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ABSTRACT

Both half-year and full-year students enrolled in the 1988/89 College Discovery and Development Program of the New York City public schools surpassed the program's evaluation objectives in writing and mathematics and came close to meeting the objective in reading. The program, affiliated with the City University of New York, is a basic skills program funded under Chapter 1 of the Education Consolidation and Improvement Act. It provides remedial reading, writing, and mathematics instruction to students in three high schools. Overall, 422 students participated in remedial reading and/or writing courses and 230 students participated in remedial mathematics courses. Among full-year students, 67 percent showed improvement in reading and 89 percent showed improvement in writing. Among half-year students, 66.4 percent showed improvement in reading and 74.2 percent showed improvement in writing. In mathematics, 87.5 percent of the full-year students and 73.5 percent of the half-year students showed improvement. Statistical data are included on two tables. An evaluation summary is also included. Four tables of statistical data reporting reading and mathematics test results by superintendency and by school are appended. (FMW)

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EVALUATION SECTION REPORT

CHAPTER 1

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
STUDENT OUTCOME DATA

1988-89

END-OF-YEAR REPORT

Office of Research, Evaluation, and Assessment
Robert Tobias, Director
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May, 1990

EVALUATION SECTION REPORT

CHAPTER 1
COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
STUDENT OUTCOME DATA
1988-89
END-OF-YEAR REPORT

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SUMMARY

During the 1988-89 school year 422 students participated in reading and/or writing, and 230 students received math remediation in the Chapter 1 funded College Discovery and Development Program. Sixty-seven percent of the students participating in the full-year reading program showed improvement, while 89 percent of full-year students participating in the writing program made gains. Among half-year reading and writing students the gains were 66.4 and 74.2 percent respectively. In mathematics, 87.5 percent of full-year, and 73.5 percent of half-year students showed improvement.

PROGRAM BACKGROUND

College Discovery and Development, affiliated with City University of New York, is a basic skills program providing reading, writing, and/or mathematics instruction to students in three Chapter 1 funded and two tax levy schools.

PROGRAM OBJECTIVES

The evaluation objectives of the program state that at least 70 percent of the students should show improvement in program subject areas as measured by changes on norm-referenced and criterion-referenced test results.

CONCLUSIONS

Both full-year and half-year students surpassed the program's evaluation objectives in writing and mathematics, and came close to meeting the objective in reading. Test administration and collection procedures should be improved to obtain more information on program participants.

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I. OVERVIEW

The Office of Research, Evaluation, and Assessment (OREA) annually evaluates the Chapter 1 funded high school College Discovery and Development Program. College Discovery and Development, affiliated with the City University of New York, is a basic skills program providing reading, writing, and/or mathematics instruction to students in three Chapter 1 funded (Seward Park, Theodore Roosevelt, and Thomas Jefferson) and two tax-levy (Jamaica, Port Richmond) New York City high schools. This report looks at performance in the three funded schools. Overall program results in reading, writing, math, and attendance for 1988-89 are detailed in this report.

Although many students who were enrolled in the College Discovery program received both reading and writing instruction, other students needed remediation in only one or the other area. Some students needed remediation in mathematics as well. For this reason, reading, writing, and math performance results are reported separately. Additionally, students enrolled in College Discovery mathematics may receive a full year of instruction (full-year students) or a single term (half-year students) depending on the extent of their skills deficiency. Consequently, math performance for full-year and half-year students is reported separately. Students enrolled in reading and writing receive a full year of instruction only.

Citywide tests are used to measure the overall progress of New York City high school students. These tests are also utilized as the evaluation instruments for students in the

Chapter 1 College Discovery reading and writing, and math program. The Degrees of Reading Power (D.R.P.) test is used to assess reading progress in the ninth and tenth grades. The D.R.P. is a criterion-referenced test of reading comprehension which considers a student's ability in relation to the difficulty of text items. D.R.P. scores indicate the level of text difficulty a student can read independently or for enjoyment (independent level), the level a student can read with assistance (instructional level), and the level a student is unlikely to comprehend (frustration level). The D.R.P. test that ninth and tenth grade College Discovery students took in spring, 1988 served as a pretest. The spring, 1989 test was used as a posttest.

The Regents Competency Tests (R.C.T.s) in reading and math are criterion-referenced tests of minimal competency required for all New York State students in order to receive a high school diploma. They also serve as the evaluation instruments for College Discovery reading students in the eleventh and twelfth grades and for full-year College Discovery math students. According to State Education Department (S.E.D.) guidelines, the reading R.C.T. can be given to students beginning in the spring of their eleventh grade. Students are administered the math R.C.T. beginning in the spring of their ninth grade. Thereafter students have the opportunity to take the appropriate R.C.T. up to three times a year (winter, spring, summer) until they pass it. The R.C.T. testing cycle presents

some difficulties for assessments of improvement in Chapter 1 classes particularly since Chapter 1 evaluation objectives require pretest and posttest comparisons.*

Generally speaking, students who have passed the reading R.C.T. are only eligible for remediation in writing; those who have passed the math R.C.T. should not continue to receive math remediation in the College Discovery Program. In practice, some students may be programmed for additional remediation if school staff believe that the student may not have passed the appropriate R.C.T. or because the student received a borderline passing score and administrators don't want to take the chance that the passing score might be reversed by the S.E.D.

Reading performance is examined by evaluating pretest and posttest Normal Curve Equivalents (N.C.E.s). N.C.E.s provide a standard against which students' progress can be evaluated. A gain in N.C.E. scores from pretest to posttest indicates a student's performance is better than what would be expected by normal growth and chance. The evaluation objective of the College Discovery program stipulates that improvement should be greater than the expected improvement without the "treatment" of

*Program staff administer levels J and K of the Comprehensive Test of Basic Skills (C.T.B.S.) internally to assess the reading improvement of eleventh and twelfth graders. This circumvents some of the problems with the reading R.C.T. and allows program staff to evaluate the reading progress of students who have already passed the R.C.T. C.T.B.S. results are not reported because they are used for program diagnostic information and are not the official Chapter 1 evaluation instrument.

the program. Thus, a student who has a higher posttest than pretest N.C.E. score has met the evaluation objective.

Writing performance for full-year students is evaluated by examining student writing samples before and after program participation. Trained reading/writing teachers evaluate students' writing samples using a holistic assessment method. Teachers assess writing samples using a five-point scale that considers the overall adequacy of the paper as well as students' adherence to the topic, word choice, usage, and other criteria.

Math improvement in full-year students is measured by the math R.C.T. The progress of half-year students receiving math remediation in the College Discovery program is measured by a program-developed criterion referenced test (C.R.T.). Students are given a C.R.T. specifically for use in the College Discovery Program at the beginning of the term so that teachers can diagnose their skill deficiencies and prepare an appropriate course of remediation for them. Students are posttested on the same test at the end of the term to determine the extent to which they have mastered the skills in which they were deficient. The evaluation objective states that at least 70 percent of the students in the program for one term should master one new mathematics skill for every 20 days of instruction.

II. OVERALL RESULTS

Overall, 422 students from three high schools were reported to have participated in reading and/or writing, and 230 students from the same three schools received math remediation in the College Discovery program during the 1988-89 school year. Attendance averaged 91 percent for full-year students in reading and writing and 75 percent for half-year students. Attendance among math students was 85.3 percent for full-year students and 71.3 percent for half-year students.

Of the 187 full-year reading/writing students in the College Discovery reading/writing program, 23 (12 percent) were in ninth grade, 65 (35 percent) were in tenth grade, 67 (36 percent) in the eleventh grade, and 32 (17 percent) in the twelfth grade. Among half-year reading/writing students the pattern was reversed with the largest percentage of students in the ninth (30 percent) and tenth (32 percent) grades. The results of the reading/writing program for both full-year and half-year students are summarized overall and by grade in Table 1.

READING RESULTS

Full-Year students

In the 1988-89 school year 187 students received reading instruction for the full year; 120 of whom had valid reading scores.* Findings can only be reported for students with both

*The small percentage of students with valid reading data is due to missing test scores. Test scores are obtained from central data files, which are themselves incomplete.

pretest and posttest scores since program effectiveness is determined by changes in scores from the pretest to the posttest. To meet the reading objective, 70 percent of these students must demonstrate an N.C.E. gain. Sixty-seven percent of the students with valid scores made the necessary N.C.E. gain. This percentage falls just short of the evaluation objective.

Half-Year Students

About 51 percent of the 235 half-year students had valid reading scores. Of these students, 66.4 percent met the evaluation objective, falling just short of the 70 percent objective. By grade the percentage of students meeting the evaluation objective ranged from 54 percent among eleventh graders to 100 percent among twelfth graders.

WRITING RESULTS

Full-Year Students

Ninety-one percent of full-year students had valid writing scores. To meet the evaluation objective, 70 percent of the students had to demonstrate improvement in their writing as measured by teachers' holistic assessments. Eighty-seven percent of these students met the writing evaluation objective. Thus, the program surpassed its evaluation goal for full-year students.

Half-Year Students

One-hundred and twenty-four (53 percent) half-year students

Table 1
 CHAPTER I FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
HALF YEAR	9TH	70	70	62.7	33	31.5	37.0	69.7%	38	71.1%
	10TH	76	75	83.7	51	40.9	44.8	70.6%	56	76.8%
	11TH	56	56	72.3	33	36.8	40.4	54.5%	26	69.2%
	12TH	30	30	89.2	2	20.5	39.0	100.0%	4	100.0%
	MISSING	3	0		0				0	
TOTAL		235	231	75.3	119	36.8	41.3	66.4%	124	74.2%
FULL YEAR	9TH	23	21	86.0	10	35.5	36.3	60.0%	19	42.1%
	10TH	65	64	91.0	52	38.9	46.3	80.8%	61	98.4%
	11TH	67	66	90.8	55	39.0	42.5	58.2%	58	87.9%
	12TH	32	31	95.0	3	20.0	25.7	66.7%	30	90.0%
TOTAL		187	182	91.0	120	38.2	43.2	68.3%	166	86.9%
TOTAL		422	413	82.2	239	37.5	42.3	67.4%	292	81.5%

Table 2
 CHAPTER 1 FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

STATUS	GRADE	TOTAL # OF STU- DENTS	% WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROVED IN MATH
HALF YEAR	9TH	74	74	66.1	59	6.2	81.1%	0			
	10TH	63	63	75.4	54	6.3	75.5%	0			
	11TH	20	20	75.8	18	3.6	42.9%	0			
	12TH	2	2	83.3	1	2.0	0.0	0			
TOTAL		159	159	71.3	132	5.9	73.5%	0			
6 FULL YEAR	9TH	26	25	81.2	0			5	34.0	44.4	100.0%
	10TH	45	45	87.6	0			3	58.3	63.9	66.7%
	TOTAL	71	70	85.3	0			8	43.1	51.7	87.5%
TOTAL		230	229	75.5	132	5.9	73.5%	8	43.1	51.7	87.5%

had valid results in writing. Overall 74.2 percent of these students met the program's writing objective.

MATH RESULTS

Full-year Students

In the 1988-89 school year, 71 students were reported to have received math remediation in the College Discovery program for the full year. The evaluation objective for full-year students stipulates that 70 percent of the students should demonstrate a gain in R.C.T. scores from the pretest to the posttest. This objective is problematic since norming tables to convert R.C.T. scores into standardized scores such as normal curve equivalents (N.C.E.s), do not exist. Consequently, R.C.T. scores are reported in percentages. Percentage scores are not standard or equivalent. Therefore, it is not correct to measure students' progress by subtracting students' scores on the posttest from the pretest. Nevertheless, percentage scores and the proportion of students who met the evaluation objective according to this criterion (i.e., students whose percentage scores evidenced a gain from the pretest to the posttest) are reported in Table 2 to satisfy the requirements of the funding source. As seen in table 2, 11 percent (8) of the students had both pretest and posttest R.C.T. scores. Of these students, 87.5 percent met the evaluation objective.

Half-Year Students

A total of 156 students received one-term of math remediation in the College Discovery Program during 1988-89.

Eighty-three percent of the students had valid C.R.T. scores. To meet the evaluation objective, at least 70 percent of the half-year students had to master one new mathematics skill for every 20 days of instruction. This objective was met since 73.5 percent of the students mastered the necessary skills, averaging 5.9 skills mastered.

The following tables showing total student outcomes in reading/writing and mathematics are organized by superintendency followed by student outcomes of individual high schools in that superintendency.

CHAPTER I FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING	
12	MANHATTAN	HALF YEAR	9TH	9	9	81.0	2	29.0	37.0	50.0%	6	66.7%
			10TH	42	42	89.7	32	43.6	48.2	75.0%	31	87.1%
			11TH	27	27	72.5	14	55.3	40.3	64.3%	11	90.9%
			12TH	24	24	88.2	1	19.0	40.0	100.0%	1	100.0%
			MISSING	3	0		0				0	
	TOTAL		105	102	84.0	49	40.1	45.3	71.4%	49	85.7%	
	TOTAL	FULL YEAR	9TH	15	13	91.0	3	50.0	44.0	0.0	12	41.7%
			10TH	53	52	95.3	44	40.6	47.7	84.1%	51	100.0%
			11TH	62	61	90.7	51	39.9	42.9	56.9%	54	87.0%
			12TH	31	30	95.5	3	20.0	25.7	66.7%	29	93.1%
			TOTAL		161	156	93.2	101	39.9	44.5	67.3%	146
	TOTAL			266	258	89.6	150	40.0	44.8	68.7%	195	88.2%

CHAPTER I FUNDED PROGRAMS 1988- 89
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
BRONX	HALF YEAR	9TH	33	33	59.3	19	32.4	36.8	73.7%	16	75.0%
		10TH	22	22	75.3	10	40.3	40.0	50.0%	17	58.8%
		11TH	15	15	68.7	10	32.5	34.5	50.0%	11	63.6%
		12TH	4	4	92.7	1	22.0	38.0	100.0%	1	100.0%
	TOTAL		74	74	67.8	40	34.1	37.1	62.5%	45	66.7%
	FULL YEAR	9TH	5	5	84.0	4	22.7	34.5	100.0%	5	20.0%
		10TH	10	10	75.0	6	27.8	42.3	83.3%	9	88.9%
		11TH	4	4	90.6	3	30.0	37.0	66.7%	4	100.0%
		12TH	1	1	80.6	0				1	0.0
		TOTAL		20	20	80.6	13	26.8	38.7	84.6%	19
TOTAL			94	94	70.5	53	32.3	37.5	67.9%	64	67.2%

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CHAPTER I FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING	
BROOKLYN	HALF YEAR	9TH	25	25	62.5	11	30.2	36.1	63.6%	15	66.7%	
		10TH	11	10	77.6	8	30.7	37.5	75.0%	7	71.4%	
		11TH	10	10	74.2	6	41.0	46.3	50.0%	2	0.0	
	TOTAL		46	45	68.5	25	33.0	39.0	64.0%	24	62.5%	
	FULL YEAR	9TH	3	3	67.2	3	38.0	31.0	66.7%	2	100.0%	
		10TH	2	2	59.2	2	33.0	28.0	0.0	1	100.0%	
		11TH	1	1	97.2	1	22.0	37.0	100.0%	0		
		TOTAL		6	6	69.5	6	33.7	31.0	50.0%	3	100.0%
	14 TOTAL			52	51	68.6	31	33.1	37.5	61.3%	27	66.7%

CHAPTER I FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY SCHOOL		STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
MARHATTAN	SEWARD PARK	HALF YEAR	9TH	9	9	81.0	2	29.0	37.0	50.0%	6	66.7%
			10TH	42	42	89.7	32	43.6	48.2	75.0%	31	87.1%
			11TH	27	27	72.5	14	35.3	40.3	64.3%	11	90.9%
			12TH	24	24	88.2	1	19.0	40.0	100.0%	1	100.0%
			MISSING	3	0		0				0	
		TOTAL		105	102	84.0	49	40.1	45.3	71.4%	49	85.7%
		FULL YEAR	9TH	15	13	91.0	3	50.0	44.0	0.0	12	41.7%
			10TH	53	52	95.3	44	40.6	47.7	84.1%	51	100.0%
			11TH	62	61	90.7	51	39.9	42.9	56.9%	54	87.0%
			12TH	31	30	95.5	3	20.0	25.7	66.7%	29	93.1%
TOTAL			161	156	93.2	101	39.9	44.5	67.3%	146	89.0%	
TOTAL				266	258	89.6	150	40.0	44.8	68.7%	195	88.2%
TOTAL				266	258	89.6	150	40.0	44.8	68.7%	195	88.2%

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CHAPTER I FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING	
BRONX	THEODORE ROOSEVELT	HALF YEAR 9TH	32	32	60.6	19	32.4	36.8	73.7%	15	73.3%	
		10TH	22	22	75.3	10	40.3	40.0	50.0%	17	58.8%	
		11TH	15	15	68.7	10	32.5	34.5	50.0%	11	63.6%	
		12TH	4	4	92.7	1	22.0	38.0	100.0%	1	100.0%	
		TOTAL	73	73	68.5	40	34.1	37.1	62.5%	44	65.9%	
	16	TOTAL	FULL YEAR 9TH	5	5	84.0	4	22.7	34.5	100.0%	5	20.0%
			10TH	10	10	75.0	6	27.8	42.3	83.3%	9	88.9%
			11TH	4	4	90.6	3	30.0	37.0	66.7%	4	100.0%
			12TH	1	1	80.6	0				1	0.0
			TOTAL	20	20	80.6	13	26.6	38.7	84.6%	19	68.4%
TOTAL	TOTAL		93	93	71.1	53	32.3	37.5	67.9%	63	66.7%	
TOTAL			94	94	70.5	53	32.3	37.5	67.9%	64	67.2%	

CHAPTER I FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY SCHOOL		STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING	
BROOKLYN	THOMAS JEFFERSON	HALF YEAR	9TH	25	25	62.5	11	30.2	36.1	63.6%	15	66.7%	
			10TH	11	10	77.6	8	30.7	37.5	75.0%	7	71.4%	
			11TH	10	10	74.2	6	41.0	46.3	50.0%	2	0.0	
			TOTAL		46	45	68.5	25	33.0	39.0	64.0%	24	62.5%
		FULL YEAR	9TH	3	3	67.2	3	38.0	31.0	66.7%	2	100.0%	
			10TH	2	2	59.2	2	33.0	28.0	0.0	1	100.0%	
			11TH	1	1	97.2	1	22.0	37.0	100.0%	0		
			TOTAL		6	6	69.5	6	33.7	31.0	50.0%	3	100.0%
			TOTAL		52	51	68.6	31	33.1	37.5	61.3%	27	66.7%
			TOTAL		52	51	68.6	31	33.1	37.5	61.3%	27	66.7%

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CHAPTER 1 FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROV IN MAT	
MANHATTAN	HALF YEAR	9TH	26	26	79.8	22	6.8	68.4%	0				
		10TH	31	31	78.1	27	3.6	60.9%	0				
		11TH	12	12	78.5	11	4.0	42.9%	0				
		12TH	1	1	83.5	0			0				
	TOTAL		70	70	78.9	60	4.9	61.2%	0				
	FULL YEAR	9TH	6	6	87.4	0			0				
		10TH	42	42	88.9	0			3	58.3	63.9	66.7%	
		TOTAL	48	48	88.7	0			3	58.3	63.9	66.7%	
	TOTAL		118	118	82.9	60	4.9	61.2%	3	58.3	63.9	66.7%	

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CHAPTER 1 FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROV- IN MATI
BRONX	HALF YEAR	9TH	44	44	57.9	33	6.2	86.7%	0			
		10TH	28	28	76.5	24	9.3	95.8%	0			
		11TH	8	8	71.8	7	3.3	42.9%	0			
	TOTAL		80	80	65.8	64	7.1	85.2%	0			
	FULL YEAR	9TH	20	19	79.3	0			5	34.0	44.4	100.0%
		10TH	3	3	68.5	0			0			
		TOTAL	23	22	77.8	0			5	34.0	44.4	100.0%
19	TOTAL		103	102	68.4	64	7.1	85.2%	5	34.0	44.4	100.0%

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 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROV IN MAT
BROOKLYN	HALF YEAR	9TH	3	3	64.4	3	3.7	100.0%	0			
		10TH	4	4	47.6	3	.5	0.0	0			
		12TH	1	1	83.2	1	2.0	0.0	0			
	TOTAL		8	8	58.4	7	2.3	50.0%	0			
TOTAL			8	8	58.4	7	2.3	50.0%	0			

CHAPTER 1 FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROVI IN MATI
ALT/SPEC PGMS	HALF YEAR	9TH	1	1	77.9	1	3.0	100.0%	0			
	TOTAL		1	1	77.9	1	3.0	100.0%	0			
TOTAL			1	1	77.9	1	3.0	100.0%	0			

CHAPTER 1 FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY SCHOOL		STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROVED IN MATH	
MANHATTAN	SEWARD PARK	HALF YEAR	9TH	26	26	79.8	22	6.8	68.4%	0				
			10TH	31	31	78.1	27	3.6	60.9%	0				
			11TH	12	12	78.5	11	4.0	42.9%	0				
			12TH	1	1	83.5	0			0				
		TOTAL	70	70	78.9	60	4.9	61.2%	0					
	TOTAL	TOTAL	FULL YEAR	9TH	6	6	87.4	0			0			
			10TH	42	42	88.9	0			3	58.3	63.9	66.7%	
			TOTAL	48	48	88.7	0			3	58.3	63.9	66.7%	
		TOTAL			118	118	82.9	60	4.9	61.2%	3	58.3	63.9	66.7%
	TOTAL				118	118	82.9	60	4.9	61.2%	3	58.3	63.9	66.7%

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 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY SCHOOL	STATUS	GRADE	TOTAL # OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH	
BRONX	THEODORE ROOSEVELT	HALF YEAR 9TH	43	43	59.2	32	6.4	89.7%	0				
		10TH	28	28	76.5	24	9.3	95.8%	0				
		11TH	8	8	71.8	7	3.3	42.9%	0				
	TOTAL		79	79	66.6	63	7.2	86.7%	0				
	FULL YEAR 9TH		19	18	78.7	0			4	35.8	39.5	100.0%	
	10TH		3	3	68.5	0			0				
	TOTAL		22	21	77.3	0			4	35.8	39.5	100.0%	
	TOTAL			101	100	68.9	63	7.2	86.7%	4	35.8	39.5	100.0%

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 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY SCHOOL	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROVED IN MATH
BRONX	DEWITT CLINTON	HALF YEAR 9TH	1	1	0.0	1	0.0	0.0	0			
		TOTAL	1	1	0.0	1	0.0	0.0	0			
		FULL YEAR 9TH	1	1	89.4	0			1	27.0	64.0	100.0%
		TOTAL	1	1	89.4	0			1	27.0	64.0	100.0%
	TOTAL		2	2	44.7	1	0.0	0.0	1	27.0	64.0	100.0%
TOTAL			103	102	68.4	64	7.1	85.2%	5	34.0	44.4	100.0%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
 COLLEGE DISCOVERY PROGRAM
 STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY SCHOOL	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROVED IN MATH
BROOKLYN	THOMAS JEFFERSON	HALF YEAR 9TH	2	2	73.7	2	3.0	100.0%	0			
		10TH	4	4	47.6	3	.5	0.0	0			
		12TH	1	1	83.2	1	2.0	0.0	0			
	TOTAL	7	7	60.2	6	1.8	40.0%	0				
TOTAL			7	7	60.2	6	1.8	40.0%	0			

CHAPTER 1 FUNDED PROGRAMS 1988-1989
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SUPERINTENDENCY SCHOOL	STATUS	GRADE	TOTAL # OF STU- DENTS	# WITH VALID ATTEN- DANCE	MEAN PERCENT ATTEN- DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE- TEST SCORE	MEAN POST- TEST SCORE	% WHO IMPROVED IN MATH
BROOKLYN	PROSPECT HEIGHTS	HALF YEAR 9TH	1	1	45.9	1	5.0	100.0%	0			
		TOTAL	1	1	45.9	1	5.0	100.0%	0			
	TOTAL		1	1	45.9	1	5.0	100.0%	0			
TOTAL			8	8	58.4	7	2.3	50.0%	0			