9	2.2	.5
	8	2.7	2.2	.6
Mathematics	6	2.8	2.2	.6
	7	2.7	2.3	.6
	8	2.7	2.2	.4
Science	6	3.0	2.2	.7
	7	2.7	2.3	.4
Life Science	8	2.8	2.1	.7
Pre-Algebra	8	2.7	2.4	.3
Algebra	8	3.0	2.4	.7
French	8	2.6	2.6	-.0
German	8	2.6	2.2	.4
Spanish	8	2.7	2.5	.4

Note. Grade code: A = 4, B = 3, C = 2, D = 1, F = 0



The Student Attitude Measure (SAM) was used to evaluate students' affective response to school environment. The SAM is a norm-referenced measure based on student self report. Student attitude expression is scored on five dimensions or scales:

- 1) Motivation For Learning
- 2) Academic Self-concept--Performance Based
- 3) Academic Self-concept--Referenced Based
- 4) Sense of Control Over Performance
- 5) Instructional Mastery

Average normal-curve equivalents (NCE) for the five dimensions of SAM are displayed for each scale in Table 3. Overall, CRP students gave average and above self reports on the five attitude dimensions. Three scale scores are notable; Academic Self-concept--Reference Based, Sense of Control Over Performance and Instructional Mastery. The lowest average NCE scale score for the total group is 52.7 for Academic Self-concept--Performance Based compared to the highest NCE score of 62.2 for Academic Self-concept--Reference Based. Also of note is the decrease in average NCE scores from sixth to eighth grade.

Further analysis of SAM scores suggested differences in attitudes toward school among ethnic and socioeconomic groups as well as among males and females in CRP. Summaries of average NCE scores by SES, gender and ethnic origin are contained in Tables 4, 5, 6, and 7.

Average NCE scores summarized for SES groups in Table 4 indicate that students on subsidized lunches overall were more positive in their attitudes toward school. Further summaries by SES and ethnic origin shown in Table 5 indicate that Black students on subsidized lunches were more positive on four of the five attitude scales than students of other ethnic origins. Students of Spanish American origin were more positive on the scale, Sense of Control Over Performance.

Students who paid for lunch were least positive overall in their attitudes toward school. Of these, students of Spanish American origin had the lowest average scores on four of the five attitude scales. Two students identified as American Indian had the lowest average scores on the scale, Motivation for Learning.

Comparisons of average NCE scores by gender summarized in Table 6 show that female students overall were more positive about school than male students. This trend is noted for female students at all grade levels.

Further analysis of SAM scores by gender and ethnic origin are summarized in Table 7. Comparisons of scores by ethnic origin show that Black and Caucasian females were more positive than Black and Caucasian males on all five attitude scales. Among other ethnic groups females were not as positive about school as males. Female students of Spanish American origin were more positive on the scale, Sense of Control Over Performance; male students of Spanish American origin were more positive on the other four attitude scales. Females of Asian origin were more positive on the scale, Motivation for Learning; males of Asian origin were more positive on the other four scales.

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 3

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY GRADE  
MAY 1989

	GRADE			TOTAL
	6	7	8	
<b>MOTIVATION FOR SCHOOLING</b>				
MEAN	54.7	55.4	52.3	54.2
STANDARD DEVIATION	20.3	21.1	21.0	20.8
MEDIAN	55.0	56.0	51.0	53.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	98.0	99.0
VALID N	780	556	581	1907
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>				
MEAN	60.1	48.7	48.1	52.7
STANDARD DEVIATION	23.4	20.4	19.4	22.3
MEDIAN	65.0	51.0	45.0	54.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	790	556	581	1907
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>				
MEAN	63.3	62.6	60.3	62.2
STANDARD DEVIATION	23.3	23.1	20.7	22.8
MEDIAN	65.0	64.0	60.0	64.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	93.0	99.0
VALID N	780	556	581	1907
<b>SENSE OF CONTROL OVER PERFORMANCE</b>				
MEAN	58.7	56.7	56.5	57.5
STANDARD DEVIATION	21.2	21.0	20.8	21.0
MEDIAN	60.0	58.0	58.0	58.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	790	556	561	1907
<b>INSTRUCTIONAL MASTERY</b>				
MEAN	66.6	57.5	52.9	59.9
STANDARD DEVIATION	20.9	21.8	21.1	22.0
MEDIAN	70.0	58.0	54.0	60.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	778	556	561	1895

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 4

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY GRADE AND SES  
MAY 1989

	GRADE						TOTAL					
	8		7		6		SMF SUBSIDIZED LUNCH		TOTAL		TOTAL	
	SMF SUBSIDIZED LUNCH		TOTAL		SMF SUBSIDIZED LUNCH		TOTAL		PAID	FREE REDUCED		
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED				
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	52.4	57.0	54.7	53.1	58.0	55.4	48.2	58.8	52.3	51.8	57.3	54.2
STANDARD DEVIATION	19.2	21.2	20.3	20.9	21.1	21.1	20.9	20.2	21.0	20.3	20.9	20.8
MEDIAN	53.0	59.0	55.0	53.0	58.0	56.0	48.0	58.0	51.0	51.0	58.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	228	561	1036	871	1907
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	60.0	60.3	60.1	48.8	49.0	48.7	44.7	48.3	46.1	51.7	53.9	52.7
STANDARD DEVIATION	23.1	23.7	23.4	20.7	20.1	20.4	19.3	19.3	19.4	22.3	22.3	22.3
MEDIAN	65.0	65.0	65.0	47.0	51.0	51.0	45.0	47.0	45.0	53.0	54.0	54.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	93.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	228	561	1036	871	1907
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	63.1	63.6	63.3	61.1	64.3	62.8	59.3	61.8	60.3	61.3	63.3	62.2
STANDARD DEVIATION	23.0	23.7	23.3	23.3	22.8	23.1	21.0	20.4	20.7	22.5	22.8	22.8
MEDIAN	65.0	69.0	65.0	61.0	67.0	64.0	60.0	64.0	60.0	62.0	67.0	64.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	226	561	1036	871	1907

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 4

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY GRADE AND SES  
MAY 1989

	GRADE						TOTAL					
	6		7		8		SMF SUBSIDIZED LUNCH	TOTAL				
	SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		PAID	FREE REDUCED				
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED						
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	58.3	59.1	58.7	54.9	58.8	56.7	54.7	59.1	56.5	56.2	59.0	57.5
STANDARD DEVIATION	21.2	21.3	21.2	21.5	20.2	21.0	21.1	19.7	20.6	21.3	20.5	21.0
MEDIAN	60.0	60.0	60.0	55.0	60.0	58.0	54.0	58.0	58.0	58.0	60.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	228	561	1038	871	1907
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	65.0	68.3	66.6	56.0	59.3	57.5	50.7	56.0	52.9	57.7	62.4	59.9
STANDARD DEVIATION	21.0	20.7	20.9	21.5	21.6	21.6	21.0	20.9	21.1	22.0	21.7	22.0
MEDIAN	67.0	70.0	70.0	58.0	60.0	58.0	51.0	57.0	54.0	60.0	64.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	394	385	779	301	255	556	335	226	561	1030	866	1896

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
CAUCASIAN

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	51.4	55.6	53.0	50.9	54.8	52.2	46.9	56.0	49.4	49.8	55.5	51.7
STANDARD DEVIATION	18.8	21.8	20.0	21.6	20.9	21.4	21.1	21.0	21.4	20.4	21.2	20.9
MEDIAN	53.0	59.0	53.0	51.0	56.0	53.0	45.0	56.0	48.0	51.0	56.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	59.2	59.8	59.4	47.5	44.4	46.4	43.6	46.6	44.4	50.9	52.3	51.4
STANDARD DEVIATION	22.7	22.7	22.7	21.1	21.8	21.3	19.3	21.2	19.9	22.3	23.2	22.6
MEDIAN	65.0	65.0	65.0	45.0	45.0	45.0	41.0	45.0	41.0	51.0	54.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	85.0	99.0	90.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	85.0	99.0	90.0	99.0	99.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	61.5	61.9	61.7	60.6	61.2	60.8	56.6	63.1	58.3	59.7	62.0	60.4
STANDARD DEVIATION	22.8	23.0	22.9	23.5	24.2	23.7	22.0	20.6	21.8	22.8	22.8	22.8
MEDIAN	62.0	65.0	62.0	59.0	67.0	61.0	58.0	60.0	58.0	60.0	64.5	62.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
CAUCASIAN

	GRADE						TOTAL					
	6		7		8		SMF SUBSIDIZED LUNCH					TOTAL
	SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		PAID	FREE REDUCED				
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED						
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	57.6	59.0	58.2	53.9	55.6	54.5	52.5	59.1	54.3	54.3	58.1	56.0
STANDARD DEVIATION	21.3	20.2	20.9	21.6	20.8	21.3	21.4	19.6	21.1	21.5	20.2	21.1
MEDIAN	58.0	60.0	58.0	55.0	56.5	55.0	52.0	58.0	54.0	55.0	58.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	63.9	67.7	65.4	55.8	56.7	56.0	49.2	58.1	51.7	56.8	62.3	58.7
STANDARD DEVIATION	20.6	19.6	20.3	21.9	23.0	22.3	21.5	20.1	21.4	22.1	21.3	22.0
MEDIAN	67.0	70.0	67.0	58.0	59.0	58.0	47.0	60.0	51.0	60.0	64.0	60.0
MINIMUM	1.0	19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	273	172	445	192	102	294	225	84	309	690	358	1048

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
BLACK

	GRADE						TOTAL					
	6		7		8		SMF SUBSIDIZED LUNCH	TOTAL				
	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	PAID	FREE REDUCED				
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED						
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	55.2	58.8	57.4	56.7	60.0	58.5	54.0	57.3	55.8	55.3	58.7	57.3
STANDARD DEVIATION	19.6	20.7	20.3	19.0	21.3	20.3	19.9	20.1	20.0	19.4	20.7	20.2
MEDIAN	54.0	59.0	59.0	58.0	61.0	58.0	51.0	53.0	53.0	53.0	59.0	58.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	10.0	10.0	10.0	10.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	797
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	62.8	62.4	62.5	51.1	52.8	52.1	47.3	49.3	48.4	54.0	55.8	55.0
STANDARD DEVIATION	23.6	23.6	23.6	20.3	18.2	19.1	19.4	18.5	18.9	22.2	21.4	21.8
MEDIAN	67.0	67.0	67.0	51.0	54.0	54.0	45.0	47.0	47.0	54.0	56.0	56.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	10.0	7.0	7.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	67.8	65.4	66.3	63.3	67.3	65.6	65.5	61.2	63.1	65.6	64.8	65.1
STANDARD DEVIATION	22.9	24.2	23.7	23.0	21.9	22.4	17.5	20.5	19.3	21.3	22.8	22.1
MEDIAN	72.0	67.0	69.0	64.0	67.0	67.0	64.0	64.0	64.0	69.0	67.0	67.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	15.0	13.0	13.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

IDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
BLACK

	GRADE						TOTAL					
	6		7		8		SMF SUBSIDIZED LUNCH					TOTAL
	SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		PAID	FREE REDUCED				
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED						
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	60.0	59.6	59.8	57.2	61.2	59.5	59.6	58.8	59.1	59.0	59.8	59.5
STANDARD DEVIATION	20.8	22.3	21.7	21.6	19.5	20.5	20.0	19.6	19.8	20.8	20.7	20.7
MEDIAN	60.0	60.0	60.0	55.0	61.0	60.0	59.0	58.0	58.0	59.0	60.0	60.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	10.0	17.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	68.0	69.4	68.9	57.4	61.4	59.7	54.3	54.0	54.1	60.1	62.5	61.5
STANDARD DEVIATION	21.5	21.3	21.4	20.9	20.8	20.8	19.8	21.2	20.5	21.5	22.0	21.8
MEDIAN	70.0	71.5	70.0	60.0	64.0	60.0	55.5	54.0	54.0	60.0	63.0	63.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	1.0	7.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0	99.0
VALID N	113	188	301	103	138	241	106	133	239	322	459	781



COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
SPANISH AMERICAN

	GRADE								TOTAL	
	6		7		8		SMF SUBSIDIZED LUNCH		TOTAL	
	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	PAID	FREE REDUCED		
	FREE REDUCED		PAID	FREE REDUCED	FREE REDUCED					
<b>MOTIVATION FOR SCHOOLING</b>										
MEAN	52.0	52.0	40.0	66.0	57.3	54.0	54.0	40.0	56.9	54.8
STANDARD DEVIATION	18.4	18.4		14.1	18.0	21.5	21.5		16.8	16.7
MEDIAN	52.0	52.0	40.0	68.0	68.0	53.0	53.0	40.0	68.0	54.5
MAXIMUM	65.0	65.0	40.0	78.0	78.0	78.0	78.0	40.0	78.0	78.0
MINIMUM	39.0	39.0	40.0	56.0	40.0	33.0	33.0	40.0	33.0	33.0
MAXIMUM	65.0	65.0	40.0	78.0	76.0	76.0	76.0	40.0	76.0	78.0
VALID N	2	2	1	2	3	3	3	1	7	8
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>										
MEAN	41.5	41.5	32.0	63.5	53.0	51.7	51.7	32.0	52.1	49.9
STANDARD DEVIATION	27.8	27.8		9.2	19.3	10.2	10.2		16.0	
MEDIAN	41.5	41.5	32.0	63.5	57.0	58.0	58.0	32.0	57.0	57.0
MAXIMUM	81.0	81.0	32.0	70.0	70.0	89.0	89.0	32.0	70.0	70.0
MINIMUM	22.0	22.0	32.0	57.0	32.0	40.0	40.0	32.0	22.0	22.0
MAXIMUM	61.0	61.0	32.0	70.0	70.0	58.0	58.0	32.0	70.0	70.0
VALID N	2	2	1	2	3	3	3	1	7	8
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>										
MEAN	64.0	64.0	32.0	59.5	50.3	59.3	59.3	32.0	60.7	57.1
STANDARD DEVIATION	32.5	32.5		6.4	16.5	29.2	29.2		21.7	22.5
MEDIAN	64.0	64.0	32.0	59.5	55.0	44.0	44.0	32.0	55.0	49.5
MAXIMUM	87.0	87.0	32.0	64.0	64.0	93.0	93.0	32.0	93.0	93.0
MINIMUM	41.0	41.0	32.0	55.0	32.0	41.0	41.0	32.0	41.0	32.0
MAXIMUM	87.0	87.0	32.0	64.0	64.0	93.0	93.0	32.0	93.0	93.0
VALID N	2	2	1	2	3	3	3	1	7	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
SPANISH AMERICAN

	GRADE						TOTAL		TOTAL	
	6		7		8		SMF SUBSIDIZED LUNCH			
	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	PAID	FREE REDUCED		
	FREE REDUCED		PAID	FREE REDUCED	FREE REDUCED					
<b>SENSE OF CONTROL OVER PERFORMANCE</b>										
MEAN	70.5	70.5	41.0	68.5	59.3	59.3	59.3	41.0	65.1	62.1
STANDARD DEVIATION	9.2	9.2		34.6	29.2	32.7	32.7		24.5	24.2
MEDIAN	70.5	70.5	41.0	68.5	44.0	63.0	63.0	41.0	64.0	63.5
MINIMUM	64.0	64.0	41.0	44.0	41.0	25.0	25.0	41.0	25.0	25.0
MAXIMUM	77.0	77.0	41.0	93.0	93.0	90.0	90.0	41.0	93.0	93.0
VALID N	2	2	1	2	3	3	3	1	7	8
<b>INSTRUCTIONAL MASTERY</b>										
MEAN	72.0	72.0	35.0	57.5	50.0	53.3	53.3	35.0	59.9	56.8
STANDARD DEVIATION	7.1	7.1		14.8	16.7	32.6	32.6		21.7	21.9
MEDIAN	72.0	72.0	35.0	57.5	47.0	51.0	51.0	35.0	67.0	59.0
MINIMUM	67.0	67.0	35.0	47.0	35.0	22.0	22.0	35.0	22.0	22.0
MAXIMUM	77.0	77.0	35.0	68.0	68.0	87.0	87.0	35.0	87.0	87.0
VALID N	2	2	1	2	3	3	3	1	7	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
ASIAN

	GRADE						TOTAL					
	6		7		8		SMF SUBSIDIZED LUNCH		TOTAL		TOTAL	
	SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		SMF SUBSIDIZED LUNCH		PAID	FREE REDUCED	PAID	FREE REDUCED		
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED		
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	44.7	53.3	51.3	70.4	61.2	63.8	61.0	59.0	59.7	56.5	56.6	56.6
STANDARD DEVIATION	23.2	22.0	22.2	17.4	19.9	19.2	9.8	16.1	13.7	21.8	20.5	20.6
MEDIAN	34.0	55.0	54.0	72.0	65.0	66.0	58.0	53.0	53.0	58.0	55.0	55.0
MAXIMUM	77.0	90.0	90.0	87.0	99.0	99.0	72.0	90.0	90.0	87.0	99.0	99.0
MINIMUM	20.0	1.0	1.0	48.0	24.0	24.0	53.0	45.0	45.0	20.0	1.0	1.0
MAXIMUM	77.0	90.0	90.0	87.0	99.0	99.0	72.0	90.0	90.0	87.0	96.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	48.1	48.9	48.7	41.4	41.8	41.7	33.3	49.8	44.3	42.9	46.8	45.8
STANDARD DEVIATION	26.2	27.9	27.1	11.8	17.5	15.8	16.1	14.7	16.4	20.1	23.4	22.5
MEDIAN	44.0	44.0	44.0	45.0	37.0	37.0	40.0	43.0	41.0	44.0	41.0	41.0
MAXIMUM	93.0	99.0	99.0	51.0	85.0	85.0	45.0	78.0	78.0	93.0	99.0	99.0
MINIMUM	15.0	1.0	1.0	23.0	17.0	17.0	15.0	40.0	15.0	15.0	1.0	1.0
MAXIMUM	93.0	99.0	99.0	51.0	85.0	85.0	45.0	78.0	78.0	93.0	99.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	47.1	61.2	57.9	43.2	56.6	52.9	45.0	67.2	63.1	45.4	59.2	55.6
STANDARD DEVIATION	19.6	24.1	23.8	5.8	19.5	17.8	3.5	12.1	11.4	13.4	21.1	20.2
MEDIAN	52.0	65.0	62.0	45.0	51.0	46.0	47.0	57.5	50.0	45.0	60.0	55.0
MAXIMUM	69.0	99.0	99.0	51.0	99.0	99.0	47.0	77.0	77.0	69.0	99.0	99.0
MINIMUM	17.0	17.0	17.0	36.0	34.0	34.0	41.0	41.0	41.0	17.0	17.0	17.0
MAXIMUM	69.0	99.0	99.0	51.0	99.0	99.0	47.0	77.0	77.0	69.0	99.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57



COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
ASIAN

	GRADE						TOTAL						
	6		7		8		SMF SUBSIDIZED LUNCH						
	SMF SUBSIDIZED LUNCH		TOTAL		SMF SUBSIDIZED LUNCH		TOTAL					PAID	FREE REDUCED
	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED	PAID	FREE REDUCED					
<b>SENSE OF CONTROL OVER PERFORMANCE</b>													
MEAN	53.9	55.3	55.0	48.6	57.0	54.7	55.3	66.0	62.4	52.4	57.4	56.1	
STANDARD DEVIATION	22.2	21.2	21.1	12.8	20.6	18.8	2.3	20.0	18.7	18.3	20.7	19.6	
MEDIAN	54.0	54.0	54.0	46.0	62.0	55.0	54.0	63.0	59.0	54.0	58.5	54.0	
MINIMUM	15.0	1.0	1.0	38.0	7.0	7.0	54.0	38.0	38.0	15.0	1.0	1.0	
MAXIMUM	90.0	90.0	90.0	89.0	90.0	90.0	58.0	99.0	99.0	90.0	99.0	99.0	
VALID N	7	23	30	5	13	18	3	6	9	15	42	57	
<b>INSTRUCTIONAL MASTERY</b>													
MEAN	62.0	62.1	62.1	47.0	57.6	54.7	38.0	73.3	61.6	52.2	62.3	59.7	
STANDARD DEVIATION	24.0	24.1	23.8	19.8	21.2	20.8	27.8	11.9	24.3	23.9	22.0	22.7	
MEDIAN	70.0	63.0	67.0	41.0	54.0	54.0	47.0	68.0	64.0	60.0	63.5	63.0	
MINIMUM	20.0	13.0	13.0	29.0	10.0	10.0	7.0	64.0	7.0	7.0	10.0	7.0	
MAXIMUM	83.0	99.0	99.0	68.0	93.0	93.0	60.0	93.0	93.0	83.0	99.0	99.0	
VALID N	7	23	30	5	13	18	3	6	9	15	42	57	

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
AMERICAN INDIAN'

	GRADE				TOTAL	
	6		8		SMF SUBSIDI ZED LUNCH	TOTAL
	SMF SUBSIDI ZED LUNCH	TOTAL	SMF SUBSIDI ZED LUNCH	TOTAL		
	PAID		PAID		PAID	
<b>MOTIVATION FOR SCHOOLING</b>						
MEAN	49.0	49.0	17.0	17.0	33.0	33.0
STANDARD DEVIATION					22.6	22.6
MEDIAN	49.0	49.0	17.0	17.0	33.0	33.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
MINIMUM	49.0	49.0	17.0	17.0	17.0	17.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
VALID N	1	1	1	1	2	2
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>						
MEAN	44.0	44.0	45.0	45.0	44.5	44.5
STANDARD DEVIATION					.7	.7
MEDIAN	44.0	44.0	45.0	45.0	44.5	44.5
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
MINIMUM	44.0	44.0	45.0	45.0	44.0	44.0
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
VALID N	1	1	1	1	2	2
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>						
MEAN	62.0	62.0	53.0	53.0	57.5	57.5
STANDARD DEVIATION					6.4	6.4
MEDIAN	62.0	62.0	53.0	53.0	57.5	57.5
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
MINIMUM	62.0	62.0	53.0	53.0	53.0	53.0
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
VALID N	1	1	1	1	2	2

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND SES  
MAY 1989

RACE OR ETHNIC ORIGIN  
AMERICAN INDIAN'

	GRADE				TOTAL	
	6		8		SMF SUBSIDI ZED LUNCH	TOTAL
	SMF SUBSIDI ZED LUNCH	TOTAL	SMF SUBSIDI ZED LUNCH	TOTAL		
	PAID		PAID		PAID	
<b>SENSE OF CONTROL OVER PERFORMANCE</b>						
MEAN	87.0	87.0	41.0	41.0	64.0	64.0
STANDARD DEVIATION					32.5	32.5
MEDIAN	87.0	87.0	41.0	41.0	64.0	64.0
MINIMUM	87.0	87.0	41.0	41.0	41.0	41.0
MAXIMUM	87.0	87.0	41.0	41.0	87.0	87.0
VALID N	1	1	1	1	2	2
<b>INSTRUCTIONAL MASTERY</b>						
MEAN	49.0	49.0	44.0	44.0	46.5	46.5
STANDARD DEVIATION					3.5	3.5
MEDIAN	49.0	49.0	44.0	44.0	46.5	46.5
MINIMUM	49.0	49.0	44.0	44.0	44.0	44.0
MAXIMUM	49.0	49.0	44.0	44.0	49.0	49.0
VALID N	1	1	1	1	2	2

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 6

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY GRADE AND GENDER  
MAY 1989

	GRADE						TOTAL					
	6		7		8		GENDER		TOTAL			
	GENDER		GENDER		GENDER		FEMALE	MALE				
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE						
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	57.0	51.4	54.7	58.1	51.6	55.4	54.8	48.5	52.3	56.7	50.6	54.2
STANDARD DEVIATION	20.4	19.8	20.3	20.9	20.8	21.1	21.7	19.3	21.0	20.9	20.0	20.8
MEDIAN	59.0	53.0	55.0	58.0	53.0	56.0	53.0	48.0	51.0	56.0	51.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	60.5	59.7	60.1	49.6	47.6	48.7	47.1	44.7	46.1	53.3	51.8	52.7
STANDARD DEVIATION	23.6	23.0	23.4	20.9	19.7	20.4	20.1	18.3	19.4	22.6	21.8	22.3
MEDIAN	65.0	65.0	65.0	51.0	47.0	51.0	47.0	41.0	45.0	54.0	53.0	54.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	64.2	62.2	63.3	63.9	60.8	62.6	63.4	55.7	60.3	63.8	59.9	62.2
STANDARD DEVIATION	23.5	23.0	23.3	24.0	21.8	23.1	20.7	20.0	20.7	22.8	22.0	22.6
MEDIAN	69.0	65.0	65.0	67.0	61.0	64.0	65.5	58.0	60.0	67.0	61.0	64.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 6

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY GRADE AND GENDER  
MAY 1989

	GRADE						TOTAL					
	6		7		8		GENDER		TOTAL			
	GENDER		GENDER		GENDER		FEMALE	MALE				
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE						
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	60.6	56.1	58.7	58.0	54.9	56.7	58.8	53.0	56.5	59.3	54.9	57.5
STANDARD DEVIATION	20.3	22.2	21.2	21.2	20.6	21.0	20.0	21.1	20.6	20.5	21.4	21.0
MEDIAN	60.0	58.0	60.0	60.0	55.0	58.0	58.0	52.0	58.0	60.0	55.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	782	1907
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	68.0	64.9	66.6	59.0	55.5	57.5	64.0	61.1	62.0	61.1	58.1	59.9
STANDARD DEVIATION	20.1	21.9	20.9	21.7	21.3	21.6	21.0	21.2	21.1	21.7	22.3	22.0
MEDIAN	70.0	67.0	70.0	60.0	58.0	58.0	57.0	51.0	54.0	64.0	60.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	451	328	779	320	236	556	336	225	561	1107	789	1896



COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
CAUCASIAN

	GRADE						TOTAL					
	6		7		8		GENDER		TOTAL			
	GENDER		GENDER		GENDER		TOTAL	FEMALE	MALE			
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE						
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	55.4	50.0	53.0	55.3	48.1	52.2	53.0	44.0	49.4	54.6	47.8	51.7
STANDARD DEVIATION	20.2	19.4	20.0	20.4	22.1	21.4	23.1	17.3	21.4	21.2	19.8	20.8
MEDIAN	55.0	53.0	53.0	58.0	48.0	53.0	51.0	42.0	48.0	55.0	48.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	15.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
VALID N	255	195	450	187	127	294	186	123	309	608	445	1053
<b>ACADEMIC</b>												
<b>SELF-CONCEPT--PERFORMANCE</b>												
<b>BASED</b>												
MEAN	59.6	59.1	59.4	46.9	45.7	46.4	45.0	43.5	44.4	51.6	51.0	51.4
STANDARD DEVIATION	22.9	22.4	22.7	21.2	21.6	21.3	20.9	18.2	19.9	22.9	22.3	22.6
MEDIAN	65.0	65.0	65.0	47.0	45.0	45.0	45.0	41.0	41.0	53.0	53.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
VALID N	255	195	450	187	127	294	186	123	309	608	445	1053
<b>ACADEMIC</b>												
<b>SELF-CONCEPT--REFERENCE</b>												
<b>BASED</b>												
MEAN	62.8	60.2	61.7	62.0	59.2	60.8	61.2	54.0	58.3	62.1	58.2	60.4
STANDARD DEVIATION	22.8	23.0	22.9	24.1	23.2	23.7	22.3	20.2	21.8	23.0	22.4	22.8
MEDIAN	65.0	62.0	62.0	61.0	61.0	61.0	60.0	55.0	58.0	62.0	59.0	62.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	7.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	255	195	450	187	127	294	186	123	309	608	445	1053

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
CAUCASIAN

	GRADE						TOTAL					
	6		7		8		GENDER		TOTAL			
	GENDER		GENDER		GENDER		FEMALE	MALE				
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE						
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	80.1	55.6	58.2	55.7	52.8	54.5	56.4	51.1	54.3	57.8	53.6	58.0
STANDARD DEVIATION	19.7	22.2	20.9	20.9	21.8	21.3	20.5	21.8	21.1	20.3	22.0	21.1
MEDIAN	60.0	58.0	58.0	58.0	55.0	55.0	54.0	52.0	54.0	58.0	54.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	255	195	450	167	127	294	188	123	309	608	445	1053
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	66.3	64.2	65.4	57.6	54.0	56.0	53.1	49.5	51.7	59.8	57.2	58.7
STANDARD DEVIATION	20.2	20.4	20.3	21.6	23.1	22.3	21.6	21.2	21.4	21.7	22.3	22.0
MEDIAN	70.0	67.0	67.0	58.0	58.0	58.0	54.0	47.0	51.0	63.0	60.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	251	194	445	167	127	294	186	123	309	604	444	1048

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
BLACK

	GRADE						TOTAL					
	6		7		8		GENDER	TOTAL				
	GENDER		GENDER		GENDER							
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE				
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	59.4	54.3	57.4	60.9	55.3	58.5	57.3	53.6	55.8	59.2	54.4	57.3
STANDARD DEVIATION	20.5	19.7	20.3	21.0	19.0	20.3	19.8	20.2	20.0	20.4	19.8	20.2
MEDIAN	62.0	53.0	59.0	61.0	57.0	58.0	56.0	49.5	53.0	59.0	53.0	58.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	10.0	10.0	10.0	10.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787
<b>ACADEMIC</b>												
<b>SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	63.1	61.7	62.5	53.7	49.8	52.1	50.2	45.7	48.4	56.3	53.1	55.0
STANDARD DEVIATION	23.9	23.1	23.8	20.2	17.3	19.1	18.8	18.8	18.9	22.0	21.3	21.8
MEDIAN	67.0	65.0	67.0	64.0	51.0	54.0	51.0	45.0	47.0	57.0	54.0	56.0
MAXIMUM	99.0	99.0	99.0	99.0	90.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	10.0	7.0	7.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	90.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787
<b>ACADEMIC</b>												
<b>SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	66.5	66.0	66.3	67.1	63.5	65.6	66.5	58.0	63.1	66.6	62.8	65.1
STANDARD DEVIATION	24.5	22.5	23.7	23.6	20.6	22.4	18.1	20.1	19.3	22.4	21.4	22.1
MEDIAN	72.0	69.0	69.0	69.0	64.0	67.0	69.0	60.0	64.0	69.0	64.0	67.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	13.0	1.0	22.0	13.0	13.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
BLACK

	GRADE										TOTAL	
	6		7		8		GENDER		TOTAL			
	GENDER		TOTAL		GENDER		TOTAL		GENDER		TOTAL	
	FEMALE	MALE			FEMALE	MALE			FEMALE	MALE		
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	61.4	57.2	59.8	61.3	57.0	59.5	62.0	54.7	59.1	61.6	56.4	59.5
STANDARD DEVIATION	21.2	22.4	21.7	21.2	19.2	20.5	18.9	20.3	19.8	20.5	20.8	20.7
MEDIAN	64.0	60.0	60.0	62.0	58.0	60.0	59.0	54.0	58.0	62.0	58.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	17.0	1.0	20.0	10.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787
<b>INSTRUCTIONAL MASTERY</b>												
MFAN	70.7	66.3	68.9	61.4	57.3	59.7	55.1	52.7	54.1	63.0	59.3	61.5
STANDARD DEVIATION	19.5	23.8	21.4	21.6	19.4	20.8	20.4	20.7	20.5	21.4	22.2	21.8
MEDIAN	73.0	67.0	70.0	60.0	60.0	60.0	57.0	51.0	54.0	64.0	60.0	63.0
MINIMUM	10.0	1.0	1.0	1.0	10.0	1.0	1.0	7.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	182	119	301	141	100	241	145	94	239	488	313	781

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
SPANISH AMERICAN

	GRADE										TOTAL	
	6		7		8		GENDER		TOTAL			
	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE				
	FEMALE	MALE		FEMALE	MALE					FEMALE		MALE
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	65.0	39.0	52.0	40.0	66.0	57.3	54.5	53.0	54.0	53.5	56.0	54.8
STANDARD DEVIATION			18.4		14.1	18.0	30.4		21.5	20.3	15.3	18.7
MEDIAN	65.0	39.0	52.0	40.0	66.0	56.0	54.5	53.0	53.0	52.5	54.5	54.5
MAXIMUM	65.0	39.0	65.0	40.0	76.0	76.0	76.0	53.0	76.0	76.0	78.0	76.0
MINIMUM	65.0	39.0	39.0	40.0	56.0	40.0	33.0	53.0	33.0	33.0	39.0	33.0
MAXIMUM	65.0	39.0	65.0	40.0	76.0	76.0	76.0	53.0	76.0	76.0	76.0	76.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	61.0	22.0	41.5	32.0	63.5	53.0	48.0	59.0	51.7	47.3	52.0	49.6
STANDARD DEVIATION			27.8		9.2	19.3	11.3		10.2	13.5	20.8	16.4
MEDIAN	61.0	22.0	41.5	32.0	63.5	57.0	48.0	59.0	56.0	48.0	58.0	58.5
MAXIMUM	61.0	22.0	61.0	32.0	70.0	70.0	56.0	59.0	59.0	61.0	70.0	70.0
MINIMUM	61.0	22.0	22.0	32.0	57.0	32.0	40.0	59.0	40.0	32.0	22.0	22.0
MAXIMUM	61.0	22.0	61.0	32.0	70.0	70.0	56.0	59.0	59.0	61.0	70.0	70.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	87.0	41.0	64.0	32.0	59.5	50.3	68.5	41.0	59.3	64.0	50.3	57.1
STANDARD DEVIATION			32.5		6.4	16.5	34.6		29.2	30.5	11.3	22.5
MEDIAN	87.0	41.0	64.0	32.0	59.5	55.0	68.5	41.0	44.0	65.5	48.0	49.5
MAXIMUM	87.0	41.0	87.0	32.0	64.0	64.0	93.0	41.0	93.0	93.0	64.0	93.0
MINIMUM	87.0	41.0	41.0	32.0	55.0	32.0	44.0	41.0	41.0	32.0	41.0	32.0
MAXIMUM	87.0	41.0	87.0	32.0	64.0	64.0	93.0	41.0	93.0	93.0	64.0	93.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
SPANISH AMERICAN

	GRADE										TOTAL	
	6		7		8		GENDER		TOTAL			
	GENDER		GENDER		GENDER		FEMALE	MALE				
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE						
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	77.0	84.0	70.5	41.0	88.5	59.3	57.5	63.0	59.3	58.3	66.0	62.1
STANDARD DEVIATION			9.2		34.6	29.2	46.0		32.7	30.3	20.2	24.2
MEDIAN	77.0	64.0	70.5	41.0	88.5	44.0	57.5	63.0	63.0	59.0	63.5	63.5
MINIMUM	77.0	64.0	64.0	41.0	44.0	41.0	25.0	63.0	25.0	25.0	44.0	25.0
MAXIMUM	77.0	64.0	77.0	41.0	93.0	93.0	90.0	63.0	90.0	90.0	93.0	93.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	77.0	67.0	72.0	35.0	57.5	50.0	54.5	51.0	53.3	55.3	58.3	56.8
STANDARD DEVIATION			7.1		14.8	16.7	46.0		32.6	31.6	10.8	21.9
MEDIAN	77.0	67.0	72.0	35.0	57.5	47.0	54.5	51.0	51.0	56.0	59.0	59.0
MINIMUM	77.0	67.0	67.0	35.0	47.0	35.0	22.0	51.0	22.0	22.0	47.0	22.0
MAXIMUM	77.0	67.0	77.0	35.0	68.0	68.0	87.0	51.0	87.0	87.0	88.0	87.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
ASIAN

	GRADE											
	6			7			8			TOTAL		
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE		FEMALE	MALE	
<b>MOTIVATION FOR SCHOOLING</b>												
MEAN	55.4	45.1	51.3	67.9	57.3	63.8	53.0	63.0	59.7	59.8	53.0	56.8
STANDARD DEVIATION	19.5	25.1	22.2	22.8	9.7	19.2	18.1	13.7	20.4	20.8	20.8	20.8
MEDIAN	62.0	45.0	54.0	78.0	58.0	66.0	53.0	60.0	53.0	62.0	53.0	55.0
MAXIMUM	80.0	90.0	90.0	99.0	72.0	99.0	53.0	90.0	90.0	99.0	90.0	99.0
MINIMUM	15.0	1.0	1.0	24.0	45.0	24.0	53.0	90.0	90.0	99.0	90.0	99.0
MAXIMUM	80.0	90.0	90.0	99.0	72.0	99.0	53.0	45.0	45.0	15.0	1.0	1.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57
<b>ACADEMIC SELF-CONCEPT--PERFORMANCE BASED</b>												
MEAN	45.7	52.6	48.7	39.5	45.1	41.7	32.0	50.5	44.3	42.2	50.1	45.8
STANDARD DEVIATION	25.6	28.5	27.1	17.5	13.2	15.8	14.7	14.3	16.4	22.0	22.6	22.5
MEDIAN	44.0	44.0	44.0	37.0	51.0	37.0	40.0	45.0	41.0	40.0	45.0	41.0
MAXIMUM	83.0	99.0	99.0	85.0	60.0	85.0	41.0	78.0	78.0	85.0	99.0	99.0
MINIMUM	1.0	15.0	1.0	17.0	23.0	17.0	15.0	40.0	15.0	1.0	15.0	1.0
MAXIMUM	83.0	99.0	99.0	85.0	60.0	85.0	41.0	78.0	78.0	85.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57
<b>ACADEMIC SELF-CONCEPT--REFERENCE BASED</b>												
MEAN	58.5	57.2	57.9	53.3	52.3	52.9	46.0	56.7	53.1	55.4	55.8	55.6
STANDARD DEVIATION	21.0	27.8	23.6	21.3	11.7	17.8	4.6	12.5	11.4	20.1	20.8	20.2
MEDIAN	62.0	82.0	82.0	45.0	51.0	46.0	47.0	57.5	50.0	52.0	59.0	55.0
MAXIMUM	83.0	99.0	99.0	99.0	67.0	99.0	50.0	77.0	77.0	99.0	99.0	99.0
MINIMUM	17.0	17.0	17.0	34.0	34.0	34.0	41.0	41.0	41.0	17.0	17.0	17.0
MAXIMUM	83.0	99.0	99.0	99.0	67.0	99.0	50.0	77.0	77.0	99.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
ASIAN

	GRADE									TOTAL		TOTAL
	6			7			8			GENDER		
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE	
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE				
<b>SENSE OF CONTROL OVER PERFORMANCE</b>												
MEAN	58.5	50.3	55.0	52.1	58.7	54.7	53.0	67.2	62.4	55.7	58.5	58.1
STANDARD DEVIATION	20.2	22.1	21.1	23.5	7.1	18.8	13.2	17.3	18.7	20.6	18.8	19.6
MEDIAN	50.0	54.0	54.0	48.0	58.0	55.0	58.0	61.0	59.0	50.0	56.0	54.0
MINIMUM	32.0	1.0	1.0	7.0	52.0	7.0	38.0	54.0	38.0	7.0	1.0	1.0
MAXIMUM	90.0	77.0	90.0	90.0	68.0	90.0	63.0	99.0	99.0	90.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57
<b>INSTRUCTIONAL MASTERY</b>												
MEAN	63.7	60.0	62.1	52.9	57.4	54.7	59.7	62.5	61.6	59.5	59.9	59.7
STANDARD DEVIATION	22.1	26.3	23.6	24.6	14.4	20.8	11.2	29.9	24.3	22.3	23.7	22.7
MEDIAN	67.0	67.0	67.0	54.0	54.0	54.0	64.0	66.0	64.0	63.0	63.5	63.0
MINIMUM	22.0	13.0	13.0	10.0	41.0	10.0	47.0	7.0	7.0	10.0	7.0	7.0
MAXIMUM	99.0	99.0	99.0	93.0	83.0	93.0	68.0	93.0	93.0	99.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57



COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
AMERICAN INDIAN'

	GRADE				TOTAL	
	6		8		GENDER	TOTAL
	GENDER	TOTAL	GENDER	TOTAL	MALE	
	MALE		MALE			
<b>MOTIVATION FOR SCHOOLING</b>						
MEAN	49.0	49.0	17.0	17.0	33.0	33.0
STANDARD DEVIATION					22.8	22.8
MEDIAN	49.0	49.0	17.0	17.0	33.0	33.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
MINIMUM	49.0	49.0	17.0	17.0	17.0	17.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
VALID N	1	1	1	1	2	2
<b>ACADEMIC</b>						
<b>SELF-CONCEPT--PERFORMANCE</b>						
<b>BASED</b>						
MEAN	44.0	44.0	45.0	45.0	44.5	44.5
STANDARD DEVIATION					.7	.7
MEDIAN	44.0	44.0	45.0	45.0	44.5	44.5
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
MINIMUM	44.0	44.0	45.0	45.0	44.0	44.0
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
VALID N	1	1	1	1	2	2
<b>ACADEMIC</b>						
<b>SELF-CONCEPT--REFERENCE</b>						
<b>BASED</b>						
MEAN	62.0	62.0	53.0	53.0	57.5	57.5
STANDARD DEVIATION					6.4	6.4
MEDIAN	62.0	62.0	53.0	53.0	57.5	57.5
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
MINIMUM	62.0	62.0	53.0	53.0	53.0	53.0
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
VALID N	1	1	1	1	2	2

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)  
NCE SCORES FOR SAM SCALES BY RACE AND GENDER  
MAY 1989

RACE OR ETHNIC ORIGIN  
AMERICAN INDIAN'

	GRADE				TOTAL	
	6		8		GENDER	TOTAL
	GENDER	TOTAL	GENDER	TOTAL	MALE	
	MALE		MALE			
<b>SENSE OF CONTROL OVER PERFORMANCE</b>						
MEAN	87.0	87.0	41.0	41.0	64.0	64.0
STANDARD DEVIATION					32.5	32.5
MEDIAN	87.0	87.0	41.0	41.0	64.0	64.0
MINIMUM	87.0	87.0	41.0	41.0	41.0	41.0
MAXIMUM	87.0	87.0	41.0	41.0	87.0	87.0
VALID N	1	1	1	1	2	2
<b>INSTRUCTIONAL MASTERY</b>						
MEAN	49.0	49.0	44.0	44.0	46.5	46.5
STANDARD DEVIATION					3.5	3.5
MEDIAN	49.0	49.0	44.0	44.0	46.5	46.5
MINIMUM	49.0	49.0	44.0	44.0	44.0	44.0
MAXIMUM	49.0	49.0	44.0	44.0	49.0	48.0
VALID N	1	1	1	1	2	2

As a group CRP students expressed average and above attitudes toward academic learning and school behavior on five dimensions of the SAM. High average scores in Academic Self-concept--Reference Based indicated student awareness of positive feedback from others about their school performance and ability to succeed academically. High average scores in Sense of Control Over Performance show students feel responsibility for school outcomes, self reliance and independence in the school setting. High scores in Instructional Mastery indicated student awareness of skills needed to focus on their school work, organize their school life and succeed in school.

Differences in average NCE scale scores noted for gender, ethnic and socioeconomic groups suggest attitudinal differences to be considered in selecting students and in planning program activities to optimize their academic potential.

A locally constructed student survey provided information about attitudes towards college as an educational or career goal. Responses to the eight items of the survey are summarized in Table 8. Generally students indicated positive attitudes toward post high school education. A large majority, 95.1%, agreed that "the more education I have the more career choices I have". A large majority, as well, 72.7% believed they can go to college; and 87.1% plan to go to college. "There are many ways to get financial help for college" received 85.2% agreement. "If you are poor you can't go to college" received 76.5% disagreement. However, "I can always get a sports scholarship if I don't get good grades" received 25.3% agreement. Less than half of the respondents, 44.5% disagreed suggesting unrealistic expectations about attaining sports scholarships.

Responses to most items on the locally constructed survey indicated a majority of CRP students have positive attitudes regarding college as an educational or career goal. Percents of responses in agreement with one item suggest that students hold unrealistic expectations about attaining a sports scholarships.

Four items from a locally constructed survey for professional staff provided information about the opinions of middle school staffs regarding the selection of students for CRP. Responses from administrators and teachers are summarized in Table 9. Of staffs responding, 58.1% reported being involved in student selection; 67.8% thought "students I recommended were given fair consideration" and 72.4% felt the "coordinator gave all students fair consideration for CRP". Less than half of the responding staffs, 44.9%, thought the "coordinator used my recommendation to remove a student from the program".

Responses of middle school teachers and administrators are positive about their involvement in the student selection process. However, less than half of the respondents thought that CRP coordinators considered staff recommendations to remove students from the program.

Four items from the locally constructed survey provided information about the opinions of middle school staffs regarding CRP service to students. Responses to two items are summarized in Table 9. Of staffs responding, 83.5% reported being "frequently informed of activities for CRP". Over half the respondents, 55.7% thought they "would feel more involved if (they) could

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 8  
STUDENT SURVEY RESULTS BY GRADE  
MAY 1989

	GRADE			TOTAL
	6	7	8	
<b>THE MORE EDUCATION I HAVE THE MORE CAREER CHOICES I HAVE</b>				
AGREE	743 98.0%	512 94.6%	502 94.4%	1757 95.1%
UNDECIDED	10 1.3%	20 3.7%	22 4.1%	52 2.8%
DISAGREE	8 1.0%	3 .6%	3 .6%	14 .8%
DONT KNOW	13 1.7%	8 1.1%	5 .9%	24 1.3%
TOTAL	774 41.9%	541 29.3%	532 28.8%	1847 100.0%
<b>CHILDREN IN LOW INCOME FAMILIES CAN AFFORD COLLEGE</b>				
AGREE	179 23.2%	156 30.9%	188 31.6%	513 27.9%
UNDECIDED	216 28.0%	122 22.7%	130 24.5%	468 25.4%
DISAGREE	198 25.6%	140 26.1%	146 27.5%	484 26.3%
DONT KNOW	179 23.2%	109 20.3%	87 16.4%	375 20.4%
TOTAL	772 42.0%	537 29.2%	531 28.9%	1840 100.0%
<b>IF YOU ARE POOR YOU CAN'T GO TO COLLEGE</b>				
AGREE	51 6.6%	25 4.6%	31 5.8%	107 5.8%
UNDECIDED	91 11.8%	45 8.3%	50 9.4%	186 10.1%
DISAGREE	570 74.2%	414 76.7%	418 78.9%	1402 76.3%
DONT KNOW	58 7.3%	58 10.4%	31 5.8%	143 7.8%
TOTAL	768 41.8%	540 29.4%	530 28.8%	1838 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 8  
STUDENT SURVEY RESULTS BY GRADE  
MAY 1989

	GRADE			TOTAL
	6	7	8	
<b>IT'S OK TO START COLLEGE BEFORE YOU HAVE DECIDED ON A CAREER</b>				
AGREE	469 80.8%	344 83.9%	324 81.1%	1137 81.7%
UNDECIDED	112 14.5%	85 15.8%	82 15.5%	279 15.1%
DISAGREE	125 16.1%	73 13.8%	90 17.0%	288 15.8%
DONT KNOW	68 8.8%	38 6.7%	34 6.4%	138 7.5%
TOTAL	774 42.0%	538 29.2%	530 28.8%	1842 100.0%
<b>THERE ARE MANY WAYS TO GET FINANCIAL HELP FOR COLLEGE</b>				
AGREE	644 83.5%	462 85.6%	483 87.4%	1589 85.2%
UNDECIDED	61 7.9%	34 6.3%	35 6.8%	130 7.1%
DISAGREE	10 1.3%	8 1.7%	12 2.3%	31 1.7%
DONT KNOW	58 7.3%	35 6.5%	20 3.8%	111 6.0%
TOTAL	771 41.9%	540 29.3%	530 28.8%	1841 100.0%
<b>I BELIEVE I CAN GO TO COLLEGE</b>				
AGREE	715 92.9%	505 93.7%	486 92.0%	1706 92.9%
UNDECIDED	32 4.2%	19 3.5%	20 3.8%	71 3.9%
DISAGREE	10 1.3%	8 1.5%	8 1.5%	26 1.4%
DONT KNOW	13 1.7%	7 1.3%	14 2.7%	34 1.9%
TOTAL	770 41.9%	539 29.3%	528 28.7%	1837 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 8

STUDENT SURVEY RESULTS BY GRADE  
MAY 1989

	GRADE			TOTAL
	6	7	8	
<b>I CAN ALWAYS GET A SPORTS SCHOLARSHIP IF I DON'T GET GOOD GRADES</b>				
AGREE	179	147	139	465
	23.4%	27.2%	26.2%	25.3%
UNDECIDED	140	90	116	346
	18.3%	16.7%	21.8%	18.8%
DISAGREE	360	232	225	817
	47.0%	43.0%	42.4%	44.5%
DONT KNOW	87	71	51	209
	11.4%	13.1%	9.6%	11.4%
TOTAL	766	540	531	1837
	41.7%	29.4%	28.9%	100.0%
<b>I PLAN TO GO TO COLLEGE</b>				
AGREE	682	472	454	1608
	88.2%	87.2%	85.3%	87.1%
UNDECIDED	69	48	51	168
	8.9%	8.9%	9.6%	9.1%
DISAGREE	11	9	12	32
	1.4%	1.7%	2.3%	1.7%
DONT KNOW	11	12	15	38
	1.4%	2.2%	2.8%	2.1%
TOTAL	773	541	532	1846
	41.9%	29.3%	28.8%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1989-1989

TABLE 9

PROFESSIONAL STAFF SURVEY RESULTS BY POSITION  
MARCH 1989

	STAFF ASSIGNMENT				TOTAL
	ACADEMIC TEACHER	UNIFIED ARTS TEACHER	ADMINISTRATOR	OTHER	
<b>I'VE BEEN FREQUENTLY INFORMED OF CRP ACTIVITIES IN MY BUILDING</b>					
AGREE	105 81.4%	21 77.8%	23 100.0%	25 78.1%	174 82.5%
UNDECIDED	2 1.6%	2 7.4%		1 3.1%	5 2.4%
DISAGREE	20 15.5%	4 14.8%		6 18.8%	30 14.2%
DON'T KNOW	2 1.6%				2 .9%
TOTAL	129 61.1%	27 12.8%	23 10.9%	32 15.2%	211 100.0%
<b>I WAS INVOLVED IN SELECTING STUDENTS FOR CRP</b>					
AGREE	91 70.5%	4 14.8%	16 72.7%	7 24.1%	118 57.0%
UNDECIDED	6 4.7%	1 3.7%	1 4.5%		8 3.9%
DISAGREE	29 22.5%	21 77.8%	3 13.6%	21 72.4%	74 35.7%
DON'T KNOW	3 2.3%	1 3.7%	2 9.1%	1 3.4%	7 3.4%
TOTAL	129 62.3%	27 13.0%	22 10.6%	29 14.0%	207 100.0%
<b>ANY STUDENT I RECOMMENDED FOR CRP WAS GIVEN FAIR CONSIDERATION</b>					
AGREE	95 76.0%	6 27.3%	16 80.0%	12 44.4%	129 66.5%
UNDECIDED	10 8.0%	4 18.2%	2 10.0%	7 25.9%	23 11.9%
DISAGREE	8 6.4%	4 18.2%		4 14.8%	16 8.2%
DON'T KNOW	12 9.6%	8 36.4%	2 10.0%	4 14.8%	26 13.4%
TOTAL	125 64.4%	22 11.3%	20 10.3%	27 13.9%	194 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1989-1989

TABLE 9

PROFESSIONAL STAFF SURVEY RESULTS BY POSITION  
MARCH 1989

	STAFF ASSIGNMENT				TOTAL
	ACADEMIC TEACHER	UNIFIED ARTS TEACHER	ADMINISTRATOR	OTHER	
<b>I FELT COORDINATOR GAVE ALL STUDENTS FAIR CONSIDERATION FOR CRP</b>					
AGREE	94 74.0%	14 53.8%	19 90.5%	19 61.3%	146 71.2%
UNDECIDED	7 5.5%	1 3.8%	1 4.8%	4 12.9%	13 6.3%
DISAGREE	10 7.9%	4 15.4%		1 3.2%	15 7.3%
DON'T KNOW	18 12.6%	7 26.9%	1 4.8%	7 22.6%	31 15.1%
TOTAL	127 62.0%	26 12.7%	21 10.2%	31 15.1%	205 100.0%
<b>COORDINATOR FOLLOWED MY REKOMENDATION TO REMOVE A PUPIL FROM CRP</b>					
AGREE	55 51.4%	1 4.8%	15 75.0%	4 17.4%	75 43.9%
UNDECIDED	21 19.6%	6 28.6%	3 15.0%	9 39.1%	39 22.8%
DISAGREE	8 5.6%	2 9.5%		4 17.4%	12 7.0%
DON'T KNOW	25 23.4%	12 57.1%	2 10.0%	6 26.1%	45 26.3%
TOTAL	107 62.8%	21 12.3%	20 11.7%	23 13.5%	171 100.0%
<b>I WOULD FEEL MORE INVOLVED IF I COULD GO ON A FEW CRP TRIPS</b>					
AGREE	77 63.1%	8 33.3%	11 52.4%	14 51.9%	110 58.7%
UNDECIDED	19 15.6%	8 25.0%	4 19.0%	8 22.2%	35 18.0%
DISAGREE	22 18.0%	7 29.2%	5 23.8%	5 18.5%	39 20.1%
DON'T KNOW	4 3.3%	3 12.5%	1 4.8%	2 7.4%	10 5.2%
TOTAL	122 62.9%	24 12.4%	21 10.8%	27 13.9%	194 100.0%



COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10  
PARENT SURVEY RESULTS  
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
<b>I THINK GOING TO COLLEGE WOULD BE GOOD FOR MY CHILD</b>					
AGREE	129 97.0%	148 98.0%	329 97.6%	159 97.5%	765 97.6%
UNDECIDED	2 1.5%	1 .7%	7 2.1%	4 2.5%	14 1.8%
DISAGREE	1 .8%	2 1.3%	1 .3%		4 .5%
DON'T KNOW	1 .8%				1 .1%
TOTAL	133 17.0%	151 19.3%	337 43.0%	163 20.8%	784 100.0%
<b>I WILL ENCOURAGE MY CHILD TO TAKE COLLEGE PREP COURSES</b>					
AGREE	131 98.5%	145 96.7%	328 97.6%	157 96.3%	761 97.3%
UNDECIDED	1 .8%	4 2.7%	3 .9%	5 3.1%	13 1.7%
DISAGREE	1 .8%	1 .7%	3 .9%		5 .6%
DON'T KNOW			2 .6%	1 .6%	3 .4%
TOTAL	133 17.0%	150 19.2%	336 43.0%	163 20.8%	782 100.0%
<b>I THINK ITS POSSIBLE FOR MY CHILD TO GO TO COLLEGE</b>					
AGREE	123 93.2%	138 92.0%	300 88.8%	143 87.7%	704 89.9%
UNDECIDED	4 3.0%	6 4.0%	20 5.8%	12 7.4%	42 5.4%
DISAGREE	2 1.5%	1 .7%	4 1.2%		7 .9%
DON'T KNOW	3 2.3%	5 3.3%	14 4.1%	8 4.9%	30 3.8%
TOTAL	132 16.9%	150 19.2%	338 43.2%	163 20.8%	783 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS  
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
<b>I WILL HELP MY CHILD GO TO COLLEGE IN ANY WAY I CAN</b>					
AGREE	132 99.2%	147 97.4%	324 98.1%	154 94.5%	757 98.6%
UNDECIDED		2 1.3%	8 2.4%	7 4.3%	17 2.2%
DISAGREE	1 .8%	1 .7%	3 .9%		5 .6%
DON'T KNOW		1 .7%	2 .6%	2 1.2%	5 .6%
TOTAL	133 17.0%	151 19.3%	337 43.0%	163 20.8%	784 100.0%
<b>A COLLEGE EDUCATION IS IMPORTANT FOR MY CHILD</b>					
AGREE	129 97.0%	147 97.4%	326 96.4%	158 96.9%	760 96.8%
UNDECIDED	2 1.5%	2 1.3%	9 2.7%	5 3.1%	18 2.3%
DISAGREE	1 .8%	2 1.3%	2 .6%		5 .6%
DON'T KNOW	1 .8%		1 .3%		2 .3%
TOTAL	133 16.9%	151 19.2%	338 43.1%	163 20.8%	785 100.0%
<b>CHILDREN IN LOW INCOME FAMILIES CANT AFFORD COLLEGE</b>					
AGREE	45 34.4%	50 33.6%	126 37.6%	55 33.7%	276 35.5%
UNDECIDED	12 9.2%	10 6.7%	44 13.1%	19 11.7%	85 10.9%
DISAGREE	67 51.1%	84 56.4%	143 42.7%	78 47.9%	372 47.8%
DON'T KNOW	7 5.3%	5 3.4%	22 6.6%	11 6.7%	45 5.8%
TOTAL	131 16.8%	149 19.2%	335 43.1%	163 21.0%	778 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS  
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
-----					
CRP HELPED MY CHILD KNOW MORE ABOUT WHAT TO DO TO GO TO COLLEGE					
STRONGLY AGREE	113 85.0%	133 88.1%	280 83.3%	127 78.4%	653 83.5%
AGREE	12 9.0%	12 7.9%	40 11.9%	21 13.0%	85 10.9%
UNDECIDED	5 3.8%	4 2.6%	7 2.1%	6 3.7%	22 2.8%
DISAGREE	3 2.3%	2 1.3%	9 2.7%	8 4.9%	22 2.8%
TOTAL	133 17.0%	151 19.3%	336 43.0%	162 20.7%	782 100.0%
-----					
I WOULD LIKE MY CHILD TO CONTINUE IN CRP					
STRONGLY AGREE	128 96.2%	147 98.0%	334 98.8%	153 94.4%	762 97.3%
AGREE	3 2.3%	1 .7%	4 1.2%	8 4.9%	16 2.0%
UNDECIDED	1 .8%	1 .7%	1 .3%	1 .6%	3 .4%
DISAGREE	1 .8%	1 .7%			2 .3%
TOTAL	133 17.0%	150 19.2%	338 43.2%	162 20.7%	783 100.0%
-----					
THERE ARE MANY WAYS TO GET FINANCIAL HELP FOR COLLEGE					
STRONGLY AGREE	102 77.9%	126 84.0%	252 74.8%	118 73.7%	598 76.9%
AGREE	10 7.6%	9 6.0%	29 8.6%	12 7.5%	60 7.7%
UNDECIDED	2 1.5%	8 4.0%	13 3.9%	7 4.4%	28 3.6%
DISAGREE	17 13.0%	9 6.0%	43 12.8%	23 14.4%	92 11.8%
TOTAL	131 18.8%	150 19.3%	337 43.3%	160 20.8%	778 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS  
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
THE HIGHEST LEVEL OF SCHOOLING IVE COMPLETED					
GRADE SCHOOL		13	6	5	24
SOME HIGH SCHOOL	8	9.0%	3.9%	3.3%	3.3%
HIGH SCHOOL GRAD	6.6%	25	33	40	108
SOME COLLEGE/TECH	33	44	107	53	237
COLLEGE GRAD	27.3%	30.6%	34.3%	35.3%	32.6%
POST GRAD STUDY	50	28	105	41	224
TOTAL	41.3%	19.4%	33.7%	27.3%	30.8%
	17	21	41	11	90
	14.0%	14.6%	13.1%	7.3%	12.4%
	13	13	20		46
	10.7%	9.0%	6.4%		6.3%
	121	144	312	150	727
	16.6%	19.8%	42.9%	20.6%	100.0%
MY RELATIONSHIP TO CHILD PARENT					
FOSTER PARENT	128	142	316	157	743
GUARDIAN	96.2%	95.3%	94.8%	96.9%	95.6%
STEPPARENT	1	1	3	4	10
OTHER	.9%	.7%	.9%	.6%	.3%
	2	2	6	1	11
	1.5%	1.3%	1.8%	.6%	1.4%
	2	2	7		11
	1.5%	1.3%	2.1%		1.4%
TOTAL	133	149	333	162	777
	17.1%	19.2%	42.9%	20.8%	100.0%

accompany students on a few trips". Two open ended items received a variety of responses about the best features of CRP and suggestions for improving the program. Responses to open ended items are available upon request.

A locally constructed parent survey provided information about the attitudes of parents regarding their child's participation in CRP. Some information about families of students was requested on the parent survey, as well. In response to a question about the highest level of schooling completed, 17.9% of parents reported grade school or some high school, 32.6% reported graduating from high school and 49.5% reported education beyond high school. In response to a question about relationship to the student 95.6% reported themselves to be parent, 0.3% reported foster parent, 1.3% reported guardian, 1.4% reported step parent, and another 1.4% reported other.

Nine items on the survey questioned parents about their child's participation in the program. Responses to these items are summarized in Table 10. Parents expressed supportive attitudes toward a college education for their child. High percents of parents, 90% and more, agreed with five items about college for their children:

- o I think going to college would be good for my child
- o I will encourage my child to take college preparatory courses
- o I think its possible for my child to go to college
- o I will help my child get to college in any way I can
- o A college education is important to my child

Parents were positive as well about their child's participation in the program. A large majority, 83.5%, thought the program helped their child know more about what to do to go to college: 97.3% wanted their children to continue in the program.

Summary: Descriptive data compiled about students in the College Readiness Program suggests their potential for success in college. As a group they demonstrated academic potential in grade point averages that were somewhat higher than the averages of other middle school students in required and college preparatory courses. As a group they demonstrated average and above attitudes toward academic learning and school behavior in five areas of expression on the Student Attitude Measure. Some differences were noted in academic performance and attitude by grade levels, gender, ethnic origin and socioeconomic status. These differences suggest careful consideration in selecting students for program participation and in planning program activities and follow-up for individual students.

Middle school staffs involved as classroom teachers with CRP students were positive about their participation in recommending students for the program. They were positive, also, about the services offered to CRP students and the manner in which coordinators informed them of program schedules and activities.

Parents demonstrated positive attitudes toward the idea of a college education for their child and their child's continued participation in CRP. Close to half of the parents reported their own level of education to be beyond high school.

Appendix

C. Lumbus Public Schools  
College Readiness Program

STUDENT SURVEY

School \_\_\_\_\_

Grade level \_\_\_\_\_

**Directions:** This year you participated in the College Readiness Program at your school. This survey is to find out what you think about college. Read each statement carefully. Circle the answer that tells best how you agree with the statement. Use the following code for your answers.

SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree  
DK = Don't Know

- |  |    |   |   |   |    |    |
|--|----|---|---|---|----|----|
| 1. The more education I have the more career choices I have.             | SA | A | U | D | SD | DK |
| 2. Children in low income families can afford college.                   | SA | A | U | D | SD | DK |
| 3. If you are poor, you can't go to college.                             | SA | A | U | D | SD | DK |
| 4. It is OK to start college before you have decided on a career.        | SA | A | U | D | SD | DK |
| 5. There are many ways to get financial help for college.                | SA | A | U | D | SD | DK |
| 6. I believe I can go to college.  | SA | A | U | D | SD | DK |
| 7. I can always get a scholarship for sports if I don't get good grades. | SA | A | U | D | SD | DK |
| 8. I plan to go to college.  | SA | A | U | D | SD | DK |

Columbus Public Schools  
College Readiness Program

PROFESSIONAL STAFF SURVEY

Indicate your position:

_____	Academic area teacher	If yes, circle grade level(s) taught	6	7	8
_____	Unified arts teacher				
_____	Administrator				
_____	Other				

Directions: This survey is intended to collect information about the College Readiness Program (CRP). Respond to the items based on your knowledge of CRP program at your school. Fold, staple, and place the completed survey in the school mail by March 31, 1989.

Indicate your agreement with the following statements using the scale:

SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree  
DK = Don't Know

- |   |    |   |   |   |    |    |
|---|----|---|---|---|----|----|
| 1. I've been informed frequently about the CRP activities in my building (written and/or oral). | SA | A | U | D | SD | DK |
| 2. I was involved in selecting students for CRP.  | SA | A | U | D | SD | DK |
| 3. Any student whom I recommended for CRP was given fair consideration by the coordinator.      | SA | A | U | D | SD | DK |
| 4. I felt the coordinator gave all students fair consideration for CRP.                         | SA | A | U | D | SD | DK |
| 5. The coordinator followed my recommendation to remove a student from the program.             | SA | A | U | D | SD | DK |
| 6. I would feel more involved in CRP if I could accompany my students on a few trips.           | SA | A | U | D | SD | DK |
| 7. What do you think is the best feature of the CRP?  |    |   |   |   |    |    |

8. What suggestions for improving the CRP could you offer?



Columbus Public Schools  
College Readiness Program

PARENT SURVEY

Directions: This survey is to find out about the College Readiness Program in which your child has participated this year. Read each statement carefully. For items 1 through 9, circle the answer that tells best how you agree with the statement. Use the following code for your answers:

- SA = Strongly Agree
- A = Agree
- U = Undecided
- D = Disagree
- SD = Strongly Disagree
- DK = Don't Know

- 1. I think going to college would be good for my child. SA A U D SD DK
- 2. I will encourage my child to take college preparatory courses. SA A U D SD DK
- 3. I think it's possible for my child to go to college. SA A U D SD DK
- 4. I will help my child get to college in any way I can. SA A U D SD DK
- 5. A college education is important for my child. SA A U D SD DK
- 6. Children in low income families can't afford college. SA A U D SD DK
- 7. The College Readiness Program has helped my child know more about what to do to go to college. SA A U D SD DK
- 8. I would like my child to continue in the College Readiness Program. SA A U D SD DK
- 9. There are many ways to get financial help for college. SA A U D SD DK

10. Please indicate the highest level of schooling you have completed: (Check one)

- Grade school
- Some high school
- High school graduate
- Some college/technical school
- College graduate
- Post graduate study

11. My relationship to child is: (Check one)

- Parent
- Foster Parent
- Guardian
- Stepparent
- Other

