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ABSTRACT

This report summarizes an assessment effort that began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a longitudinal study that focuses on the academic achievement and attitudes of students in the St. Louis (Missouri) metropolitan court-ordered desegregation program administered by the Voluntary Interdistrict Coordinating Council. Chapter I is a brief introduction that discusses the initiating court orders, a previous evaluation, and the structure that provided the guidance that resulted in this study. Chapter II discusses the evaluation design and data collection procedures, Chapter III presents the key findings, and Chapter IV contains steps for possible implementation in the next year. Data were collected for students in grades 4, 6, 8, and 10 for students in 16 suburban schools participating in the transfer program and all black students in the integrated, non-integrated, and magnet schools of St. Louis. From the 21 most important findings, several issues are identified. One of the most important is the attitudes of students in the transfer program. Until this study has been replicated over time, firm conclusions cannot be drawn. Nine tables and 16 graphs present study findings. Ten appendices present details about the study methodology and results, student writing samples, and survey forms and contain an additional 155 tables of study results. (SLD)

Assessment of Student Performance and Attitude

St. Louis Metropolitan Area Court Ordered Desegregation Effort

Report Submitted to:
Voluntary Interdistrict Coordinating Council

January, 1992

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ASSESSMENT OF STUDENT PERFORMANCE AND ATTITUDE FOR THE ST. LOUIS METROPOLITAN AREA COURT ORDERED DESEGREGATION EFFORT 1991

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EXECUTIVE SUMMARY

This report summarizes the assessment effort which began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a longitudinal study that focuses upon the academic achievement and attitudes of the students in the St. Louis metropolitan court ordered desegregation program administered by the Voluntary Interdistrict Coordinating Council (VICC). The report is organized by first presenting a brief introduction (Chapter I) which covers the initiating court orders, reference to a previous evaluation and the structure that provided the guidance that led to the development and implementation of this assessment study.

The second chapter of this report concerns the evaluation design and data collection procedures. That section details the nature of the students and the instruments used, along with some methodological issues such as pre-transfer equivalence and instrument/curriculum fit. It also has a detailed description of cautionary issues that should be kept in mind. It is followed by Chapter III, which presents the key findings and the discussion of these findings. The final chapter of the report contains a set of next steps for possible implementation next year.

A series of filings resulted in the requirement for the current work being summarized here. The final filing was issued by the U.S. District Court, Eastern Division, on June 8th, 1990, ordering a study that would compare transfer students with those in the magnet schools, integrated and non-integrated schools in St. Louis City. The Court order of June 8th, 1990, not only called for the comparison of these four groups of students on an achievement test and writing exercise, but also called for the development and utilization of an attitude survey to supplement other information. The District Court approved the VICC plans for the assessment design on August 17, 1990. These plans had been developed by the consultant to VICC and modified through extensive discussion (and

some negotiation) with VICC Subcommittee members until they were approved by the entire VICC.

The research design for this study involved collecting data on the four groups of students at grades 4, 6, 8, and 10. Students in the 16 suburban school districts participating in the transfer program, and all black students in the integrated, non-integrated, and magnet schools in the City in these four grades were included in this study. The study is to be a replicated (two separate groups of student cohorts), longitudinal study, continuing for several years, to allow us to see the developmental changes in these same students over time. The study targeted student performance on the mathematics and reading sections of the Stanford Achievement test, and a Writing Assessment activity. The attitude survey gave demographic information about the student's home as well as opinions summarizing a series of personal beliefs. These focused upon such topics as attitudes of school personnel, friends at school, personal work habits, and support from home.

Information was also collected on past achievement on the CTB/McGraw Hill California Achievement Test, and the Cognitive Abilities Test. These variables and socio-economic status as measured by the demographic items were used to adjust performance on the achievement tests. In this way, we attempted to correct for initial differences in the groups that had nothing to do with the school programs themselves.

The full report contains a long list of concerns. A careful interpretation of the results must be made. The concerns include: problems with adjusting for past differences; differences in school districts' curriculum match to the achievement tests; response rates; misuse of calculators by some students; lack of purity of the definition of the four groups with students traveling from school to school; as well as ideas traveling from teacher to teacher; the influence upon performance and attitudes by non-school factors; the selectivity of the outcome measures and the fact that they ignore some very important variables; and that the attitude survey can be faked. For some students, the test taking was not part of the regular testing program, and these students expected no personal consequences from their performnce. This was true of most of the transfer students and could have had a negative impact upon their scores. Finally, most of the transfer students were pulled out of their regular classes to take the tests and the attitude survey, while the city students were assessed in their regular environment and were not, therefore, stigmatized.

The following is a very brief listing of some of the most important

comments in the full report. The reader, including school personnel, is cautioned to remember that interpretations are tentative:

1. With few exceptions, the pre-transfer data (known as covariates or adjusting variables) indicate that the magnet students have the highest pre-transfer achievement scores, and the transfer students usually have the second highest set of scores.

2. Nearly all statistical tests are significant, despite the varying sample sizes. In other words, very few of the differences are due to chance. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these non-significant results, they all occur with the most encompassing adjustment (it is labeled V in the full report).

3. In every case, the combination of adjusting variables which used nearly all the pre-transfer information provides the most explanatory power in the attempt to understand the differences between all the students. This analysis is also based upon relatively few students due to missing data.

4. The group identification of the student as enrolled in a non-integrated, integrated, magnet school, or transfer school provides very little explanatory power, even though statistically significant differences exist. In other words, if you use the group in which a student is enrolled to predict the student's performance, you would not be very accurate.

5. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. One reason for this may be that a measure of intelligence is often the most reliable of the set of covariates available. Being more reliable allows one variable to correlate better with another variable.

6. The relatively high performance of the magnet school group greatly lessens when adjusted for prior ability. In other words, students who enter as higher ability students tend to continue demonstrating higher performance.

7. In many cases the achievement of non-integrated and integrated students moves to more closely approach that of magnet students when corrected for prior differences.

8. In contrast to the previous observation, the transfer student achievement tends to be lower relative to the other groups when adjusted for prior differences, with the exception of 10th grade. Some exceptions also occur with 8th grade mathematics.

9. In nearly all cases, the uncorrected performance by magnet students is highest.

10. The rank order of mean performance of transfer, non-integrated, and integrated students varies from grade to grade and from subject matter to subject matter.

11. Progress across grades is observed on all achievement data for all groups through grade 8.

12. The tenth grade data indicate a nearly level or even a lowered performance when compared to 8th grade for the Stanford achievement data for all groups except the transfer students. Transfer students continue showing progress in tenth grade.

13. Writing Assessment results indicate increased performance from 8th grade to 10th grade for all groups.

14. For most attitude items, even those that are significantly different for two or more groups, the differences in the means are not great, except in a few cases.

15. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parents' preference. In each case the direction of the differences indicates that the transfer students and their parents have the most positive view of being in school in the suburbs.

16. It should also be noted that the items on school preference elicit the most disagreement of any items from non-integrated, integrated and magnet students, as we would expect.

17. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades.

18. This slight difference in attitude is not seen in 10th grade, but clearly, there is a high correlation (degree of relationship) of mean attitude across all four groups at all grades.

19. The correlation of both attitude items and achievement to months in the transfer program is essentially zero.

20. The median (middle) level of performance of the total group of students, relative to the national norm group, indicates a very low level of performance. Half of the students scored in the low twenties in terms of their national percentiles on most of the achievement variables.

21. While the average performance recorded here is very low, it should be recognized that a full range of performance was obtained by students in the study. In other words, some of these students scored at the highest level possible on the Stanford.

These results pose a challenge to everyone. It is to learn what accounts for the successes that are present. If the resulting understanding can be generalized so that improvement in performance and attitude can be obtained for all students, we will have done a wonderful thing.

One of the outgrowths of this effort is the development of a writing improvement manual that could be made available to teachers. An examination of this manual and its application to defining good writing in a concrete manner can be helpful to the schools.

It is the recommendation of this report that task forces be identified to address a series of issues that are raised by this data. As an example, perhaps one of these should be the further examination of the attitudes of the students in the transfer program. It may be that the attitudes of African-American students in the transfer program are not different from other students in the recipient schools. This could be determined. It is not necessarily true that any causal factors will be associated with the actions of the transfer schools' administrations, teachers or pupils. We just don't know.

Another area that might be identified for further work is the development of a follow-up system to examine long range effects of the transfer program. For example, it might be possible to look for changes in work behavior of students after they graduate from high school. Such factors as job opportunities following graduation, and ability to live successfully in an integrated world are two more such examples.

It remains true, though, that being able to change achievement and attitudes is important. The data suggest that there are many examples of successful students with positive attitudes in these schools, despite the overall results. Whether their success is due to the school program or to home factors or to something else is not clear from these data.

Another particularly important question involves exploring improvements in the definitions of the four groups. There is some migration of students from school system to school system which raises questions about attributing success or failure to the actions of a single school system.

A factor that test publishers' studies have shown to be of potential significance is that of the students' and teachers' familiarity with the testing instruments. It is well known that school performance, relative to the fixed norms of the test, tends to increase during the first few years of adoption of a new instrument. Since the plan for this evaluation is longitudinal, a built in correction for this phenomenon exists if it is

present.

This is a replicated longitudinal study (two cohorts of students are to be followed through the system), as noted above, and we will look at trends in the data across future years of the study. Until replicated over time, we will not draw firm conclusions. The truth may be that additional large increases in school development as indicated by mean achievement gains of students are not obtainable through a transfer program approach. In other words, a transfer model might enhance other variables affecting school performance, but at this time we do not have sufficient evidence documenting such a phenomenon. Perhaps programs that are quite different from current academic environments would have an impact. As indicated several times above, though, transfer programs can still be considered an important public policy for other very good reasons. At this time we can draw no final conclusions.

ASSESSMENT OF STUDENT PERFORMANCE AND ATTITUDE FOR THE ST. LOUIS METROPOLITAN AREA COURT ORDERED DESEGREGATION EFFORT 1991

Robert W. Lissitz
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Chapter I. INTRODUCTION

A. Overview:

This report summarizes the assessment effort which began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a replicated, longitudinal study that focuses upon academic achievement as well as the attitudes of the students in the St. Louis metropolitan court ordered desegregation program administered by the Voluntary Interdistrict Coordinating Council (VICC). The report is organized by first presenting a brief introduction (Chapter I) which covers the initiating court orders, reference to a previous evaluation and the structure that provided the guidance that led to the development and implementation of this assessment study.

The second chapter of this report concerns the evaluation design and data collection procedures. That section details the nature of the students and the instruments used, along with some methodologal issues such as pre-transfer equivalence and instrument/curriculum fit. It also has a detailed description of cautionary issues that should be kept in mind. It is followed by Chapter III, which presents the key findings and the discussion of these. Chapter IV of the report contains a set of next steps that are recommendations for possible implementation next year. An effort has been made not to burden the reader with unnecessary detail in the body of the report. Many of the documents are included as appendices which are attached to the report. Supplementary documents exist that can be made available from the consultant along with more detailed presentations of the data.

B. Motivation for Study:

A considerable interest in the success of this "remedy" resides in the members of the community as well as in the staff and professionals of the schools themselves. After some discussion among various participants, the courts have, again, become involved and ordered evaluations. A previous report issued by Dr. Steven J. Osterlind of the University of Missouri at Columbia was based upon a large scale assessment of the transfer program. That study was the result of a direct U. S. District Court order issued on December 13, 1988. The District Court also ordered a comparison study on February 17, 1989. These orders were the result of the Court of Appeals which, on July 14, 1988, ordered an assessment and referred the task to the District Court for the details.

The Osterlind report generated a series of responses including those from --

-- the City (1/31/90 and 4/90),
-- Caldwell (3/90 and 5/90),
-- the State (4/90), and
-- the County School Districts (5/90).

These filings resulted in the current work stipulated by an order from the District Court, which, on June 8th, 1990, required a study that would compare transfer students with those in the magnet program, integrated and non-integrated schools in St. Louis City. The Court order of June 8th, 1990 not only called for the comparison of these four groups of students on achievement measures, but also called for an analysis of attitudes of the same students to supplement other information.

The District Court approved the VICC plans for the assessment design on August 17, 1990. These plans had been developed by the consultant to VICC and modified through extensive discussion (and some negotiation) until they were agreed to by the VICC assessment subcommittee. In addition to the motivation and guidance supplied by the Courts, was a sincere interest on the part of numerous parties to have this study implemented. More will be said about this in later sections of the introduction, but it is certainly true that many groups have a deeply felt interest in the results of this study of the VICC program.

C. The Osterlind study:

Dr. Osterlind was retained by the VICC and guided in his effort by the brief court order of December 13, 1988. His first report titled "Report on the Academic Attainment of Students in the Interdistrict Student Transfer Component of the Settlement Agreement" was issued in December of 1989. His executive summary details, in brief form, the four general questions that guided his study: 1) What is the current level of achievement of the Transfer students?, 2) Has the level of achievement of the Transfer students changed during their enrollment in the Voluntary Transfer School program?, 3) How does the current level of achievement of the transfer students compare to that of the students enrolled in the St. Louis Public Schools?, and 4) What kinds of tests, test scores, and other quantifiable data were relayed to the researcher for analysis? The report is quite long and contains numerous comments, but the following is a very brief summary of the results as presented in Dr. Osterlind's executive summary:

1. Transfer students' achievement level is below the national average.
2. No achievement level differences were related significantly to the number of years in the transfer program, although a modest trend in the data was noted.
3. Transfer students appear to make normal gains in achievement each year in school.
4. Transfer students are achieving at a level that is significantly higher than that of St. Louis Public school students.
5. Transfer students appear to perform at the same level as magnet students. In year two of his study, this changed to a finding of significantly lower performance when compared to magnet students.

There are two primary issues that were raised regarding the Osterlind study. These should be mentioned here since they prompted considerable discussion. The first is the issue of the pretransfer equivalence of the students entering the transfer program and those that remained in the city schools. The study did attempt to look at pre-transfer equivalence, but limited data made the conclusions somewhat tenuous. The second issue was that of not having a single instrument to measure the academic achievement of students. Instead, the various instruments in use in the region were converted to Normal Curve Equivalents to form a common scale.

The debate that followed that study sensitized the committees involved in advising the current principal investigator. The result, as will be seen in the later section describing the methodology of this study, was to modify the design to try to decrease controversy by at least two issues. Many complex decisions were made in this study, just as were made in the earlier one. We hope that the process used to come to agreement will have secured more consensus about these matters. It is clear to anyone who studies evaluation that the real world necessitates compromise, although we feel confident that this study has succeeded in gathering information that is reliable, valid, and useful. The replication of our study with next years cohort will provide evidence to support or refute this.

D. Development of the Current Proposal:

This project was developed in July, August, and September of 1990 following a letter of July 26, 1990 inviting a design for an assessment of students involved in the transfer program. This letter of request was initiated by Susan Uchitelle, Executive Director of VICC. August 1, 1990 was the date of the first meeting with the VICC Assessment Subcommittee. This committee consisted initially of approximately 10 members. It was a diverse group with initial representation from the schools, the NAACP, and parents.

A number of basic assumptions summarized in a memo by Lissitz (the principal investigator) dated July 31, 1990 were discussed by the Assessment Subcommittee. These included that the study would: 1) be longitudinal as well as cross sectional; 2) utilize a single achievement test for all students and schools; 3) involve an attitude scale, achievement data, and a writing sample; 4) assess African-American students from integrated, non-integrated, magnet schools and the transfer program; and 5) incorporate the need for pre-transfer data in an effort to examine the equivalence of the students prior to their entering the transfer program. The Assessment Subcommittee and the principal investigator developed and modified the proposal to the point where there was agreement on each of the critical characteristics of the new evaluation study.

The "Evaluation Proposal To VICC," dated August 31, 1990 was presented to the full VICC on September 12, 1990 and approved at that time. This committee was considerably larger than the Subcommittee on Assessment, and even more representative of the various constituencies

that were involved in the initial law suit. After the entire proposal had been discussed in great detail by the Test Assessment Subcommittee and then again by the full VICC it was approved.

Since approval of the overall proposal, considerable discussion has taken place on a regular basis at monthly meetings of the Subcommittee. All critical issues germane to the design and implementation of the study have been presented to the Subcommittee in great detail, and, after considerable comment and frequent modification, have been approved. This project has had the benefit of considerable scrutiny and good advice from a very diverse group of people representing key constituencies in the St. Louis area. The final decisions are, of course, the responsibility of the consultant.

E. Implementation of the study:

The evaluation has been, as indicated in the previous section, a united effort under the direction of the principal investigator with considerable support from the advisory committee, the VICC, the City schools, and the suburban school districts. A specific group that has played an important role in the implementation of the study is the test -coordinators of the individual school systems. The principal investigator met with them on several occasions to discuss the test administration procedures. Initially, there was some confusion about their role being that of an implementation group and not policy determiners. Despite this confusion on the part of a few members of that group, they were interested in facilitating the study, and were responsible for its implementation in each district.

The Psychological Corporation was also helpful in the utilization of the Stanford Achievement Test. Through the assistance of the local representative, Darlene Patrick, they made sample material and administration manuals available to school personnel. Since most of the schools had not been using the Stanford, this was especially helpful. In addition, the help of Measurement Incorporated of North Carolina through the consultation of Wendy Littlefair, was secured for the Writing Assessment phase of this project. She is very well known for her expertise on scoring writing assessments and shared this information with the principal investigator, St. Louis City writing assessment personnel, and the VICC Subcommittee on Assessment. Finally, the VICC staff was of continuing assistance, including especially Susan Uchitelle, the executive director, and Ronald Franklin, head of the computer system.

The VICC Subcommittee on Assessment and several members in particular have been instrumental in the development and implementation process. As indicated above, this committee, under the guidance of the chair, Dennis Peterson, has been deeply involved in every phase of this project. All members of the committee have participated in the discussions and have worked hard to come to agreement before any particular element of the evaluation was implemented.

In summary, this evaluation has been the result of continuous and extensive discussion involving representatives of every faction having an interest in interdistrict transfer. Their support has been critical to the successful completion of this effort.

Chapter II. EVALUATION DESIGN AND PROCEDURE

A. Students:

Saint Louis City is a moderately sized school district with 42,910 students enrolled as of March 16, 1990. Of this number, using available data, there are 29,005 African-American students in grades 1-12 and 8,688 white students enrolled in the same grades. In addition are a few students for whom there are no race codes and students in kindergarten counted in the total, but not in the breakdowns. This is an urban system with a predominantly African-American student population, although there are students who are neither African-American nor white. The districts that participate in the transfer program were initially identified because they are suburban with a predominantly white student body.

The following sections describe the students that were specifically selected to be included in this study. The following outline of information is deceptively simple to read. The decisions that are implied by this summary took considerable time to make and represent the results of extended discussion with the VICC and its many advisors as described above.

1. Groups: The research design has divided the students into four groups:

non-integrated schools in the city,
integrated schools in the city,
magnet schools, and the
transfer program.

The distinction between integrated and non-integrated schools is a legal definition based upon a Court's designation of schools at a particular point in time. Due to changing demographics, some of the schools on the list of integrated and the list of non-integrated schools have shifted in the percentages of African-American and white students. For example, Adams, Wyman, L'Ouverture, Mullanphy, Webster, and Southwest from the City are considered integrated schools, yet over 65% of their students are African-American.

According to information provided to the author of this report, selection of students to a magnet school is currently based upon a lottery. Before the adoption of a lottery, selection was based upon a process involving waiting in line to make application or sending applications which were processed on a first come first served basis. In neither scenario have persons working in St. Louis City schools described the selection as a competitive process based upon student ability, except in the case of the Metro, Enright and Kennard schools. In this sense, the labeling of these schools as magnet does not necessarily imply that the students are different.

2. Selection Criteria: The following characteristics describe the students in this study.

1. All students in this assessment are African-American. This is a decision that was made for us by the Courts.

2. Those who are in the transfer program have been enrolled, at a minimum, long enough to be completing their second year of enrollment in the Spring of 1991.

3. No phase II students in special education or students whose IEP requires non-standard testing were included in the study.

4. No students coming from private schools directly to the transfe program were included. This may not be true of the other 3 programs.

5. No special selection criteria were applied to the integrated, non-integrated or magnet school students other than current enrollment and attendance during a testing period. Since this is a longitudinal study, there were two related reasons for including all students. One was the concern with loss of students over the years of the study. The second was that there were fewer students in each grade in the City than we had first thought.

3. Grades: The decision of the VICC assessment subcommittee and the final design has assessment occurring at 4, 6, 8, and 10th grades. This

provides coverage throughout the school years, including the elementary, middle and secondary levels. In addition, it allows the longitudinal phase of the study to occur earlier than if fewer grades had been selected. Since the first replication occurs in the third year of the study, this design defines two cohorts of students to be followed through school.

4. Schools: The following districts are involved in the transfer program and had students included in this study:

Affton
Bayless
Brentwood
Clayton
Hancock
Hazelwood
Kirkwood
Ladue
Lindbergh
Mehlville
Parkway
Pattonville
Ritenour
Rockwood
Valley Park
Webster Groves
St. Louis

All magnet schools were included in the study.

B. Instruments:

There are three primary sources of data for the VICC assessment study: the St. Louis Metropolitan School Survey, the core academic subjects of the Stanford Achievement Test, and the Writing Assessment. There are additional sources of information that provide a record of pre-transfer equivalence of the students so that proper comparisons can be made. The Stanford Achievement Test and the Writing Assessment look carefully at the academic achievement aspects of the school experience. In other words, we looked at the traditional areas of reading, writing, and arithmetic. Although the reading and arithmetic are paper and pencil objective measures, the writing is a performance measure. Each instrument is described below.

1. Saint Louis Metropolitan School Survey: The St. Louis Metropolitan School Survey is unique in this study for its examination of attitudes as an integral part of the school context. It was the belief of many people, long before this consultant became attached to this project, that a study that only focuses upon academic achievement will miss a very important part of the matrix which defines the relationship between student and school. For example, How are students who choose to transfer to county

schools different from students who chose to remain in city schools?, or How do transfer students change as a result of their experiences in county schools? The development of the Survey was oriented toward two primary purposes. One was to focus upon the family, including determination of its socio-economic status and the degree of parental interest in the transfer program, and the second was to look at school related attitudes. Examples of the diverse set of school related attitudes are locus of control (taking personal responsibility or blaming others for successes or failures), attitudes toward other races, and willingness to accept new situations and new friends.

These attitude areas are complex, and sensitive, and very important to gaining insights about student success and how the transfer program impacts upon the attitudes of the students. It is widely recognized that family socio-economic status is related to school performance, but less well understood is the relation of performance to student attitudes. For these reasons, the development of this instrument proceeded slowly and carefully. It is important to provide a brief history so that the reader can understand what was meant by the phrase "development of this instrument proceeded slowly and carefully."

The original conceptualization of the survey project owes much to two measurement specialists who have been closely allied with the VICC study since its inception, Daniel Coates, and Roger Edwards . Several years ago, while still employees of the St. Louis City Schools, they began thinking seriously about the construction of a survey that would assess attitudes that the students themselves thought were important in determining the success of the desegregation effort. Even though they had considerable experience with public schools, they wanted to proceed, as much as possible, with direct guidance from the students themselves. They began with a series of focus groups in which African-American secondary school students, both participants and non-participants in the transfer program, were encouraged to freely discuss attitudes that they thought might be affected by the transfer experience and were important to being a African-American student in school in metropolitan St. Louis. The students were very cooperative and raised a number of issues that were both sensitive and meaningful.

The notes from these focus groups were the basis for development of the first set of survey test items. That draft of the survey went through a number of modifications under the consultant's guidance. The process was conducted with a realization of the risks associated with studying sensitive issues and a commitment to the belief that, without

this attitude information, the VICC assessment study would not be nearly as meaningful. Several decisions were made, including attempts to 1) reword some of the original items, 2) target areas for study with more than one item in each area, 3) have coverage of a wide number of critical areas, 4) have a simpler form of the survey for fourth graders, and a more complex form for sixth, eighth and tenth graders, 5) do a pilot (tryout) of the survey, and 6) use this opportunity to gather some socio-economic status information which could not legally be obtained from existing records.

The form went through a large number of formal reviews, especially by the VICC Subcommittee on Assessment. This Subcommittee was inititally widely representative of the school professionals, the NAACP, and parents. The versions were improved greatly by many contributions including those of Virginia Beard, Vernon Beckmann, Daniel Coates, Roger Edwards, Odessa Farrell, Jerry Powers, Susan Uchitelle, and others on the subcommittee and on the VICC staff. Some advice from the faculty at the University of Maryland was also sought and received from Dr. Robert Hardy (an educational psychologist), Dr. Martin Johnson (a mathematics educator), and Dr. William Schafer (a psychometrician). Some of Dr. Johnson's work has been summarized in a chapter titled "Minority Differences in Mathematics" and appeared in the monograph titled "Results from the Fourth Mathematics Assessment of the National Assessment of Educational Progress", 1989 available from NAEP. Dr. John Robinson, a demographer and survey specialist with the Sociology Department at the University of Maryland was quite helpful with the socio - economic status items. Several of these people were candid in their perception that this was a challenging task.

Once two drafts of the survey (one for fourth graders and one for the other students) existed in a scannable format that represented our "best effort", the VICC Subcommittee authorized the pilot study. This pilot study involved students at fourth, sixth, eighth, and tenth grades from schools in both the City and the suburbs. Each classroom administration was monitored by someone on the VICC staff or on the Assessment Subcommittee who then discussed the process and individual items with the students who had just completed the form. The discussions were guided by a set of standard questions that had been developed, with advice from the Subcommittee, for use in all pilot classrooms. Everyone's observations were then shared in a general discussion conducted by the consultant and extensive notes were made with numerous changes resulting on the survey forms and the accompanying instructions.

Particularly helpful in this discussion and in recommending changes were Beard, Coates, Edwards, Farrell, Powers, and Uchitelle.

In addition to this direct contact with students and teachers, we had the student's responses which had been input to a floppy disk under the direction of the VICC data manager. These data were analyzed at the University of Maryland by a series of calculations producing the mean, standard deviation, and score distribution of every item. We also calculated the intercorrelation matrix, principle components, and Varimax rotated components for each form of the instrument. The results of the analysis were shared with Roger Edwards and Dan Coates and some additional changes were made.

The pilot work was extremely valuable in modifying items that had been identified as objectionable to reduce the source of the concern expressed by the students. The VICC Subcommittee also spent considerable time developing a process for administration which we felt would alleviate much of the concern that African-American students had because they were being singled out for this assessment study.

Although the above history focused upon the item construction side of the Survey, there were also separate instructions developed for administration of the fourth grade form and the upper grade form. These instructions were included in the discussions, were a part of the pilot, and were modified considerably as part of this development process. We also spent a great deal of time developing a parent letter, a detailed information sheet, and an informative news item for the regular VICC parent newsletter. The schools, in many cases, added additional communication items to those that were sent to parents and school professionals.

There were also three monthly meetings held by VICC with test coordinators from all school districts. These meetings included agenda items on how to prepare the students for all assessment activities, how to administer the instruments, and how to schedule make-up assessments. These agenda items were in addition to sessions that elicited extensive advice on the instructions for the writing assessment, and especially the survey. These sessions were helpful and greatly influenced the development of the instructions eventually used for the actual administration.

Finally, the revised forms and instructions were presented to the VICC Subcommittee for final approval, which was forthcoming. Their approval was forwarded to the full VICC who also approved the Survey for use in the schools. The surveys were administered in the schools during

the months of March and April. Copies of the Survey and the Administration instructions are included in Appendix One.

2. Stanford Achievement Test: The Stanford Achievement Test Series, eighth edition (1988), The Psychological Corporation, Harcourt Brace Jovanovich, Inc. was selected for the assessment, specifically the reading and mathematics subtests. Reading consists of a total reading score and scores for word reading/reading vocabulary, and reading comprehension. Mathematics consists of a total mathematics score and scores for concepts of number, computation, and applications at grades 4, 6, and 8 and just a total mathematics score at grade 10. All results are presented in terms of scale scores, with the exception of one table of percentile scores. These scale scores cannot be compared across subject area, but they can be compared developmentally. In other words, a student's growth can be observed across time by watching the change in the scale score. The standard administration instructions recommended by Psychological Corporation were utilized.

3. Writing Assessment: The writing assessment is a performance based indicator of the student's ability to express him or herself in written form. The writing assessment used in this evaluation study is similar to what is currently used in many States in the United States, as well as what is used in St. Louis City. The discussion of inclusion of a writing assessment phase in this study included the following issues:

1. It is a measure of academic achievement in an area that is very important.

2. All schools teach writing so there is less of an issue of the curricular match and there is support for the importance of the assessment to the curriculum.

3. It is performance based and free response, unlike the multiple choice Stanford. The response form is different and therefore increases the generality of the findings.

4. It further adds to the validity of the evaluation by complementing other measures of school performance identified in the Stanford (reading and math). Written communication is different from but probably equally important to mathematics and reading. The Language arts subtest of the Stanford would be somewhat duplicative and, in the interest of efficiency, not recommended.

5. Written and oral communication were suggested by the original student focus groups stating that language was one area strongly

influenced by the transfer program experiences. The cost of doing oral communication assessment would be very great.

The following outline presents the basic characteristics of the VICC Writing Assessment.

1. Type of Writing: Narrative/descriptive -- for example, using a prompt that asks the student to describe something that happened in the past. The actual prompt used in 1991 is included in Appendix Two.

2. Time allotted: A total of 40 minutes announced in three parts. The administrator notifies the students when there are 15 minutes left and again when there are 5 minutes left.

3. Number of Prompts: One prompt has been used.

4. Score scale: A single score is provided and is a relatively holistic judgement of the quality of the communication. A six point scale was utilized and the score will be the average of two independent raters. The 4th grade is scored separately from the 6, 8, and 10th grades. In other words, two separate assessment scoring efforts was mounted for the 4th grade and for the 6, 8, and 10th grade.

5. Rubric: The rubric generated by St. Louis is included in Appendix Three, although it was not initially reviewed with the readers who did the scoring of the prompts.

6. Instructional guide: A very useful resource manual has since been provided by Wendy Littlefair specifically as an outcome of the VICC study. It was not available for use by St. Louis, although we would be glad for it to be used by any teacher in the future. The manual was developed using actual papers from the 1991 assessment. It is annotated by Wendy Littlefair so that teachers can understand how the scores were determined. St. Louis' scoring has a heavier emphasis upon mechanics, according to Wendy Littlefair and in contrast to state evaluations with which she is familiar. The instructional guide is in Appendix Three.

7. Answer Sheets: The St. Louis answer sheets were adopted. The I.D. Information is in an optical scannable format as are the scores.

8. Instructions: Instructions for the administration and collection of the data are included in Appendix Two. Notice that these describe to the student the nature of the required writing, and the time limit. The instructions also provide the administrator with model answers to questions that were anticipated.

9. Scoring: Two separate scoring sessions were arranged, one for 4th grade and one for the other grades. Local teachers from St. Louis City and from the suburban districts were paid to do the rating. Their demographic characteristics are as follows:

	no. applied	no. offered	no. reporting
Elementary Group			
County	8	8	8
City	93	24	12
Middle and High School Group			
County	9	9	7
City	39	19	12

	no.	white	female	male	
Elementary Group					
County	8	2	6	8	0
City (3 experienced)	12	9	3	11	1
Middle and High School Group					
County	8*	0	8	6	2
City (7 experienced)	15**	6	9	3	12

* 1 scorer carried over from the elementary group
** 3 scorers carried over from the elementary group

Note that all the County applicants who applied were offered positions, although two did not show at the scoring sessions. You will also notice that there was considerable diversity among the raters.

10. Date of administration: The month of March was allotted for the administration of the writing assessment. Districts were encouraged to make every reasonable attempt to get responses from every eligible student.

C. Pre-Transfer Equivalence:

The problem with using a pre-existing, intact groups evaluation design is that there is no way to tell if the students were equivalent prior to their entry into the different school programs. In other words, perhaps because of differences in motivation, interest, or even ability, the students who go to the magnet program, or the transfer program, or even the integrated and non-integrated schools may differ in ways that have nothing to do with the programs themselves. We have worked closely with St. Louis city to try to identify information that may be useful in determining the degree of pre-existing equivalence of the students in this study. Our hope is that such data will enable us to examine this question of the degree of pre-equivalence. As mentioned in an earlier section of the paper, this was raised as a critical issue with regard to the Osterlind study.

St. Louis has been able to provide California Achievement Test - 1977 (CTBCAT-77) scores (CTB/McGraw Hill, Inc.) and the Cognitive Abilities Test (COGAT, Riverside Publishing, Inc.) scores for many of the students in this study. Since students enter the transfer program and magnet schools at different times, it was impossible to get data from the same year on all students. We decided to obtain data from the most recent test date available from St. Louis. In other words, if a student entered the transfer program in 1988, we tried to use their 1987 test scores, if available. If not available, we tried to get their 1986 scores, etc.

In order to have data from the CTBCAT-77 that reflects differences in ability rather than differences in the number of years in school, it was necessary to use Normal Curve Equivalent scores (NCEs). The scale scores, which we have used for most of the rest of the data analyses, tend to increase with year in school. This is because they were placed on a single developmental scale that spans all years of schooling. CTBCAT NCEs were available for total reading, total math, and total battery. The COGAT has comparable scale scores for verbal, quantitative, and non-verbal ability. They are not developmental like the Stanford, but are based on a national mean of 100 as the average ability level.

We also had tried to collect information on the socio-economic-status of each of the students who filled out the Survey Instrument demographic section. This information was used in some statistical analyses to determine the pre-transfer equivalence of each of the students in each of the groups. Unfortunately, a great deal of this specific data was missing.

The result was five approaches to correcting the data for pre-transfer equivalence, and these are described as follows. The same Roman numerals are used later to describe the same adjustments:

I. Adjusting for prior achievement in the same general area as the current achievement being examined. The CTBCAT 77 Total Reading score or the CTBCAT 77 Total Mathematics score was used for this purpose. The prior reading score was used to correct the current Stanford reading scores and the Writing Assessment score. The prior mathematics score was used to correct the current Stanford mathematics score. In this way, differences in prior overall achievement levels were statistically equated.

II. Adjusting for prior achievement using the overall total battery score of the CTBCAT 77. This was used to statistically equate all students for prior achievement levels.

III. Adjusting for Socio-Economic-Scale. This adjustment uses the information available from the attitude survey demographic items. An index was used to combine the item scores so that an overall indication of SES can be obtained and used to equate students for SES differences.

IV. Adjusting for ability differences prior to this year. The COGAT verbal, non-verbal, and quantitative scores were used to provide an indicator of ability. These scores were used to equate all students for ability level.

V. Adjusting for five pre-existing conditions. In this case we did a statistical equating of students for differences in their COGAT verbal, non-verbal, and quantitative, SES, and CTB total battery. Differences that remain are not due to variation predictable from these indicators.

D. Building the Master Tape:

The data from the various elements of the evaluation were each readied for analysis as separate scoring activities. Before the overall analysis can be done, each set of data for a specific grade had to be put on a single floppy disk. The master file was constructed under the direction of Ron Franklin of the VICC office. The result is a file with every student's data in a form readable by the SPSS micro-computer package. A back-up copy has been retained by the VICC office. The master file is the culmination of a number of efforts, including the St. Louis City schools data processing department and the data processing unit at Parkway

schools. The University of Missouri at St. Louis also provided a great deal of help.

E. Analysis:

The statistical analysis used the SPSS package running on a microcomputer at the University of Maryland. Dr. William D. Schafer, a faculty member of the University of Maryland, Department of Measurement, Statistics, and Evaluation has performed most of the analyses. The details of specific statistical procedures are covered in the Results and Discussion section.

F. Overall Issues and Cautions:

Any study can be criticized and this is especially true of field based evaluation studies such as the one summarized in this report. There are a number of issues that might be suggested as complicating the interpretation of the results. A thoughtful critic of this study might not only raise these questions, but would also conclude that caution in interpreting the results of this study is very much warranted. Follow-up studies and the continuation of this longitudinal study are necessary to build confidence in any specific interpretation of these results. Particularly missing in this data set is information about the specific educational programs being offered in these schools. In other words, this is not a process oriented study.

1. One of these issues is the pre-transfer equivalence mentioned in an earlier subsection of this report. If the transfer program or the magnet program attract more motivated and brighter students, then their test scores will be higher. This elevation in test score will not be necessarily attributable to the programmatic features, but in part at least due to these pre-program differences. We have tried to adjust the data using statistical procedures, but no statistical procedure is completely adequate to this task. No mathematical model currently available captures the full range of factors that relate to achievement. This approach is the best that we have, given the intact groups nature of the study.

2. Another issue has to do with the match between the regular curriculum of the schools and the assessment materials. The survey is probably equally unfamiliar to all students in all programs. The writing

assessment may be somewhat to the advantage of the St. Louis City students. The prompt is new to every student in the study, but the advantage, if there is one, could come as a result of the historical emphasis upon writing in the St. Louis City schools. Other districts may respond to this assessment by increasing their own emphasis upon writing. St. Louis City was also in charge of the scoring and continued the relative emphasis on mechanics versus content that has characterized their program for some years. Other districts that placed more emphasis on content might be at a very slight disadvantage. The scoring itself was very fair since raters did not know where the papers were written and who the students were. Although the emphasis might differ in each school distict, all students are taught writing and so one might not expect a very strong advantage for St. Louis City.

The Stanford Achievement Test has been the test used by the City for the third year in 1991. This is enough time that the curriculum in the City might be expected to shift toward the content domains of the Stanford, thus providing a second advantage to the City. Parkway and Rockwood also have used the Stanford prior to the onset of this evaluation study, and since they have a large number of the transfer students, any St. Louis advantage would be mitigated. It is unfortunate that we were not able to design the study so that no identifiable question of an advantage or disadvantage could be associated with any of the school districts, but we could not. What has happened is that the advantage, if there is one, has been minimized in this research design. In the opinion of the principal investigator though, if there has been an advantage it is minimal, but its effect is to favor the St. Louis City students.

3. A third issue, for some critics of the study, might be the percentage of students who participated in the assessment in each district and the city. If the critic is right that lower ability and less motivated students are more likely to be absent during testing, an advantage will accrue to the schools with the lower rate of test compliance. The information on missing data is available and has been examined and commented upon in the Results and Discussion section. Unfortunately, the policies and procedures that different systems used to improve their response rates were not united into one system. All school systems were told that we wanted to achieve a 95% response rate for each assessment device. They were also encouraged to be lenient toward students who had trouble meeting the testing dates to schedule make up times in an effort to get maximum response rate. The schools were not equally successful in this

effort. In other words, it probably was harder for some to meet this challenge than for others.

4. A fourth issue, and somewhat related to the selection of the Stanford, has to do with the use of calculators for the mathematics assessment. If a school allowed students to utilize calculators in sections where they should not be used, the students' scores would be unfairly elevated. If a school did not have calculators available for the test where they should be used, that school's students would be at a disadvantage. There is some evidence that we had a problem with administration of the Mathematics Computation section of the Stanford in some middle schools in one district. Unfortunately, this will also have an effect upon Total Math.

5. A very different issue is that of how to take these results and make a change for the benefit of the students. For example, a critic could ask "So you did this study, so what? For example, how do you improve the writing skills of students so that their performance level goes up on the Writing Assessment. Another example might concern the results of the Metropolitan Survey and how student's attitudes might be improved by changes in the schools. These are important questions and we hope that the reader of this report will raise the "So What" issue to paramount importance and participate in efforts to make a difference in their community.

6. A sixth issue has to do with the migration of students from school to school and program to program. In other words, the school experiences for students are not purely associated with integrated, non-integrated, magnet, or the transfer program schools. Students sometimes go to the magnet school for a few years and then to another school, etc. This makes the interpretation of the effect of school program more complex than any of us would like. The differences in performance and attitude may be due to a very complex combination of historical factors and concomitant factors. This migration effect is particularly important for the integrated, non-integrated and magnet school programs where we did not put a stringent requirement of time in the program as we did for the transfer program.

7. A related issue has to do with the definition of the content of each of the four programs. We have not directly measured them. We do not really know if the teachers, the curriculum, the graduation requirements and

expectations are the same in the four programs. Not only do students move from program to program, but so do the ideas that are incorporated in a school program. We do not know if the teachers from the integrated programs talk to those from the non-integrated programs sharing ideas and experiences, for example. If there is a cross-fertilization, that would make interpretation of the differences across program that much more complex.

8. An eighth issue that is true of nearly all school studies, and related to no. 6, is that the factors we look at for influence on performance (grade, program, etc.) are but some of the important influences upon young people. Gangs and friends, T.V. and family and ministers are only a few of the outside factors with potentially powerful influence upon students. We have tried, through the attitude survey, to examine some of these, but we have certainly missed many other sources of influence.

9. These data are very complex and subject to many interpretations. There is, for example, a strong temptation to compare the performance of students across the four grades and we will occasionally do so in this report. It is important to realize, though, that the longitudinal data will come in later years and these data are critical to a proper understanding of the results. It is surely true that to be cautious and careful about interpretations and subsequent actions is a wise approach to these data. It is also true that further study of these results will be useful in many cases.

10. Not only are the data we collected complex, and the factors influencing success complex, but so is the very nature of the definition of success. We have chosen to look at a very small subset of school outcome indicators. Many other measures can be suggested and compared across the four programs, including the number of students going on to college, and the ability of African-American students to function in a multicultural environment. There is literature (specific citations are available upon request) that suggests that some of these measures are successfully manipulated by transfer programs.

11. Large sample sizes are used in many of the statistical tests in this report. It must be recognized that large sample sizes are more likely to find trivial results statistically significant In other words, significant differences do not necessarily indicate meaningful differences.

12. The attitude survey can be faked, and the achievement test can be taken with little motivation. For many of these students, particularly those in the transfer program, the testing is very "low stakes" (i.e., having little consequence for the student). As said in number two, some transfer districts are currently using the Stanford, and the test is likely to be more "high stakes" for students from those districts. Some districts regularly administer the Stanford in the Spring and for those districts the testing is likely to be more high stakes. Trying hard or not trying hard, if that occurs differentially across the four programs could have a powerful effect upon the results. The same could be said about sincerely cooperating with the attitude survey.

13. The thirteenth issue has to do with the fact that in the transfer program (with the exception of Hazelwood at 4, 6, and 8, and the Rockwood School District), the African-American students were pulled out of class for the testing. It may be that being pulled out in this fashion will cause a negative reaction on the part of the students resulting in a suppression of test scores and a reduction in positive attitudes.

CHAPTER III. DATA, DATA ANALYSIS, AND DISCUSSION

A. Response Rates and Sample Size:

A very large number of students were potentially available for this study. Many students were not included because they were sick, refused to come to school, gave incomplete answers or otherwise refused to participate, etc. The first set of data provides the information about the response rates and this is organized by grade and by district within grade and according to the dependent variable being examined. You will see in these tables, that in fourth, sixth, and eighth grades, with the exception of the demographic items, the response rate is quite good. We had set a goal for ourselves of 95% return. In most cases we were able to obtain about 90% return rate.

Appendix Four contains the same information broken down by individual school district. Again, most districts did well. The demographic items obviously were avoided by students, even in fourth, sixth, and eighth grades. The overall response rate in tenth grade was not good for any of the data sets. We clearly need to work hard on this problem in the next round of testing. The response rate in the tenth grade is another reason to be cautious in drawing conclusions.

RESPONSE RATES FOR 1991

FOURTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	3334	282	3052	91.5
VOCABULARY	3334	272	3062	91.8
COMPREHENSION	3334	275	3059	91.8
TOTAL MATH	3334	330	3004	90.1
CONCEPT OF NUMBERS	3334	282	3052	91.5
MATH COMPUTATION	3334	288	3046	91.4
MATH APPLICATION	3334	313	3021	90.6
WRITING SCORE	3334	400	2934	88.0
DEMOGRAPHIC ITEMS - MEAN	3334	1322	2012	60.3
SURVEY ITEMS - MEAN	3334	660	2674	80.2

SIXTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	2962	301	2661	89.8
VOCABULARY	2962	293	2669	90.1
COMPREHENSION	2962	293	2669	90.1
TOTAL MATH	2962	312	2650	89.5
CONCEPT OF NUMBERS	2962	290	2672	90.2
MATH COMPUTATION	2962	290	2672	90.2
MATH APPLICATION	2962	301	2661	89.8
WRITING SCORE	2962	464	2498	84.3
DEMOGRAPHIC ITEMS - MEAN	2962	1106	1856	62.7
SURVEY ITEMS - MEAN	2962	603	2359	79.6

EIGHTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT.
TOTAL READING	2485	280	2205	88.7
VOCABULARY	2485	274	2211	89.0
COMPREHENSION	2485	274	2211	89.0
TOTAL MATH	2485	303	2182	87.8
CONCEPT OF NUMBERS	2485	276	2209	88.9
MATH COMPUTATION	2485	280	2205	88.7
MATH APPLICATION	2485	298	2187	88.0
WRITING SCORE	2485	417	2068	83.2
DEMOGRAPHIC ITEMS - MEAN	2485	929	1556	62.6
SURVEY ITEMS - MEAN	2485	617	1868	75.2

TENTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	2353	558	1795	76.3
VOCABULARY	2353	545	1808	76.8
COMPREHENSION	2353	542	1811	77.0
TOTAL MATH	2353	585	1768	74.1
WRITING SCORE	2353	697	1656	70.4
DEMOGRAPHIC ITEMS - MEAN	2353	1246	1107	47.0
SURVEY ITEMS - MEAN	2353	907	1446	61.5

In addition, there are differing numbers of students in some covariance adjustment analyses because more than one variable is involved and missing data can accumulate. The following table provides the sample sizes for the Analysis of Covariance results. The definitions of the analysis are the same as provided earlier and labeled by the same Roman numerals. As you can see, the sample size varies from group to group and according to which combination of variables is used to correct for background information. The sample sizes for the adjustment based upon nearly all (V) the students' pre-transfer data is the smallest. This is because, missing data from any of the variables causes that student to be dropped from the analysis. The table on pages 22-1 and 22-2 also indicates that the major problem comes from a lack of information from the demographic items on the survey. These items were used to construct the SES index. At the same time, it is important to recognize that the critical question is not the sample size itself, but whether the equation used for adjusting would be the same if all subject's scores were available. There is no way to know this for certain and the reader will have to decide if the data make sense and if the different analyses tend to corroborate or to contradict each other. This presentation is organized around many of the observations that seem important to this consultant.

Note: To interpret the table that follows, please refer to the following definitions of the adjustments indicated by Roman numerals. (longer descriptions can be found on pages 15 and 16 of this report):

I. Adjusting for prior achievement in the same general area as the current achievement being examined.

II. Adjusting for prior achievement using the overall total battery score of the CTBCAT 77.

III. Adjusting for Socio-Economic-Scale.

IV. Adjusting for ability differences prior to this year.

V. Adjusting for five pre-existing conditions.

The body of the table contains the sample sizes for each adjustment. Also provided are the total number of students in each grade and the total number of valid responses that were received for each dependent variable.

SAMPLE SIZES FOR ANALYSIS OF COVARIANCE ADJUSTMENTS AND POTENTIAL TOTAL CASES AND VALID CASES AVAILABLE

FOURTH Grade (TOTAL CASES = 3334)

Dependent variables: TOTAL READING (TOTAL VALID CASES =3052) or WRITING (TOTAL VALID CASES =2934)

Covariance	I	II	III	IV	V
Total Group	2298	2072	814	2295	520
Non-Integrated	1178	1118	359	1296	288
Integrated	496	474	143	562	106
Magnet	254	245	110	286	81
Transfer	370	235	202	151	45

Dependent variable: TOTAL MATHEMATICS (TOTAL VALID CASES =3004)

Covariance	I	II	III	IV	V
Total Group	2222	2197	835	2445	537
Non-Integrated	1217	1202	376	1387	302
Integrated	516	509	145	610	109
Magnet	254	251	111	292	81
Transfer	235	235	203	156	45

SIXTH Grade (TOTAL CASES = 2962)

Dependent variables: TOTAL READING (TOTAL VALID CASES = 2661) or WRITING (TOTAL VALID CASES = 2498)

Covariance	I	II	III	IV	V
Total Group	2081	1963	739	1705	439
Non-Integrated	883	863	245	840	192
Integrated	378	371	119	383	95
Magnet	336	333	132	354	110
Transfer	484	396	243	128	42

Dependent variable: TOTAL MATHEMATICS (VALID CASES = 2650)

Covariance	I	II	III	IV	V
Total Group	2185	2171	787	1898	468
Non-Integrated	993	988	270	967	214
Integrated	426	423	131	430	101
Magnet	349	348	136	370	111
Transfer	417	412	250	131	42

EIGHTH Grade (TOTAL CASES = 2485)

Dependent variable: TOTAL READING (VALID CASES = 2205) or WRITING (VALID CASES = 2068)

Covariance	I	II	III	IV	V
Total Group	1759	1703	795	1605	593
Non-Integrated	625	617	220	629	186
Integrated	249	246	104	256	91
Magnet	353	350	177	373	153
Transfer	532	490	294	347	163

Dependent variable: TOTAL MATHEMATICS (VALID CASES = 2182)

Covariance	I	II	III	IV	V
Total Group	1881	1875	820	1772	619
Non-Integrated	710	707	237	719	201
Integrated	293	292	111	294	98
Magnet	366	366	181	393	157
Transfer	512	510	291	366	163

TENTH Grade (TOTAL CASES = 2353)

Dependent variable: TOTAL READING (VALID CASES = 1795) or WRITING (VALID CASES = 1656)

Covariance	I	II	III	IV	V
Total Group	1315	1306	585	1200	461
Non-Integrated	338	337	97	314	79
Integrated	167	166	39	158	33
Magnet	288	285	95	278	81
Transfer	522	518	354	450	268

Dependent variable: TOTAL MATHEMATICS (VALID CASES = 1768)

Covariance	I	II	III	IV	V
Total Group	1571	1564	624	1433	489
Non-Integrated	434	433	102	403	81
Integrated	250	246	49	228	41
Magnet	342	341	111	326	92
Transfer	545	544	362	476	275

B. Demographic Items -- Tables:

These data are the only descriptive information we have of the students in the study. Tables are presented at each grade in pairs (with the exception of age in months), one for the total student group and one which compares the responses on demographic items for the four groups. As expected, the students indicate that they are generally eligible for free or reduced lunch. They reported a relatively high proportion of college educated parents of fourth and sixth graders and much lower proportions of eight and tenth graders. This may be due to a lack of knowledge on the part of the younger students, although as said above, there is concern for the quality of the demographic data. Not only are some of the individual demographic items surprising, especially for the younger grades, but the lack of relationship to other variables is also surprising. For example, SES was relatively unsatisfactory as an adjustment variable in the analysis of covariance.

These data comparing responses on the demographic items for each of the four groups are interesting and some general trends emerge. Magnet students are (with some exceptions at tenth grade) younger, less likely to be eligible for free or reduced lunch, more likely to be living with both parents, and more likely to have college educated parents. All the data are included in Appendix Five.

C. Achievement Test Result -- Tables:

1. Reliability of the Writing Assessment: The following set of data summarizes the information about the Writing Assessment scoring reliability.

Perfect Agreement	5,329	57.9%
Perfect or Adjacent Agreement	8,812	95.7%

Here, you will see that the percentage of papers scored with perfect agreement is approximately 58%. A recent scoring of papers in New Jersey was accomplished with a 79% perfect agreement and a scoring in Maryland, in 1989, achieved 74.5% perfect agreement, as just two examples. The St. Louis perfect agreement scoring is a little lower than we would expect and our expert on writing assessment, Wendy Littlefair, believes it may be due to the limited training provided. More training papers and review of the training standards part way through the scoring

would probably help improve this statistic. You will also notice that the overall rating for adjacent or perfect agreement is a respectable 96%. This is evidence that the ratings are still reliable enough to be very worthy of our best interest and attention.

2. Data analysis: For many readers the graphs that are in the next section of the body of the report will be more easily understood and those readers may want to just read the observations in this section and then proceed directly to the graphs. For others, the richness of the data is better captured by the detailed tables provided in Appendix Six. The narrative focuses upon the transfer program. Differences between the magnet schools and the non-integrated and integrated programs, while important to St. Louis are not the focus of this study. Also, all analyses are conducted within a specific grade level. As the reader looks at the statistical analysis presented in Appendix Six, he or she will see that the organization of each analysis has all results for 4th grade presented first, 6th grade second, 8th grade third, and finally 10th grade. The first set of analyses involves the performance achievement levels of the students in each group at each grade level. First are attached the Stanford reading data, then the writing assessment results, and finally are the Stanford mathematics data for each grade. Each page of data is for a different dependent variable and is organized as described in the following comments.

1. The top of each page contains the mean, standard deviation and number of cases for the total sample and for each of the four groups. The first group for all analyses is always the non-integrated students, the second the integrated students, the third the magnet program students and, finally, the transfer students are always the fourth group. Immediately under this basic information is included the total number of students in this analysis and the number of missing cases.

2. The next section of data on each page of these tables concerns the significance tests for the differences between the four groups. The reader will see that the test is provided for the raw data and for each corrected (adjusted) data set. Each achievement score was corrected in five different ways, as explained above in Chapter II, section C and also indicated on these tables.

Observation: Nearly all statistical tests are significant, despite the varying sample sizes. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these, they all

occur with the V adjustment (see the definitions of the adjustments). This is the one based on the smallest sample size.

3. In the same section of the tables are additional columns for proportion of variance in student performance explained by the grouping variable (i.e., non-integrated, integrated, magnet, and transfer groups) and the covariates (adjusting variables). In other words, each proportion tells you how good an explanation you have of the data at which you are looking. As indicated in footnotes to these three columns, the data provide, first, an indication of the explanatory power of the covariates (adjusting variables), second, the explanatory power of the group information after using the covariates, and, finally, the explanatory power of just the group information by itself.

Observations:

a. In every case, the fifth combination of covariates (using nearly all the pre-transfer information) provides the most explanatory power in the attempt to understand the differences between all the students. In other words, if you wanted to guess the score that a student would receive, this combination of variables would allow you to guess more correctly than any other combination of variables that we studied. This analysis, unfortunately, is also based upon the least number of students due to missing data.

b. The group identification (where the student is going to school) provides very little explanatory power, even though statistically significant differences exist. In other words, guessing a student's score from knowledge of which of the four groups he or she were in, would be very inaccurate.

c. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. In other words, your guess about an achievement score would be much better using these data. One reason for this may be that a measure of intelligence is often most reliable of the set of covariates available.

4. The last part of the table contains the means for the four groups after adjustment for each combination of covariates. These are the means that would be predicted to exist if all students were equal to each other on each of the covariates. For example, for covariance analysis IV, we are assuming that all the students have the same level of intelligence. A comparison of these means to those at the top of the page shows the differences between the raw data and the adjusted data.

Tables of mean performance, broken down for each district, are

included in Appendix Seven.

D. Achievement Test Results -- Graphs:

The data tables are very complex and difficult to understand. For this reason, the report has included graphs of selected results. These graphs are presented in sets of three with the first graph showing the uncorrected differences in mean performance for the four groups. The second graph showing the differences in mean performance for the four groups corrected for ability (i.e., based upon adjustment IV). The third graph in each set shows the differences in mean performance corrected for overall background information (i.e., based upon adjustment V). These graphs are accompanied by brief, selected, observations and comments. As noted above, the narrative focuses upon the transfer program. Differences between the magnet schools and the non-integrated and integrated programs, while important to St. Louis are not the focus of this study. Also, the graphs are presented with connecting lines drawn across grades, but the reader should remember that grades contain different students. The lines are there, in part, to help the reader interpret the graphs. Interpretations of progress across grades are, as with all conclusions in this report, tentative.

1. The first graph, in each triple, that focusses upon the raw mean performance of each group at each grade indicates a number of interesting observations.

   a. In nearly all cases, the uncorrected performance by magnet students is highest.

   b. The rank order of mean performance of transfer, non-integrated, and integrated students varies from grade to grade and from subject matter to subject matter.

   c. Progress across grades is observed on all achievement data for all groups through grade 8.

   d. The tenth grade data indicate a nearly level or even a lowered performance when compared to 8th grade for the Stanford achievement data for all groups except the transfer students. Transfer students continue progress in tenth grade.

   e. Writing Assessment results indicate increased performance from 8th grade to 10th grade for all groups.

2. The second and third graph in each triple also provide some interesting observations.

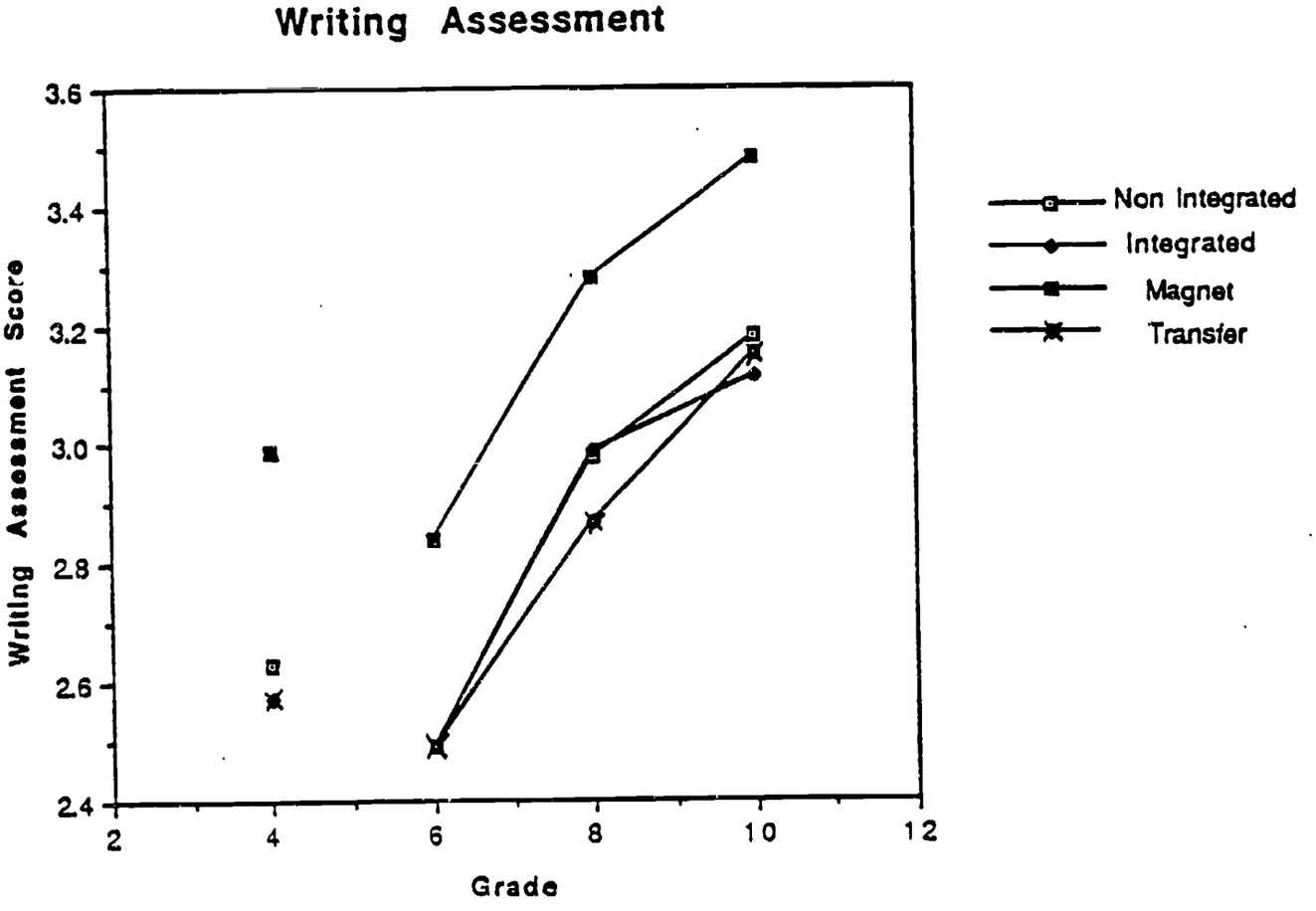
   a. The relatively high performance of the magnet school group

greatly lessens when adjusted for prior ability.

b. In many cases the achievement of non-integrated and integrated students moves to more closely approach that of magnet students when corrected for prior differences.

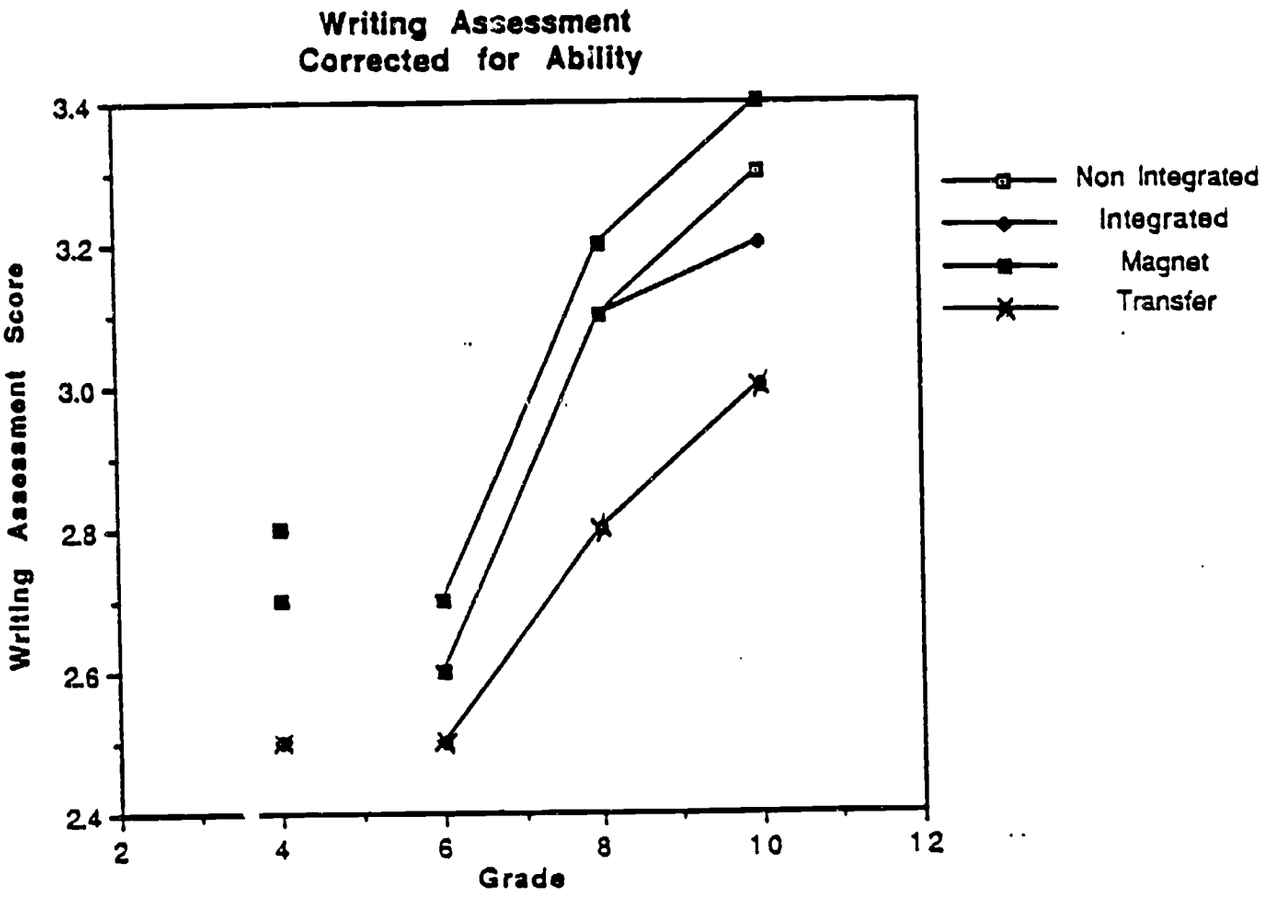
c. In contrast to the previous observation, the transfer student achievement tends to be lower relative to the other groups when adjusted for prior differences, with the exception of 10th grade. Some exceptions also occur with 8th grade mathematics.

Note: The graphs on Writing Assessment do not connect the fourth grade to the other grades. This is because the scoring of fourth grade was done by one panel of experts and the scoring of six, eight, and tenth graders was done by another. This raises questions of comparability in the rating scale from fourth to the other grades. You can see that the scores drop from fourth to sixth grades, and this is probably an indication of the tightening of the standards for older student.



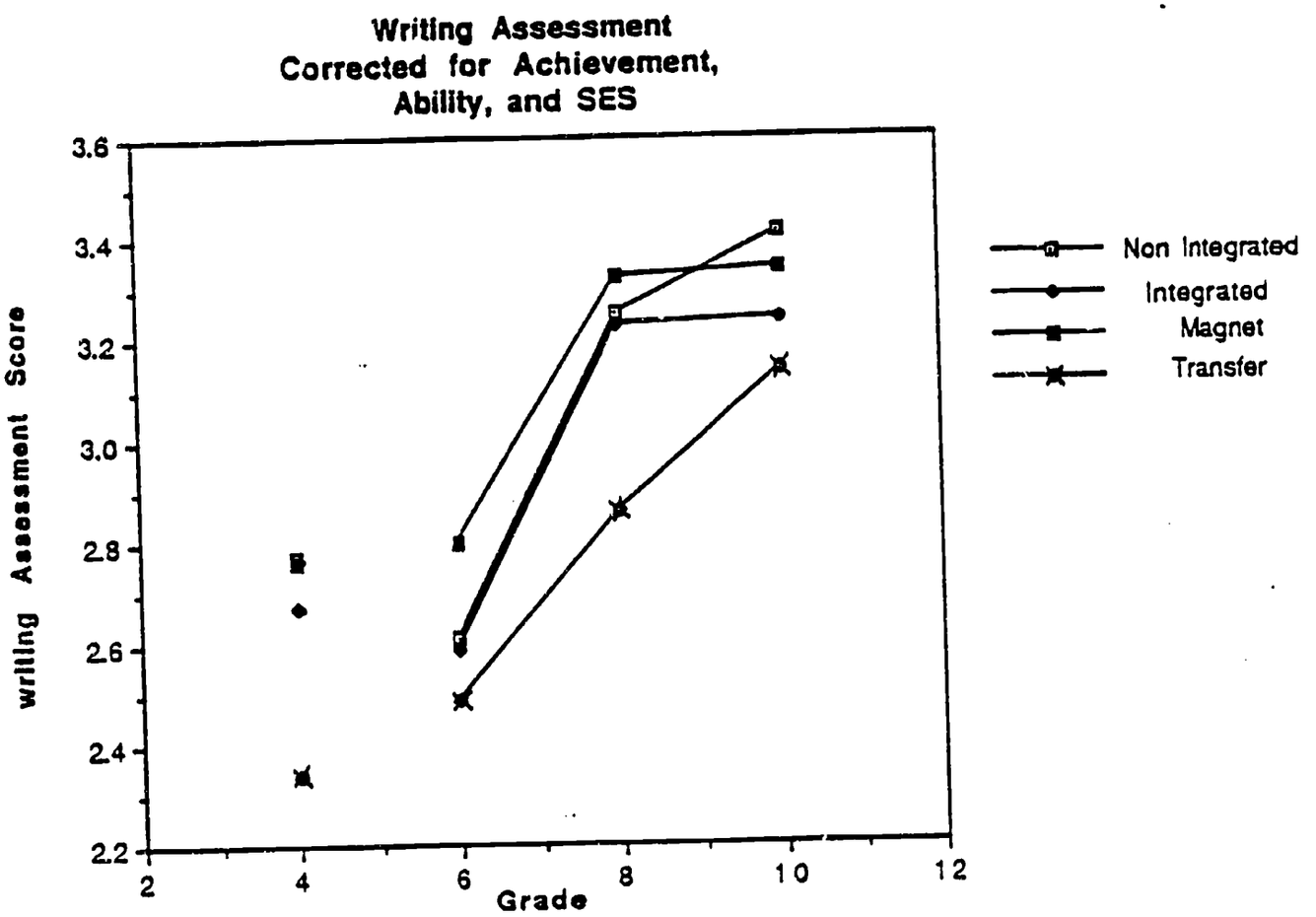
30-1

Notice that the magnet students are performing well above the other groups, at all grades on the Writing Assessment. The transfer students are below the non-integrated students and equal to the integrated group in 4th grade. They are below all three groups at 8th grade. The transfer, integrated, and non-integrated groups are almost exactly equal to each other at 6th grade. Transfer students are below non-integrated, and magnet students but above integrated students in the 10th grade.



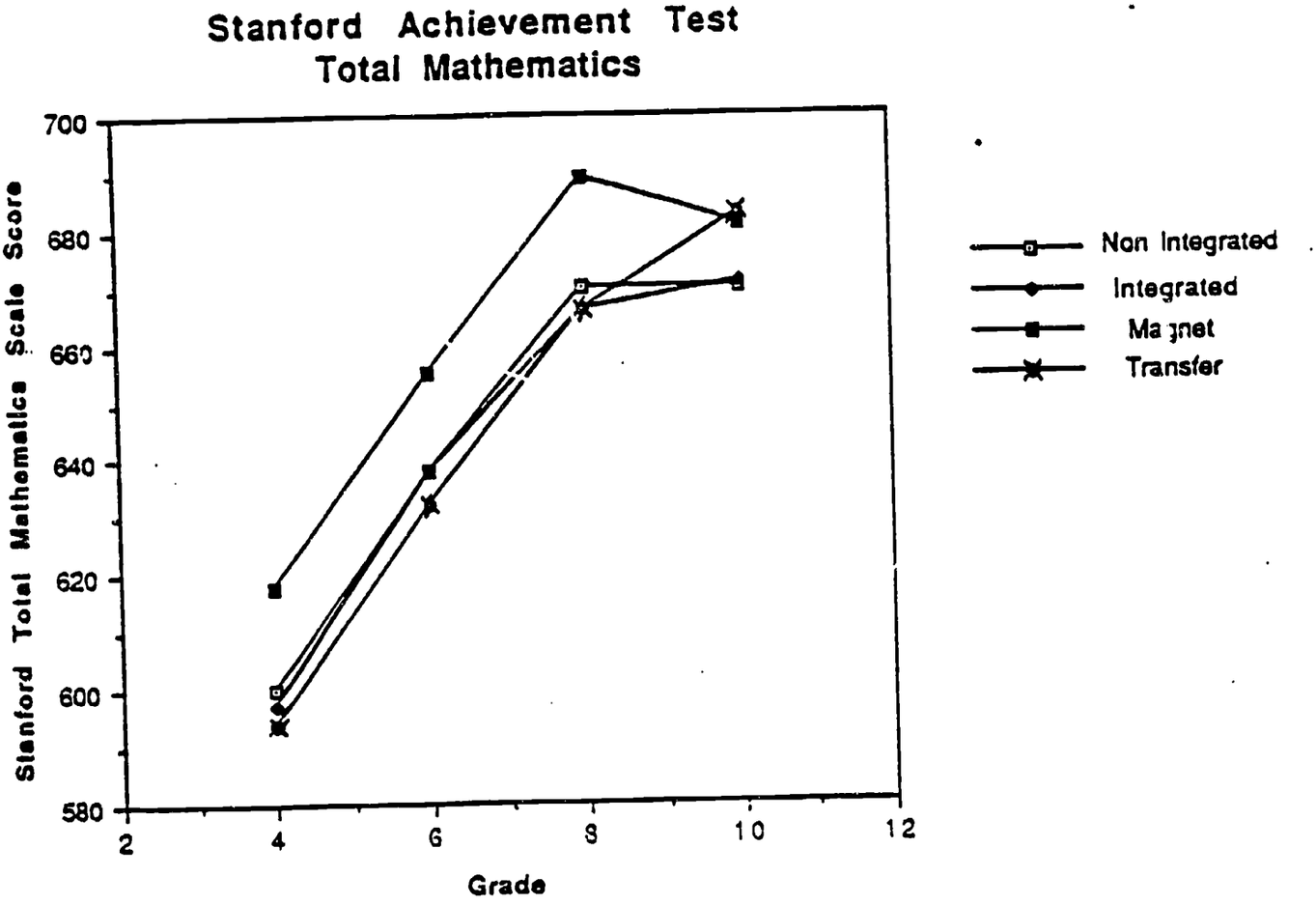
30-2

Notice, that if the groups are equated for ability differences, the magnet students are still above the other groups, but the integrated and non-integrated students are very closein performance. except at 10th grade. The transfer students remain relatively low at all grades.



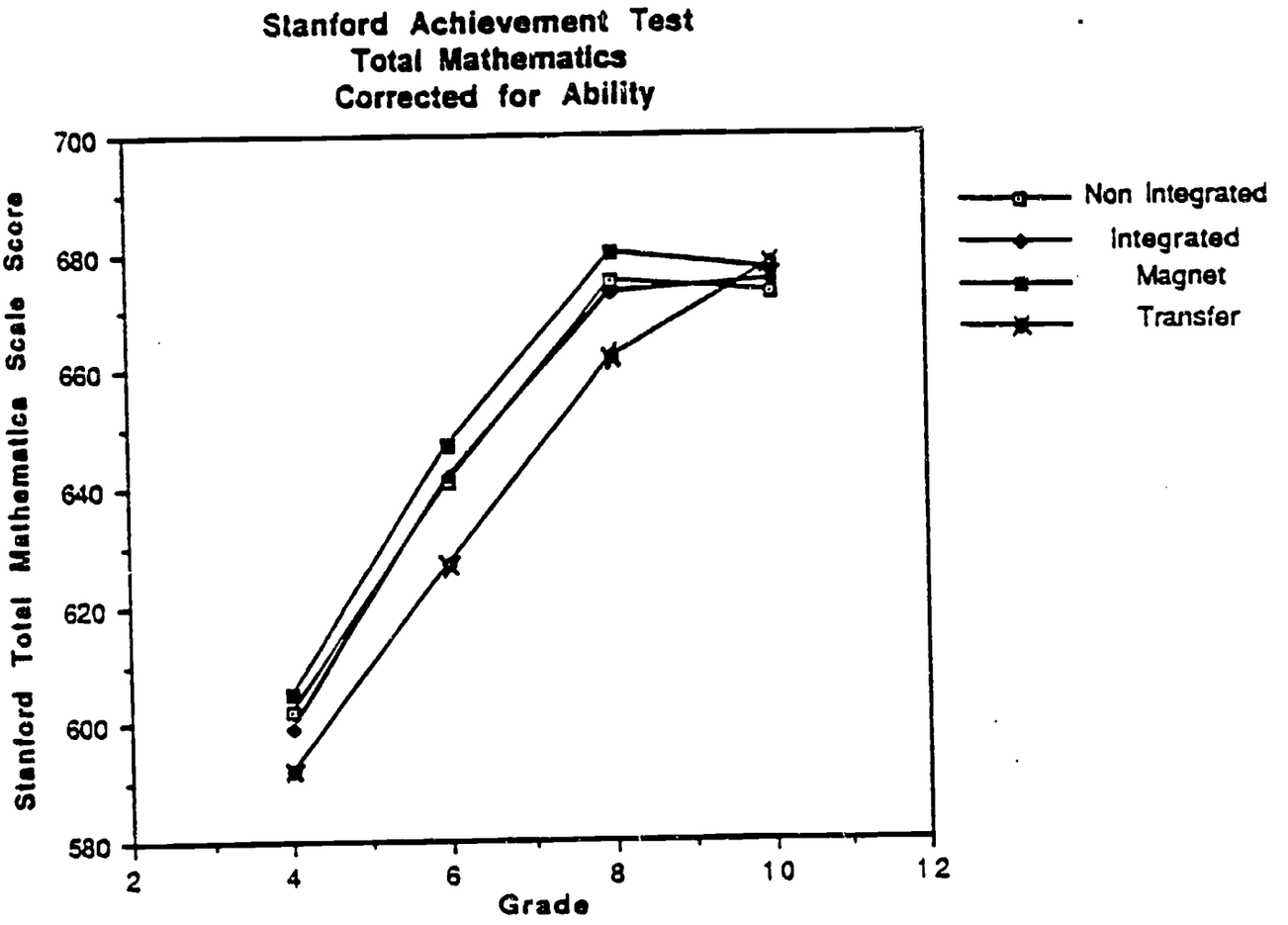
30-3

When the Writing Assessment scores are corrected for achievement, ability, and SES, the magnet students are even more like the integrated and non-integrated students. All three groups remain well above the transfer students in performance, despite the leveling off of the magnet and integrated students at 10th grade.



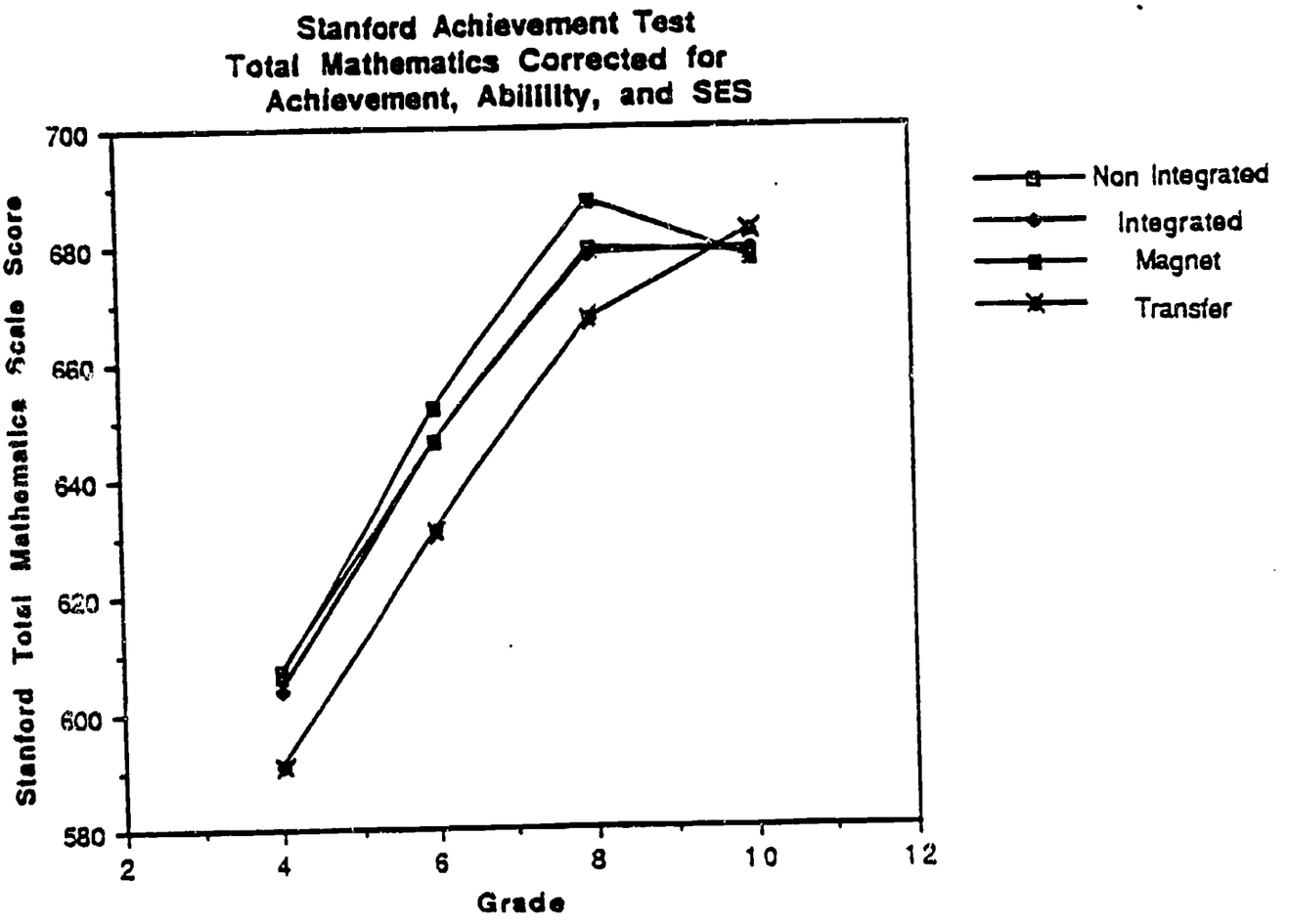
30 - 4

The raw performance level on Total Mathematics for integrated and non-integrated students is approximately the same. The transfer students are similar at grades 4, 6, and 8, but at 10th grade they have the highest mean score. The magnet students are well above all other groups at 4, 6, and 8th grade.



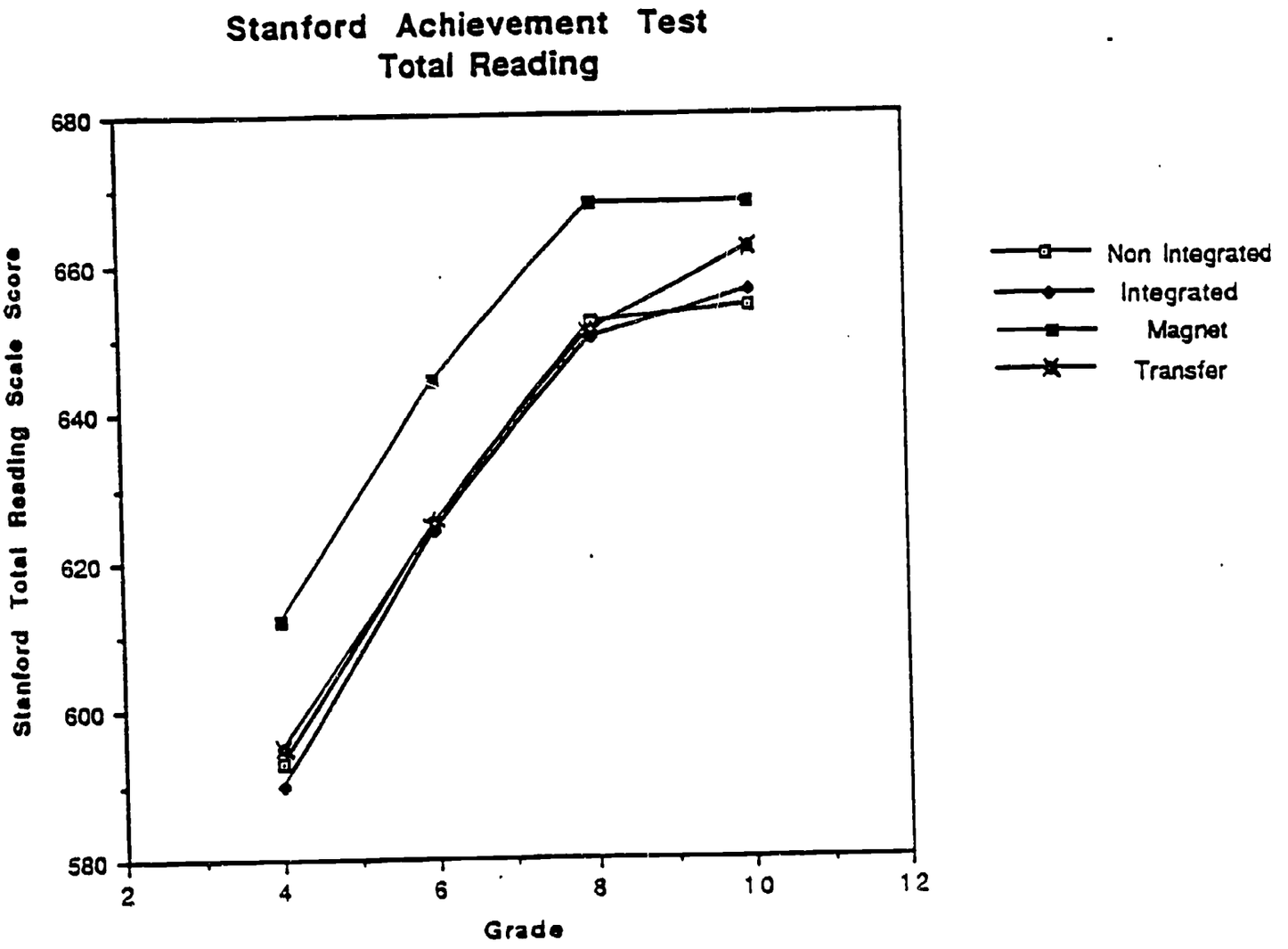
30-5

Again, when corrected for differences in ability level, non-integrated, integrated, and magnet students are much more similar. At 4, 6, and 8th grades the magnet students are still a little above the others and the transfer students are below. At 10th grade all groups perform at approximately the same level on Total Mathematics, although transfer students' mean performance is slightly above all others. Also, notice that the transfer student performance continues to climb, while the other groups have a lower mean at 10th grade than 8th grade.



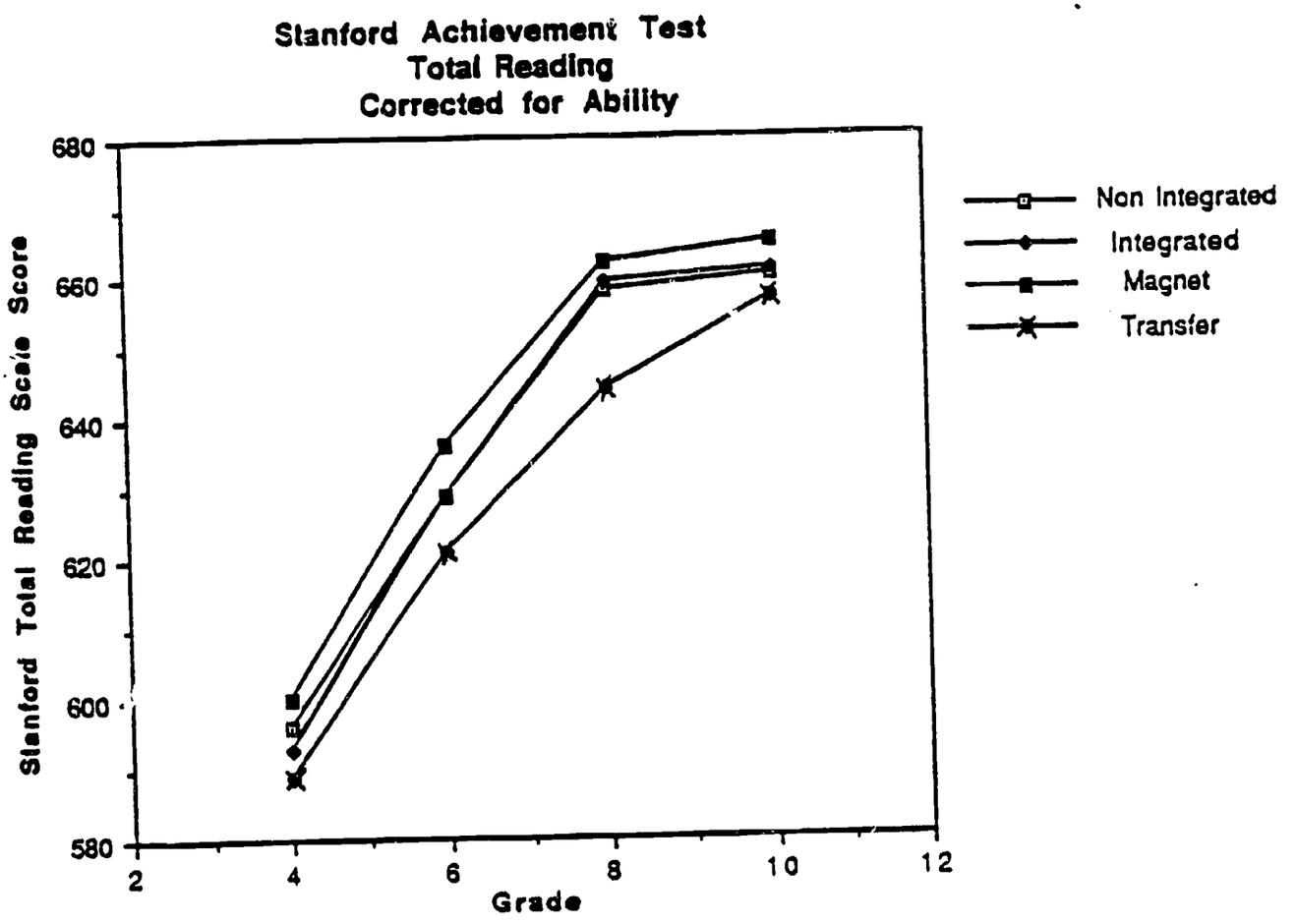
30-6

When corrected for achievement, ability, and SES the non-integrated, integrated, and magnet students perform more alike. With the exception of 10th grade, magnet students are still scoring a little higher and transfer students lower. Transfer students have the highest mean score due to their continued improvement from 8th to 10th grade.



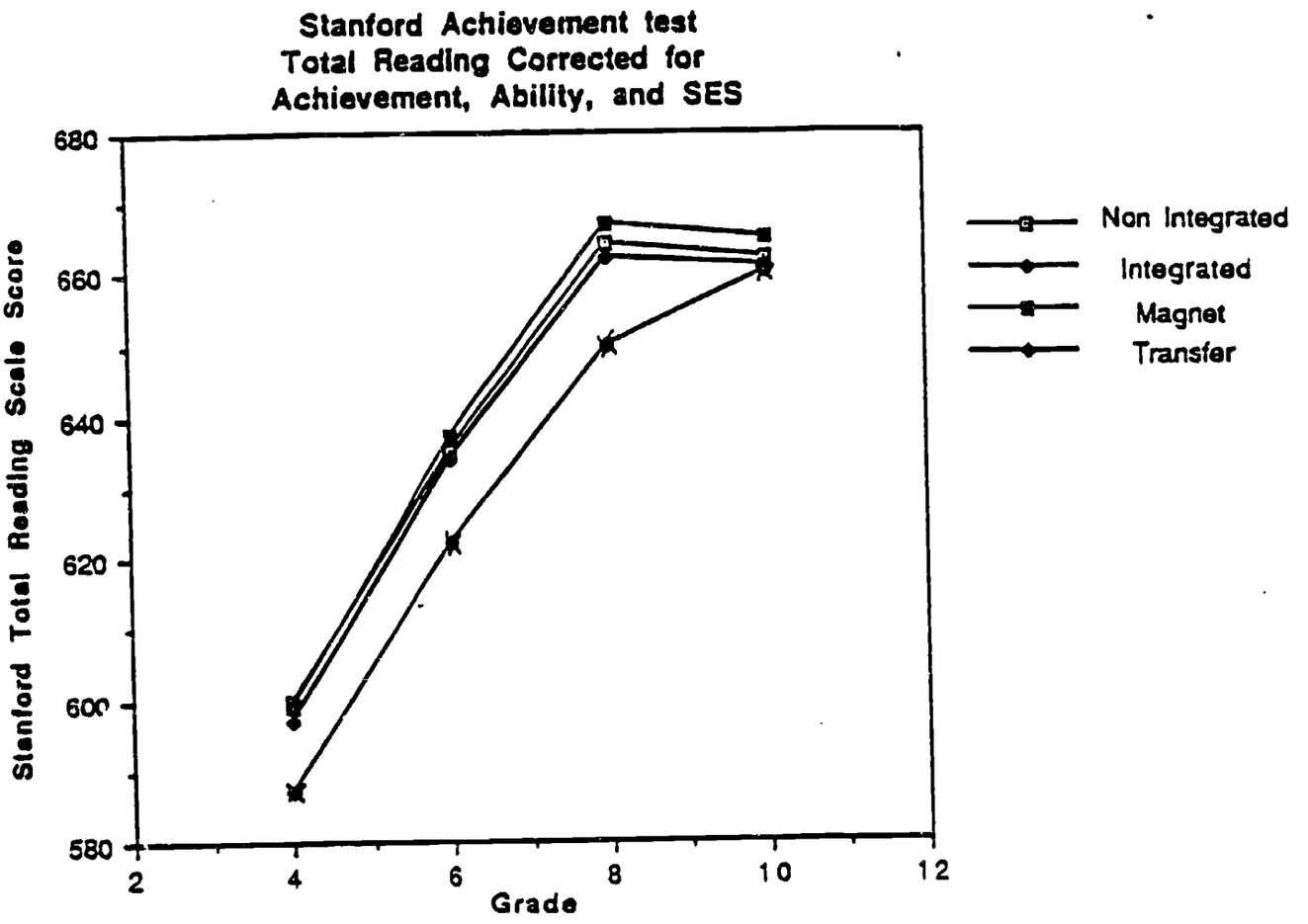
30-7

The raw Total Reading scores show a much higher performance level for magnet students at all grades, although these students do not show any improvement from 8th to 10th grades. The non-integrated, integrated, and transfer students are approximately equal in performance at 4, 6, and 8th grades. At 10th grade, transfer students show a continued improvement, bringing them closer to the magnet students.



30-8

When Total Reading scores are corrected for ability differences, the magnet students remain highest, but are closer to non-integrated and integrated students. These three groups again show a leveling off at 10th grade. Transfer students are lower in performance, but continue to show an improved mean performance from 8 to 10th grade, almost catching up at 10th grade.



30-9

When correcting Total Reading for achievement, ability and SES the non-integrated, integrated, and magnet students are much more similar in performance level. These three groups show a slight decrement at 10th grade. Transfer students are lower in mean performance, but continue to show a rising mean score across each grade level.

E. Attitude Survey Results -- Tables:

The next set of data to be discussed are the attitude survey results. The item responses are summarized in a set of four tables, one for each of the four grades and are included in Appendix Eight. Each table is organized with the items summarized one after another on the left (the reader might want to refer to the full text of each item, which is in Appendix One) and this is followed by the mean response for each of the groups. The overall significance test for any differences among the four groups is indicated. Finally, along with the overall significance test results on the right, is a subscript attached to the mean in each cell which indicates whether that group's mean is significantly different from the transfer students' mean. .

Observations:

a. For most attitude items, even those that are significant, the differences in the means are not great. A few exceptions occur, and these can be seen on the table and in the graphs provided in the next section.

b. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parent's preference. In each case the direction of the differences indicates that the transfer students and attitudes reported for the parents have the most positive view of being in school in the suburbs.

F. Attitude Survey Results -- Graphs:

These graphs are organized by item from first to last in the same order as seen on the survey instrument, and, as with all the data in Appendix Eight, are presented separately for each grade. The graphs allow the attitude data to be appreciated in a much more efficient manner.

All the items can be thought of as having a more preferred end to the response continuum as well as a less preferred end. The data are oriented so that the lower end of the Y axis is the preferred end. In some cases, the data had to be reversed. For example, item 9 -- Not always get school work done -- has its' preferred end toward strongly disagree. Another example, item 1 -- Principal wants students to do well -- has its' preferred end toward strongly agree. Some items such as those involving preference for the suburbs are arbitrary. In these cases, since the focus of this study is upon the transfer program, the end that indicates preference for the suburbs has been arbitrarily identified as the preferred

end. Some other items are also arbitrary and have also been resolved by focusing upon the goals of the transfer program. For example, item 11 -- Old friends are better than new ones -- is considered to be positive in response if a student answers toward the disagree end. The reasoning for this is that we want students in the transfer program to be receptive to making new friends in the transfer school. The reader can refer to the table of attitude means to see if he or she agrees with the identification of the preferred end and to look at the actual mean preference rating.

A second advantage to the graphs is that not only can relative attitude scores be identified, but so can absolute score. For example, in fourth grade item 2, "All students are treated the same", the reader will notice that the groups are relatively in disagreement with that item when compared to their attitude toward other items. The absolute rating, on the other hand, is approximately 3.0 which is identified as neutral on the 5 point scale. In other words, fourth graders chose the point on the 5 point scale that was identified with the label "neutral" when asked about the students being treated the same.

It is important to remember that all students in this study are African-American. We do not know if the White students would give the same response to this question or any others. We do not have any data that allow us to put into a general context these African-American students' responses. For example, it might be that white students disagree more strongly than African-American students with the item, "All students are treated the same". We simply do not know. This is one of the limitations of the study design.

Observations:

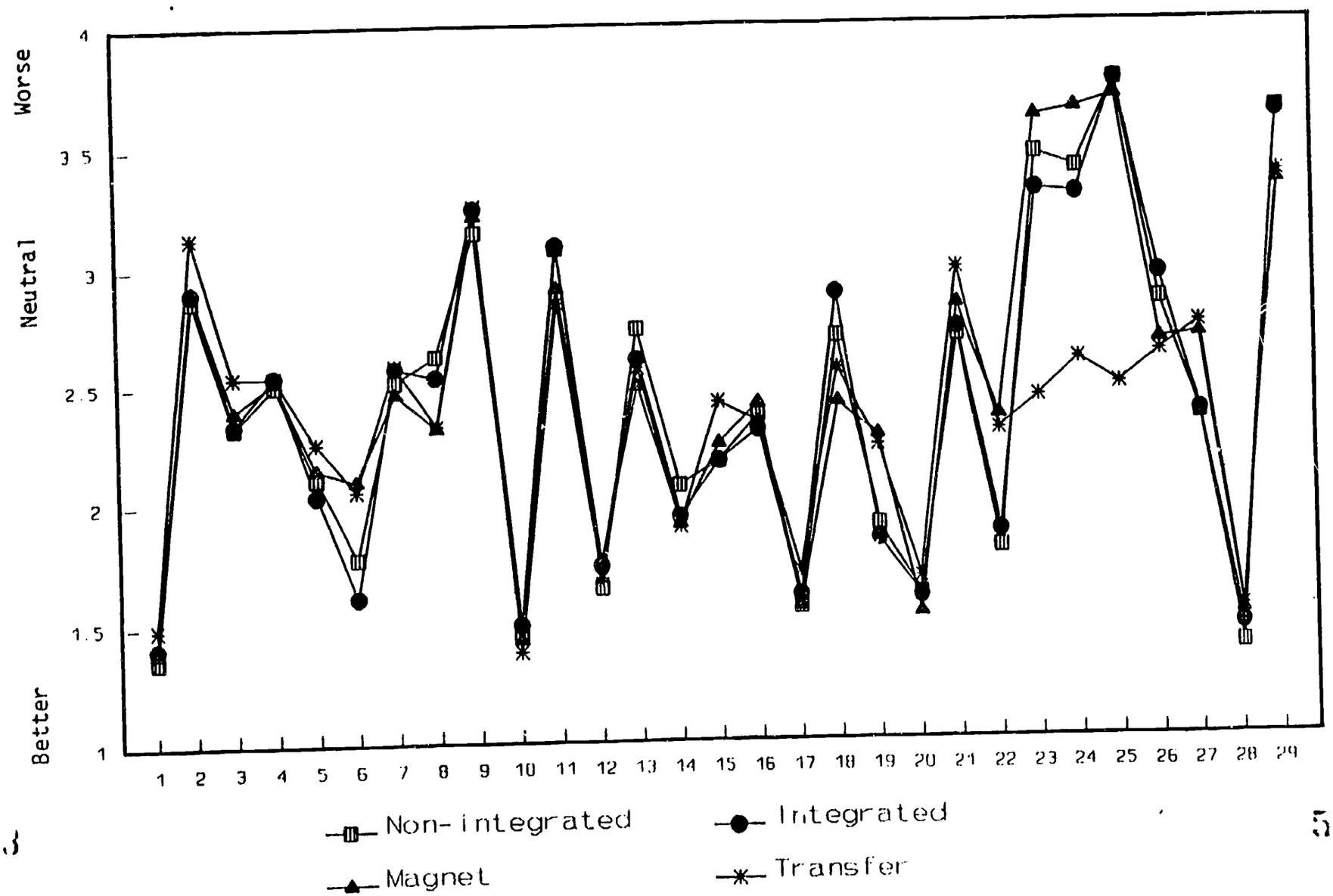
a. Again, the items that relate to preferred location of schooling are readily identified on each graph. It should also be noted that these items elicit the most disagreement of any items from non-integrated, integrated and magnet students, as we would hope.

b. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades. Clearly, there is a high correlation (relationship) of mean attitude across the groups.

c. At 10th grade, there is some indication that the four groups are more interchangeable in their attitudes (equivalent) than at the other grades. This is, of course, with the exception of those items having to do with preference for location of school.

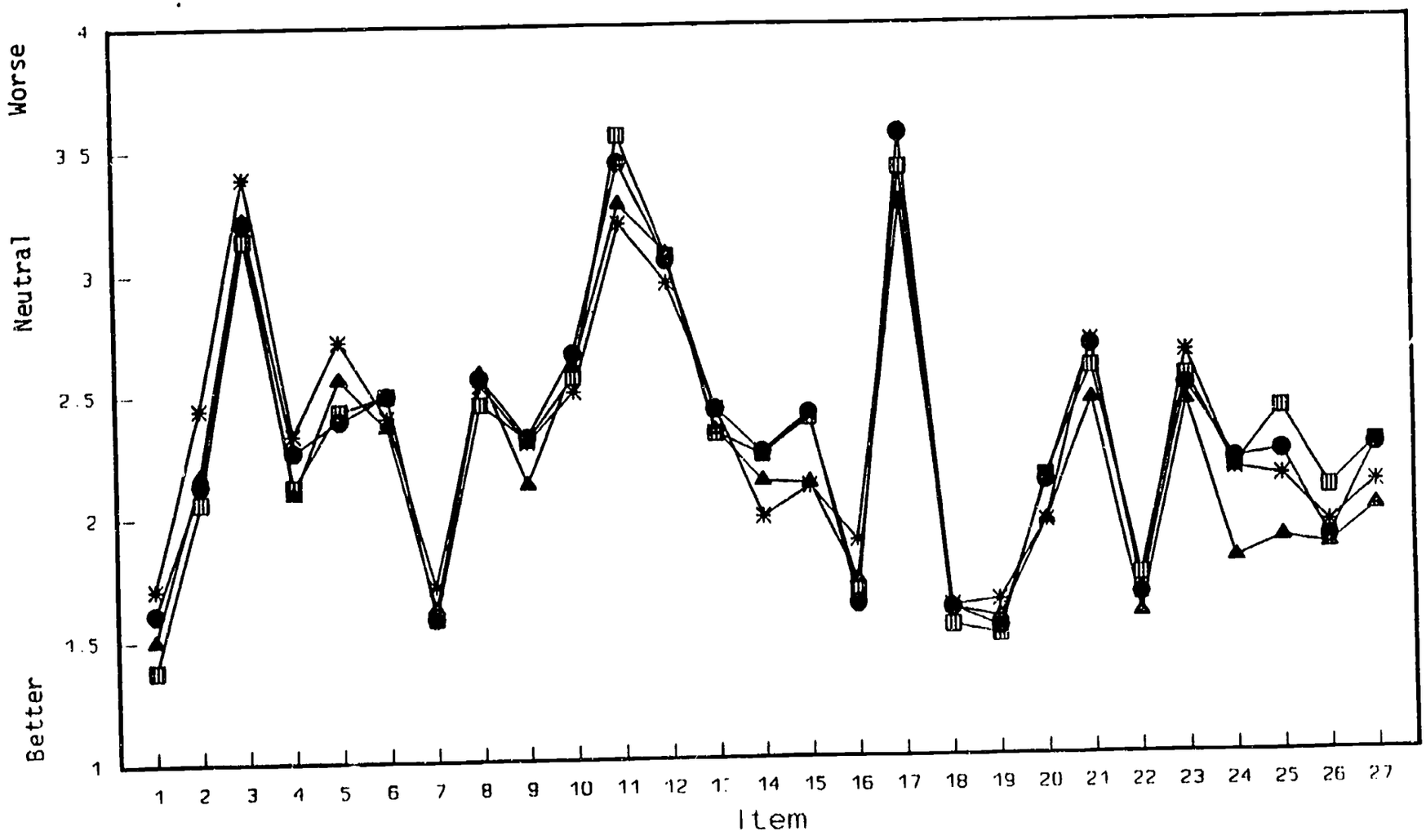
Grade Four Survey

Figure 1



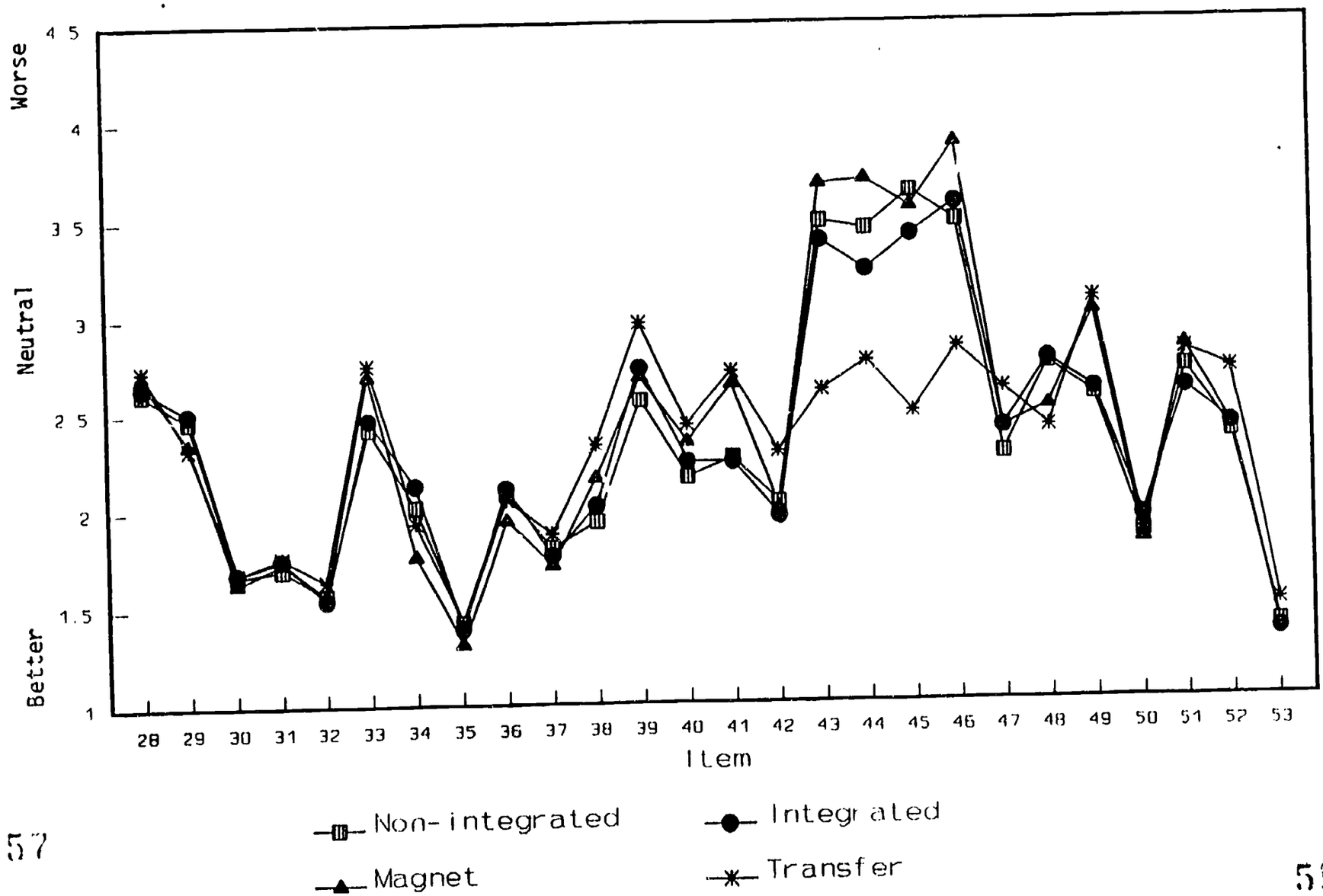
Grade Six Survey

Figure 2 1a



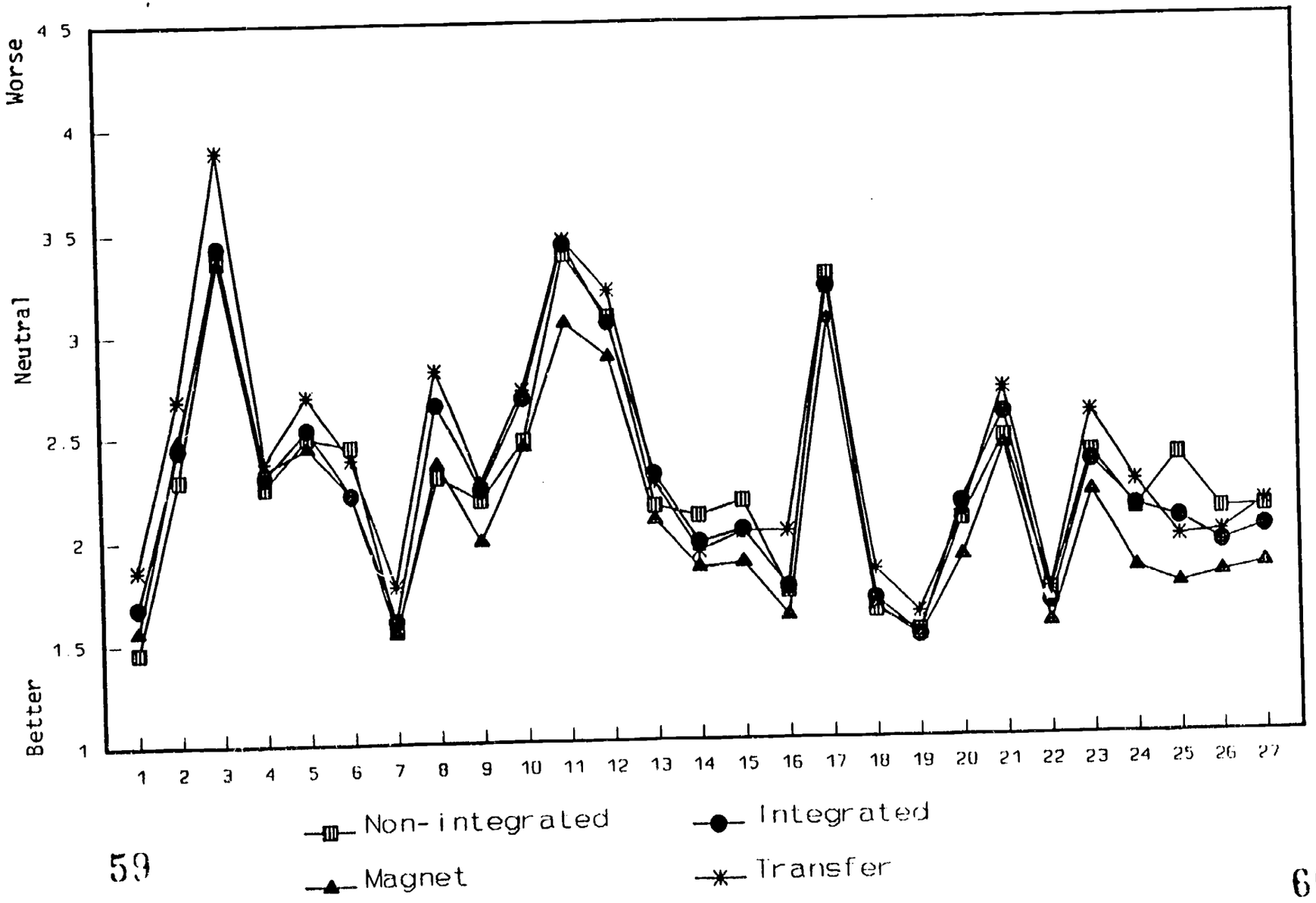
Grade Six Survey

Figure 2 4b



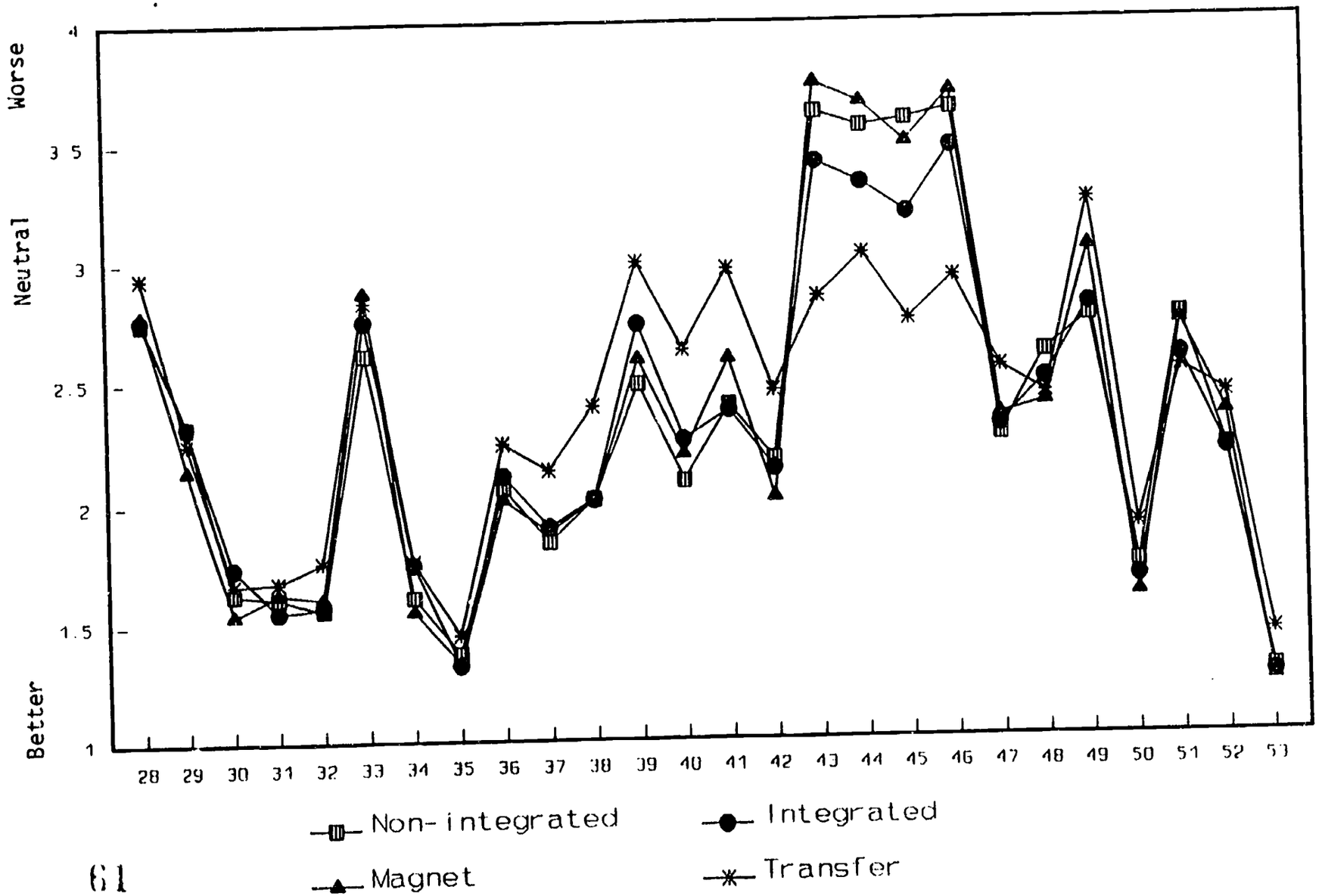
Grade Eight Survey

Figure 3 1a



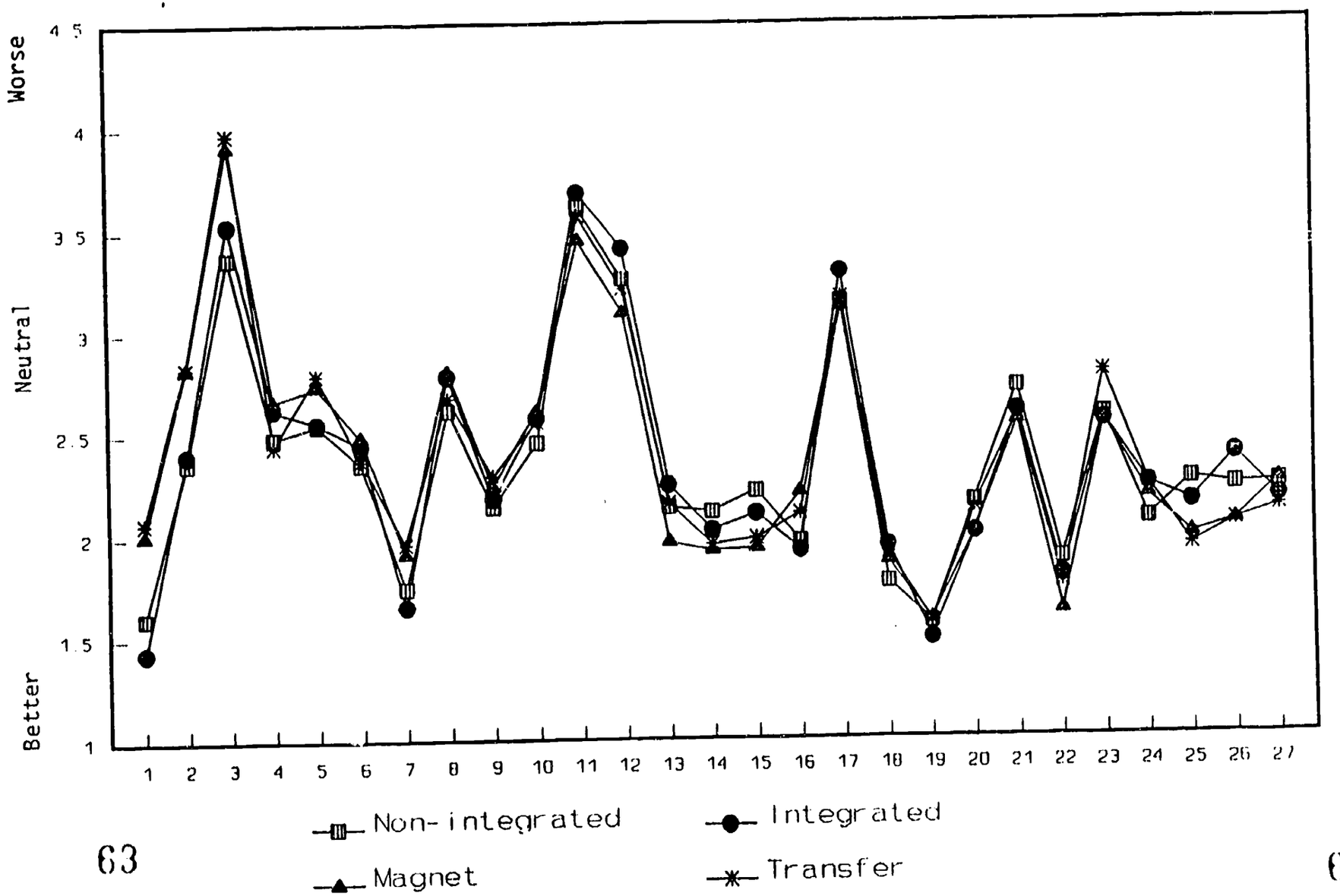
Grade Eight Survey

Figure 3.1b



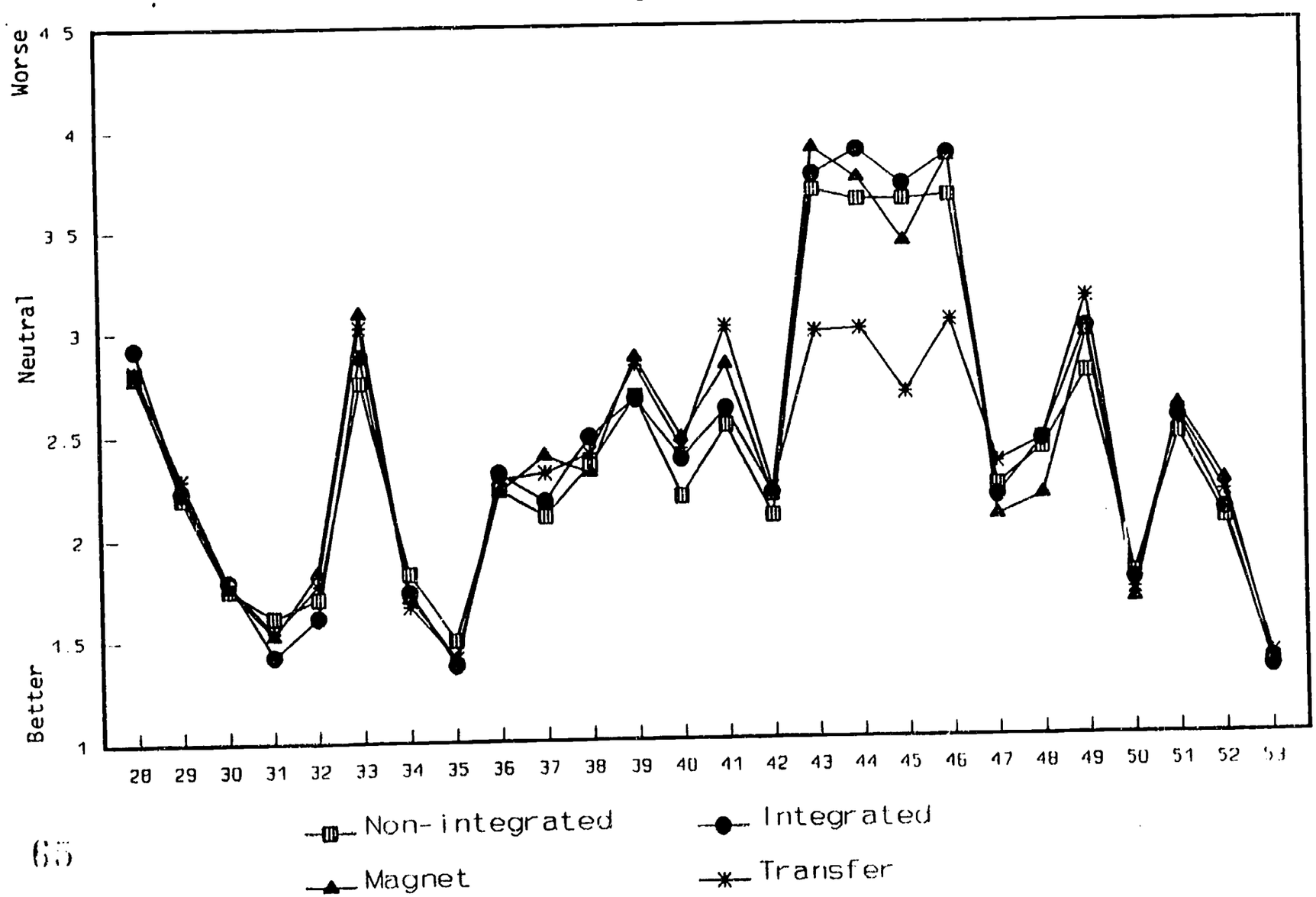
Grade Ten Survey

Figure 4 1a



Grade Ten Survey

Figure 4 15



F. Pre-transfer background information:

An examination of the pre-transfer equating information was conducted and is attached as Appendix Nine. With few exceptions, the data indicate that the magnet students have the highest achievement scores, and the transfer students usually have the second highest set of scores, although some exceptions occur. The non-integrated and integrated students are relatively similar to each other and lower than the transfer and magnet students. These results were generally as expected from the comments on the previous evaluation study by Dr. Steve Osterlind.

G. Correlation of Achievement and Attitude with Months in Transfer Program:

A statistical analysis was done to determine if there is a correlation between the attitude item scores, achievement scores and the number of months in the transfer program. Those results are summarized in Appendix Ten. The correlation of both attitude items and achievement to months in the transfer program is essentially zero. In other words, there is no evidence that being in the transfer program for a longer time is a benefit in terms of achievement or attitude. Again, these same results were obtained in the Osterlind study.

H. Overview of Stanford performance in Percentile terms and the performance on the Writing Assessment:

Scale scores were used in all statistical tests since the purpose of this study is to look at the relative performance of the four groups and to prepare for the collection of developmental data. These scale scores are very useful for comparisons, but unfortunately they are not very informative in an absolute sense. The district and building reports from the Stanford are prepared for use by teachers, principals, and superintendents and will be made available to districts. For curriculum purposes, the percentile rank information is probably much more informative.

The following table is included to provide a simple contrast of the student's performance relative to the national norm group. Remember that the national norms are such that the middle performance in the United States is at the 50th percentile. These data are the median (middle) level of performance of all the students in our study relative to the national

norm group. In other words, these students' performance is such that half of them scored below the percentile reported in the table. Notice that their performance level is, on average, very low. The percentiles are in the low twenties, with the very few exceptions found in the case of mathematics computation. The reader should remember that the computation area is the one area that may have had problems with administration and the misuse of calculators. Of course, the general cautions outlined earlier would apply to this data as well.

While the median performance recorded here is very low, it should be recognized that a full range of performance was obtained by students in the study. In other words, some of these students scored at the highest level possible on the Stanford. The performance obtained here is not inconsistent with what might be predicted from the pre-transfer COGAT adjustment variables that were also recorded. The performance is much lower than that observed on the CTBCAT. The reason for this is probably because the norms on the CTBCAT had become very much out of date during the last years that it was still being used by the City.

A second set of four tables is included to help readers understand the Writing Assessment data. Each grade is summarized in a simple table of the percentage of students at each level of performance on the six point scale used to report the writing proficiency. There is no national norming information available for this instrument and it is not clear whether the performance level should be labeled high, low or in between. The writing manual included in Appendix Three and the examples of writing generated at each level of performance provides some insight on that question.

STANFORD ACHIEVEMENT TEST
MEDIAN PERCENTILE SCORES

- FOURTH GRADE

	Median Percentile	N
TOTAL READING	21	3048
VOCABULARY	23	3058
COMPREHENSION	22	3055
TOTAL MATH	26	3000
CONCEPT OF NUMBERS	28	3048
MATH COMPUTATION	31	3042
MATH APPLICATION	23	3017

- SIXTH GRADE

	Median Percentile	N
TOTAL READING	23	2659
VOCABULARY	23	2667
COMPRE··· ISION	22	2667
TOTAL MATH	26	2647
CONCEPT OF NUMBERS	24	2669
MATH COMPUTATION	40	2669
MATH APPLICATION	18	2658

- EIGHTH GRADE

	Median Percentile	N
TOTAL READING	25	2205
VOCABULARY	26	2211
COMPREHENSION	28	2211
TOTAL MATH	32	2182
CONCEPT OF NUMBERS	34	2209
MATH COMPUTATION	38	2205
MATH APPLICATION	22	2187

- TENTH GRADE

	Median Percentile	N
TOTAL READING	20	1795
VOCABULARY	20	1808
COMPREHENSION	23	1811
TOTAL MATH	22	1768

GRADE FOUR LOCAL NORMS Four Groups 10/7/91

RTSC Writing Assessment Score

value	Frequency	Percent	Valid Percent	Cum Percent
.0	2	.1	.1	.1
1.0	110	3.3	3.7	3.8
1.5	205	6.1	7.0	10.8
2.0	676	20.3	23.0	33.8
2.5	625	18.7	21.3	55.1
3.0	754	22.6	25.7	80.8
3.5	290	8.7	9.9	90.7
4.0	189	5.7	6.4	97.2
4.5	49	1.5	1.7	98.8
5.0	28	.8	1.0	99.8
5.5	4	.1	.1	99.9
6.0	2	.1	.1	100.0
.	400	12.0	Missing	
Total	3334	100.0	100.0	

Mean	2.645	Std dev	.807	Minimum	.000
Maximum	6.000				
Percentile	Value	Percentile	Value	Percentile	Value
10.00	1.500	20.00	2.000	25.00	2.000
30.00	2.000	40.00	2.500	50.00	2.500
60.00	3.000	70.00	3.000	75.00	3.000
80.00	3.000	90.00	3.500		
Valid cases	2934	Missing cases	400		

GRADE SIX LOCAL NORMS Four Groups 10/7/91

WRTSC Writing Assessment Score

Value	Frequency	Percent	Valid Percent	Cum Percent
.0	1	.0	.0	.0
1.0	65	2.2	2.6	2.6
1.5	118	4.0	4.7	7.4
2.0	725	24.5	29.0	36.4
2.5	571	19.3	22.9	59.2
3.0	761	25.7	30.5	89.7
3.5	175	5.9	7.0	96.7
4.0	61	2.1	2.4	99.2
4.5	14	.5	.6	99.7
5.0	7	.2	.3	100.0
.	464	15.7	Missing	
Total	2962	100.0	100.0	

Mean	2.545	Std dev	.648	Minimum	.000
Maximum	5.000				

Percentile	Value	Percentile	Value	Percentile	Value
10.00	2.000	20.00	2.000	25.00	2.000
30.00	2.000	40.00	2.500	50.00	2.500
60.00	3.000	70.00	3.000	75.00	3.000
80.00	3.000	90.00	3.500		
Valid cases	2498	Missing cases	464		

GRADE EIGHT LOCAL NORMS Four Groups 10/7/91

WRTSC Writing Assessment Score

Value	Frequency	Percent	Valid Percent	Cum Percent
.0	1	.0	.0	.0
1.0	19	.8	.9	1.0
1.5	26	1.0	1.3	2.2
2.0	267	10.7	12.9	15.1
2.5	342	13.8	16.5	31.7
3.0	823	33.1	39.8	71.5
3.5	302	12.2	14.6	86.1
4.0	189	7.6	9.1	95.2
4.5	52	2.1	2.5	97.7
5.0	31	1.2	1.5	99.2
5.5	11	.4	.5	99.8
6.0	5	.2	.2	100.0
.	417	16.8	Missing	
Total	2485	100.0	100.0	

Mean	3.002	Std dev	.735	Minimum	.000
Maximum	6.000				

Percentile	Value	Percentile	Value	Percentile	Value
10.00	2.000	20.00	2.500	25.00	2.500
30.00	2.500	40.00	3.000	50.00	3.000
60.00	3.000	70.00	3.000	75.00	3.500
80.00	3.500	90.00	4.000		
Valid cases	2068	Missing cases	417		

GRADE TEN LOCAL NORMS Four Groups 10/7/91

WRTSC Writing Assessment Score

Value	Frequency	Percent	Valid Percent	Cum Percent
1.0	7	.3	.4	.4
1.5	16	.7	1.0	1.4
2.0	185	7.9	11.2	12.6
2.5	231	9.8	13.9	26.5
3.0	537	22.8	32.4	58.9
3.5	269	11.4	16.2	75.2
4.0	234	9.9	14.1	89.3
4.5	90	3.8	5.4	94.7
5.0	55	2.3	3.3	98.1
5.5	19	.8	1.1	99.2
6.0	13	.6	.8	100.0
.	697	29.6	Missing	
Total	2353	100.0	100.0	

Mean	3.218	Std dev	.847	Minimum	1.000
Maximum	6.000				

Percentile	Value	Percentile	Value	Percentile	Value
10.00	2.000	20.00	2.500	25.00	2.500
30.00	3.000	40.00	3.000	50.00	3.000
60.00	3.500	70.00	3.500	75.00	3.500
80.00	4.000	90.00	4.500		
Valid cases	1656	Missing cases	697		

IV. NEXT STEPS and SUMMARY

A. The Challenge:

It is clear that there is an opportunity for all groups of students to show improvement. The success that exists is not associated with just one program. There is a great challenge that remains, and it is to learn what accounts for the successes that are present. If the resulting understanding can be generalized so that improvement in performance and attitudes can be obtained for all students, we will have done a wonderful thing.

B. Improving the Teaching of Writing:

One of the outgrowths of this effort is the development of a manual that could be made available to teachers. (see Appendix Three) This manual contains the definitions of the various scale points, both in terms of the rubric that is used to score papers, and in terms of concrete examples of performance at each level. An examination of this manual and its application to defining good writing in a concrete manner can be helpful to the schools. The performance assessment in subsequent years will be based upon a set of parallel prompts that allow monitoring of writing over time. In this way, we can observe the development of good writing and the success of teachers in conveying this to students. Attention to writing should be followed by gradual increase in the writing scores on these parallel prompts.

C. Target success:

It is the recommendation of this report that task forces be identified to address a series of issues that are raised by this data. As an example, perhaps one of these should be the further examination of the attitudes of the students in the transfer program. It may be that the attitudes of African-American students in the transfer program are not different from other students in the recipient schools. Perhaps both groups have slightly lower attitudes than students in the city? At this time we do not know, but this could be determined. If evidence supports the conclusion that there is a difference, additional work should evolve to look at the cause of this difference. It is not necessarily true that any causal factors will be associated with the actions of the transfer schools'

administrations, teachers or pupils.

D. Further studies:

Another area that might be identified for further work is the development of a follow-up system to examine long range effects of the transfer program. For example, it might be possible to look for changes in work behavior of students after they graduate from high school. Such factors as job opportunities following graduation, and ability to live successfully in an integrated world are two more such examples of important nonachievement variables.

Even though other valuable outcomes should be considered when evaluating the effect of the transfer program, being able to change achievement and to change attitudes remains important. The data suggest that there are many examples of successful students with positive attitudes in these schools. Whether their success is due to the school program or to home factors or to something else is not clear from these data.

Another particularly interesting question involves exploring the definitions of the four groups. As noted above, a relatively strict definition for inclusion in the transfer school group was used. This was not true of the other three groups, and we could consider modifying the preliminary definitions, although that is not likely to change the results. A simple analysis was done to compare the means of the non-integrated, integrated, and magnet students who were more narrowly defined to be in the study to those more openly defined to be in the study. The results of this study indicated that a change in the definition would not be likely to affect the mean score on the achievement tests.

A set of cautions were outlined above and these should be examined and either dismissed or changes made to obviate them in the future. For example, the concern with pulling students out of class for testing is a possible rival hypothesis for explaining a portion of these results. Some tentative evidence for this can be obtained in Parkway since they use the Stanford, but do so in the Fall without pull-out. Daniel Coates, director of program evaluation at Parkway, has obtained some of our data and is exploring this hypothesis using additional data available from his files. He has a report on that analysis and it is directly available from him. It further supports the position that is taken by this report -- careful and cautious interpretation of the data is warranted. At this time, a number of competing hypotheses (including that of the testing conditions) exist

that might account for the results reported.

A second factor that test publishers' studies have shown to be of potential significance is that of the students' and teachers' familiarity with the testing instruments. It is well known that school performance tends to increase during the first few years of adoption of a new instrument. Since the plan for this evaluation is longitudinal, a built in correction for this phenomenon exists. It may be that improvement in performance by school systems that were not previously using the Stanford will occur as a result of increased familiarity with the instrumentation. This might result in a gradual moving upward of the transfer students' means relative to the city's.

This is a replicated longitudinal study (two cohorts of students are to be followed through the system), as noted above, and we will look at trends in the data across future years of the study. Until replicated over time, we will not draw firm conclusions. The truth **may** be that additional large increases in school development as indicated by mean achievement gains of students are not obtainable through a transfer program approach. In other words, a transfer model might enhance other variables affecting school performance, but at this time we do not have sufficient evidence documenting such a phenomenon. Perhaps programs that are quite different from current academic environments would have an impact. As indicated several times above, though, transfer programs can still be considered an important public policy for other very good reasons. At this time, we can draw no final conclusions.

E. Summary:

The following is a very brief listing of some of the most important comments noted above, and reproduced in the executive summary. The reader, including school personnel, is cautioned to remember that interpretations are tentative:

1. With few exceptions, the pre-transfer data (known as covariates or adjusting variables) indicate that the magnet students have the highest pre-transfer achievement scores, and the transfer students usually have the second highest set of scores.

2. Nearly all statistical tests are significant, despite the varying sample sizes. In other words, very few of the differences are due to chance. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these, they all occur with the most

encompassing adjustment (V).

3. In every case, the combination of adjusting variables which used nearly all the pre-transfer information provides the most explanatory power in the attempt to understand the differences between all the students. This analysis is also based upon relatively few students due to missing data.

4. The group identification of the student as enrolled in a non-integrated, integrated, magnet school, or transfer school provides very little explanatory power, even though statistically significant differences exist. In other words, if you use the group in which a student is enrolled to predict the student's performance, you would not be very accurate.

5. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. One reason for this may be that a measure of intelligence is often the most reliable of the set of covariates available. Being more reliable allows one variable to correlate better with another variable.

6. The relatively high performance of the magnet school group greatly lessens when adjusted for prior ability. In other words, students who enter as higher ability students tend to continue demonstrating higher performance.

7. In many cases the achievement of non-integrated and integrated students moves to more closely approach that of magnet students when corrected for prior differences.

8. In contrast to the previous observation, the transfer student achievement tends to be lower relative to the other groups when adjusted for prior differences, with the exception of 10th grade. Some exceptions also occur with 8th grade mathematics.

9. In nearly all cases, the uncorrected performance by magnet students is highest.

10. The rank order of mean performance of transfer, non-integrated, and integrated students varies from grade to grade and from subject matter to subject matter.

11. Progress across grades is observed on all achievement data for all groups through grade 8.

12. The tenth grade data indicate a nearly level or even a lowered performance when compared to 8th grade for the Stanford achievement data for all groups except the transfer students. Transfer students continue showing progress in tenth grade.

13. Writing Assessment results indicate increased performance

from 8th grade to 10th grade for all groups.

14. For most attitude items, even those that are significantly different for two or more groups, the differences in the means are not great, except in a few cases.

15. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parents' preference. In each case the direction of the differences indicates that the transfer students and their parents have the most positive view of being in school in the suburbs.

16. It should also be noted that the items on school preference elicit the most disagreement of any items from non-integrated, integrated and magnet students, as we would expect.

17. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades.

18. This slight difference in attitude is not seen in 10th grade, but clearly, there is a high correlation (degree of relationship) of mean attitude across all four groups at all grades.

19. The correlation of both attitude items and achievement to months in the transfer program is essentially zero.

20. The median (middle) level of performance of the total group of students, relative to the national norm group, indicates a very low level of performance. Half of the students scored in the low twenties in terms of their national percentiles on most of the achievement variables.

21. While the average performance recorded here is very low, it should be recognized that a full range of performance was obtained by students in the study. In other words, some of these students scored at the highest level possible on the Stanford.

APPENDIX ONE

ATTITUDE SURVEY

INSTRUCTIONS AND SURVEYS

1991

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
FOURTH (4TH) GRADE - SUBURBS

Test Administrator: Before you start, make certain each student has a #2 pencil. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you as an individual answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now answer each question about your home. Darken either the yes or no to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of your mother or stepmother, father or stepfather, if you know. Next mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:

SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree'. If you do not care whether you go to the movies you would choose 'N' for 'Neutral', or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree'. Finally, if you hate going to the movies you would choose 'Strongly Disagree', 'SD'. You will pick the alternative that is closest to the way you usually feel."

Test Administrators: - Ask your students to look at the practice survey. Tell them it looks like the real survey and explain to them that it is to be used as a practice survey.

"You can see from the first example I just read that this survey contains a series of statements. You have the opportunity to express your true feelings about the statement as it applies to you."

Test Administrators: READ THESE EXAMPLES TO YOUR STUDENTS

My teachers think I am a good student.... SA A N D SD

My close friends like school..... SA A N D SD

My parents make me do work at home..... SA A N D SD

"Notice that each statement makes you think about how much you agree with the statement. If you agree a lot, darken the bubble 'SA' for 'Strongly Agree.' Darken the bubble 'Agree' if you are in agreement with the statement, but not strongly so. Darken the bubble 'Neutral' if you do not care one way or the other or if your feelings are equally positive and negative. Darken the bubble 'Disagree' if you generally do not agree with the statement and 'Strongly Disagree' if your feelings are strong that you do not agree. Do you understand how you are to respond? Now bubble your answers."

Test Administrators: Ask your students if there are any questions about how to mark the answers that best represent the students' feelings. Answer any and all questions about the process - continue with the instructions by reading the next paragraph.

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept a secret. Please be honest. As you answer these quetions, remember that you attend a school in the suburbs. Thank you."

Test Administrators: Please collect all the material at one time. Return all materials to your district test coordinator.

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
FOURTH (4TH) GRADE - CITY

Test Administrator: Before you start, make certain you have a #2 pencil for every student. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now nswer each question about your home. Darken either the yes bubble or the no bubble to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of the people with whom you are living. Next, mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:

SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree'. If you do not care whether you go to the movies you would choose 'N' for 'Neutral', or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree'. Finally, if you hate going to the movies you would choose 'Strongly Disagree', 'SD'. You will pick the alternative that is closest to the way you usually feel."

Test Administrator: Ask your students to look at the practice survey. Tell them it looks like the real survey and explain to them that it is to be used as a practice survey.

"You can see from the first example I just read that this survey contains a series of statements. You have the opportunity to express your true feelings about the statement as it applies to you."

Test Administrators: READ THESE EXAMPLES TO YOUR STUDENTS

My teachers think I am a good student.... SA A N D SD

My close friends like school..... SA A N D SD

My parents make me do work at home..... SA A N D SD

"Notice that each statement makes you think about how much you agree with the statement. If you agree a lot, darken the bubble 'SA' for 'Strongly Agree'. Darken the bubble 'Agree' if you are in agreement with the statement, but not strongly so. Darken the bubble 'Neutral' if you do not care one way or the other or if your feelings are equally positive and negative. Darken the bubble 'Disagree' if you generally do not agree with the statement and 'Strongly Disagree' if your feelings are strong that you do not agree. Do you understand how you are to respond? Now bubble your answers."

Test Administrators: Ask your students if there are any questions about how to mark the answers that best represent the students' feelings. Answer any and all questions about the process - continue with the instructions by reading the next paragraph.

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept confidential. Please be honest. As you answer these questions, remember that you attend a school in the city. Thank you."

Test Administrators: Please collect all the material at one time. Return all materials to your district test coordinator.

4002A-PFI-54321

[redacted]

Ⓐ Your Name

Ⓑ Your Birth Date:

Ⓒ Do you get a free or reduced price lunch?
○ YES ○ NO

Ⓓ
MARK ONLY ONE RESPONSE
Do you live with . . .
○ Both parents
○ Father or stepfather
○ Mother or stepmother
○ Grandparents
○ With other relatives
○ Other

Ⓔ
MARK ONLY ONE RESPONSE
Your Mother or Stepmother . . .
○ Had less than high school
○ Had some high school
○ Is a high school graduate
○ Had some college
○ Is a college graduate
○ Don't know

Ⓕ
MARK ONLY ONE RESPONSE
Your Father or Stepfather . . .
○ Had less than high school
○ Had some high school
○ Is a high school graduate
○ Had some college
○ Is a college graduate
○ Don't know

Ⓖ
MARK ONLY ONE RESPONSE
Do you live in a . . .
○ House
○ Apartment building or flat
○ Project
○ Other

Ⓗ ID NUMBER

Ⓘ SCHOOL

Ⓙ DISTRICT

Ⓚ GRADE (4 5 6 7 8 9 10 11 12)

Ⓛ SEX ○ MALE ○ FEMALE

Ⓜ SPECIAL CODES (A B C D E F)

St. Louis Metropolitan School Survey

MARKING DIRECTIONS

- Use ONLY a #2 pencil.
- Do NOT fold this sheet.
- Make dark marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks.

EXAMPLES: Proper ○ ● ○ ○ Improper ✗ ✓ ○ ◎

DIRECTIONS:

Read each of the following statements carefully. Then show how you feel about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble.

SA - STRONGLY AGREE
A - AGREE
N - NEUTRAL
D - DISAGREE
SD - STRONGLY DISAGREE

			STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	Our principal wants all the students to do well	1	SA	A	N	D	SD
2	All students are treated the same in this school.	2.	(SA)	(A)	(N)	(D)	(SD)
3	Many students at my school get good grades even though they do poor work.	3	SA	A	N	D	SD
4	Most of my classes make me work hard.	4.	(SA)	(A)	(N)	(D)	(SD)
5	I get along with most of the students in my school	5	SA	A	N	D	SD
6	I like my teachers.	6.	(SA)	(A)	(N)	(D)	(SD)
7	The students want each other to succeed in their classes	7	SA	A	N	D	SD
8	If I appear to be smart, other students will dislike me.	8	(SA)	(A)	(N)	(D)	(SD)
9	I don't always get my school work done.	9	SA	A	N	D	SD
10	I really try to do my best in school	10.	(SA)	(A)	(N)	(D)	(SD)
11	It is more important to keep the friends I have than to make new ones	11	SA	A	N	D	SD
12	I like going to new places	12	SA	A	N	D	SD
13	Blacks who talk like whites are just showing off	13	SA	A	N	D	SD
14	I think a white student could someday be a good friend of mine	14	SA	A	N	D	SD
15	I like telling people about the things I do in school	15	SA	A	N	D	SD
16	I am well liked in school	16	SA	A	N	D	SD
17	If a student studies hard, he or she will usually do well	17	SA	A	N	D	SD
18	Getting good grades is a matter of luck, not hard work	18	SA	A	N	D	SD

PLEASE CONTINUE ON THE OTHER SIDE →

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
19. I have a certain time to be home on school nights.	SA	A	N	D	SD
20. I can almost always get help with homework at home, if I need help.	SA	A	N	D	SD
21. If someone says something bad to a friend of mine, I should help get back at them.	SA	A	N	D	SD
22. I care more about what my teachers think of me than what the other students think of me.	SA	A	N	D	SD
23. My family wants me in a school in the suburbs.	SA	A	N	D	SD
24. I want to be in a school in the suburbs.	SA	A	N	D	SD
25. I want to be in a school in the city.	SA	A	N	D	SD
26. I like to read books that are not a part of my school work.	SA	A	N	D	SD
27. I would rather spend my time watching TV than reading something.	SA	A	N	D	SD
28. My teachers expect me to do good work.	SA	A	N	D	SD
29. There is a lot of anger and bad feelings among students in my school.	SA	A	N	D	SD

40028-PFI-54321

A Your Name:

B Your Birth Date:

C Do you get a free or reduced price lunch?
○ YES ○ NO

D MARK ONLY ONE RESPONSE

Do you live with . . .

- ○ Both parents
- ○ Father or stepfather
- ○ Mother or stepmother
- ○ Grandparents
- ○ With other relatives
- ○ Other

E MARK ONLY ONE RESPONSE

Your Mother or Stepmother . . .

- ○ Had less than high school
- ○ Had some high school
- ○ Is a high school graduate
- ○ Had some college
- ○ Is a college graduate
- ○ Don't know

F MARK ONLY ONE RESPONSE

Your Father or Stepfather . . .

- ○ Had less than high school
- ○ Had some high school
- ○ Is a high school graduate
- ○ Had some college
- ○ Is a college graduate
- ○ Don't know

G MARK ONLY ONE RESPONSE

Do you live in a . . .

- ○ House
- ○ Apartment building or flat
- ○ Project
- ○ Other

H ID NUMBER

I SCHOOL

J DISTRICT

K GRADE (4 5 6 7 8 9 10 11 12)

L SEX ○ MALE ○ FEMALE

M SPECIAL CODES (A B C D E F)

St. Louis Metropolitan School Survey

MARKING DIRECTIONS

- Use ONLY a #2 pencil.
- Do NOT fold this sheet.
- Make dark marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks.

EXAMPLES: Proper ○●○○ Improper ⊗✓○◉

DIRECTIONS:

Read each of the following statements carefully. Then show how you feel about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble:

SA - STRONGLY AGREE
A - AGREE
N - NEUTRAL
D - DISAGREE
SD - STRONGLY DISAGREE

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. Our principal wants all the students to do well.	1.	SA	A	N	D	SD
2. Students caught breaking the rules get the punishment they deserve.	2.	SA	A	N	D	SD
3. All students are treated the same in this school.	3.	SA	A	N	D	SD
4. Many students at my school get good grades even though they do poor work.	4.	SA	A	N	D	SD
5. The teachers will like you if you do your best work.	5.	SA	A	N	D	SD
6. Most of my classes make me work hard.	6.	SA	A	N	D	SD
7. My teachers expect me to do good work.	7	SA	A	N	D	SD
8. I like my teachers.	8.	SA	A	N	D	SD
9. I get along with most of the students in my school.	9.	SA	A	N	D	SD
10. My teachers like me.	10.	SA	A	N	D	SD
11 There is a lot of anger and bad feelings among students in my school.	11.	SA	A	N	D	SD
12. The students want each other to do well in their classes.	12.	SA	A	N	D	SD
13. Sometimes I don't answer questions in class because of what other students will think of me	13.	SA	A	N	D	SD
14. If your homework is too good, the other students will dislike you.	14.	SA	A	N	D	SD
15. If I appear to be smart, other students will dislike me.	15	SA	A	N	D	SD
16. I see nothing wrong with cutting classes.	16.	SA	A	N	D	SD
17 I don't always get my school work done.	17	SA	A	N	D	SD
18. I really try to do my best in school.	18	SA	A	N	D	SD

PLEASE CONTINUE ON THE OTHER SIDE →

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
19. It is important to learn to use your time well.	SA	A	N	D	SD
20. I like to try things that I have never tried before.	SA	A	N	D	SD
21. It is more important to keep the friends I have than to make new ones.	SA	A	N	D	SD
22. I like going to new places.	SA	A	N	D	SD
23. Blacks who talk like whites are just showing off.	SA	A	N	D	SD
24. All groups (Black, White, etc.) are equally worthwhile.	SA	A	N	D	SD
25. Going to school with students of other races helps me get ready for the real world.	SA	A	N	D	SD
26. I think a white student could someday be a good friend of mine.	SA	A	N	D	SD
27. I only like people who are similar to me.	SA	A	N	D	SD
28. I like telling people what I do in my school.	SA	A	N	D	SD
29. I am well liked in school.	SA	A	N	D	SD
30. I will be able to get a good job when I finish school.	SA	A	N	D	SD
31. I think I am a very good person.	SA	A	N	D	SD
32. If a student studies hard, he or she will usually do well.	SA	A	N	D	SD
33. If students get a bad education, it's probably their own fault.	SA	A	N	D	SD
34. Getting good grades is a matter of luck, not hard work.	SA	A	N	D	SD
35. My family wants me to be a good student.	SA	A	N	D	SD
36. My family often asks about what happens at school.	SA	A	N	D	SD
37. I can almost always get help with homework at home, if I need help.	SA	A	N	D	SD
38. I have a certain time to be home on school nights.	SA	A	N	D	SD
39. If someone says something bad to a friend of mine, I should help get back at them.	SA	A	N	D	SD
40. It is all right for students to settle personal disputes by fighting.	SA	A	N	D	SD
41. I care more about what my teachers think of me than what the other students think of me.	SA	A	N	D	SD
42. I would be very upset if I got suspended for a few days.	SA	A	N	D	SD
43. My family wants me in a school in the suburbs.	SA	A	N	D	SD
44. I want to be in a school in the suburbs.	SA	A	N	D	SD
45. I want to be in a school in the city.	SA	A	N	D	SD
46. My family thinks that black students do better in the suburbs.	SA	A	N	D	SD
47. I like to read a newspaper or magazines when I get a chance.	SA	A	N	D	SD
48. I like to read books that are not part of my school work.	SA	A	N	D	SD
49. I would rather spend my time watching television than reading something.	SA	A	N	D	SD
50. I have set some very high goals for myself.	SA	A	N	D	SD
51. I am only happy when I am successful.	SA	A	N	D	SD
52. I want to be more successful than my friends.	SA	A	N	D	SD
53. I will need to work very hard to achieve the goals I have.	SA	A	N	D	SD

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
SIXTH, EIGHTH AND TENTH GRADES - SUBURBS

Test Administrator: Before you start, make certain you have a #2 pencil for every student. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you as an individual answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now answer each question about your home. Darken either the yes bubble or the no bubble to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of your mother or stepmother, father or stepfather, if you know. Next, mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:
SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree'. If you do not care whether you go to the movies you would choose 'N' for 'Neutral', or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree'. Finally, if you hate going to the movies you would choose 'Strongly Disagree' 'SD'. You will pick the alternative that is closest to the way you usually feel. If you have any questions, please raise your hand."

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept confidential. Please be honest. As you answer these questions, remember that you attend a school in the suburbs. Thank you."

Test Administrator: Please collect the survey and return it to your district coordinator.

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
SIXTH, EIGHTH AND TENTH GRADES - CITY

Test Administrator: Before you start, make certain you have a #2 pencil for every student. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now answer each question about your home. Darken either the yes bubble or the no bubble to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of your mother or stepmother, father or stepfather, if you know. Next mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show <u>HOW YOU FEEL</u> about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:
SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: <u>I like to go to the movies.</u> Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree" with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree.' If you do not care whether you go to the movies you would choose 'N' for 'Neutral' or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree.' Finally, if you hate going to the movies you would choose 'Strongly Disagree,' 'SD.' You will pick the alternative that is closest to the way you usually feel. If you have any questions, please raise your hand."

"Now please try to answer all of the questions in a way that shows how <u>YOU</u> feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept confidential. Please be honest. As you answer these questions, remember that you attend a school in the city. Thank you."

Test Administrator: Please collect the survey and return it to your district coordinator.

APPENDIX TWO

WRITING ASSESSMENT

INSTRUCTIONS AND PROMPT

1991

FEBRUARY 14, 1991

INSTRUCTIONS FOR ADMINISTERING THE WRITING PERFORMANCE ASSESSMENT VICC study, 1991

Hand out the pencils, answer sheets and the colored sheets with the topic printed on them. Do not answer questions once the students have begun to write. It is important to the assessment process that all the students have the same opportunity. No students should have dictionaries or reference materials! Say to the students:

"First look at the front of the answer sheet and be sure it is yours. If the information is not correct, tell me now."

Make a note about any answer sheets that students report having mistakes.

"You will have 40 minutes to write a brief narrative-descriptive composition. Be sure that you first plan your composition and that it is about the topic that is assigned. Try to write as neatly as you can. You may print if you prefer. Be sure that your composition says what you want it to say. Leave enough time at the end so that you will be able to revise and make additions or deletions that you think will improve your composition. Just be sure that the corrections are clear and neat. I will tell you when there are 15 minutes remaining and when there are five minutes left."

"You should start your essay on the page that has a number 1 at the bottom."

Point to the page number.

"If you need more space to finish, you may continue on page 2. Do not write anywhere else on the answer sheet. Read the topic on the colored paper to yourself as I read it aloud."

Read the topic and any other comments on the colored paper. Pause and answer questions. Look at the back of this sheet for the correct answers to the most common questions. Since part of the assessment involves how well students are able to organize and develop their ideas, do not give them help in this regard.

"Remember to plan your composition. When you are finished planning, write as neatly as possible in the space provided. You may use the colored paper as a scratch sheet for any planning that you want to do, but be sure that at the end of the 40 minutes the official answer sheet contains the essay that you want to have scored. Good luck. Begin now."

Record the starting time:_____

After 25 minutes, say:

"You have 15 more minutes to complete your work. If you are still working on the scratch paper, be sure to begin working on the answer sheet. The assessment will finish in 15 more minutes."

After 35 minutes, say:

"You have 5 more minutes to finish your work. Read it over carefully and make any changes that you think are necessary. Be sure you will be finished in 5 minutes."

After 40 minutes, say:

"I will now collect your answer sheet and the topic sheets."

Collect the material now and return the answer sheet to the official at your school who is in charge of returning them to VICC. Do not make any changes to the essays and do not discuss specific writing with the students.

CORRECT ANSWERS TO COMMON QUESTIONS

The following are examples of student's questions followed by the correct answer. Remember that this is an assessment and you should not be assisting students in any way.

1. Will you help us with grammar and punctuation?

   "I am sorry, but I can't help you with this task."

2. What should I write about?

   "Just respond to the writing topic described on the colored sheet."

3. What if I make a mistake?

   "You may cross out mistakes or erase them. Just try to keep your writing neat so that your composition can be read easily."

4. Can I use a correcting fluid to white-out my mistakes?

   "No, this form is designed to be read by a computer and you cannot use correcting fluid on it."

5. What happens if I run out of time?

   "You will have 40 minutes to write and you should plan your time accordingly."

6. Can I use my dictionary or thesaurus?

   "No, we are interested in what you will write without using outside sources."

7. Will I be graded on neatness?

   "No, but the reader must be able to read and understand your answers."

8. What is a descriptive-narrative?

   "It is an essay that tells a story or describes something like an event, person or an object."

March, 1991

WRITING TOPIC

Write about a time you helped someone or someone helped you. Tell the reader about the experience including who it was that you helped or who helped you and what help was given. Tell how you felt about the experience.

1. Plan your composition.

--- Write only about this topic.

--- Tell who the person was that helped you or whom you helped.

--- Tell how you felt about the experience.

--- Use details to tell about a time you helped someone or someone helped you.

2. Write neatly.

APPENDIX THREE

WRITING ASSESSMENT

RUBRIC AND TEACHER'S MANUAL

1991

WRITING TOPIC

Write about a time you helped someone or someone helped you. Tell the reader about the experience including who it was that you helped or who helped you and what help was given. Tell how you felt about the experience.

1. Plan your composition.

--- Write only about this topic.

--- Tell who the person was that helped you or whom you helped.

--- Tell how you felt about the experience.

--- Use details to tell about a time you helped someone or someone helped you.

2. Write neatly.

WRITING ASSESSMENT SCORING RUBRIC 1991

OVERVIEW: The holistic method of assessing writing samples gives a numerical score to papers based on an overall single impression of each paper. How well a student can communicate and elaborate ideas as well as his/her general command of mechanical conventions are considered in this assessment.

This rubric is designed to be used only in conjunction with sample training papers which illustrate each score point.

6 Consistent central focus on the topic
Fully elaborated, clear sense of order, fluency, closure; vivid language
Varied and complex sentence structure
Few or no mechanical errors

5 Central focus on the topic
Elaborated, well-organized, sense of closure; may have minor flaws in fluency
Varied sentence structure
Few mechanical errors

4 Central focus on the topic
Some elaboration, logical flow of ideas, sense of closure
Generally good sense of sentence structure with some variety
Mechanical errors are present but do not affect readability

3 Central focus is apparent
Limited support; may have flaws in organization, may lack closure
Little sentence variety; may have short, choppy sentences
Mechanical errors are present and may detract from readability

2 Central focus is apparent
Minimal support; may have flaws in organization, may ramble or include irrelevancies, may lack closure
Numerous errors in sentence structure
Mechanical errors are varied, numerous, and usually interfere with readability

1 Central focus is not clear or topic is barely addressed
Little or no support or organization; usually lacks closure
Few or no complete sentences
Mechanical errors are so frequent that the intended meaning is unclear

1 Central focus is not clear or topic is barely addressed
Little or no support or organization; usually lacks closure
Few or no complete sentences
Mechanical errors are so frequent that the intended meaning is unclear

One time I help a old lady get on the bus when she had a lot of food like about 4 bags.

And my mom Help me change my diaper. And gone milk and juice to me.

And my uncle Help out by taking me places.

And some time I don't have a lot of money's And some people give you some.

Score Point: 1

This response has multiple times when the writer was helped. The writer has made no attempt to unify the times. The most detailed is the time the writer helped an old lady. There is little support and because of the brevity of the response, little evidence of an organizational strategy. In addition, the response is one sentence with frequent mechanical errors.

I helped my brother
when he broken his arm that
was about five months ago he
was kept in the hospital 3 for
1 day and A night.

I helped my
Great Grandmother move.

Score Point: 1

This response is about a time when the writer helped his/her brother. Although the topic is clear, it is barely addressed. There is no attempt to support the central focus and because of the brevity of the response, little evidence of an organizational strategy. In addition to run-on sentences, there are also some spelling errors.

One day when I woke up from my bed. I put on my clothes and went outside. There I saw this old lady across the streets and she gave me a dolor and I helped them on.

Score Point: 1

This response appears to be about helping an old lady cross the street. However, the mechanical errors cause the intended meaning to be unclear. There is some sense of an organizational strategy but no evidence the organization can be sustained.

2 Central focus is apparent
Minimal support; may have flaws in organization, may ramble or include irrelevancies, may lack closure
Numerous errors in sentence structure
Mechanical errors are varied, numerous, and usually interfere with readability

One day I was walking down the street when I seen boy. He's leg was caught in his fence I didn't know him but I helped him I run home and got a wire cutter, and cut the fence so he could get his leg out. He thanked me, I never seen him again.

Score Point: 2

The central focus of this response is apparent, helping the boy get free from the fence. Support is minimal but is sufficient to recognize at least the highlights of the entire event. For such a brief response, there are numerous mechanical errors.

A long time ago when I was about seven or eight the only thing I wanted to do was play football. And in about a month or so the Royal knights football team was gonna start practice and all during the extra month we had everyday me and my uncle Rodney would practice throw, cathing and running plays. He had already knew this stuff because he was on a team himself. He could have been out in the streets roaming but instead he was helping me I will be offered to it as we helping each other. Then when the season started he took me to the tryouts and I made the team from then on he rode me to practice everyday

Score Point: 2

The central focus of this response is apparent, Uncle Rodney's help. There is support and evidence of an organizational strategy. However, the numerous sentence level problems and mechanical errors interfere with the clarity of the response.

One day my frends helped me get a job.
One day my frends and I were out looking for some work.
And we stopped at a store and we asked the lady if we
could we work. And she said go next door and ask her
husband. And he said come at twelve o'clock. And I came
back, and my frends didn't show up. So I got to work.
And about a half hour later my frends showed up. But They
didn't get to work. So they left and went home. And I
passed out flyer's all day and I got money, and t-shirt.
And I felt very, very happy. Because if my feends
would have come I would of had job. That days.
And when I got. The owners called. And said
they like the way I work. And they wanted
me to work every days.

Score Point: 2

Although the central focus is not clearly stated, it can be inferred--my friends helped me by not showing up so I got the job. There is support, but it basically covers only the highlights of the event and its aftermath. There are numerous errors in sentence structure and a variety of mechanical errors.

One time when someone helped me is when I was outside playing baseball. My brother hit the ball I went back for the ball and I hit my head on the tractor part of an truck. My Brother fred he helped me up and took me into the house. I felt not mad because he hit it I felt calm but sore.

Score Point: 2

The central focus of this response is apparent, brother Fred's help. The support is minimal but is sufficient to recognize at least the highlights of the event. For such a brief response, the errors are numerous.

3 Central focus is apparent
Limited support; may have flaws in organization, may lack closure
Little sentence variety; may have short, choppy sentences
Mechanical errors are present and may detract from readability

2

One time I was at the galleria and I had lost all of my money including my bus fair. I was very afraid. I was walking around looking for my money. Then the galleria was going to close. I needed money to catch the bus. So, one manager came by and said is something wrong. I said yes I lost my money and I don't have a way to get home. So he gave me $5.00 dollar and I went home.

02823 098 66595081

Score Point: 3

The central focus of this response is apparent, needing money to get home. Although brief, this response is a complete story with limited support that moves the story beyond a simple highlighting of the events. There are few mechanical errors, none of which detract from the clarity; however, the sentences are short and choppy.

The Time When Someone Helped Me

The time My mother helped me get over the death of my uncle. This to me was very helpful to me. I was at the age of nine, and my uncle killed his self. My uncle was like a second father to me. We had a very special nephew-to-uncle relationship. My mother help me cope with the reality of death. She helped me understand the reality of death. She told me life is too short and live each day for what it's worth, and don't take it for granted. She also helped me understand that do as much as I can and achieve for the highest goals in life. My mom is the driving force in my life, and helped me mature at a early age.

Score Point: 3

The central focus of this response is apparent, helping to recover from a death; however, there is a slight focus drift near the end. Support is present but is limited. In addition, there is little sentence variety, and mechanical errors are present.

The Older Lady I helped...

On a cold day there was an older lady in our church who was sick. I was ask to help her for the day. I helped her by cleaning up her house, Making her lunch, and the I made her a nice cup of hotcoco so she could relax for the rest of the day. I felt good about helping her, because if I was sick I would want someone to help me. Besides it was just a nice thing to do. If I would not of helped her and something bad happened. I would have felt like it was all my fault.

Score Point: 3

The central focus of this response is apparent, helping a sick, older lady. This response is a complete story with limited support. Although there are errors, they do not interfere with clarity. Additional support through specific elaboration is needed for a higher score.

I had a friend back in Jr. High. And she had a problem with opening up to people. And I could see the anger and hate she had inside of her. I had only know her for just one year. But I could see the wall that she was back inside of. Because in my years of growing up I remember going thrue some hard times in my family and had to turn to my mother. And my friend ask me would I go with her to her parents and help her example to them what was going on; It was pretty hard for the both of us. But her parents understood the problem that she was going thrue. And they got her help. But the only thing about the problem her parents didnt understand was why she would not come to them and tell them about the problem. She just didn't know how to talk with her parents. She had needed a friend to go with her to help her out. But she's fine now. But she still has trouble with going to her parents and telling them how she feel about things.

Score Point: 3

The central focus of this response is apparent, helping the friend talk to the parents. There is support, but it is limited because of the lack of specificity--the reader knows generally what is happening. Although an organizational strategy is apparent, it is flawed when the writer starts repeating ideas near the end. In addition, there is little sentence variety and mechanical errors, particularly word choice, detract from the clarity of the response.

4 Central focus on the topic
Some elaboration, logical flow of ideas, sense of closure
Generally good sense of sentence structure with some variety
Mechanical errors are present but do not affect readability

I have a friend by the name of Jennifer. She is fourteen years old. She has a lot of problems at home and in her life. The ways I have help Jennifer are, I would be there when she needed a friend to talk to and I would be her shoulder to cry on.

Jennifer and her mother are constantly arguing because her step-father tells her mother that she has done something She has not done. Jennifer's boyfriend also broke up with him not too long ago. She went out with him for one year and she really loved him. Jennifer was really having a hard time and needed a friend who could comfort her and be there for her.

When I see that she is upset, I just want to make everything better. Sometimes I even cry with her so that she knows I care. Jennifer is like my sister, if she ever has anything wrong I help her if I can. The point is, I am Jennifer's shoulder to cry on, and I am Jennifer's confidante.

Score Point: 4

The central focus of this response is helping Jennifer. There is some specific elaboration, particularly in the paragraph explaining the hard time Jennifer was having; however, the elaboration is sparse. The sentence structure is generally good, and there are few mechanical errors.

Helping out your neighbors can help you get along better with each other. Last year Robert and Donna's dogs had six Siberian Husky puppies. One day while they were at work the puppies crawled out under a loose board on the back fence. It just so happens my friend Aimee and I were walking down the alley in time to catch the furry little mischief makers. We knew who the puppies belonged to but they wouldn't be home for a couple hours. We took the puppies home with us and even though we had plans we stayed with them. When we returned them to Donna she was glad we'd kept them safe. They were expensive dogs, costing over 300 dollars apiece, and they were very dear to her. I felt good to know that we may have saved these lives since they live on a very busy street and large unfriendly dogs often roam the neighborhood. Ever since then we have been friends, we often watch the remaining puppy Julie and the older dogs Jessica, Jason and Jake. I would of done the same thing ~~given~~ again if I had to.

Score Point: 4

The central focus of this response is saving the puppies. There is some elaboration and the ideas flow logically until the end where there is an unexplained gap in time from saving the puppies to watching the remaining puppy. The sentence structure is generally good and the mechanical errors do not affect clarity.

My purpose is to tell about the time I helped my mother pay the rent.

It was an early Saturday morning in October of last year. I had gotten paid on the preceeding Friday. My mother's apartment was across the hall from my sister and me. She asked me to lend her $150.00 so that she could pay the rest of her rent. The reason she wanted me to lend her this money was because she didn't get paid until the next week. Do me trying to be a helpful person, I agreed to do so.

I then went down the street to our landlord's house. I took the rest of the rent money to him and brought back her receipt.

My mother was very proud of me for not being selfish. She then called my Aunt Felicia in Atanta and told her what I did. She told her that I had helped her pay the rent, and she thought it was very unselfish of me and very kind. I knew that I really didn't have to; but I knew this would make her proud of me. I was proud of myself, too, for helping out when needed. She hugged me and told me that she loved me. She also said she didn't know what she would do without me.

This made me feel very proud of myself and made me realize that I could help too.

Score Point: 4

The central focus of this response is the time the writer helped pay the rent. The beginning of the response is elaborated through the use of additional specific details to explain the situation. However, the second half of the response, although specific, moves quickly to closure and is somewhat repetitive. The sentence structure is varied.

Herby's Dog

Once upon a time in a land, far, far away. There was this troll that lived under the bridge. This troll's name was Herby. Herby had a reputation for scaring all the little kids that walked over his bridge. One day I was walking over the bridge and knowing all about what Herby was known to do, I was very scared. But just as I was about to cross over, I heard weeping, someone was crying and it was coming from under the bridge. I was so scared that it might be Herby trying to lure me under his bridge and I felt sorry for the person crying. I then decided to go down and help the person.

It was Herby and he wasn't trying to scare me, he was just sad because he lost his dog. I told Herby that I would help him find his dog. So we set out over the bridge and there we saw Herby's dog chasing bees in the field. Herby was so gratiful to me for helping him find his dog, that he promised to never scare little kids again.

Score Point: 4

The central focus of this response is helping Herby. The beginning of the response is elaborated through the use of additional specific detail that makes it clear helping Herby is not something one automatically wants to do. However, the actual act of helping, although specific, lacks development. The sentence structure is generally good, and there are few mechanical errors.

5 Central focus on the topic
Elaborated, well-organized, sense of closure; may have minor flaws in fluency
Varied sentence structure
Few mechanical errors

THE KIND STRANGER 44.23

Sometimes, a complete stranger can show more caring and sympathy for you than someone you know and love. Once when I was approximately nine years old, I went rollerskating at SKATE KING. I could not skate very well and once I hobbled onto the rink, I fell backwards and hit my head. From this fall, I suffered a concussion and was temporarily knocked unconscious. When I awoke, I was on a bench in the company of a strange man holding a hot dog and soda. After coming to, I asked the rather large man what had happened. He said I had fallen and knocked myself out, and he had carried me away from the skaters. The kind man gave me the hot dog and soda. After eating, we talked awhile. When we finished talking, the man took me onto the rink and taught me to skate.

This experience made me feel really good inside. From that time on, I trusted people a little more. I never knew the man's name and I cannot remember how he looked and I never saw him again. But, each time I think about how I hurt myself and how he helped me, I thank him.

Score Point: 5

The central focus of this response is the caring of a stranger. Although this response appears sparse, it is specifically and evenly elaborated. The ideas flow logically and smoothly from beginning to end. The sentence structure is varied, and there is some sophisticated use of punctuation.

WHAT IT TAKES

MY FATHER'S PROFESSION REQUIRES MANY HOURS OF STRENUOUS LABOR, SO I OFTEN HELP. HE IS AN ACTOR FOR THE _____ CIRCUS CO., A LOCAL COMPANY THAT PERFORMS AROUND THE WORLD. MY FATHER, _____ HAS BEEN WITH THE CIRCUS FOR FOURTEEN YEARS. NOT ONLY IS HE AN ACTOR FOR THE CIRCUS, BUT HE ALSO DESIGNS AND BUILDS THE SETS. BEING WITH THE COMPANY FOR SO LONG HE'S A VETERAN AT HIS WORK. HIS SCHEDULE IS A VERY HECTIC ONE; DESIGNING AND BUILDING THE SETS OVER THE SUMMER, PERFORMING THE PLAYS AT MANY PLACES IN THE SUMMER. ALL IN ALL IT'S A VERY REWARDING OCCUPATION, SO MY FATHER SAYS.

WITH THE ACTING I DON'T THINK I COULD CUT IT. BUT WHEN IT COMES TO THE SET I CAN USUALLY LEND A HAND. MY FATHER, BEING AWAY ABOUT HALF OF THE YEAR AND HIS NOT LIVING WITH US, MAKES THIS GET TOGETHER VERY WELCOME TO BOTH OF US. WELL WE USUALLY GET TOGETHER FIRST AND DISCUSS THE PLANS FOR THE SET. THEN WE SET A DATE FOR BUILDING THAT'S THE EASY PART. NEXT WE BUY THE MATERIALS AND SET UP A WORK AREA. THEN THE WORK BEGINS CUTTING, SAWING, NAILING, PAINTING, YOU NAME IT WE DO IT. BUT THE BEST PART OF ALL THIS SLAVING IS BEING WITH MY FATHER.

WHETHER WE'RE DISCUSSING THE SET OR POLITICS, IT'S A CLOSENESS BETWEEN US. A TIME TO SHARE IDEALS AND OPIONS. I SEE A LOT OF MY DAD REFLECTED

(OVER)

IN ME AND I DON'T REGRET IT ONE BIT. TO BE WITH MY FATHER IS NOT ONLY TO BE WITH MY OWN FLESH AND BLOOD BUT WITH MY FRIEND. WE JUST GOOF OFF TOGETHER. A RELATION SHIP BETWEEN FATHER AND SON THAT IS REALLY A RELATION SHIP (ALTHOUGH I WISH WE WERE TOGETHER MORE, BUT.). MY POINT IS, MY DAD IS RAD!

Score Point: 5

The central focus of this response is the relationship between father and son. The response is sustained and evenly elaborated. The sentence structure is varied and sophisticated. However, the lengthy discussion of the father's career, although tangentially relevant, disrupts the logical progression of the response.

As soon as I read the topic, I knew exactly who to write about; my sister Chandra. I've been through a great deal of hard times in my life but when I look back I see that I got through them all with the help of my sister. One of the hardest things I have went through was my parents divorce. My sister was 13 and I was 12. The news shocked the two of us. It hurt me in ways I've never been hurt before. I felt like my life was being torn apart by two of the people I loved very much. My parents didn't handle it to well either. They argued over every little detail from where it would take place to who gets which child. With all the frustration going on, my mother would lose her temper and keep us from my father. So after about a month of this I began to feel like things would never be the way they use to that my life would not be together ever again and I would cry for a long time. Then one day my sister saw me crying and told me that everything would be OK and that the only reason they fought over us was because they love us so much. I stopped crying and looked at her and she then proceeded to tell me that she loved me and no matter what happens we would

44.27

be apart from each other. This was a very difficult time for me but I made it. I don't think I would have been able to handle it as well without my sister Chandra.

Score Point: 5

The central focus of this response is the time my sister Chandra helped. The response is elaborated and well-organized. The situation is nicely set up leading logically to the point of the sister's intercession. Although the response is clear and controlled, it lacks vividness and development. The sentence structure is varied, and there are few mechanical errors.

"Ramona's Friendship"

There have been a few people in the past which I have helped in some way or another. The one person I remember most distinctively are the memories of Ramona. She and I became friends during our Freshman year at Metro High School. We hung out with each other all the time. Sometimes we would go out to lunch or to the movies. She was always there for me and I was always there for her.

One hot Monday during Algebra class, Ramona appeared to be having a lose of breathe. I asked her if she was alright. The only response that Ramona could concoct was a shake of her head. Tears of pain were streaming from Ramona's eyes and I wasn't sure about what to do. Finally she expressed to me that she has asthma. So I got her up from the table and walked her outside the door, but Ramona collapsed. I couldn't get her up. The Algebra teacher called the office for medical assistance I, on the other hand, ran to get the nurse. Within minutes, we had Ramona in the nurse's office and unconscious.

I never understood how much a friend was worth until I helped Ramona on that hot, Steamy Monday. Friendship is priceless. Helping someone like that makes me realize that life is short and that it always pays to have a good friend.

Score Point: 5

The central focus of this response is helping Ramona. The response is fluent, well-organized, and evenly elaborated. The word choice is precise and vivid. This is a high "5". More development is needed for a higher score.

6 Consistent central focus on the topic
Fully elaborated, clear sense of order, fluency, closure; vivid language
Varied and complex sentence structure
Few or no mechanical errors

Many people in this world are special. That is the way I feel about the people who saved my life one summer day.

When I was 8 years old, my mother enrolled me in a summer program at the local YMCA. There, they taught volleyball, dance, gymnastics, and swimming. I was learning how to swim. Since this was the first swimming lesson I had ever taken, I was put in the beginning class. We learned simple things such as holding our breath underwater, treading water, and floating. We met 4 times a week for about an hour. After the first week of the program, most of the children were feeling pretty confident, including myself.

Finally, the end of the summer was drawing near, and it was time for our annual "Olympic Games". During these games, all the children from every level competed in various catagories to win ribbons. I was in the first one. Before the contests, my friends and I were discussing how we felt we would do. We all seemed pretty confident at the time. The beginning class got in the water at the shallow end of the pool, and awaited instructions to float across the end. To my surprise, these instructions never came. Instead, our teacher told us to go to the deep end of the pool and back stroke. Not once had

(OVER)

we practiced the back stroke or swimming in the deep end of the pool. Although I was frightened, I got in and prepared myself to give it all I had. About 12 of us got in the pool, and started to back stroke as best we knew how. All was going well until one of the girls on the end went under. She became frantic, and started grabbing other people. Soon, we were all bobbing in and out of the water. Some of the councilers at the "Y" jumped in, and saved all 12 of us. If they had not been quick in their thinking, I might not have lived past the age of 5.

I thank the people who saved my life and the lives of my friends. If more people were like those councilers, the world would be a better place to live.

Score Point: 6

This response is consistently focused on the time when the writer's life was saved. Although the lead-in seems lengthy, it is clearly connected to the incident and is necessary background information. The response is thoroughly elaborated, clearly ordered, and fluent. The language is vivid and there are varied, complex sentence structures. There are few mechanical errors.

The Rescue

There have been many times in my life in which I have helped someone, or they have helped me. However, I am only to relate one instance here. The one I have chosen is the time I saved my sister from drowning.

It was seven years ago. Emily was two and I was nine. We were visiting my Aunt Bess in Illinois. Aunt Bess has a swimming pool in her backyard, and we were going to go for a swim in it. We had to get our swimsuits on first, though. The first one dressed was Emily. She was told to wait on the deck until someone else came out. Emily doesn't mind very well, and the first thing she did was run out and jump in the pool. I was dressed almost as soon as she was and I went straight out to make sure she was doing as she was told. I saw her splashing around in the shallow end, and I knew that even the three foot depth was too deep for her, so I jumped in and grabbed her just as my grandmother came out with my other sister, Kate. I got Emily out and she was alright, just some water up her nose and a bad scare. She was eager to get back in the water. She was too young to realize the danger she had put herself in. The rest of us did, so she was not allowed in the water for the rest of the day as punishment for her

(OVER)

dustbelieve.

This was just a small incident and Emily doesn't even remember it, but it means a lot to me. It made me realize how easy it is to lose someone. Luckily, no one was lost that day, but what if I hadn't come in time? It would have been disastrous. The experience helped me appreciate my family, especially my baby sister.

Score Point: 6

This response is consistently focused on the time when the writer saved Emily. It is fully elaborated, and there is a clear sense of order. The fluency is enhanced by the precise word choice. The sentence structures are varied and complex. There are no mechanical errors.

Thanks to A Friend

I would not survive my teenage years if it were not for Stephanie. As another teenager, she understands many of my daily battles. She helps me to understand and realize my feelings. Most of all however, she gives me hope that there is always a tomorrow.

Stephanie comes from a very large family. She has eight brothers and sisters. With such a big family she knows the feelings of love and family spirit which I do not possess. She, like myself, comes from a broken home. Her family is not that wealthy and is constantly moving from house to house to avoid eviction. Through all these problems she maintains a hope and optimism for the future. I think her only complaint is the lack of privacy.

I on the other hand am from a very small family. I live with my mother, who half the time is never home. My family is not rich, but we have enough to get along. I also have a stable home. We have lived in the same house for fourteen years however, because of the lack of love and support I feel I do not receive at home, I have become a bitter and pessimistic person. The thing I complain most about is not having anyone around. I have too much privacy.

Stephanie hopes to become a social worker one day. I think she will make it. She needs alot of time talking to me. My feelings are so twisted and tangled up inside that I can not tell the difference between a happy or angry mood. She helps me to distinguish my

(OVER)

feelings and their causes. She helped me over the time I was contemplating suicide. She talked with me all night and made me realize that I did matter. Maybe I did not matter to the world, but I mattered to her. She gives me a desire to see the future and what I can become. She is like my own personal cheer leader. Whenever I am down or worried about something, I know she is on the sidelines cheering me on to victory every second of the way. She is my best friend and I will cherish her always for the hope she has inspired and the identity she helped me find.

Score Point: 6

This response is consistently focused on the time Stephanie helped the writer. It is fully elaborated, with a clear sense of order. The juxtaposing of Stephanie's life, the helper, against the writer's life, the helped, is a clever and sophisticated approach. The sentence structures are varied and complex, and there are few mechanical errors.

4.4.36

I was attending our church's annual Baptist Youth Convention last summer when I met an exceptional lady. She was teaching my bible study class, and when I first met her, I knew she was different. As we began to get acquainted I learned that she was an opera singer, which I found very admirable. She inquired as to my thoughts on singing, and I told her I loved to sing, but not usually in front of others. She replied with "Too bad." Of course, I had to ask. She told me that the music director was looking for young people to sing during the evening services, and that she was sure I would do well if I tried.

I gave the offer careful consideration, and after changing my mind several times, I decided to take her up on it.

The song I chose was "Amazing Grace", because it always gave me such a safe, peaceful feeling. For days I did nothing but practice different ways to approach the song, with music, without, fast tempo or slow. Nothing seemed to do the song's beautiful melody justice. Finally, about four hours before the service, I went to Tammy & explained in detail every method I had tried. She agreed that none of them was quite right. We gave it a few more tries, and finally she said, "Wait, I

knew the problem. You're performing the song." With a look of puzzlement, I said, "Of course, shouldn't I be?" "No, no," she answered, "it's not a performance you'll be doing tonight, it's a praising." I didn't quite understand, so she explained that when I am singing, I am singing to God, and he alone hears the message of my song. She said he feels the beauty of my voice and that is all that matters.

Those words were exactly what I needed to hear. So when I got up on stage, I focused on the magnificent stained-glass window at the back of the church, because it had always made me feel close to God. I began to sing and it was swept away. The words poured from my mouth without thought and truly felt I was singing directly to the Lord himself. It was the most spiritual thing I've ever felt in my life, and the most wonderful. I could never have had such an uplifting experience without Ramona's advice. I have always thought that God spoke to me through her, and she has always seemed somehow holy in my eyes because of it.

Score Point: 6

This response is consistently focused on the time the teacher helped the writer. It is thoroughly developed, clearly ordered, and fluent. The language is vivid, and the sentences are complex and varied. There are no mechanical errors and some sophisticated use of punctuation.

APPENDIX FOUR

RESPONSE RATES BY DISTRICT

1991

AFFTON

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	28	3	25	89.29%
VOCABULARY	28	3	25	89.29%
COMPREHENSION	28	3	25	89.29%
TOTAL MATH	28	3	25	89.29%
CONCEPT OF NUMBERS	28	3	25	89.29%
MATH COMPUTATION	28	3	25	89.29%
MATH APPLICATION	28	3	25	89.29%
WRITING SCORE	28	3	25	89.29%
DEMOGRAPHIC ITEMS- MEAN	28	3.20	24.80	88.57%
SURVEY ITEMS- MEAN	28	3.34	24.66	88.07%

6TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	19	8	11	57.89%
VOCABULARY	19	8	11	57.89%
COMPREHENSION	19	8	11	57.89%
TOTAL MATH	19	3	16	84.21%
CONCEPT OF NUMBERS	19	3	16	84.21%
MATH COMPUTATION	19	3	16	84.21%
MATH APPLICATION	19	3	16	84.21%
WRITING SCORE	19	2	17	89.47%
DEMOGRAPHIC ITEMS- MEAN	19	1.60	17.40	91.58%
SURVEY ITEMS- MEAN	19	1.64	17.36	91.37%

8TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	16	3	13	81.25%
VOCABULARY	16	3	13	81.25%
COMPREHENSION	16	3	13	81.25%
TOTAL MATH	16	3	13	81.25%
CONCEPT OF NUMBERS	16	3	13	81.25%
MATH COMPUTATION	16	3	13	81.25%
MATH APPLICATION	16	3	13	81.25%
WRITING SCORE	16	3	13	81.25%
DEMOGRAPHIC ITEMS- MEAN	16	3.60	12.40	77.50%
SURVEY ITEMS- MEAN	16	3.13	12.87	80.44%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	26	3	23	88.46%
VOCABULARY	26	3	23	88.46%
COMPREHENSION	26	2	24	92.31%
TOTAL MATH	26	2	24	92.31%
WRITING SCORE	26	1	25	96.15%
DEMOGRAPHIC ITEMS- MEAN	26	4.20	21.80	83.85%
SURVEY ITEMS- MEAN	26	0.51	25.49	98.04%

BAYLESS

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	8	0	8	100.00%
VOCABULARY	8	0	8	100.00%
COMPREHENSION	8	0	8	100.00%
TOTAL MATH	8	0	8	100.00%
CONCEPT OF NUMBERS	8	0	8	100.00%
MATH COMPUTATION	8	0	8	100.00%
MATH APPLICATION	8	0	8	100.00%
WRITING SCORE	8	0	8	100.00%
DEMOGRAPHIC ITEMS- MEAN	8	0.00	8.00	100.00%
SURVEY ITEMS- MEAN	8	0.10	7.90	98.75%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	14	1	13	92.86%
VOCABULARY	14	1	13	92.86%
COMPREHENSION	14	1	13	92.86%
TOTAL MATH	14	2	12	85.71%
CONCEPT OF NUMBERS	14	2	12	85.71%
MATH COMPUTATION	14	2	12	85.71%
MATH APPLICATION	14	2	12	85.71%
WRITING SCORE	14	0	14	100.00%
DEMOGRAPHIC ITEMS- MEAN	14	0.00	14.00	100.00%
SURVEY ITEMS- MEAN	14	0.09	13.91	99.36%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	16	2	14	87.50%
VOCABULARY	16	2	14	87.50%
COMPREHENSION	16	2	14	87.50%
TOTAL MATH	16	2	14	87.50%
CONCEPT OF NUMBERS	16	2	14	87.50%
MATH COMPUTATION	16	2	14	87.50%
MATH APPLICATION	16	2	14	87.50%
WRITING SCORE	16	2	14	87.50%
DEMOGRAPHIC ITEMS- MEAN	16	4.60	11.40	71.25%
SURVEY ITEMS- MEAN	16	2.20	13.80	86.25%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	7	5	2	28.57%
VOCABULARY	7	5	2	28.57%
COMPREHENSION	7	5	2	28.57%
TOTAL MATH	7	5	2	28.57%
WRITING SCORE	7	1	6	85.71%
DEMOGRAPHIC ITEMS- MEAN	7	1.20	5.80	82.86%
SURVEY ITEMS- MEAN	7	1.15	5.85	83.57%

BRENTWOOD

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	9	1	8	88.89%
VOCABULARY	9	1	8	88.89%
COMPREHENSION	9	1	8	88.89%
TOTAL MATH	9	2	7	77.78%
CONCEPT OF NUMBERS	9	1	8	88.89%
MATH COMPUTATION	9	2	7	77.78%
MATH APPLICATION	9	2	7	77.78%
WRITING SCORE	9	0	9	100.00%
DEMOGRAPHIC ITEMS- MEAN	9	0.00	9.00	100.00%
SURVEY ITEMS- MEAN	9	0.00	9.00	100.00%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	12	1	11	91.67%
VOCABULARY	12	1	11	91.67%
COMPREHENSION	12	1	11	91.67%
TOTAL MATH	12	2	10	83.33%
CONCEPT OF NUMBERS	12	2	10	83.33%
MATH COMPUTATION	12	1	11	91.67%
MATH APPLICATION	12	2	10	83.33%
WRITING SCORE	12	0	12	100.00%
DEMOGRAPHIC ITEMS- MEAN	12	0.20	11.80	98.33%
SURVEY ITEMS- MEAN	12	0.11	11.89	99.08%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	8	0	8	100.00%
VOCABULARY	8	0	8	100.00%
COMPREHENSION	8	0	8	100.00%
TOTAL MATH	8	1	7	87.50%
CONCEPT OF NUMBERS	8	1	7	87.50%
MATH COMPUTATION	8	1	7	87.50%
MATH APPLICATION	8	1	7	87.50%
WRITING SCORE	8	1	7	87.50%
DEMOGRAPHIC ITEMS- MEAN	8	0.20	7.80	97.50%
SURVEY ITEMS- MEAN	8	0.09	7.91	98.88%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	7	2	5	71.43%
VOCABULARY	7	2	5	71.43%
COMPREHENSION	7	2	5	71.43%
TOTAL MATH	7	2	5	71.43%
WRITING SCORE	7	1	6	85.71%
DEMOGRAPHIC ITEMS- MEAN	7	3.60	3.40	48.57%
SURVEY ITEMS- MEAN	7	1.06	5.94	84.86%

CLAYTON

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	19	9	10	52.63%
VOCABULARY	19	9	10	52.63%
COMPREHENSION	19	9	10	52.63%
TOTAL MATH	19	9	10	52.63%
CONCEPT OF NUMBERS	19	9	10	52.63%
MATH COMPUTATION	19	9	10	52.63%
MATH APPLICATION	19	9	10	52.63%
WRITING SCORE	19	10	9	47.37%
DEMOGRAPHIC ITEMS- MEAN	19	12.20	6.80	35.79%
SURVEY ITEMS- MEAN	19	12.03	6.97	36.68%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	18	13	5	27.78%
VOCABULARY	18	13	5	27.78%
COMPREHENSION	18	13	5	27.78%
TOTAL MATH	18	13	5	27.78%
CONCEPT OF NUMBERS	18	13	5	27.78%
MATH COMPUTATION	18	13	5	27.78%
MATH APPLICATION	18	13	5	27.78%
WRITING SCORE	18	12	6	33.33%
DEMOGRAPHIC ITEMS- MEAN	18	12.00	6.00	33.33%
SURVEY ITEMS- MEAN	18	12.13	5.87	32.61%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	20	12	8	40.00%
VOCABULARY	20	12	8	40.00%
COMPREHENSION	20	12	8	40.00%
TOTAL MATH	20	12	8	40.00%
CONCEPT OF NUMBERS	20	12	8	40.00%
MATH COMPUTATION	20	12	8	40.00%
MATH APPLICATION	20	12	8	40.00%
WRITING SCORE	20	11	9	45.00%
DEMOGRAPHIC ITEMS- MEAN	20	16.80	3.20	16.00%
SURVEY ITEMS- MEAN	20	12.04	7.96	39.80%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	24	9	15	62.50%
VOCABULARY	24	9	15	62.50%
COMPREHENSION	24	9	15	62.50%
TOTAL MATH	24	9	15	62.50%
WRITING SCORE	24	10	14	58.33%
DEMOGRAPHIC ITEMS- MEAN	24	9.20	14.80	61.67%
SURVEY ITEMS- MEAN	24	9.09	14.91	62.13%

HANCOCK
4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	12	0	12	100.00%
VOCABULARY	12	0	12	100.00%
COMPREHENSION	12	0	12	100.00%
TOTAL MATH	12	1	11	91.67%
CONCEPT OF NUMBERS	12	1	11	91.67%
MATH COMPUTATION	12	1	11	91.67%
MATH APPLICATION	12	1	11	91.67%
WRITING SCORE	12	0	12	100.00%
DEMOGRAPHIC ITEMS- MEAN	12	0.00	12.00	100.00%
SURVEY ITEMS- MEAN	12	0.03	11.97	99.75%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	20	3	17	85.00%
VOCABULARY	20	3	17	85.00%
COMPREHENSION	20	3	17	85.00%
TOTAL MATH	20	4	16	80.00%
CONCEPT OF NUMBERS	20	4	16	80.00%
MATH COMPUTATION	20	4	16	80.00%
MATH APPLICATION	20	4	16	80.00%
WRITING SCORE	20	2	18	90.00%
DEMOGRAPHIC ITEMS- MEAN	20	3.60	16.40	82.00%
SURVEY ITEMS- MEAN	20	3.11	16.89	84.45%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	21	3	18	85.71%
VOCABULARY	21	3	18	85.71%
COMPREHENSION	21	3	18	85.71%
TOTAL MATH	21	5	16	76.19%
CONCEPT OF NUMBERS	21	3	18	85.71%
MATH COMPUTATION	21	4	17	80.95%
MATH APPLICATION	21	4	17	80.95%
WRITING SCORE	21	0	21	100.00%
DEMOGRAPHIC ITEMS- MEAN	21	1.40	19.60	93.33%
SURVEY ITEMS- MEAN	21	1.49	19.51	92.90%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	13	2	11	84.62%
VOCABULARY	13	2	11	84.62%
COMPREHENSION	13	2	11	84.62%
TOTAL MATH	13	2	11	84.62%
WRITING SCORE	13	2	11	84.62%
DEMOGRAPHIC ITEMS- MEAN	13	2.00	11.00	84.62%
SURVEY ITEMS- MEAN	13	2.04	10.96	84.31%

HAZELWOOD

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	6	1	5	83.33%
VOCABULARY	6	1	5	83.33%
COMPREHENSION	6	1	5	83.33%
TOTAL MATH	6	1	5	83.33%
CONCEPT OF NUMBERS	6	1	5	83.33%
MATH COMPUTATION	6	1	5	83.33%
MATH APPLI ATION	6	1	5	83.33%
WRITING SCORE	6	1	5	83.33%
DEMOGRAPHIC ITEMS- MEAN	6	1.00	5.00	83.33%
SURVEY ITEMS- MEAN	6	1.03	4.97	82.83%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	7	0	7	100.00%
VOCABULARY	7	0	7	100.00%
COMPREHENSION	7	0	7	100.00%
TOTAL MATH	7	0	7	100.00%
CONCEPT OF NUMBERS	7	0	7	100.00%
MATH COMPUTATION	7	0	7	100.00%
MATH APPLICATION	7	0	7	100.00%
WRITING SCORE	7	0	7	100.00%
DEMOGRAPHIC ITEMS- MEAN	7	0.20	6.80	97.14%
SURVEY ITEMS- MEAN	7	0.15	6.85	97.86%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	14	3	11	78.57%
VOCABULARY	14	3	11	78.57%
COMPREHENSION	14	3	11	78.57%
TOTAL MATH	14	3	11	78.57%
CONCEPT OF NUMBERS	14	3	11	78.57%
MATH COMPUTATION	14	3	11	78.57%
MATH APPLICATION	14	3	11	78.57%
WRITING SCORE	14	4	10	71.43%
DEMOGRAPHIC ITEMS- MEAN	14	2.40	11.60	82.86%
SURVEY ITEMS- MEAN	14	2.13	11.87	84.79%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	18	2	16	88.89%
VOCABULARY	18	2	16	88.89%
COMPREHENSION	18	2	16	88.89%
TOTAL MATH	18	2	16	88.89%
WRITING SCORE	18	3	15	83.33%
DEMOGRAPHIC ITEMS- MEAN	18	3.00	15.00	83.33%
SURVEY ITEMS- MEAN	18	3.11	14.89	82.72%

KIRKWOOD

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	30	7	23	76.67%
VOCABULARY	30	7	23	76.67%
COMPREHENSION	30	7	23	76.67%
TOTAL MATH	30	9	21	70.00%
CONCEPT OF NUMBERS	30	8	22	73.33%
MATH COMPUTATION	30	8	22	73.33%
MATH APPLICATION	30	9	21	70.00%
WRITING SCORE	30	7	23	76.67%
DEMOGRAPHIC ITEMS- MEAN	30	6.80	23.20	77.33%
SURVEY ITEMS- MEAN	30	6.41	23.59	78.63%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	35	6	29	82.86%
VOCABULARY	35	6	29	82.86%
COMPREHENSION	35	6	29	82.86%
TOTAL MATH	35	8	27	77.14%
CONCEPT OF NUMBERS	35	6	29	82.86%
MATH COMPUTATION	35	6	29	82.86%
MATH APPLICATION	35	8	27	77.14%
WRITING SCORE	35	4	31	88.57%
DEMOGRAPHIC ITEMS- MEAN	35	6.00	29.00	82.86%
SURVEY ITEMS- MEAN	35	5.22	29.78	85.09%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	45	3	42	93.33%
VOCABULARY	45	3	42	93.33%
COMPREHENSION	45	3	42	93.33%
TOTAL MATH	45	3	42	93.33%
CONCEPT OF NUMBERS	45	2	43	95.56%
MATH COMPUTATION	45	2	43	95.56%
MATH APPLICATION	45	3	42	93.33%
WRITING SCORE	45	1	44	97.78%
DEMOGRAPHIC ITEMS- MEAN	45	3.60	41.40	92.00%
SURVEY ITEMS- MEAN	45	3.21	41.79	92.87%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	37	8	29	78.38%
VOCABULARY	37	8	29	78.38%
COMPREHENSION	37	8	29	78.38%
TOTAL MATH	37	8	29	78.38%
WRITING SCORE	37	8	29	78.38%
DEMOGRAPHIC ITEMS- MEAN	37	9.00	28.00	75.68%
SURVEY ITEMS- MEAN	37	8.19	28.81	77.86%

LADUE

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	21	4	17	80.95%
VOCABULARY	21	4	17	80.95%
COMPREHENSION	21	4	17	80.95%
TOTAL MATH	21	4	17	80.95%
CONCEPT OF NUMBERS	21	4	17	80.95%
MATH COMPUTATION	21	4	17	80.95%
MATH APPLICATION	21	4	17	80.95%
WRITING SCORE	21	4	17	80.95%
DEMOGRAPHIC ITEMS- MEAN	21	4.00	17.00	80.95%
SURVEY ITEMS- MEAN	21	4.24	16.76	79.81%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	27	0	27	100.00%
VOCABULARY	27	0	27	100.00%
COMPREHENSION	27	0	27	100.00%
TOTAL MATH	27	0	27	100.00%
CONCEPT OF NUMBERS	27	0	27	100.00%
MATH COMPUTATION	27	0	27	100.00%
MATH APPLICATION	27	0	27	100.00%
WRITING SCORE	27	0	27	100.00%
DEMOGRAPHIC ITEMS- MEAN	27	1.00	26.00	96.30%
SURVEY ITEMS- MEAN	27	0.43	26.57	98.41%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	17	1	16	94.12%
VOCABULARY	17	1	16	94.12%
COMPREHENSION	17	1	16	94.12%
TOTAL MATH	17	1	16	94.12%
CONCEPT OF NUMBERS	17	1	16	94.12%
MATH COMPUTATION	17	1	16	94.12%
MATH APPLICATION	17	1	16	94.12%
WRITING SCORE	17	1	16	94.12%
DEMOGRAPHIC ITEMS- MEAN	17	2.20	14.80	87.06%
SURVEY ITEMS- MEAN	17	2.21	14.79	87.00%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	8	0	8	100.00%
VOCABULARY	8	0	8	100.00%
COMPREHENSION	8	0	8	100.00%
TOTAL MATH	8	0	8	100.00%
WRITING SCORE	8	0	8	100.00%
DEMOGRAPHIC ITEMS- MEAN	8	0.20	7.80	97.50%
SURVEY ITEMS- MEAN	8	0.00	8.00	100.00%

LINDBERGH

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	44	5	39	88.64%
VOCABULARY	44	5	39	88.64%
COMPREHENSION	44	3	41	93.18%
TOTAL MATH	44	6	38	86.36%
CONCEPT OF NUMBERS	44	4	40	90.91%
MATH COMPUTATION	44	5	39	88.64%
MATH APPLICATION	44	5	39	88.64%
WRITING SCORE	44	4	40	90.91%
DEMOGRAPHIC ITEMS- MEAN	44	11.60	32.40	73.64%
SURVEY ITEMS- MEAN	44	3.52	40.48	92.00%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	55	11	44	80.00%
VOCABULARY	55	7	48	87.27%
COMPREHENSION	55	11	44	80.00%
TOTAL MATH	55	4	51	92.73%
CONCEPT OF NUMBERS	55	4	51	92.73%
MATH COMPUTATION	55	4	51	92.73%
MATH APPLICATION	55	4	51	92.73%
WRITING SCORE	55	10	45	81.82%
DEMOGRAPHIC ITEMS- MEAN	55	8.80	46.20	84.00%
SURVEY ITEMS- MEAN	55	12.17	42.83	77.87%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	49	7	42	85.71%
VOCABULARY	49	6	43	87.76%
COMPREHENSION	49	7	42	85.71%
TOTAL MATH	49	7	42	85.71%
CONCEPT OF NUMBERS	49	5	44	89.80%
MATH COMPUTATION	49	5	44	89.80%
MATH APPLICATION	49	7	42	85.71%
WRITING SCORE	49	10	39	79.59%
DEMOGRAPHIC ITEMS- MEAN	49	7.40	41.60	84.90%
SURVEY ITEMS- MEAN	49	9.44	39.56	80.73%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	60	12	48	80.00%
VOCABULARY	60	12	48	80.00%
COMPREHENSION	60	11	49	81.67%
TOTAL MATH	60	11	49	81.67%
WRITING SCORE	60	8	52	86.67%
DEMOGRAPHIC ITEMS- MEAN	60	11.80	48.20	80.33%
SURVEY ITEMS- MEAN	60	10.55	49.45	82.42%

MEHVILLE

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	78	10	68	87.18%
VOCABULARY	78	10	68	87.18%
COMPREHENSION	78	10	68	87.18%
TOTAL MATH	78	10	68	87.18%
CONCEPT OF NUMBERS	78	10	68	87.18%
MATH COMPUTATION	78	10	68	87.18%
MATH APPLICATION	78	10	68	87.18%
WRITING SCORE	78	7	71	91.03%
DEMOGRAPHIC ITEMS- MEAN	78	8.60	69.40	88.97%
SURVEY ITEMS- MEAN	78	9.24	68.76	88.15%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	68	9	59	86.76%
VOCABULARY	68	9	59	86.76%
COMPREHENSION	68	8	60	88.24%
TOTAL MATH	68	9	59	86.76%
CONCEPT OF NUMBERS	68	8	60	88.24%
MATH COMPUTATION	68	8	60	88.24%
MATH APPLICATION	68	9	59	86.76%
WRITING SCORE	68	6	62	91.18%
DEMOGRAPHIC ITEMS- MEAN	68	6.40	61.60	90.59%
SURVEY ITEMS- MEAN	68	7.06	60.94	89.62%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	95	21	74	77.89%
VOCABULARY	95	21	74	77.89%
COMPREHENSION	95	20	75	78.95%
TOTAL MATH	95	22	73	76.84%
CONCEPT OF NUMBERS	95	20	75	78.95%
MATH COMPUTATION	95	20	75	78.95%
MATH APPLICATION	95	22	73	76.84%
WRITING SCORE	95	19	76	80.00%
DEMOGRAPHIC ITEMS- MEAN	95	24.80	70.20	73.89%
SURVEY ITEMS- MEAN	95	20.81	74.19	78.09%

10TH GRADE-

	TOTAL CASE	MISSING CASFS	VALID CASES	VALID PCT
TOTAL READING	114	30	84	73.68%
VOCABULARY	114	30	84	73.68%
COMPREHENSION	114	30	84	73.68%
TOTAL MATH	114	30	84	73.68%
WRITING SCORE	114	31	83	72.81%
DEMOGRAPHIC ITEMS- MEAN	114	33.60	80.40	70.53%
SURVEY ITEMS- MEAN	114	33.11	80.89	70.96%

PARKWAY
4TH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	184	27	157	85.33%
VOCABULARY	184	27	157	85.33%
COMPREHENSION	184	26	158	85.87%
TOTAL MATH	184	32	152	82.61%
CONCEPT OF NUMBERS	184	28	156	84.78%
MATH COMPUTATION	184	28	156	84.78%
MATH APPLICATION	184	30	154	83.70%
WRITING SCORE	184	14	170	92.39%
DEMOGRAPHIC ITEMS- MEAN	184	25.40	158.60	86.20%
SURVEY ITEMS- MEAN	184	24.45	159.55	86.71%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	228	27	201	88.16%
VOCABULARY	228	27	201	88.16%
COMPREHENSION	228	24	204	89.47%
TOTAL MATH	228	25	203	89.04%
CONCEPT OF NUMBERS	228	26	202	88.60%
MATH COMPUTATION	228	26	202	88.60%
MATH APPLICATION	228	25	203	89.04%
WRITING SCORE	228	24	204	89.47%
DEMOGRAPHIC ITEMS- MEAN	228	26.80	201.20	88.25%
SURVEY ITEMS- MEAN	228	26.53	201.47	88.36%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	221	33	188	85.07%
VOCABULARY	221	33	188	85.07%
COMPREHENSION	221	32	189	85.52%
TOTAL MATH	221	34	187	84.62%
CONCEPT OF NUMBERS	221	33	188	85.07%
MATH COMPUTATION	221	33	188	85.07%
MATH APPLICATION	221	34	187	84.62%
WRITING SCORE	221	32	189	85.52%
DEMOGRAPHIC ITEMS- MEAN	221	44.20	176.80	80.00%
SURVEY ITEMS- MEAN	221	35.98	185.02	83.72%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	283	108	175	61.84%
VOCABULARY	283	105	178	62.90%
COMPREHENSION	283	106	177	62.54%
TOTAL MATH	283	126	157	55.48%
WRITING SCORE	283	79	204	72.08%
DEMOGRAPHIC ITEMS- MEAN	283	134.40	148.60	52.51%
SURVEY ITEMS- MEAN	283	93.47	189.53	66.97%

PATTONVILLE
4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	55	4	51	92.73%
VOCABULARY	55	4	51	92.73%
COMPREHENSION	55	4	51	92.73%
TOTAL MATH	55	5	50	90.91%
CONCEPT OF NUMBERS	55	4	51	92.73%
MATH COMPUTATION	55	4	51	92.73%
MATH APPLICATION	55	5	50	90.91%
WRITING SCORE	55	2	53	96.36%
DEMOGRAPHIC ITEMS- MEAN	55	4.80	50.20	91.27%
SURVEY ITEMS- MEAN	55	3.52	51.48	93.60%

6TH GRADE-

	TOTAL CASES	MISSING CASES	CASE	PCT
TOTAL READING	58	6	52	89.66%
VOCABULARY	58	6	52	89.66%
COMPREHENSION	58	6	52	89.66%
TOTAL MATH	58	6	52	89.66%
CONCEPT OF NUMBERS	58	6	52	89.66%
MATH COMPUTATION	58	6	52	89.66%
MATH APPLICATION	58	6	52	89.66%
WRITING SCORE	58	4	54	93.10%
DEMOGRAPHIC ITEMS- MEAN	58	8.20	49.80	85.86%
SURVEY ITEMS- MEAN	58	5.91	52.09	89.81%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	65	12	53	81.54%
VOCABULARY	65	12	53	81.54%
COMPREHENSION	65	12	53	81.54%
TOTAL MATH	65	14	51	78.46%
CONCEPT OF NUMBERS	65	12	53	81.54%
MATH COMPUTATION	65	12	53	81.54%
MATH APPLICATION	65	14	51	78.46%
WRITING SCORE	65	10	55	84.62%
DEMOGRAPHIC ITEMS- MEAN	65	13.20	51.80	79.69%
SURVEY ITEMS- MEAN	65	11.57	53.43	82.20%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	67	15	52	77.61%
VOCABULARY	67	15	52	77.61%
COMPREHENSION	67	14	53	79.10%
TOTAL MATH	67	14	53	79.10%
WRITING SCORE	67	18	49	73.13%
DEMOGRAPHIC ITEMS- MEAN	67	19.20	47.80	71.34%
SURVEY ITEMS- MEAN	67	18.26	48.74	72.75%

RITENOUR

4TH GRADE-

	TOTAL CASES	MISSING CASES	CASE	PCT
TOTAL READING	21	0	21	100.00%
VOCABULARY	21	0	21	100.00%
COMPREHENSION	21	0	21	100.00%
TOTAL MATH	21	0	21	100.00%
CONCEPT OF NUMBERS	21	0	21	100.00%
MATH COMPUTATION	21	0	21	100.00%
MATH APPLICATION	21	0	21	100.00%
WRITING SCORE	21	0	21	100.00%
DEMOGRAPHIC ITEMS- MEAN	21	0.00	21.00	100.00%
SURVEY ITEMS- MEAN	21	0.86	20.14	95.90%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	34	1	33	97.06%
VOCABULARY	34	1	33	97.06%
COMPREHENSION	34	1	33	97.06%
TOTAL MATH	34	1	33	97.06%
CONCEPT OF NUMBERS	34	1	33	97.06%
MATH COMPUTATION	34	0	34	100.00%
MATH APPLICATION	34	0	34	100.00%
WRITING SCORE	34	0	34	100.00%
DEMOGRAPHIC ITEMS- MEAN	34	5.60	28.40	83.53%
SURVEY ITEMS- MEAN	34	3.10	30.90	90.88%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	36	0	36	100.00%
VOCABULARY	36	0	36	100.00%
COMPREHENSION	36	0	36	100.00%
TOTAL MATH	36	0	36	100.00%
CONCEPT OF NUMBERS	36	0	36	100.00%
MATH COMPUTATION	36	0	36	100.00%
MATH APPLICATION	36	0	36	100.00%
WRITING SCORE	36	1	35	97.22%
DEMOGRAPHIC ITEMS- MEAN	36	4.20	31.80	88.33%
SURVEY ITEMS- MEAN	36	3.34	32.66	90.72%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	PCT
TOTAL READING	56	8	48	85.71%
VOCABULARY	56	8	48	85.71%
COMPREHENSION	56	8	48	85.71%
TOTAL MATH	56	8	48	85.71%
WRITING SCORE	56	8	48	85.71%
DEMOGRAPHIC ITEMS- MEAN	56	11.20	44.80	80.00%
SURVEY ITEMS- MEAN	56	8.62	47.38	84.61%

ROCKWOOD

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	113	14	99	87.61%
VOCABULARY	113	11	102	90.27%
COMPREHENSION	113	13	100	88.50%
TOTAL MATH	113	12	101	89.38%
CONCEPT OF NUMBERS	113	11	102	90.27%
MATH COMPUTATION	113	10	103	91.15%
MATH APPLICATION	113	12	101	89.38%
WRITING SCORE	113	5	108	95.58%
DEMOGRAPHIC ITEMS- MEAN	113	5.00	108.00	95.58%
SURVEY ITEMS- MEAN	113	6.41	106.59	94.33%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	118	22	96	81.36%
VOCABULARY	118	22	96	81.36%
COMPREHENSION	118	22	96	81.36%
TOTAL MATH	118	24	94	79.66%
CONCEPT OF NUMBERS	118	24	94	79.66%
MATH COMPUTATION	118	22	96	81.36%
MATH APPLICATION	118	22	96	81.36%
WRITING SCORE	118	10	108	91.53%
DEMOGRAPHIC ITEMS- MEAN	118	12.60	105.40	89.32%
SURVEY ITEMS- MEAN	118	11.02	106.98	90.66%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	125	23	102	81.60%
VOCABULARY	125	23	102	81.60%
COMPREHENSION	125	22	103	82.40%
TOTAL MATH	125	23	102	81.60%
CONCEPT OF NUMBERS	125	22	103	82.40%
MATH COMPUTATION	125	24	101	80.80%
MATH APPLICATION	125	22	103	82.40%
WRITING SCORE	125	12	113	90.40%
DEMOGRAPHIC ITEMS- MEAN	125	17.40	107.60	86.08%
SURVEY ITEMS- MEAN	125	11.68	113.32	90.66%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	119	14	105	88.24%
VOCABULARY	119	14	105	88.24%
COMPREHENSION	119	14	105	88.24%
TOTAL MATH	119	14	105	88.24%
WRITING SCORE	119	7	112	94.12%
DEMOGRAPHIC ITEMS- MEAN	119	13.00	106.00	89.08%
SURVEY ITEMS- MEAN	119	9.36	109.64	92.13%

VALLEY PARK

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	13	1	12	92.31%
VOCABULARY	13	1	12	92.31%
COMPREHENSION	13	1	12	92.31%
TOTAL MATH	13	1	12	92.31%
CONCEPT OF NUMBERS	13	1	12	92.31%
MATH COMPUTATION	13	1	12	92.31%
MATH APPLICATION	13	1	12	92.31%
WRITING SCORE	13	3	10	76.92%
DEMOGRAPHIC ITEMS- MEAN	13	1.20	11.80	90.77%
SURVEY ITEMS- MEAN	13	1.76	11.24	86.46%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	15	4	11	73.33%
VOCABULARY	15	4	11	73.33%
COMPREHENSION	15	4	11	73.33%
TOTAL MATH	15	4	11	73.33%
CONCEPT OF NUMBERS	15	4	11	73.33%
MATH COMPUTATION	15	4	11	73.33%
MATH APPLICATION	15	4	11	73.33%
WRITING SCORE	15	4	11	73.33%
DEMOGRAPHIC ITEMS- MEAN	15	4.00	11.00	73.33%
SURVEY ITEMS- MEAN	15	4.36	10.64	70.93%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	16	1	15	93.75%
VOCABULARY	16	1	15	93.75%
COMPREHENSION	16	1	15	93.75%
TOTAL MATH	16	1	15	93.75%
CONCEPT OF NUMBERS	16	1	15	93.75%
MATH COMPUTATION	16	1	15	93.75%
MATH APPLICATION	16	1	15	93.75%
WRITING SCORE	16	1	15	93.75%
DEMOGRAPHIC ITEMS- MEAN	16	1.40	14.60	91.25%
SURVEY ITEMS- MEAN	16	1.17	14.83	92.69%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASE	PCT
TOTAL READING	7	2	5	71.43%
VOCABULARY	7	2	5	71.43%
COMPREHENSION	7	2	5	71.43%
TOTAL MATH	7	2	5	71.43%
WRITING SCORE	7	1	6	85.71%
DEMOGRAPHIC ITEMS- MEAN	7	1.00	6.00	85.71%
SURVEY ITEMS- MEAN	7	1.02	5.98	85.43%

WEBSTER

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	20	1	19	95.00%
VOCABULARY	20	1	19	95.00%
COMPREHENSION	20	1	19	95.00%
TOTAL MATH	20	2	18	90.00%
CONCEPT OF NUMBERS	20	1	19	95.00%
MATH COMPUTATION	20	2	18	90.00%
MATH APPLICATION	20	2	18	90.00%
WRITING SCORE	20	1	19	95.00%
DEMOGRAPHIC ITEMS- MEAN	20	2.00	18.00	90.00%
SURVEY ITEMS- MEAN	20	2.14	17.86	89.30%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	26	7	19	73.08%
VOCABULARY	26	7	19	73.08%
COMPREHENSION	26	7	19	73.08%
TOTAL MATH	26	8	18	69.23%
CONCEPT OF NUMBERS	26	8	18	69.23%
MATH COMPUTATION	26	8	18	69.23%
MATH APPLICATION	26	7	19	73.08%
WRITING SCORE	26	4	22	84.62%
DEMOGRAPHIC ITEMS- MEAN	26	5.20	20.80	80.00%
SURVEY ITEMS- MEAN	26	5.32	20.68	79.54%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	14	3	11	78.57%
VOCABULARY	14	2	12	85.71%
COMPREHENSION	14	2	12	85.71%
TOTAL MATH	14	3	11	78.57%
CONCEPT OF NUMBERS	14	3	11	78.57%
MATH COMPUTATION	14	3	11	78.57%
MATH APPLICATION	14	3	11	78.57%
WRITING SCORE	14	4	10	71.43%
DEMOGRAPHIC ITEMS- MEAN	14	3.00	11.00	78.57%
SURVEY ITEMS- MEAN	14	1.09	12.91	92.21%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	18	8	10	55.56%
VOCABULARY	18	8	10	55.56%
COMPREHENSION	18	8	10	55.56%
TOTAL MATH	18	8	10	55.56%
WRITING SCORE	18	9	9	50.00%
DEMOGRAPHIC ITEMS- MEAN	18	11.00	7.00	38.89%
SURVEY ITEMS- MEAN	18	11.02	6.98	38.78%

SAINT LOUIS

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	2673	195	2478	92.70%
VOCABULARY	2673	188	2485	92.97%
COMPREHENSION	2673	192	2481	92.82%
TOTAL MATH	2673	233	2440	91.28%
CONCEPT OF NUMBERS	2673	196	2477	92.67%
MATH COMPUTATION	2673	200	2473	92.52%
MATH APPLICATION	2673	219	2454	91.81%
WRITING SCORE	2673	339	2334	87.32%
DEMOGRAPHIC ITEMS- MEAN	2673	712.60	1960.40	73.34%
SURVEY ITEMS- MEAN	2673	580.59	2092.41	78.28%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	2208	182	2026	91.76%
VOCABULARY	2208	178	2030	91.94%
COMPREHENSION	2208	178	2030	91.94%
TOTAL MATH	2208	199	2009	90.99%
CONCEPT OF NUMBERS	2208	179	2029	91.89%
MATH COMPUTATION	2208	183	2025	91.71%
MATH APPLICATION	2208	192	2016	91.30%
WRITING SCORE	2208	382	1826	82.70%
DEMOGRAPHIC ITEMS- MEAN	2208	588.40	1619.60	73.35%
SURVEY ITEMS- MEAN	2208	504.98	1703.02	77.13%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	1707	153	1554	91.04%
VOCABULARY	1707	149	1558	91.27%
COMPREHENSION	1707	151	1556	91.15%
TOTAL MATH	1707	169	1538	90.10%
CONCEPT OF NUMBERS	1707	153	1554	91.04%
MATH COMPUTATION	1707	154	1553	90.98%
MATH APPLICATION	1707	166	1541	90.28%
WRITING SCORE	1707	305	1402	82.13%
DEMOGRAPHIC ITEMS- MEAN	1707	265.80	1441.20	84.43%
SURVEY ITEMS- MEAN	1707	495.28	1211.72	70.99%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASE	VALID PCT
TOTAL READING	1489	330	1159	77.84%
VOCABULARY	1489	320	1169	78.51%
COMPREHENSION	1489	319	1170	78.58%
TOTAL MATH	1489	342	1147	77.03%
WRITING SCORE	1489	510	979	65.75%
DEMOGRAPHIC ITEMS- MEAN	1489	891.20	597.80	40.15%
SURVEY ITEMS- MEAN	1489	696.34	792.66	53.23%

APPENDIX FIVE

DEMOGRAPHIC INFORMATION

1991

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AGE Age in Months

By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			122.1281	8.5568	3333
GROUP	1	Non Integrated	122.3873	9.1798	1637
GROUP	2	Integrated	122.3160	8.5607	712
GROUP	3	Magnet	119.5418	6.8738	323
GROUP	4	Transfer	122.5477	7.4231	661

Total Cases = 3334
Missing Cases = 1 OR .0 PCT.

Criterion Variable AGE

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	2412.0080	3	804.0027	11.0805	.0000
Within Groups	241552.2878	3329	72.5600		

Eta = .0994 Eta Squared = .0099

SEX

	Value	Frequency	Percent	Valid Percent	Cum Percent
Male	0	1635	49.0	49.0	49.0
Female	1	1699	51.0	51.0	100.0
	Total	3334	100.0	100.0	

Valid cases 3334 Missing cases 0

SEX by GROUP

		GROUP Col Pct				
		Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
SEX						
Male	0	50.2	49.1	47.7	46.7	1635 49.0
Female	1	49.8	50.9	52.3	53.3	1699 51.0
	Column Total	1637 49.1	713 21.4	323 9.7	661 19.8	3334 100.0

Chi-Square	Value	DF	Significance
Pearson	2.53321	3	.46932

LUNCH Eligible for Free or Reduced Lunch

	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	2162	64.8	86.8	86.8
No	1	330	9.9	13.2	100.0
	.	842	25.3	Missing	
	Total	3334	100.0	100.0	

Valid cases 2492 Missing cases 842

LUNCH by GROUP

	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
LUNCH						
Yes	0	89.8	93.0	75.2	80.5	2162 86.8
No	1	10.2	7.0	24.8	19.5	330 13.2
	Column Total	1154 46.3	502 20.1	262 10.5	574 23.0	2492 100.0

Chi-Square	Value	DF	Significance
Pearson	76.47355	3	.00000

RESIDE With Whom Live

	Value	Frequency	Percent	Valid Percent	Cum Percent
Both Parents	0	1019	30.6	39.7	39.7
(Step)Father	1	67	2.0	2.6	42.3
(Step)Mother	2	1095	32.8	42.7	85.0
Grandparents	3	186	5.6	7.2	92.2
Other Relative	4	90	2.7	3.5	95.8
Other	5	97	2.9	3.8	99.5
	9	12	.4	.5	100.0
	.	768	23.0	Missing	
	Total	3334	100.0	100.0	

Valid cases 2566 Missing cases 768

RESIDE by GROUP

RESIDE	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
Both Parents	0	38.1	36.3	50.4	41.1	1019 39.7
(Step)Father	1	3.4	2.3	1.4	1.7	67 2.6
(Step)Mother	2	39.9	48.9	36.7	45.6	1095 42.7
Grandparents	3	9.0	5.6	6.5	5.5	186 7.2
Other Relative	4	4.5	2.9	1.4	2.9	90 3.5
Other	5	4.9	3.3	2.9	2.4	97 3.8
	9	.2	.8	.7	.7	12 .5
	Column Total	1190 46.4	521 20.3	278 10.8	577 22.5	2566 100.0

Chi-Square	Value	DF	Significance
Pearson	56.97022	18	.00001

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MOMED Education of (Step)Mother

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	38	1.1	2.8	2.8
Had Some High Schl	1	140	4.2	10.2	13.0
Is a High Schl Grad	2	408	12.2	29.8	42.8
Had Some College	3	259	7.8	18.9	61.7
Is a College Grad	4	524	15.7	38.3	100.0
	.	777	23.3	Missing	
	9	1188	35.6	Missing	
	Total	3334	100.0	100.0	

Valid cases 1369 Missing cases 1965

MOMED by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
MOMED					
0 Less Than High schl	3.0	4.1	1.8	2.0	38 2.8
1 Had Some High schl	11.3	14.1	7.2	7.1	140 10.2
2 Is a High Schl grad	31.9	27.8	19.8	32.4	408 29.8
3 Had Some College	17.4	17.0	25.7	19.6	259 18.9
4 Is a College Grad	36.5	36.9	45.5	38.9	524 38.3
Column Total	609 44.5	241 17.6	167 12.2	352 25.7	1369 100.0

Chi-Square	Value	DF	Significance
Pearson	28.20969	12	.00515

POPED Education of (Step)Father

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	42	1.3	3.8	3.8
Had Some High Schl	1	89	2.7	8.0	11.8
Is a High Schl Grad	2	304	9.1	27.3	39.1
Had Some College	3	154	4.6	13.8	52.9
Is a College Grad	4	524	15.7	47.1	100.0
	.	802	24.1	Missing	
	9	1419	42.6	Missing	
	Total	3334	100.0	100.0	

Valid cases 1113 Missing cases 2221

POPED by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
POPED 0 Less Than High schl	4.7	2.5	1.4	4.2	42 3.8
1 Had Some High schol	8.2	11.6	7.1	5.4	89 8.0
2 Is a High Schl grad	28.8	26.3	20.0	29.1	304 27.3
3 Had Some College	13.8	12.1	18.6	12.6	154 13.8
4 Is a College Grad	44.6	47.5	52.9	48.7	524 47.1
Column Total	514 46.2	198 17.8	140 12.6	261 23.5	1113 100.0

Chi-Square	Value	DF	Significance
Pearson	18.07656	12	.11339

HOME Type of Housing

	Value	Frequency	Percent	Valid Percent	Cum Percent
House	0	1444	43.3	57.3	57.3
Apt. Build. or Flat	1	1011	30.3	40.1	97.5
Project	2	64	1.9	2.5	100.0
	.	783	23.5	Missing	
	9	32	1.0	Missing	
	Total	3334	100.0	100.0	

Valid cases 2519 Missing cases 815

HOME by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
HOME					
0 House	62.1	41.0	59.6	60.9	1444 57.3
1 Apt. Build. or Flat	36.7	52.6	39.0	36.8	1011 40.1
2 Project	1.3	6.4	1.4	2.3	64 2.5
Column Total	1170 46.4	502 19.9	277 11.0	570 22.6	2519 100.0

Chi-Square	Value	DF	Significance
Pearson	91.63098	6	.00000

AGE Age in Months

By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			146.9615	9.0908	2958
GROUP	1	Non Integrated	147.8344	9.2470	1238
GROUP	2	Integrated	148.2007	8.7742	553
GROUP	3	Magnet	144.3414	10.3526	413
GROUP	4	Transfer	146.0544	7.8754	754

Total Cases = 2962
Missing Cases = 4 OR .1 PCT.

Criterion Variable AGE

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	5248.2001	3	1749.4000	21.6108	.0000
Within Groups	239127.4064	2954	80.9504		

Eta = .1465 Eta Squared = .0215

SEX

	Value	Frequency	Percent	Valid Percent	Cum Percent
Male	0	1514	51.1	51.1	51.1
Female	1	1448	48.9	48.9	100.0
	Total	2962	100.0	100.0	

Valid cases 2962 Missing cases 0

SEX by GROUP

	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
SEX						
Male	0	50.6	52.3	51.6	50.8	1514 51.1
Female	1	49.4	47.7	48.4	49.2	1448 48.9
	Column Total	1242 41.9	553 18.7	413 13.9	754 25.5	2962 100.0

Chi-Square	Value	DF	Significance
Pearson	.46610	3	.92627

LUNCH Eligible for Free or Reduced Lunch

	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	1775	59.9	83.7	83.7
No	1	346	11.7	16.3	100.0
	.	841	28.4	Missing	.
	Total	2962	100.0	100.0	

Valid cases 2121 Missing cases 841

LUNCH by GROUP

LUNCH	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
Yes	0	88.3	89.5	70.4	80.2	1775 83.7
No	1	11.7	10.5	29.6	19.8	346 16.3
	Column Total	803 37.9	391 18.4	284 13.4	643 30.3	2121 100.0

Chi-Square	Value	DF	Significance
Pearson	64.37809	3	.00000

RESIDE With Whom Live

	Value	Frequency	Percent	Valid Percent	Cum Percent
Both Parents	0	795	26.8	34.2	34.2
(Step)Father	1	58	2.0	2.5	36.7
(Step)Mother	2	1157	39.1	49.8	86.5
Grandparents	3	159	5.4	6.8	93.3
Other Relative	4	60	2.0	2.6	95.9
Other	5	86	2.9	3.7	99.6
	9	10	.3	.4	100.0
	.	637	21.5	Missing	
	Total	2962	100.0	100.0	

Valid cases 2325 Missing cases 637

RESIDE by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
RESIDE					
0 Both Parents	31.9	30.6	40.8	36.1	795 34.2
1 (Step)Father	2.3	3.1	2.9	2.1	58 2.5
2 (Step)Mother	48.1	55.8	44.0	51.2	1157 49.8
3 Grandparents	9.7	6.9	5.5	3.6	159 6.8
4 Other Relative	4.0	1.0	2.6	1.7	60 2.6
5 Other	3.4	2.1	4.0	5.0	86 3.7
9	.6	.5	.3	.3	10 .4
Column Total	894 38.5	421 18.1	348 15.0	662 28.5	2325 100.0

Chi-Square	Value	DF	Significance
Pearson	58.14456	18	.00000

MOMED Education of (Step)Mother

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	26	.9	1.8	1.8
Had Some High Schl	1	210	7.1	14.4	16.1
Is a High Schl Grad	2	445	15.0	30.4	46.6
Had Some College	3	343	11.6	23.5	70.0
Is a College Grad	4	438	14.8	30.0	100.0
	.	649	21.9	Missing	
	9	851	28.7	Missing	
	Total	2962	100.0	100.0	

Valid cases 1462 Missing cases 1500

MOMED by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
MOMED 0 Less Than High schl	2.0	2.4	.8	1.8	26 1.8
1 Had Some High schl	18.4	19.0	8.0	10.9	210 14.4
2 Is a High Schl grad	32.8	28.2	27.9	30.4	445 30.4
3 Had Some College	17.0	25.0	27.1	27.9	343 23.5
4 Is a College Grad	29.9	25.4	36.3	29.0	438 30.0
Column Total	512 35.0	248 17.0	251 17.2	451 30.8	1462 100.0

Chi-Square	Value	DF	Significance
Pearson	44.03225	12	.00002

POPED Education of (Step)Father

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	31	1.0	2.9	2.9
Had Some High Schl	1	120	4.1	11.3	14.2
Is a High Schl Grad	2	342	11.5	32.2	46.5
Had Some College	3	180	6.1	17.0	63.4
Is a College Grad	4	388	13.1	36.6	100.0
	.	689	23.3	Missing	
	9	1212	40.9	Missing	
	Total	2962	100.0	100.0	

Valid cases 1061 Missing cases 1901

POPED by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
POPED 0 Less Than High schl	3.6	2.2	1.1	3.5	31 2.9
1 Had Some High schl	13.7	10.0	10.4	9.6	120 11.3
2 Is a High Schl grad	31.5	33.3	28.0	34.9	342 32.2
3 Had Some College	16.5	15.6	19.8	16.7	180 17.0
4 Is a College Grad	34.6	38.9	40.7	35.3	388 36.6
Column Total	387 36.5	180 17.0	182 17.2	312 29.4	1061 100.0

Chi-Square	Value	DF	Significance
Pearson	11.13539	12	.51735

HOME Type of Housing

	Value	Frequency	Percent	Valid Percent	Cum Percent
House	0	1314	44.4	56.9	56.9
Apt. Build. or Flat	1	932	31.5	40.3	97.2
Project	2	65	2.2	2.8	100.0
	.	618	20.9	Missing	
	9	33	1.1	Missing	
	Total	2962	100.0	100.0	

Valid cases 2311 Missing cases 651

HOME by GROUP

HOME	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
House	0	61.0	39.3	57.9	61.7	1314 56.9
Apt. Build. or Flat	1	36.8	54.2	40.6	36.3	932 40.3
Project	2	2.2	6.5	1.5	2.0	65 2.8
	Column Total	906 39.2	415 18.0	340 14.7	650 28.1	2311 100.0

Chi-Square	Value	DF	Significance
Pearson	78.42427	6	.00000

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AGE Age in Months

By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			170.6449	8.1334	2484 .
GROUP	1	Non Integrated	171.1723	7.7893	911
GROUP	2	Integrated	171.1046	7.4363	373
GROUP	3	Magnet	167.6303	6.8285	422
GROUP	4	Transfer	171.4422	9.0884	778

Total Cases = 2485
Missing Cases = 1 OR .0 PCT.

Criterion Variable AGE

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	4661.7320	3	1553.9107	24.1470	.0000
Within Groups	59593.0941	2480	64.3521		

Eta = .1685 Eta Squared = .0284

SEX

	Value	Frequency	Percent	Valid Percent	Cum Percent
Male	0	1145	46.1	46.1	46.1
Female	1	1340	53.9	53.9	100.0
	Total	2485	100.0	100.0	

Valid cases 2485 Missing cases 0

SEX by GROUP

	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
SEX						
Male	0	47.8	50.9	47.6	40.9	1145 46.1
Female	1	52.2	49.1	52.4	59.1	1340 53.9
	Column Total	912 36.7	373 15.0	422 17.0	778 31.3	2485 100.0

Chi-Square	Value	DF	Significance
Pearson	13.53288	3	.00362

LUNCH Eligible for Free or Reduced Lunch

	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	1200	48.3	73.4	73.4
No	1	434	17.5	26.6	100.0
	.	851	34.2	Missing	
	Total	2485	100.0	100.0	

Valid cases 1634 Missing cases 851

LUNCH by GROUP

	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
LUNCH Yes	0	80.6	76.5	67.8	69.3	1200 73.4
No	1	19.4	23.5	32.2	30.7	434 26.6
	Column Total	505 30.9	213 13.0	317 19.4	599 36.7	1634 100.0

Chi-Square	Value	DF	Significance
Pearson	24.72590	3	.00002

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RESIDE With Whom Live

	Value	Frequency	Percent	Valid Percent	Cum Percent
Both Parents	0	548	22.1	30.0	30.0
(Step)Father	1	49	2.0	2.7	32.6
(Step)Mother	2	1011	40.7	55.3	87.9
Grandparents	3	120	4.8	6.6	94.5
Other Relative	4	49	2.0	2.7	97.2
Other	5	44	1.8	2.4	99.6
	9	8	.3	.4	100.0
	.	656	26.4	Missing	
	Total	2485	100.0	100.0	

Valid cases 1829 Missing cases 656

RESIDE by GROUP

Col Pct

RESIDE	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
0 Both Parents	28.4	25.3	33.9	31.2	548 30.0
1 (Step)Father	3.0	3.3	3.0	2.0	49 2.7
2 (Step)Mother	52.9	59.6	52.7	57.2	1011 55.3
3 Grandparents	9.6	4.9	5.1	5.1	120 6.6
4 Other Relative	3.3	4.5	1.5	2.0	49 2.7
5 Other	2.7	1.6	3.0	2.2	44 2.4
9	.2	.8	.9	.3	8 .4
Column Total	603 33.0	245 13.4	336 18.4	645 35.3	1829 100.0

Chi-Square	Value	DF	Significance
Pearson	32.95032	18	.01692

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MOMED Education of (Step)Mother

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	19	.8	1.3	1.3
Had Some High Schl	1	275	11.1	18.6	19.9
Is a High Schl Grad	2	575	23.1	39.0	58.9
Had Some College	3	332	13.4	22.5	81.4
Is a College Grad	4	274	11.0	18.6	100.0
	.	677	27.2	Missing	
	9	333	13.4	Missing	
	Total	2485	100.0	100.0	

Valid cases 1475 Missing cases 1010

MOMED by GROUP

	GROUP				
Col Pct	Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
MOMED					
0 Less Than High schl	1.5	1.5	1.5	.9	19 1.3
1 Had Some High schl	24.2	26.3	11.5	14.8	275 18.6
2 Is a High Schl grad	43.0	40.2	31.9	38.7	575 39.0
3 Had Some College	18.1	20.6	27.4	24.5	332 22.5
4 Is a College Grad	13.2	11.3	27.8	21.2	274 18.6
Column Total	463 31.4	194 13.2	270 18.3	548 37.2	1475 100.0

Chi-Square	Value	DF	Significance
Pearson	67.05649	12	.00000

POPED Education of (Step)Father

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	32	1.3	3.1	3.1
Had Some High Schl	1	145	5.8	13.9	16.9
Is a High Schl Grad	2	425	17.1	40.7	57.6
Had Some College	3	190	7.6	18.2	75.8
Is a College Grad	4	253	10.2	24.2	100.0
	.	717	28.9	Missing	
	9	723	29.1	Missing	
	Total	2485	100.0	100.0	

Valid cases 1045 Missing cases 1440

POPED by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
POPED 0 Less Than High schl	4.2	2.2	2.4	2.7	32 3.1
1 Had Some High schl	14.4	17.0	11.2	13.7	145 13.9
2 Is a High Schl grad	44.1	37.8	37.9	40.2	425 40.7
3 Had Some College	15.9	22.2	18.0	18.9	190 18.2
4 Is a College Grad	21.3	20.7	30.6	24.5	253 24.2
Column Total	333 31.9	135 12.9	206 19.7	371 35.5	1045 100.0

Chi-Square	Value	DF	Significance
Pearson	13.53284	12	.33153

HOME Type of Housing

	Value	Frequency	Percent	Valid Percent	Cum Percent
House	0	1018	41.0	56.6	56.6
Apt. Build. or Flat	1	743	29.9	41.3	97.9
Project	2	37	1.5	2.1	100.0
	.	666	26.8	Missing	
	9	21	.8	Missing	
	Total	2485	100.0	100.0	

Valid cases 1798 Missing cases 687

HOME by GROUP

Col Pct

HOME	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
0 House	58.1	38.2	57.7	61.7	1018 56.6
1 Apt. Build. or Flat	40.4	58.9	39.6	36.4	743 41.3
2 Project	1.5	2.9	2.7	1.9	37 2.1
Column Total	594 33.0	241 13.4	331 18.4	632 35.2	1798 100.0

Chi-Square	Value	DF	Significance
Pearson	42.28172	6	.00000

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AGE Age in Months

By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		198.4600	11.8129	2350
GROUP	1 Non Integrated	201.3686	11.8161	681
GROUP	2 Integrated	201.7238	11.0243	362
GROUP	3 Magnet	194.3589	13.0810	443
GROUP	4 Transfer	196.9028	10.4463	864

Total Cases = 2353
Missing Cases = 3 OR .1 PCT.

Criterion Variable AGE

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	19163.1112	3	6387.7037	48.5559	.0000
Within Groups	308624.6288	2346	131.5536		

Eta = .2418 Eta Squared = .0585

SEX

	Value	Frequency	Percent	Valid Percent	Cum Percent
Male	0	1125	47.8	47.8	47.8
Female	1	1228	52.2	52.2	100.0
	Total	2353	100.0	100.0	

Valid cases 2353 Missing cases 0

SEX by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
SEX					
0 Male	48.6	50.1	46.7	46.8	1125 47.8
1 Female	51.4	49.9	53.3	53.2	1228 52.2
Column Total	681 28.9	363 15.4	445 18.9	864 36.7	2353 100.0

Chi-Square	Value	DF	Significance
Pearson	1.54663	3	.67155

LUNCH Eligible for Free or Reduced Lunch

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	604	25.7	58.6	58.6
No	1	426	18.1	41.4	100.0
	.	1323	56.2	Missing	
	Total	2353	100.0	100.0	

Valid cases 1030 Missing cases 1323

LUNCH by GROUP

	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
LUNCH Yes	0	58.4	77.5	50.8	58.4	604 58.6
No	1	41.6	22.5	49.2	41.6	426 41.4
	Column Total	202 19.6	89 8.6	193 18.7	546 53.0	1030 100.0

Chi-Square	Value	DF	Significance
Pearson	18.02594	3	.00043

RESIDE With Whom Live

	Value	Frequency	Percent	Valid Percent	Cum Percent
Both Parents	0	340	14.4	27.0	27.0
(Step)Father	1	39	1.7	3.1	30.2
(Step)Mother	2	699	29.7	55.6	85.8
Grandparents	3	93	4.0	7.4	93.2
Other Relative	4	36	1.5	2.9	96.0
Other	5	42	1.8	3.3	99.4
	9	8	.3	.6	100.0
	.	1096	46.6	Missing	
	Total	2353	100.0	100.0	

Valid cases 1257 Missing cases 1096

RESIDE by GROUP

RESIDE	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
Both Parents	0	24.1	21.2	26.3	29.7	340 27.0
(Step)Father	1	3.0	5.3	3.9	2.4	39 3.1
(Step)Mother	2	59.3	59.3	54.5	53.8	699 55.6
Grandparents	3	5.6	8.8	8.2	7.6	93 7.4
Other Relative	4	4.4	2.7	3.5	1.9	36 2.9
Other	5	3.3	2.7	2.7	3.7	42 3.3
	9	.4		.8	.8	8 .6
	Column Total	270 21.5	113 9.0	255 20.3	619 49.2	1257 100.0

Chi-Square	Value	DF	Significance
Pearson	17.13039	18	.51416

MOMED Education of (Step)Mother

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	26	1.1	2.3	2.3
Had Some High Schl	1	196	8.3	17.5	19.8
Is a High Schl Grad	2	385	16.4	34.3	54.1
Had Some College	3	306	13.0	27.3	81.4
Is a College Grad	4	208	8.8	18.6	100.0
	.	1112	47.3	Missing	
	9	120	5.1	Missing	
	Total	2353	100.0	100.0	

Valid cases 1121 Missing cases 1232

MOMED by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
MOMED 0 Less Than High schl	3.9	3.1	.9	2.1	26 2.3
1 Had Some High schl	20.6	25.0	14.8	16.0	196 17.5
2 Is a High Schl grad	39.5	39.6	25.8	34.8	385 34.3
3 Had Some College	21.0	16.7	34.5	23.8	306 27.3
4 Is a College Grad	15.0	15.6	24.0	18.3	208 18.6
Column Total	233 20.8	96 8.6	229 20.4	563 50.2	1121 100.0

Chi-Square	Value	DF	Significance
Pearson	36.18799	12	.00030

POPED Education of (Step) Father

	Value	Frequency	Percent	Valid Percent	Cum Percent
Less Than High Schl	0	32	1.4	3.6	3.6
Had Some High Schl	1	126	5.4	14.1	17.7
Is a High Schl Grad	2	375	15.9	42.0	59.7
Had Some College	3	183	7.8	20.5	80.2
Is a College Grad	4	177	7.5	19.8	100.0
	.	1145	48.7	Missing	
	9	315	13.4	Missing	
	Total	2353	100.0	100.0	

Valid cases 893 Missing cases 1460

POPED by GROUP

POPED	Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
0 Less Than High schl		2.8	4.1	6.3	2.8	32 3.6
1 Had Some High schl		18.8	20.5	12.5	12.0	126 14.1
2 Is a High Schl grad		48.3	28.8	39.2	42.7	375 42.0
3 Had Some College		13.6	21.9	18.2	23.7	183 20.5
4 Is a College Grad		16.5	24.7	23.9	10.8	177 19.8
Column Total		176 19.7	73 8.2	176 19.7	468 52.4	893 100.0

Chi-Square	Value	DF	Significance
Pearson	26.93216	12	.00790

HOME Type of Housing

	Value	Frequency	Percent	Valid Percent	Cum Percent
House	0	781	33.2	63.2	63.2
Apt. Build. or Flat	1	435	18.5	35.2	98.5
Project	2	19	.8	1.5	100.0
	.	1100	46.7	Missing	
	9	18	.8	Missing	
	Total	2353	100.0	100.0	

Valid cases 1235 Missing cases 1118

HOME by GROUP

Col Pct	GROUP Non Integrated 1	Integrated 2	Magnet 3	Transfer 4	Row Total
HOME					
0 House	63.5	50.0	63.7	65.4	781 63.2
1 Apt. Build. or Flat	36.5	48.2	33.5	32.9	435 35.2
2 Project		1.8	2.9	1.6	19 1.5
Column Total	271 21.9	112 9.1	245 19.8	607 49.1	1235 100.0

Chi-Square	Value	DF	Significance
Pearson	17.19673	6	.00859

APPENDIX SIX

ANALYSIS OF ACHIEVEMENT SCORES

WITH AND WITHOUT ADJUSTMENT

1991

NOTES TO HELP INTERPRET THE DATA IN APPENDIX SIX

All analyses are conducted within a specific grade level. As the reader looks at the statistical analysis, he or she will see that the organization of each analysis has all results for 4th grade presented first, 6th grade second, 8th grade third, and finally 10th grade. The first set of analyses involves the performance achievement levels of the students in each group at each grade level. First are attached the Stanford reading data, then the writing assessment results, and finally are the Stanford mathematics data for each grade. Each page of data is for a different dependent variable and is organized as described in the following comments.

1. The top of each page contains the mean, standard deviation and number of cases for the total sample and for each of the four groups. The first group for all analyses is always the non-integrated students, the second the integrated students, the third the magnet program students and, finally, the transfer students are always the fourth group. Immediately under this basic information is included the total number of students in this analysis and the number of missing cases.

2. The next section of data on each page of these tables concerns the significance tests for the differences between the four groups. The reader will see that the test is provided for the raw data and for each corrected (adjusted) data set. Each achievement score was corrected in five different ways, as explained above in Chapter II, section C and also indicated on these tables.

Observation: Nearly all statistical tests are significant, despite the varying sample sizes. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these, they all occur with the V adjustment. This is the one based on the smallest sample size.

3. In the same section of the tables are additional columns for proportion of variance in student performance explained by the grouping variable (i.e., non-integrated, integrated, magnet, and transfer groups) and the covariates (adjusting variables). In other words, each proportion tells you how good an explanation you have of the data at which you are looking. As indicated in footnotes to these three columns, the data provide, first, an indication of the explanatory power of the covariates (adjusting variables), second, the explanatory power of the group information after

using the covariates, and, finally, the explanatory power of just the group information by itself.

Observations:

a. In every case, the fifth combination of covariates (using nearly all the pre-transfer information) provides the most explanatory power in the attempt to understand the differences between all the students. In other words, if you wanted to guess the score that a student would receive, this combination of variables would allow you to guess more correctly than any other combination of variables that we studied. This analysis, unfortunately, is also based upon the least number of students due to missing data.

b. The group identification (where the student is going to school) provides very little explanatory power, even though statistically significant differences exist. In other words, guessing a student's score from knowledge of which of the four groups he or she were in, would be very inaccurate.

c. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. In other words, your guess about an achievement score would be much better using these data. One reason for this may be that a measure of intelligence is often most reliable of the set of covariates available.

4. The last part of the table contains the means for the four groups after adjustment for each combination of covariates. These are the means that would be predicted to exist if all students were equal to each other on each of the covariates. For example, for covariance analysis IV, we are assuming that all the students have the same level of intelligence. A comparison of these means to those at the top of the page shows the differences between the raw data and the adjusted data.

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Summaries of TREADS Stanford Total Reading
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		594.8277	30.6582	3052
GROUP	1 Non Integrated	593.4262	29.1216	1511
GROUP	2 Integrated	589.8085	27.8850	658
GROUP	3 Magnet	611.5825	37.3362	309
GROUP	4 Transfer	595.2509	30.7134	574

Total Cases = 3334
Missing Cases = 282 OR 8.5 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	39.146	.000	N/A	N/A	.037
ANCOVAe					
CTBRDf	19.098	.000	.197	.020	
CTBBATg	16.290	.000	.234	.018	
SESh	10.640	.000	.018	.037	
COGNVi & COGVj & COGQk	9.852	.000	.469	.007	
CTBBAT & SES & COGNV & COGV & COGQ	4.684	.003	.521	.013	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	593.287	592.753	599.139	595.975	600.323
GP 2 Integrated	591.947	590.963	594.189	593.155	596.823
GP 3 Magnet	605.127	604.053	614.629	599.715	598.603
GP 4 Transfer	589.947	590.563	595.699	589.005	587.373

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of VOCABS Stanford Vocabulary
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		595.9504	33.1536	3062
GROUP	1 Non Integrated	595.1785	33.1403	1513
GROUP	2 Integrated	590.3107	29.4726	663
GROUP	3 Magnet	611.8835	38.3315	309
GROUP	4 Transfer	595.9220	31.6208	577

Total Cases = 3334
Missing Cases = 272 OR 8.2 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	31.364	.000	N/A	N/A	.030
ANCOVAe					
CTBRDf	14.172	.000	.150	.015	
CTBBATg	11.048	.000	.176	.013	
SESh	8.968	.000	.013	.032	
COGNVi & COGVj & COGQk	8.245	.000	.370	.007	
CTBBAT & SES & COGNV & COGV & COGQ	2.135	.095	.449	.007	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	595.153	594.726	599.969	597.585	601.187
GP 2 Integrated	592.423	591.316	595.769	593.785	598.577
GP 3 Magnet	605.493	604.216	615.049	600.515	598.467
GP 4 Transfer	590.803	592.066	596.779	589.745	591.347

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPRS Stanford Comprehension
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		594.1317	34.9795	3059
GROUP	1 Non Integrated	592.4336	32.8734	1513
GROUP	2 Integrated	589.1184	32.4274	659
GROUP	3 Magnet	612.4790	42.4671	309
GROUP	4 Transfer	594.4844	35.6982	578

Total Cases = 3334
Missing Cases = 275 OR 8.2 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	35.200	.000	N/A	N/A	.033
ANCOVAe					
CTBRDf	16.931	.000	.177	.018	
CTBBATg	14.927	.000	.210	.017	
SESh	9.902	.000	.017	.035	
COGNVi & COGVj & COGQk	7.370	.000	.418	.006	
CTBBAT & SES & COGNV & COGV & COGQ	5.037	.002	.457	.016	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	592.268	591.672	598.866	595.215	600.090
GP 2 Integrated	591.728	590.792	593.166	592.865	595.610
GP 3 Magnet	605.498	604.532	615.636	599.515	599.220
GP 4 Transfer	589.008	589.212	595.056	588.025	584.130

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of WRTSC Writing Assessment Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		2.6447	.8065	2934
GROUP	1 Non Integrated	2.6300	.7827	1412
GROUP	2 Integrated	2.5747	.7630	616
GROUP	3 Magnet	2.9918	.9508	306
GROUP	4 Transfer	2.5742	.7822	600

Total Cases = 3334
Missing Cases = 400 OR 12.0 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	22.620	.000	N/A	N/A	.023
ANCOVAe					
CTBRDf	12.796	.000	.133	.014	
CTBBATg	7.184	.000	.162	.009	
SESh	9.238	.000	.024	.032	
COGNVi & COGVj & COGQk	4.574	.003	.262	.004	
CTBBAT & SES & COGNV & COGV & COGQ	4.939	.002	.290	.020	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	2.644	2.631	2.718	2.685	2.767
GP 2 Integrated	2.644	2.631	2.558	2.655	2.667
GP 3 Magnet	2.874	2.851	3.058	2.765	2.757
GP 4 Transfer	2.504	2.731	2.608	2.515	2.337

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		599.8565	33.4458	3004
GROUP	1 Non Integrated	599.5480	32.3129	1480
GROUP	2 Integrated	596.8083	32.4536	652
GROUP	3 Magnet	617.6948	40.2998	308
GROUP	4 Transfer	594.4486	30.0902	564

Total Cases = 3334
Missing Cases = 330 OR 9.9 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	37.270	.000	N/A	N/A	.036
ANCOVAe					
CTBMATf	20.756	.000	.203	.022	
CTBBATg	16.514	.000	.231	.017	
SESh	12.567	.000	.020	.043	
COGNVi & COGVj & COGQk	10.897	.000	.429	.008	
CTBBAT & SES & COGNV & COGV & COGQ	4.505	.004	.448	.014	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	598.697	598.863	604.423	601.895	606.758
GP 2 Integrated	597.557	598.783	601.283	599.195	604.208
GP 3 Magnet	612.427	610.833	620.413	605.325	605.778
GP 4 Transfer	593.387	593.363	595.413	591.725	590.838

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of CNCPTS Stanford Concept of Numbers
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			602.8837	34.1183	3052
GROUP	1	Non Integrated	602.0549	32.5176	1511
GROUP	2	Integrated	599.3116	34.4897	658
GROUP	3	Magnet	619.2987	40.1617	308
GROUP	4	Transfer	600.3565	31.8443	575

Total Cases = 3334
Missing Cases = 282 OR 8.5 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	28.256	.000	N/A	N/A	.027
ANCOVAe					
CTBMATf	15.495	.000	.177	.017	
CTBBATg	11.800	.000	.200	.013	
SESh	8.179	.000	.017	.028	
COGNVi & COGVj & COGQk	5.542	.001	.370	.004	
CTBBAT & SES & COGNV & COGV & COGQ	2.233	.083	.399	.008	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	601.483	601.674	607.301	604.470	608.556
GP 2 Integrated	600.213	601.324	603.831	602.340	605.816
GP 3 Magnet	614.503	613.064	621.541	607.530	609.396
GP 4 Transfer	598.893	598.874	601.951	597.330	597.706

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPUTS Stanford Math Computations
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		604.6070	42.8435	3046
GROUP	1 Non Integrated	605.2852	42.0488	1504
GROUP	2 Integrated	601.7852	42.8450	661
GROUP	3 Magnet	622.5714	50.9901	308
GROUP	4 Transfer	596.4258	36.8889	573

Total Cases = 3334
Missing Cases = 288 OR 8.6 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	26.759	.000	N/A	N/A	.026
ANCOVA[e]					
CTBMAT[f]	12.997	.000	.131	.015	
CTBBAT[g]	10.899	.000	.143	.013	
SES[h]	10.236	.000	.006	.035	
COGNV[i] & COGV[j] & COGQ[k]	8.122	.000	.261	.007	
CTBBAT & SES & COGNV & COGV & COGQ	4.266	.005	.287	.017	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	604.459	604.667	609.580	607.942	612.417
GP 2 Integrated	602.959	604.207	606.230	604.282	609.277
GP 3 Magnet	617.179	615.707	626.750	610.052	612.537
GP 4 Transfer	595.219	595.177	597.890	593.842	590.217

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of MATHAPS Stanford Math Applications
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		592.7673	39.9479	3021
GROUP	1 Non Integrated	591.9631	38.8152	1489
GROUP	2 Integrated	589.5671	36.0569	656
GROUP	3 Magnet	614.2751	46.2718	309
GROUP	4 Transfer	586.8607	39.7908	567

Total Cases = 3334
Missing Cases = 313 OR 9.4 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	36.861	.000	N/A	N/A	.0354
ANCOVAe					
CTBMATf	20.183	.000	.185	.022	
CTBBATg	15.909	.000	.219	.017	
SESh	11.161	.000	.028	.038	
COGNVi & COGVj & COGQk	9.344	.000	.414	.007	
CTBBAT & SES & COGNV & COGV & COGQ	3.071	.027	.437	.010	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	591.015	591.167	597.919	594.575	601.064
GP 2 Integrated	590.215	591.707	595.279	592.855	599.164
GP 3 Magnet	608.065	606.077	616.309	599.935	597.544
GP 4 Transfer	586.435	586.427	587.609	584.175	585.004

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of TREADS Stanford Total Reading
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		628.1116	27.0335	2661
GROUP	1 Non Integrated	625.4496	24.6282	1132
GROUP	2 Integrated	624.3077	24.9379	494
GROUP	3 Magnet	644.6400	30.4771	400
GROUP	4 Transfer	625.4047	26.6902	635

Total Cases = 2962
Missing Cases = 301 OR 10.2 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	63.001	.000	N/A	N/A	.066
ANCOVAe					
CTBRDf	44.300	.000	.257	.045	
CTBBATg	38.476	.000	.304	.039	
SESh	18.852	.000	.001	.071	
COGNVi & COGVj & COGQk	19.292	.000	.478	.017	
CTBBAT & SES & COGNV & COGV & COGQ	6.295	.000	.504	.021	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s),
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	627.676	627.437	630.271	629.438	634.533
GP 2 Integrated	628.116	627.747	630.711	629.068	633.853
GP 3 Magnet	639.886	639.137	649.781	635.618	637.353
GP 4 Transfer	621.866	622.307	628.731	620.948	622.233

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ

Summaries of VOCABS Stanford Vocabulary
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		632.2615	31.4985	2669
GROUP	1 Non Integrated	631.0256	31.6386	1134
GROUP	2 Integrated	626.8081	28.4482	495
GROUP	3 Magnet	647.9352	33.2862	401
GROUP	4 Transfer	628.8435	29.2947	639

Total Cases = 2962
Missing Cases = 293 OR 9.9 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	43.079	.000	N/A	N/A	.046
ANCOVAe					
CTBRDf	30.079	.000	.181	.034	
CTBBATg	25.381	.000	.198	.030	
SESh	11.340	.000	.000	.044	
COGNVi & COGVj & COGQk	9.184	.000	.349	.010	
CTBBAT & SES & COGNV & COGV & COGQ	3.575	.014	.369	.015	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	633.551	633.239	635.749	635.840	640.394
GP 2 Integrated	629.971	629.629	633.809	631.400	636.694
GP 3 Magnet	643.311	642.749	651.329	638.520	639.784
GP 4 Transfer	625.191	625.549	632.059	626.780	627.054

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPRS Stanford Comprehension
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		625.4848	29.6473	2669
GROUP	1 Non Integrated	621.8705	26.5333	1135
GROUP	2 Integrated	622.8644	27.0273	494
GROUP	3 Magnet	642.9825	33.0867	401
GROUP	4 Transfer	622.9499	30.7584	639

Total Cases = 2962
Missing Cases = 293 OR 9.9 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	58.590	.000	N/A	N/A	.062
ANCOVAe					
CTBRDf	39.242	.000	.229	.041	
CTBBATg	34.306	.000	.286	.036	
SESh	19.136	.000	.001	.072	
COGNVi & COGVj & COGQk	22.183	.000	.429	.022	
CTBBAT & SES & COGNV & COGV & COGQ	6.270	.000	.482	.022	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	624.048	623.859	626.944	625.605	631.165
GP 2 Integrated	627.188	626.799	628.834	627.935	632.335
GP 3 Magnet	638.098	637.189	649.344	633.985	635.855
GP 4 Transfer	619.408	619.919	626.654	616.635	619.075

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of WRTSC Writing Assessment Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		2.5448	.6481	2498
GROUP	1 Non Integrated	2.4904	.6175	994
GROUP	2 Integrated	2.4911	.6150	449
GROUP	3 Magnet	2.8394	.6449	383
GROUP	4 Transfer	2.4933	.6717	672

Total Cases = 2962
Missing Cases = 464 OR 15.7 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	32.324	.000	N/A	N/A	.037
ANCOVAe					
CTBRDf	21.489	.000	.125	.026	
CTBBATg	17.772	.000	.145	.023	
SESh	14.173	.000	.001	.055	
COGNVi & COGVj & COGQk	8.570	.000	.182	.012	
CTBBAT & SES & COGNV & COGV & COGQ	3.715	.012	.199	.020	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	2.531	2.533	2.509	2.550	2.609
GP 2 Integrated	2.551	2.553	2.519	2.550	2.589
GP 3 Magnet	2.781	2.773	2.909	2.720	2.799
GP 4 Transfer	2.461	2.473	2.529	2.500	2.489

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		639.2226	29.1294	2650
GROUP	1 Non Integrated	638.3860	27.0754	1114
GROUP	2 Integrated	637.8310	26.8727	497
GROUP	3 Magnet	655.0779	35.4292	398
GROUP	4 Transfer	631.9111	26.1980	641

Total Cases = 2962
Missing Cases = 312 OR 10.5 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	56.830	.000	N/A	N/A	.061
ANCOVAe					
CTBMATf	51.998	.000	.295	.047	
CTBBATg	48.636	.000	.296	.044	
SESh	30.568	.000	.004	.105	
COGNVi & COGVj & COGQk	25.785	.000	.396	.024	
CTBBAT & SES & COGNV & COGV & COGQ	9.392	.000	.473	.030	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	639.823	640.096	641.514	641.126	645.801
GP 2 Integrated	640.163	641.056	642.304	642.226	645.821
GP 3 Magnet	649.533	648.446	663.544	646.746	651.791
GP 4 Transfer	628.413	628.266	634.594	626.536	630.941

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of CNCPTS Stanford Concept of Numbers
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			635.9929	33.6562	2672
GROUP	1	Non Integrated	631.1588	31.5764	427
GROUP	2	Integrated	635.4271	30.8868	501
GROUP	3	Magnet	653.9177	41.1959	401
GROUP	4	Transfer	633.7278	30.2731	643

Total Cases = 2962
Missing Cases = 290 OR 9.8 PCT.

	F	P	COV.R^2a	GCOV.R b	R^2c
ANOVAd	49.210	.000	N/A	N/A	.052
ANCOVAe					
CTBMATf	29.503	.000	.272	.028	
CTBBATg	26.232	.000	.275	.025	
SESh	21.810	.000	.002	.077	
COGNVi & COGVj & COGQk	16.853	.000	.399	.016	
CTBBAT & SES & COGNV & COGV & COGQ	3.745	.011	.457	.013	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	632.887	633.136	635.925	634.292	640.961
GP 2 Integrated	638.007	639.036	641.795	640.172	645.581
GP 3 Magnet	647.707	646.636	662.695	644.522	649.611
GP 4 Transfer	630.977	630.796	635.875	631.292	635.801

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPUTS Stanford Math Computations
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		652.0778	39.2400	2672
GROUP	1 Non Integrated	657.6059	40.1341	1124
GROUP	2 Integrated	650.1657	38.7781	501
GROUP	3 Magnet	661.9175	41.6712	400
GROUP	4 Transfer	637.8717	31.8101	647

Total Cases = 2962
Missing Cases = 290 OR 9.8 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	46.770	.000	N/A	N/A	.050
ANCOVAe					
CTBMATf	50.855	.000	.129	.057	
CTBBATg	50.513	.000	.123	.057	
SESh	22.021	.000	.001	.078	
COGNVi & COGVj & COGQk	20.892	.000	.143	.028	
CTBBAT & SES & COGNV & COGV & COGQ	7.213	.000	.203	.036	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	659.646	659.883	659.794	660.709	663.747
GP 2 Integrated	652.936	653.553	651.434	654.389	654.927
GP 3 Magnet	656.796	655.793	671.554	655.339	662.037
GP 4 Transfer	634.166	634.063	640.464	634.349	636.767

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of MATHAPS Stanford Math Applications
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		625.9790	34.8226	2661
GROUP	1 Non Integrated	621.4200	32.0070	1119
GROUP	2 Integrated	624.9317	31.7682	498
GROUP	3 Magnet	647.7444	38.3454	399
GROUP	4 Transfer	621.2326	34.4899	645

Total Cases = 2962
Missing Cases = 301 OR 10.2 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	67.160	.000	N/A	N/A	.071
ANCOVAe					
CTBMATf	54.876	.000	.275	.051	
CTBBATg	50.318	.000	.286	.046	
SESh	28.194	.000	.009	.097	
COGNVi & COGVj & COGQk	41.165	.000	.411	.036	
CTBBAT & SES & COGNV & COGV & COGQ	9.896	.000	.461	.033	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	623.066	623.443	626.170	624.684	630.527
GP 2 Integrated	627.476	628.693	631.260	630.154	635.167
GP 3 Magnet	641.646	640.383	655.250	637.384	640.657
GP 4 Transfer	616.736	616.543	624.550	610.314	617.197

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TREADS Stanford Total Reading
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		654.4259	26.8328	2205
GROUP	1 Non Integrated	652.3642	24.8995	810
GROUP	2 Integrated	649.5198	25.4884	329
GROUP	3 Magnet	668.3277	27.5696	415
GROUP	4 Transfer	650.6083	26.5010	651

Total Cases = 2485
Missing Cases = 280 OR 11.3 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	49.898	.000	N/A	N/A	.064
ANCOVAe					
CTBRDf	27.924	.000	.411	.027	
CTBBATg	21.479	.000	.409	.022	
SESh	22.476	.000	.018	.077	
COGNVi & COGVj & COGQk	65.851	.000	.463	.059	
CTBBAT & SES & COGNV & COGV & COGQ	29.663	.000	.523	.063	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	654.920	654.214	660.110	658.343	663.609
GP 2 Integrated	654.890	654.244	653.420	658.703	662.039
GP 3 Magnet	663.050	662.324	674.260	662.013	666.789
GP 4 Transfer	650.430	651.054	655.450	644.053	649.679

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of VOCABS Stanford Vocabulary
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			661.6079	30.7370	2211
GROUP	1	Non Integrated	660.0025	29.1033	812
GROUP	2	Integrated	655.9758	28.6884	330
GROUP	3	Magnet	675.3774	32.9677	416
GROUP	4	Transfe -	657.6784	29.7655	653

Total Cases = 2485
Missing Cases = 274 OR 11.0 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	37.597	.000	N/A	N/A	.049
ANCOVAe					
CTBRDf	18.176	.000	.343	.020	
CTBBATg	14.075	.000	.331	.016	
SESh	15.331	.000	.011	.054	
COGNVi & COGVj & COGQk	51.844	.000	.388	.054	
CTBBAT & SES & COGNV & COGV & COGQ	27.944	.000	.458	.068	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	663.371	662.705	669.842	666.933	674.443
GP 2 Integrated	662.301	661.495	661.552	666.173	671.403
GP 3 Magnet	669.391	668.795	680.372	668.643	671.803
GP 4 Transfer	657.171	657.535	662.512	649.833	654.973

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPRS Stanford Comprehension
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			649.9760	28.8029	2211
GROUP	1	Non Integrated	647.7549	27.0382	812
GROUP	2	Integrated	645.4164	26.8259	329
GROUP	3	Magnet	664.7325	29.0447	415
GROUP	4	Transfer	645.6702	28.7853	655

Total Cases = 2485
Missing Cases = 274 OR 11.0 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	48.482	.000	N/A	N/A	.062
ANCOVAe					
CTBRDf	26.552	.000	.349	.028	
CTBBATg	20.803	.000	.356	.023	
SESh	23.701	.000	.019	.081	
COGNVi & COGVj & COGQk	47.579	.000	.386	.050	
CTBBAT & SES & COGNV & COGV & COGQ	20.557	.000	.435	.054	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	649.866	649.104	654.200	653.240	656.913
GP 2 Integrated	650.406	649.874	648.410	654.260	656.273
GP 3 Magnet	659.796	658.954	671.310	658.700	664.483
GP 4 Transfer	645.996	646.794	650.900	640.240	646.353

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of WRTSC Writing Assessment Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		3.0022	.7345	2068
GROUP	1 Non Integrated	2.9782	.6837	711
GROUP	2 Integrated	2.9864	.6985	295
GROUP	3 Magnet	3.2816	.8134	396
GROUP	4 Transfer	2.8686	.7100	666

Total Cases = 2485
Missing Cases = 417 OR 16.8 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	27.773	.000	N/A	N/A	.039
ANCOVAe					
CTBRDf	16.766	.000	.130	.024	
CTBBATg	14.066	.000	.156	.020	
SESh	18.136	.000	.007	.064	
COGNVi & COGVj & COGQk	26.838	.000	.168	.040	
CTBBAT & SES & COGNV & COGV & COGQ	14.370	.000	.192	.056	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	3.017	3.012	3.163	3.079	3.253
GP 2 Integrated	3.067	3.062	3.083	3.139	3.233
GP 3 Magnet	3.187	3.172	3.453	3.159	3.323
GP 4 Transfer	2.877	2.872	2.933	2.769	2.863

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		671.7434	31.5203	2182
GROUP	1 Non Integrated	670.3770	30.1934	793
GROUP	2 Integrated	665.6848	31.1919	330
GROUP	3 Magnet	688.6361	34.1438	415
GROUP	4 Transfer	665.6444	27.4967	644

Total Cases = 2485
Missing Cases = 303 OR 12.2 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	56.312	.000	N/A	N/A	.072
ANCOVAe					
CTBMATf	36.300	.000	.364	.035	
CTBBATg	30.962	.000	.391	.029	
SESh	31.479	.000	.008	.103	
COGNVi & COGVj & COGQk	43.614	.000	.449	.038	
CTBBAT & SES & COGNV & COGV & COGQ	21.036	.000	.493	.043	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	670.532	671.223	676.454	675.413	679.323
GP 2 Integrated	668.992	670.103	668.454	673.463	678.253
GP 3 Magnet	683.912	682.573	695.644	680.043	686.903
GP 4 Transfer	667.292	666.843	669.314	661.703	667.503

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of CNCPTS Stanford Concept of Numbers
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		670.6682	37.7588	2209
GROUP	1 Non Integrated	666.0585	35.7230	804
GROUP	2 Integrated	665.2793	36.6809	333
GROUP	3 Magnet	690.3645	42.1295	417
GROUP	4 Transfer	666.5267	33.6027	655

Total Cases = 2485
Missing Cases = 276 OR 11.1 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	49.801	.000	N/A	N/A	.064
ANCOVAe					
CTBMATf	33.269	.000	.292	.036	
CTBBATg	27.181	.000	.321	.028	
SESh	24.846	.000	.006	.083	
COGNVi & COGVj & COGQk	25.431	.000	.386	.025	
CTBBAT & SES & COGNV & COGV & COGQ	12.841	.000	.444	.033	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	666.343	667.117	673.982	671.953	677.364
GP 2 Integrated	668.623	669.867	668.912	674.343	680.834
GP 3 Magnet	685.643	684.147	698.682	681.163	689.634
GP 4 Transfer	668.333	667.837	671.322	662.613	669.574

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPUTS Stanford Math Computations
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		678.6186	37.8671	2205
GROUP	1 Non Integrated	681.6248	37.2991	805
GROUP	2 Integrated	669.9006	36.0554	332
GROUP	3 Magnet	695.8462	40.5259	416
GROUP	4 Transfer	668.3543	32.9147	652

Total Cases = 2485
Missing Cases = 280 OR 11.3 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	56.147	.000	N/A	N/A	.071
ANCOVAe					
CTBMATf	35.053	.000	.263	.039	
CTBBATg	33.381	.000	.268	.037	
SESh	31.860	.000	.002	.105	
COGNVi & COGVj & COGQk	42.846	.000	.276	.049	
CTBBAT & SES & COGNV & COGV & COGQ	16.272	.000	.376	.046	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	682.426	683.114	687.950	686.931	690.213
GP 2 Integrated	673.246	674.204	671.910	677.171	680.743
GP 3 Magnet	691.746	690.584	702.480	687.871	693.233
GP 4 Transfer	671.126	670.584	670.830	665.971	671.043

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of MATHAPS Stanford Math Applications
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		658.6914	34.5031	2187
GROUP	1 Non Integrated	654.6767	31.9655	795
GROUP	2 Integrated	654.5091	34.6681	330
GROUP	3 Magnet	674.8053	34.4395	416
GROUP	4 Transfer	655.3916	34.5463	646

Total Cases = 2485
Missing Cases = 298 OR 12.0 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	39.390	.000	N/A	N/A	.051
ANCOVAe					
CTBMATf	23.568	.000	.334	.024	
CTBBATg	18.710	.000	.370	.018	
SESh	20.886	.000	.014	.070	
COGNVi & COGVj & COGQk	30.469	.000	.463	.026	
CTBBAT & SES & COGNV & COGV & COGQ	14.872	.000	.539	.031	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	654.789	655.534	660.756	660.110	664.468
GP 2 Integrated	658.269	659.594	657.716	662.880	667.998
GP 3 Magnet	669.169	667.624	682.056	665.360	672.608
GP 4 Transfer	655.699	655.304	659.576	649.160	655.608

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TREADS Stanford Total Reading
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		660.0067	27.4942	1795
GROUP	1 Non Integrated	653.7850	24.8268	493
GROUP	2 Integrated	655.5132	26.5908	265
GROUP	3 Magnet	669.1621	30.6731	401
GROUP	4 Transfer	661.5597	26.2407	636

Total Cases = 2353
Missing Cases = 558 OR 23.7 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	24.109	.000	N/A	N/A	.039
ANCOVAe					
CTBRDf	5.390	.001	.441	.007	
CTBBATg	4.176	.006	.429	.005	
SESh	4.984	.002	.004	.025	
COGNVi & COGVj & COGQk	9.703	.000	.490	.012	
CTBBAT & SES & COGNV & COGV & COGQ	1.764	.153	.545	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = [illegible] Reading Total NCE;
g. CTBBAT [illegible]AT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	658.295	658.913	658.049	660.143	662.455
GP 2 Integrated	657.905	657.633	657.519	660.703	661.105
GP 3 Magnet	664.175	663.743	672.129	664.563	665.435
GP 4 Transfer	659.965	659.743	663.419	656.843	660.255

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of VOCABS Stanford Vocabulary
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		669.1128	28.8710	1808
GROUP	1 Non Integrated	663.4798	25.7932	496
GROUP	2 Integrated	662.6544	27.6073	272
GROUP	3 Magnet	677.4190	33.1531	401
GROUP	4 Transfer	671.0219	27.2455	639

Total Cases = 2353
Missing Cases = 545 OR 23.2 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	23.686	.000	N/A	N/A	.038
ANCOVA[e]					
CTBRD[f]	6.250	.000	.377	.009	
CTBBAT[g]	5.531	.001	.331	.008	
SES[h]	4.375	.005	.004	.022	
COGNV[i] & COGV[j] & COGQ[k]	8.038	.000	.420	.011	
CTBBAT & SES & COGNV & COGV & COGQ	1.430	.233	.453	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	668.166	668.545	666.510	670.229	670.665
GP 2 Integrated	665.116	664.735	668.290	667.699	671.515
GP 3 Magnet	673.766	673.525	680.750	674.509	675.545
GP 4 Transfer	669.816	669.675	673.120	666.959	670.305

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of COMPRS Stanford Comprehension
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		654.0900	32.4106	1811
GROUP	1 Non Integrated	647.3800	30.4278	500
GROUP	2 Integrated	650.5019	31.6059	265
GROUP	3 Magnet	662.6815	33.9953	405
GROUP	4 Transfer	655.3791	31.9133	641

Total Cases = 2353
Missing Cases = 542 OR 23.0 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	18.576	.000	N/A	N/A	.030
ANCOVAe					
CTBRDf	3.345	.019	.353	.005	
CTBBATg	2.339	.072	.370	.003	
SESh	4.215	.006	.003	.021	
COGNVi & COGVj & COGQk	7.191	.000	.398	.011	
CTBBAT & SES & COGNV & COGV & COGQ	1.475	.221	.477	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	651.923	652.746	652.849	653.656	657.646
GP 2 Integrated	653.713	653.516	650.409	656.776	654.326
GP 3 Magnet	658.343	657.736	667.529	658.396	659.256
GP 4 Transfer	653.653	653.366	657.329	650.216	653.736

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of WRTSC Writing Assessment Score
By levels of GROUP Program Participated In

		Mean	Std Dev	Cases
For Entire Population		3.2183	.8470	1656
GROUP	1 Non Integrated	3.1782	.8216	418
GROUP	2 Integrated	3.1078	.8223	218
GROUP	3 Magnet	3.4781	.9122	343
GROUP	4 Transfer	3.1470	.8110	677

Total Cases = 2353
Missing Cases = 697 OR 29.6 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	14.242	.000	N/A	N/A	.025
ANCOVAe					
CTBRDf	9.087	.000	.153	.017	
CTBBATg	9.579	.000	.204	.017	
SESh	3.235	.022	.001	.016	
COGNVi & COGVj & COGQk	15.688	.000	.185	.031	
CTBBAT & SES & COGNV & COGV & COGQ	3.204	.023	.233	.016	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	3.229	3.256	3.337	3.276	3.414
GP 2 Integrated	3.129	3.136	3.147	3.186	3.244
GP 3 Magnet	3.399	3.376	3.487	3.406	3.344
GP 4 Transfer	3.119	3.096	3.207	3.036	3.144

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			677.0051	34.9239	1768
GROUP	1	Non Integrated	669.5249	31.6304	482
GROUP	2	Integrated	671.4036	30.9051	275
GROUP	3	Magnet	680.9436	38.2355	390
GROUP	4	Transfer	682.8180	35.4897	621

Total Cases = 2353
Missing Cases = 585 OR 24.9 PCT.

	F	P	COV.R^2a	GCOV.R^2b	R^2c
ANOVAd	17.599	.000	N/A	N/A	.029
ANCOVAe					
CTBMATf	10.059	.000	.350	.012	
CTBBATg	7.641	.000	.363	.009	
SESh	3.957	.008	.001	.019	
COGNVi & COGVj & COGQk	2.734	.042	.395	.003	
CTBBAT & SES & COGNV & COGV & COGQ	1.721	.162	.512	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Math Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	Ia	IIb	IIIc	IVd	Ve
GP 1 Non Integrated	673.567	673.880	673.069	673.049	677.630
GP 2 Integrated	671.247	672.450	671.899	675.499	678.660
GP 3 Magnet	677.277	676.500	682.119	677.319	676.790
GP 4 Transfer	681.317	680.910	684.589	677.979	682.450

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
III = adjusted mean after (Covariate = SES);
IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

APPENDIX SEVEN

ANALYSIS OF ACHIEVEMENT SCORES

MEAN PERFORMANCE BY DISTRICT

1991

Page 5 GRADE FOUR MEANS FOR DISTRICTS 10/3/91

Summaries of TREADS Stanford Total Reading
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	585.6800	34.9401	29299.4400	25
2	Bayless	599.5000	27.2502	5198.0000	8
3	Brentwood	617.2500	30.9689	6713.5000	8
4	Clayton	617.0000	40.9254	15074.0000	10
5	Hancock	582.0833	36.5624	14704.9167	12
6	Hazelwood	606.8000	36.5062	5330.8000	5
7	Kirkwood	599.7391	33.2200	24278.4348	23
8	Ladue	606.3529	31.6483	16025.8824	17
9	Lindbergh	594.4359	29.1762	32347.5897	39
10	Mehville	592.8088	28.2242	53372.5147	68
11	Parkway	589.6433	28.0809	123012.025	157
12	Pattonville	598.9216	27.8811	38867.6863	51
13	Ritenour	595.4286	31.0589	19293.1429	21
14	Rockwood	600.6465	30.4973	91148.6263	99
15	Valley Park	566.0000	9.2442	940.0000	12
16	Webster	612.3158	36.3654	23830.1053	19
17	Saint Louis	594.7296	30.6507	2327060.85	2478
Within Groups Total		594.8277	30.5172	2826497.51	3052

Page 5 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable TREADS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	41207.8358	16	2575.4897	2.7655	.0002
Within Groups	2826497.5102	3035	931.3007		

Eta = .1199 Eta Squared = .0144

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Summaries of VOCABS Stanford Vocabulary
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	589.6400	33.9361	27639.7600	25
2	Bayless	599.3750	21.7711	3317.8750	8
3	Brentwood	619.7500	33.9611	8073.5000	8
4	Clayton	615.7000	31.7177	9054.1000	10
5	Hancock	589.1667	37.0990	15139.6667	12
6	Hazelwood	607.8000	47.4521	9006.8000	5
7	Kirkwood	597.9565	30.0113	19814.9565	23
8	Ladue	603.7059	29.9536	14355.5294	17
9	Lindbergh	594.6410	30.6959	35804.9744	39
10	Mehville	595.8088	28.8238	55664.5147	68
11	Parkway	588.4204	33.0293	170186.255	157
12	Pattonville	600.4118	26.8121	35944.3529	51
13	Ritenour	598.0476	24.6566	12158.9524	21
14	Rockwood	600.9706	30.8672	96230.9118	102
15	Valley Park	570.0000	11.0289	1338.0000	12
16	Webster	613.8947	36.1015	23459.7895	19
17	Saint Louis	595.9569	33.5056	2788608.39	2485
Within Groups Total		595.9504	33.0487	3325798.33	3062

Page 10 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable VOCABS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	38738.1238	16	2421.1327	2.2167	.0036
Within Groups	3325798.3308	3045	1092.2162		

Eta = .1073 Eta Squared = .0115

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Summaries of COMPRS Stanford Comprehension
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	582.2800	39.6048	37645.0400	25
2	Bayless	600.0000	34.5584	8360.0000	8
3	Brentwood	616.3750	31.2361	6829.8750	8
4	Clayton	618.1000	52.6043	24904.9000	10
5	Hancock	575.5833	40.0351	17630.9167	12
6	Hazelwood	607.0000	29.8580	3566.0000	5
7	Kirkwood	601.3913	38.8268	33165.4783	23
8	Ladue	609.0000	37.4700	22464.0000	17
9	Lindbergh	594.4634	32.5738	42442.1951	41
10	Mehville	590.3971	33.3570	74550.2794	68
11	Parkway	590.1899	31.9907	160674.304	158
12	Pattonville	598.1961	33.5738	56360.0392	51
13	Ritenour	593.5714	39.2257	30773.1429	21
14	Rockwood	599.0400	37.2702	137517.840	100
15	Valley Park	562.0000	14.5602	2332.0000	12
16	Webster	611.8421	39.2517	27732.5263	19
17	Saint Louis	594.0496	34.8167	3006258.90	2481
Within Groups Total		594.1317	34.8435	3693207.44	3059

Page 15 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPRS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	48448.4691	16	3028.0293	2.4941	.0008
Within Groups	3693207.4387	3042	1214.0721		

Eta = .1138 Eta Squared = .0129

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Summaries of TMATHS Stanford Total Mathematics
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	588.1600	29.1543	20399.3600	25
2	Bayless	590.1250	34.2822	8226.8750	8
3	Brentwood	631.7143	35.6871	7641.4286	7
4	Clayton	602.5000	27.3140	6714.5000	10
5	Hancock	576.9091	17.6378	3110.9091	11
6	Hazelwood	633.0000	18.0555	1304.0000	5
7	Kirkwood	611.8571	45.9514	42230.5714	21
8	Ladue	602.7059	30.2980	14687.5294	17
9	Lindbergh	601.3684	30.7188	34914.8421	38
10	Mehville	580.5735	23.7004	37634.6324	68
11	Parkway	591.9408	28.9226	126314.467	152
12	Pattonville	592.1400	24.6808	29848.0200	50
13	Ritenour	592.1429	28.9660	16780.5714	21
14	Rockwood	599.6832	30.1967	91183.8614	101
15	Valley Park	591.5000	14.9088	2445.0000	12
16	Webster	598.7222	31.8947	17293.6111	18
17	Saint Louis	601.1066	34.0567	2828896.30	2440
Within Groups Total		599.8565	33.1861	3289626.47	3004

Page 20 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable TMATHS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	69598.6880	16	4349.9180	3.9498	.0000
Within Groups	3289626.4741	2987	1101.3145		

Eta = .1439 Eta Squared = .0207

Page 25 GRADE FOUR MEANS FOR DISTRICTS 10/3/91

Summaries of CNCPTS Stanford Concept of Numbers
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	588.0000	31.2116	23380.0000	25
2	Bayless	593.3750	30.0710	6329.8750	8
3	Brentwood	636.5000	38.8367	10558.0000	3
4	Clayton	595.7000	33.1027	9862.1000	10
5	Hancock	584.2727	29.2851	8576.1818	11
6	Hazelwood	635.0000	10.7935	466.0000	5
7	Kirkwood	614.3636	50.0881	52685.0909	22
8	Ladue	601.7647	26.1331	10927.0588	17
9	Lindbergh	602.1750	30.5731	36453.7750	40
10	Mehville	588.3235	24.8407	41342.8824	68
11	Parkway	600.9167	32.6200	164929.917	156
12	Pattonville	602.8824	30.0138	45041.2941	51
13	Ritenour	595.3810	28.7932	16580.9524	21
14	Rockwood	604.7059	30.5156	94051.1765	102
15	Valley Park	602.0000	22.6274	5632.0000	12
16	Webster	598.4737	28.1669	14280.7368	19
17	Saint Louis	603.4703	34.6045	2964941.07	2477
Within Groups Total		602.8837	33.9883	3506038.11	3052

Page 25 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable CNCPTS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	45497.5980	16	2843.5999	2.4616	.0010
Within Groups	3506038.1094	3035	1155.2020		

Eta = .1132 Eta Squared = .0128

Page 30 GRADE FOUR MEANS FOR DISTRICTS 10/3/91

Summaries of COMPUTS Stanford Math Computations
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	589.8800	30.0185	21626.6400	25
2	Bayless	591.0000	33.3595	7790.0000	8
3	Brentwood	638.2857	34.8698	7295.4286	7
4	Clayton	608.4000	17.4050	2726.4000	10
5	Hancock	577.7273	18.1223	3284.1818	11
6	Hazelwood	657.8000	14.8560	882.8000	5
7	Kirkwood	610.0909	58.6393	72209.8182	22
8	Ladue	604.0000	38.3943	23586.0000	17
9	Lindbergh	606.6667	35.9066	48992.6667	39
10	Mehville	587.6176	33.3990	74738.0588	68
11	Parkway	590.0769	36.4197	205591.077	156
12	Pattonville	590.6275	32.7969	53781.9216	51
13	Ritenour	597.3333	34.4824	23780.6667	21
14	Rockwood	600.6408	36.9764	139459.709	103
15	Valley Park	602.3333	21.1589	4924.6667	12
16	Webster	608.9444	36.3633	22478.9444	18
17	Saint Louis	606.5026	43.8982	4763680.23	2473
Within Groups Total		604.6070	42.5221	5476829.21	3046

Page 30 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPUTS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	112463.3977	16	7028.9624	3.8874	.0000
Within Groups	5476829.2120	3029	1808.1311		

Eta = .1418 Eta Squared = .0201

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Summaries of MATHAPS Stanford Math Applications
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	584.2800	47.4030	53929.0400	25
2	Bayless	585.8750	48.7572	16640.8750	8
3	Brentwood	624.4286	43.3430	11271.7143	7
4	Clayton	600.6000	44.6572	17948.4000	10
5	Hancock	569.2727	17.3787	3020.1818	11
6	Hazelwood	611.2000	46.7622	8746.8000	5
7	Kirkwood	612.6190	45.7313	41826.9524	21
8	Ladue	606.5294	45.3102	32848.2353	17
9	Lindbergh	593.6410	38.6799	56852.9744	39
10	Mehville	563.3088	32.8676	72378.5147	68
11	Parkway	585.3247	38.2262	223569.766	154
12	Pattonville	581.6200	32.6765	52319.7800	50
13	Ritenour	582.9048	39.6786	31487.8095	21
14	Rockwood	596.3762	37.5089	140691.703	101
15	Valley Park	568.7500	27.8409	8526.2500	12
16	Webster	589.2778	42.3665	30513.6111	18
17	Saint Louis	594.1320	39.8679	3898915.22	2454
Within Groups Total		592.7673	39.5610	4701487.83	3021

Page 35 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable MATHAPS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	117931.5786	16	7370.7237	4.7095	.0000
Within Groups	4701487.8302	3004	1565.0758		

Eta = .1564 Eta Squared = .0245

Page 40 GRADE FOUR MEANS FOR DISTRICTS 10/3/91

Summaries of WRTSC Writing Assessment Score
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	2.6200	.6000	8.6400	25
2	Bayless	2.5625	.9425	6.2188	8
3	Brentwood	3.2778	.9718	7.5556	9
4	Clayton	2.7778	.7949	5.0556	9
5	Hancock	2.3333	.4924	2.6667	12
6	Hazelwood	3.2000	.7583	2.3000	5
7	Kirkwood	2.4130	.9002	17.8261	23
8	Ladue	2.7647	.6403	6.5588	17
9	Lindbergh	2.5250	.7334	20.9750	40
10	Mehville	2.3239	.5800	23.5493	71
11	Parkway	2.6529	.8286	116.0235	170
12	Pattonville	2.7170	.7753	31.2547	53
13	Ritenour	2.4524	.9988	19.9524	21
14	Rockwood	2.4444	.7180	55.1667	108
15	Valley Park	2.1500	.6687	4.0250	10
16	Webster	3.1316	.8635	13.4211	19
17	Saint Louis	2.6628	.8118	1537.6320	2334
Within Groups Total		2.6447	.8026	1878.8210	2934

Page 40 GRADE FOUR MEANS FOR DISTRICTS 10/3/91
Criterion Variable WRTSC

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	29.0110	16	1.8132	2.8151	.0001
Within Groups	1878.8210	2917	.6441		

Eta = .1233 Eta Squared = .0152

Page 4 GRADE SIX MEANS FOR DISTRICTS 10/3/91

Summaries of TREADS Stanford Total Reading
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	621.9091	39.8810	15904.9091	11
2	Bayless	609.6923	14.0854	2380.7692	13
3	Brentwood	649.2727	25.6363	6572.1818	11
4	Clayton	652.4000	38.7982	6021.2000	5
5	Hancock	615.4706	26.0339	10844.2353	17
6	Hazelwood	632.4286	19.9069	2377.7143	7
7	Kirkwood	615.3448	27.6938	21474.5517	29
8	Ladue	630.0000	23.7827	14706.0000	27
9	Lindbergh	610.2045	21.4244	19737.1591	44
10	Mehville	623.0339	28.4574	46969.9322	59
11	Parkway	625.0945	26.1097	136343.204	201
12	Pattonville	630.4423	24.7532	31248.8269	52
13	Ritenour	628.2424	27.6553	24474.0606	33
14	Rockwood	631.2188	27.2726	70660.4063	96
15	Valley Park	626.5455	20.1810	4072.7273	11
16	Webster	629.4737	13.7330	3394.7368	19
17	Saint Louis	628.9600	27.0910	1486197.76	2026
Within Groups Total		628.1116	26.8307	1903380.38	2661

Page 4 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable TREADS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	40569.4750	16	2535.5922	3.5222	.0000
Within Groups	1903380.3762	2644	719.8867		

Eta = .1445 Eta Squared = .0209

Page 8 GRADE SIX MEANS FOR DISTRICTS 10/3/91

Summaries of VOCABS Stanford Vocabulary
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	636.6364	43.8298	19210.5455	11
2	Bayless	616.6154	16.6210	3315.0769	13
3	Brentwood	651.6364	22.9794	5280.5455	11
4	Clayton	659.0000	36.4555	5316.0000	5
5	Hancock	624.2941	29.5016	13925.5294	17
6	Hazelwood	627.7143	17.0657	1747.4286	7
7	Kirkwood	620.2069	30.9716	26858.7586	29
8	Ladue	637.7407	28.9610	21807.1852	27
9	Lindbergh	615.8542	28.8363	39081.9792	48
10	Mehville	628.0508	28.3539	46628.8475	59
11	Parkway	626.1642	29.9750	179699.582	201
12	Pattonville	634.9615	30.3793	47067.9231	52
13	Ritenour	629.7576	28.9115	26748.0606	33
14	Rockwood	632.6875	27.0354	69436.6250	96
15	Valley Park	630.1818	16.1915	2621.6364	11
16	Webster	641.6842	16.8591	5116.1053	19
17	Saint Louis	633.3374	32.0926	2089733.85	2030
Within Groups Total		632.2615	31.3329	2603595.68	2669

Page 8 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable VOCABS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	43473.7749	16	2717.1109	2.7676	.0002
Within Groups	2603595.6833	2652	981.7480		

Eta = .1282 Eta Squared = .0164

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Summaries of COMPRS Stanford Comprehension
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	610.8182	42.5507	18105.6364	11
2	Bayless	604.3077	16.9675	3454.7692	13
3	Brentwood	648.8182	32.4093	10503.6364	11
4	Clayton	647.8000	43.0662	7418.8000	5
5	Hancock	607.0000	36.0382	20780.0000	17
6	Hazelwood	637.1429	26.2515	4134.8571	7
7	Kirkwood	612.1379	28.0047	21959.4483	29
8	Ladue	624.2593	30.1504	23635.1852	27
9	Lindbergh	607.0455	21.8610	20549.9091	44
10	Mehville	618.3167	33.2318	65156.9833	60
11	Parkway	624.4608	29.5469	177222.686	204
12	Pattonville	627.7500	28.4039	41145.7500	52
13	Ritenour	627.2424	31.6327	32020.0606	33
14	Rockwood	630.5104	32.2653	98899.9896	96
15	Valley Park	624.1818	26.0876	6805.6364	11
16	Webster	620.6316	17.8799	5754.4211	19
17	Saint Louis	626.2828	29.2512	1736073.70	2030
Within Groups Total		625.4848	29.4086	2293621.47	2669

Page 12 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPRS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	51451.1700	16	3215.6981	3.7182	.0000
Within Groups	2293621.4654	2652	864.8648		

Eta = .1481 Eta Squared = .0219

Page 16 GRADE SIX MEANS FOR DISTRICTS 10/3/91

Summaries of TMATHS Stanford Total Mathematics
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	630.5000	26.1534	10260.0000	16
2	Bayless	618.5000	16.7576	3089.0000	12
3	Brentwood	663.6000	22.1169	4402.4000	10
4	Clayton	655.2000	34.2812	4700.8000	5
5	Hancock	625.2500	25.3074	9607.0000	16
6	Hazelwood	641.2857	13.6347	1115.4286	7
7	Kirkwood	615.1481	23.8274	14761.4074	27
8	Ladue	644.4074	27.3598	19462.5185	27
9	Lindbergh	622.6078	19.1333	18304.1569	51
10	Mehville	625.2881	23.0891	30920.1017	59
11	Parkway	632.7537	26.0901	137499.685	203
12	Pattonville	627.1731	22.4907	25797.4423	52
13	Ritenour	634.1212	29.9549	28713.5152	33
14	Rockwood	638.5000	29.2721	79687.5000	94
15	Valley Park	634.5455	20.5347	4216.7273	11
16	Webster	638.8889	17.3812	5135.7778	18
17	Saint Louis	641.5555	29.6333	1763284.06	2009
Within Groups Total		639.2226	28.6482	2160957.52	2650

Page 16 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable TMATHS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	86781.1195	16	5423.8200	6.6086	.0000
Within Groups	2160957.5220	2633	820.7207		

Eta = .1965 Eta Squared = .0386

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Summaries of CNCPTS Stanford Concept of Numbers
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	630.8750	35.7619	19183.7500	16
2	Bayless	635.3333	17.5982	3406.6667	12
3	Brentwood	656.9000	21.1684	4032.9000	10
4	Clayton	650.6000	60.7725	14773.2000	5
5	Hancock	635.4375	31.0783	14487.9375	16
6	Hazelwood	646.5714	15.6403	1467.7143	7
7	Kirkwood	620.2414	31.0422	26981.3103	29
8	Ladue	645.7778	34.8440	31566.6667	27
9	Lindbergh	624.7451	25.9174	33585.6863	51
10	Mehville	627.0333	29.6945	52023.9333	60
11	Parkway	633.1881	28.8991	167866.851	202
12	Pattonville	632.2308	28.3719	41053.2308	52
13	Ritenour	628.5455	28.3043	25636.1818	33
14	Rockwood	639.3617	33.9667	107297.702	94
15	Valley Park	643.6364	25.9934	6756.5455	11
16	Webster	646.9444	18.5106	5824.9444	18
17	Saint Louis	636.7107	34.6355	2432827.18	2029
Within Groups Total		635.9929	33.5517	2988772.40	2672

Page 20 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable CNCPTS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	36768.4658	16	2298.0291	2.0414	.0085
Within Groups	2988772.3991	2655	1125.7147		

Eta = .1102 Eta Squared = .0122

Page 24 GRADE SIX MEANS FOR DISTRICTS 10/3/91

Summaries of COMPUTS Stanford Math Computations
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	654.1250	31.9997	15359.7500	16
2	Bayless	619.0833	21.9605	5304.9167	12
3	Brentwood	664.0000	24.8998	6200.0000	11
4	Clayton	680.8000	12.3572	610.8000	5
5	Hancock	623.5625	29.2027	12791.9375	16
6	Hazelwood	639.7143	14.9968	1349.4286	7
7	Kirkwood	617.5517	24.9680	17455.1724	29
8	Ladue	666.7778	27.0247	18988.6667	27
9	Lindbergh	630.9804	28.0617	39372.9804	51
10	Mehville	638.8167	26.3718	41032.9833	60
11	Parkway	637.0248	31.2659	196488.876	202
12	Pattonville	624.8846	29.2217	43549.3077	52
13	Ritenour	641.4118	34.7738	39904.2353	34
14	Rockwood	642.4896	35.9918	123063.990	96
15	Valley Park	644.3636	25.2281	6364.5455	11
16	Webster	637.5556	22.3428	8486.4444	18
17	Saint Louis	656.6168	40.2977	3286784.63	2025
Within Groups Total		652.0778	38.1449	3863108.66	2672

Page 24 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPUTS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	249643.1450	16	15602.6966	10.7233	.0000
Within Groups	3863108.6634	2655	1455.0315		

Eta = .2464 Eta Squared = .0607

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Summaries of MATHAPS Stanford Math Applications
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	598.3750	31.8870	15251.7500	16
2	Bayless	598.0000	25.9159	7388.0000	12
3	Brentwood	668.3000	36.6213	12070.1000	10
4	Clayton	629.4000	46.9127	8803.2000	5
5	Hancock	614.8125	36.5061	19990.4375	16
6	Hazelwood	636.8571	33.6968	6812.8571	7
7	Kirkwood	608.8519	33.5957	29345.4074	27
8	Ladue	615.8519	37.1760	35933.4074	27
9	Lindbergh	607.7451	24.4392	29863.6863	51
10	Mehville	604.7797	29.0938	49094.1356	59
11	Parkway	624.5222	34.5049	240498.650	203
12	Pattonville	621.9231	31.4648	50491.6923	52
13	Ritenour	627.5294	36.4984	43960.4706	34
14	Rockwood	634.2083	33.6317	107453.833	96
15	Valley Park	613.0000	24.1371	5826.0000	11
16	Webster	631.3158	24.7410	11018.1053	19
17	Saint Louis	627.4975	34.8004	2440295.99	2016
Within Groups Total		625.9790	34.3191	3114097.72	2661

Page 28 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable MATHAPS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	111451.1008	16	6965.6938	5.9142	.0000
Within Groups	3114097.7207	2644	1177.7979		

Eta = .1659 Eta Squared = .0346

Page 32 GRADE SIX MEANS FOR DISTRICTS 10/3/91

Summaries of WRTSC Writing Assessment Score
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	2.1765	.7058	7.9706	17
2	Bayless	2.4286	.6157	4.9286	14
3	Brentwood	2.8333	.4438	2.1667	12
4	Clayton	2.7500	.9874	4.8750	6
5	Hancock	2.4167	.6002	6.1250	18
6	Hazelwood	2.6429	.6268	2.3571	7
7	Kirkwood	2.3387	.5064	7.6935	31
8	Ladue	2.4259	.5495	7.8519	27
9	Lindbergh	2.3111	.6333	17.6444	45
10	Mehville	2.2339	.5179	16.3589	62
11	Parkway	2.7941	.6560	87.3529	204
12	Pattonville	1.9815	.5576	16.4815	54
13	Ritenour	2.3235	.6262	12.9412	34
14	Rockwood	2.4306	.6817	49.7292	108
15	Valley Park	2.8636	.6742	4.5455	11
16	Webster	2.7955	.5269	5.8295	22
17	Saint Louis	2.5638	.6384	743.8172	1826
Within Groups Total		2.5448	.6344	998.6687	2498

Page 32 GRADE SIX MEANS FOR DISTRICTS 10/3/91
Criterion Variable WRTSC

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	50.3097	16	3.1444	7.8115	.0000
Within Groups	998.6687	2481	.4025		

Eta = .2190 Eta Squared = .0480

Page 4 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of TREADS Stanford Total Reading
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	648.2308	36.4398	15934.3077	13
2	Bayless	665.9286	28.3778	10468.9286	14
3	Brentwood	682.8750	21.6758	3288.8750	8
4	Clayton	661.3750	21.2666	3165.8750	8
5	Hancock	650.6667	24.9234	10560.0000	18
6	Hazelwood	656.1818	17.9378	3217.6364	11
7	Kirkwood	653.5476	26.1303	27994.4048	42
8	Ladue	680.2500	25.6918	9901.0000	16
9	Lindbergh	641.2619	21.5860	19104.1190	42
10	Mehville	651.0405	24.5911	44144.8784	74
11	Parkway	647.6543	25.7261	123762.527	188
12	Pattonville	649.5472	25.8759	34817.1321	53
13	Ritenour	644.9167	21.1314	15628.7500	36
14	Rockwood	651.4510	28.8868	84279.2549	102
15	Valley Park	646.5333	23.4486	7697.7333	15
16	Webster	647.3636	28.5772	8166.5455	11
17	Saint Louis	656.0251	26.8179	1116920.02	1554
Within Groups Total		654.4259	26.5218	1539051.99	2205

Page 4 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable TREADS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	47827.1381	16	2989.1961	4.2496	.0000
Within Groups	1539051.9884	2188	703.4058		

Eta = .1736 Eta Squared = .0301

Summaries of VOCABS Stanford Vocabulary
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	662.3077	37.5220	16894.7692	13
2	Bayless	669.1429	28.7184	10721.7143	14
3	Brentwood	692.3750	28.2637	5591.8750	8
4	Clayton	675.8750	23.6971	3930.8750	8
5	Hancock	650.9444	27.2731	12644.9444	18
6	Hazelwood	663.2727	16.9475	2872.1818	11
7	Kirkwood	658.2857	29.5117	35708.5714	42
8	Ladue	689.0000	30.9645	14382.0000	16
9	Lindbergh	648.8372	23.2040	22613.8605	43
10	Mehville	658.8514	26.8699	52705.3649	74
11	Parkway	655.3723	29.6671	164585.936	188
12	Pattonville	655.0000	31.2884	50906.0000	53
13	Ritenour	651.9722	22.0434	17006.9722	36
14	Rockwood	659.5882	32.5614	107084.706	102
15	Valley Park	650.5333	21.9117	6721.7333	15
16	Webster	647.3333	35.1370	13580.6667	12
17	Saint Louis	663.2548	30.9967	1495953.84	1558
Within Groups Total		661.6079	30.4472	2033906.01	2211

Page 7 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable VOCABS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	54017.0134	16	3376.0633	3.6418	.0000
Within Groups	2033906.0097	2194	927.0310		

Eta = .1608 Eta Squared = .0259

Page 10 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of COMPRS Stanford Comprehension
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	636.0769	45.5713	24920.9231	13
2	Bayless	664.3571	31.8690	13203.2143	14
3	Brentwood	677.1250	22.8062	3640.8750	8
4	Clayton	651.5000	23.3299	3810.0000	8
5	Hancock	651.3333	27.1467	12528.0000	18
6	Hazelwood	651.5455	24.0098	5764.7273	11
7	Kirkwood	650.7143	28.0403	32236.5714	42
8	Ladue	675.0000	24.9239	9318.0000	16
9	Lindbergh	636.1429	24.2905	24191.1429	42
10	Mehville	645.1600	27.0800	54266.0800	75
11	Parkway	642.2593	28.3037	150606.296	189
12	Pattonville	646.3585	25.9949	35138.1887	53
13	Ritenour	639.9444	25.7393	23187.8889	36
14	Rockwood	646.0583	29.9063	91227.6505	103
15	Valley Park	644.0000	25.7405	9276.0000	15
16	Webster	641.9167	31.7074	11058.9167	12
17	Saint Louis	651.7886	28.6264	1274281.44	1556
Within Groups Total		649.9760	28.4726	1778655.91	2211

Page 10 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPRS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	54779.8182	16	3423.7386	4.2232	.0000
Within Groups	1778655.9113	2194	810.6909		

Eta = .1729 Eta Squared = .0299

Page 13 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of TMATHS Stanford Total Mathematics
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	673.5385	33.5500	13507.2308	13
2	Bayless	676.3571	32.4573	13695.2143	14
3	Brentwood	687.0000	24.7386	3672.0000	7
4	Clayton	659.8750	26.0573	4752.8750	8
5	Hancock	650.3125	21.9536	7229.4375	16
6	Hazelwood	680.7273	29.9536	8972.1818	11
7	Kirkwood	664.5476	29.7487	36284.4048	42
8	Ladue	680.1250	26.4925	10527.7500	16
9	Lindbergh	657.6905	26.1801	28748.9762	42
10	Mehville	672.0959	24.1305	41924.3288	73
11	Parkway	663.4652	27.4107	139750.524	187
12	Pattonville	659.9020	27.7339	38458.5098	51
13	Ritenour	657.0833	24.9850	21848.7500	36
14	Rockwood	669.1275	27.2574	75039.3431	102
15	Valley Park	666.7333	25.5328	9126.9333	15
16	Webster	669.0909	21.8607	4778.9091	11
17	Saint Louis	674.2971	32.7323	1646747.21	1538
Within Groups Total		671.7434	31.1820	2105064.58	2182

Page 13 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable TMATHS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	61819.7027	16	3863.7314	3.9737	.0000
Within Groups	2105064.5759	2165	972.3162		

Eta = .1689 Eta Squared = .0285

Page 16 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of CNCPTS Stanford Concept of Numbers
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	667.7692	34.1227	13972.3077	13
2	Bayless	671.7143	27.6501	9938.8571	14
3	Brentwood	683.5714	30.0214	5407.7143	7
4	Clayton	672.8750	35.9223	9032.8750	8
5	Hancock	657.6667	26.3952	11844.0000	18
6	Hazelwood	688.0000	34.8884	12172.0000	11
7	Kirkwood	667.0000	35.0286	51534.0000	43
8	Ladue	687.0625	32.2086	15560.9375	16
9	Lindbergh	651.9318	29.8861	38406.7955	44
10	Mehville	670.2400	33.5712	83399.6800	75
11	Parkway	666.1915	35.5259	236011.106	188
12	Pattonville	662.4340	32.7435	55751.0189	53
13	Ritenour	656.3056	30.1386	31791.6389	36
14	Rockwood	669.5146	33.9541	117593.728	103
15	Valley Park	663.4000	24.9365	8705.6000	15
16	Webster	672.5455	21.9060	4798.7273	11
17	Saint Louis	672.4138	39.2590	2393584.95	1554
Within Groups Total		670.6682	37.6033	3099505.93	2209

Page 16 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable CNCPTS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	48505.8408	16	3031.6151	2.1440	.0052
Within Groups	3099505.9319	2192	1414.0082		

Eta = .1241 Eta Squared = .0154

Page 19 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of COMPUTS Stanford Math Computations
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	691.1538	43.8023	23023.6923	13
2	Bayless	686.0714	43.1410	24194.9286	14
3	Brentwood	671.7143	22.9834	3169.4286	7
4	Clayton	654.1250	20.1738	2848.8750	8
5	Hancock	656.7059	24.5147	9615.5294	17
6	Hazelwood	690.4545	36.4455	13282.7273	11
7	Kirkwood	657.9070	31.6362	42035.6279	43
8	Ladue	679.0625	35.0532	18430.9375	16
9	Lindbergh	665.0455	32.3304	44945.9091	44
10	Mehville	689.6533	26.3600	51418.9867	75
11	Parkway	661.4628	30.8618	178108.739	188
12	Pattonville	664.7358	29.9911	46772.3019	53
13	Ritenour	661.5000	33.3599	38951.0000	36
14	Rockwood	667.2277	34.2198	117099.762	101
15	Valley Park	667.7333	26.8128	10064.9333	15
16	Webster	685.0909	22.8493	5220.9091	11
17	Saint Louis	682.9279	38.9748	2357547.92	1553
Within Groups Total		678.6186	36.9466	2986732.21	2205

Page 19 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPUTS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	173624.0266	16	10851.5017	7.9495	.0000
Within Groups	2986732.2111	2188	1365.0513		

Eta = .2344 Eta Squared = .0549

Page 22 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of MATHAPS Stanford Math Applications
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	653.5385	42.8634	22047.2308	13
2	Bayless	663.8571	35.1630	16073.7143	14
3	Brentwood	704.2857	36.6320	8051.4286	7
4	Clayton	648.7500	31.8333	7093.5000	8
5	Hancock	636.6471	33.2377	17675.8824	17
6	Hazelwood	658.4545	32.1757	10352.7273	11
7	Kirkwood	660.7619	38.9163	62093.6190	42
8	Ladue	671.1875	26.0031	10142.4375	16
9	Lindbergh	643.9048	35.4867	51631.6190	42
10	Mehville	647.8356	27.1421	53042.0274	73
11	Parkway	656.5455	34.6322	223086.364	187
12	Pattonville	646.6471	34.3050	58841.6471	51
13	Ritenour	644.5000	27.9290	27301.0000	36
14	Rockwood	666.5631	33.2075	112479.340	103
15	Valley Park	662.2000	32.1652	14484.4000	15
16	Webster	639.6364	33.9861	11550.5455	11
17	Saint Louis	660.0746	34.4021	1822596.42	1541
Within Groups Total		658.6914	34.1354	2528543.90	2187

Page 22 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable MATHAPS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	73806.7666	16	4612.9229	3.9588	.0000
Within Groups	2528543.9001	2170	1165.2276		

Eta = .1684 Eta Squared = .0284

Page 25 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91

Summaries of WRTSC Writing Assessment Score
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	2.7308	.8066	7.8077	13
2	Bayless	2.8214	.7495	7.3036	14
3	Brentwood	4.0714	1.1339	7.7143	7
4	Clayton	2.7222	1.0035	8.0556	9
5	Hancock	2.6905	.8871	15.7381	21
6	Hazelwood	2.2000	.8563	6.6000	10
7	Kirkwood	3.0682	.7201	22.2955	44
8	Ladue	3.3750	.7638	8.7500	16
9	Lindbergh	2.4615	.5779	12.6923	39
10	Mehville	2.7829	.5375	21.6678	76
11	Parkway	3.0079	.6733	85.2381	189
12	Pattonville	2.8818	.6524	22.9818	55
13	Ritenour	2.9000	.6394	13.9000	35
14	Rockwood	2.6991	.6666	49.7699	113
15	Valley Park	2.8000	.5278	3.9000	15
16	Webster	3.2000	.6749	4.1000	10
17	Saint Louis	3.0656	.7377	762.4629	1402
Within Groups Total		3.0022	.7192	1060.9775	2068

Page 25 GRADE EIGHT MEANS FOR DISTRICTS 10/3/91
Criterion Variable WRTSC

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	54.2627	16	3.3914	6.5560	.0000
Within Groups	1060.9775	2051	.5173		

Eta = .2206 Eta Squared = .0487

Page 3 GRADE TEN MEANS FOR DISTRICTS 10/3/91

Summaries of TREADS Stanford Total Reading
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	654.0000	18.1283	7230.0000	23
2	Bayless	673.5000	7.7782	60.5000	2
3	Brentwood	702.0000	38.7040	5992.0000	5
4	Clayton	672.2000	37.5484	19738.4000	15
5	Hancock	658.2727	26.8332	7200.1818	11
6	Hazelwood	671.1250	14.3009	3067.7500	16
7	Kirkwood	666.6207	26.4540	19594.8276	29
8	Ladue	659.0000	29.3890	6046.0000	8
9	Lindbergh	662.1250	25.6810	30997.2500	48
10	Mehville	656.5238	24.0298	47926.9524	84
11	Parkway	658.2000	27.7607	134094.000	175
12	Pattonville	664.4423	30.1827	46460.8269	52
13	Ritenour	661.2500	21.3437	21411.0000	48
14	Rockwood	663.7714	23.0686	55344.5143	105
15	Valley Park	659.0000	25.7779	2658.0000	5
16	Webster	679.0000	28.7209	7424.0000	10
17	Saint Louis	659.1544	28.1330	916519.355	1159
Within Groups Total		660.0067	27.3683	1331765.56	1795

Page 3 GRADE TEN MEANS FOR DISTRICTS 10/3/91
Criterion Variable TREADS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	24374.3622	16	1523.3976	2.0338	.0089
Within Groups	1331765.5576	1778	749.0245		

Eta = .1341 Eta Squared = .0180

Summaries of VOCABS Stanford Vocabulary
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	664.6957	19.6409	8486.8696	23
2	Bayless	673.5000	20.5061	420.5000	2
3	Brentwood	711.0000	49.4318	9774.0000	5
4	Clayton	677.2000	37.8006	20004.4000	15
5	Hancock	665.2727	23.9879	5754.1818	11
6	Hazelwood	674.4375	16.6131	4139.9375	16
7	Kirkwood	672.6207	29.6508	24616.6276	29
8	Ladue	663.3750	17.9836	2263.8750	8
9	Lindbergh	672.7500	30.2377	42973.0000	48
10	Mehville	670.0833	26.7484	59384.4167	84
11	Parkway	669.2416	28.4015	142776.612	178
12	Pattonville	672.1538	30.3350	46930.7692	52
13	Ritenour	670.7917	22.9912	24843.9167	48
14	Rockwood	671.6571	23.2043	55997.6571	105
15	Valley Park	651.6000	23.6495	2237.2000	5
16	Webster	687.7000	27.5804	6846.1000	10
17	Saint Louis	668.0693	29.6814	1028991.39	1169
Within Groups Total		669.1128	28.8089	1486441.65	1808

Criterion Variable VOCABS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	19751.3313	16	1234.4582	1.4874	.0955
Within Groups	1486441.6510	1791	829.9507		

Eta = .1145 Eta Squared = .0131

Page 9 GRADE TEN MEANS FOR DISTRICTS 10/3/91

Summaries of COMPRS Stanford Comprehension
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	646.3750	23.6180	12829.6250	24
2	Bayless	675.0000	2.8284	8.0000	2
3	Brentwood	696.6000	31.9500	4083.2000	5
4	Clayton	670.5333	41.3657	23955.7333	15
5	Hancock	654.3636	31.4429	9886.5455	11
6	Hazelwood	670.1250	17.4657	4575.7500	16
7	Kirkwood	663.7931	29.1491	23790.7586	29
8	Ladue	657.7500	47.1131	15537.5000	8
9	Lindbergh	655.7143	31.8839	48796.0000	49
10	Mehville	647.2143	30.3343	76374.1429	84
11	Parkway	649.9718	34.2282	206196.859	177
12	Pattonville	660.4717	34.3380	61313.2075	53
13	Ritenour	655.0833	26.2061	32277.6667	48
14	Rockwood	659.0857	27.6681	79614.2286	105
15	Valley Park	666.6000	31.5246	3975.2000	5
16	Webster	673.5000	34.7027	10838.5000	10
17	Saint Louis	653.3838	32.6718	1247848.69	1170
Within Groups Total		654.0900	32.2157	1861901.61	1811

Page 9 GRADE TEN MEANS FOR DISTRICTS 10/3/91
Criterion Variable COMPRS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	39408.7208	16	2463.0451	2.3732	.0017
Within Groups	1861901.6083	1794	1037.8493		

Eta = .1440 Eta Squared = .0207

Page 12 GRADE TEN MEANS FOR DISTRICTS 10/3/91

Summaries of TMATHS Stanford Total Mathematics
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	670.2500	28.4058	18558.5000	24
2	Bayless	672.0000	2.8284	8.0000	2
3	Brentwood	709.4000	29.7960	3551.2000	5
4	Clayton	700.9333	34.0199	16202.9333	15
5	Hancock	687.8182	33.3971	11153.6364	11
6	Hazelwood	697.4375	31.8307	15197.9375	16
7	Kirkwood	678.2069	34.7834	33876.7586	29
8	Ladue	692.3750	49.1323	16897.8750	8
9	Lindbergh	665.9592	29.4257	41561.9184	49
10	Mehville	677.1429	30.1870	75634.2857	84
11	Parkway	689.0892	40.4171	254832.752	157
12	Pattonville	682.1509	34.4469	61702.7925	53
13	Ritenour	673.8542	28.1795	37321.9792	48
14	Rockwood	685.8857	33.1985	114622.629	105
15	Valley Park	687.0000	28.5745	3266.0000	5
16	Webster	695.6000	57.3434	29594.4000	10
17	Saint Louis	673.8579	34.2193	1341921.84	1147
Within Groups Total		677.0051	34.4319	2075905.43	1768

Page 12 GRADE TEN MEANS FOR DISTRICTS 10/3/91
Criterion Variable TMATHS

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	79263.5214	16	4953.9701	4.1786	.0000
Within Groups	2075905.4328	1751	1185.5542		

Eta = .1918 Eta Squared = .0368

Page 16 GRADE TEN MEANS FOR DISTRICTS 10/3/91

Summaries of WRTSC Writing Assessment Score
By levels of DISTRICT

Value	Label	Mean	Std Dev	Sum of Sq	Cases
1	Affton	3.0400	.8651	17.9600	25
2	Bayless	3.6667	.4082	.8333	6
3	Brentwood	3.1667	.8165	3.3333	6
4	Clayton	3.4286	.9972	12.9286	14
5	Hancock	3.2727	.8765	7.6818	11
6	Hazelwood	2.9000	.6866	6.6000	15
7	Kirkwood	3.5172	.7732	16.7414	29
8	Ladue	3.0000	.8452	5.0000	8
9	Lindbergh	3.0577	.7837	31.3269	52
10	Mehville	2.8313	.7083	41.1386	83
11	Parkway	3.2598	.8688	153.2304	204
12	Pattonville	3.2551	.9136	40.0612	49
13	Ritenour	3.2188	.6677	20.9531	48
14	Rockwood	3.0223	.6890	52.6942	112
15	Valley Park	2.8333	.7528	2.8333	6
16	Webster	3.5000	.9682	7.5000	9
17	Saint Louis	3.2676	.8680	736.8836	979
Within Groups Total		3.2183	.8404	1157.6997	1656

Page 16 GRADE TEN MEANS FOR DISTRICTS 10/3/91
Criterion Variable WRTSC

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	29.6359	16	1.8522	2.6223	.0005
Within Groups	1157.6997	1639	.7063		

Eta = .1580 Eta Squared = .0250

APPENDIX EIGHT

ANALYSIS OF ATTITUDE SURVEY ITEMS

NOTES TO HELP INTERPRET THE DATA IN APPENDIX EIGHT

The item responses are summarized in a set of four tables, one for each of the four grades. Each table is organized with the items summarized one after another on the left (the reader might want to refer to the full text of each item, which is in Appendix One) and this is followed by the mean response for each of the groups. The overall significance test for any differences among the four groups is indicated. Finally, along with the overall significance test results on the right, is a subscript attached to the mean in each cell which indicates whether that group's mean is significantly different from the transfer students' mean.

Observations:

a. For most attitude items, even those that are significant, the differences in the means are not great. A few exceptions occur, and these can be seen on the table and in the graphs provided in the next section.

b. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parent's preference. In each case the direction of the differences indicates that the transfer students and atitudes reported for the parents have the most positive view of being in school in the suburbs.

c. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades. Clearly, there is a high correlation (relationship) of mean attitude across the groups.

d. At 10th grade, there is some indication that the four groups are more interchangeable in their attitudes (equivalent) than at the other grades. This is, of course, with the exception of those items having to do with preference for location of school.

Table 1. Grade Four Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.36[c]	1.41	1.39	1.49	yes
2	All student treated the same...	2.87[c]	2.90[c]	2.91	3.13	yes
3	Good grades with poor work...	3.68[c]	3.67[c]	3.61	3.46	yes
4	Classes make me work hard...	2.50	2.54	2.52	2.54	no
5	I get along with students...	2.10	2.03[c]	2.14	2.25	yes
6	I like my teachers...	1.77[c]	1.61[c]	2.09	2.05	yes
7	Students want others to do well...	2.51	2.57	2.46	2.58	no
8	Appear smart - students dislike...	3.38[c]	3.47	3.69	3.68	yes
9	Not always get schoolwork done...	2.86	2.76	2.79	2.75	no
10	I really try to do my best...	1.45	1.49	1.43	1.38	no
11	Old friends better than new ones...	2.93[c]	2.92[c]	3.10	3.16	yes
12	Like going to new places...	1.64	1.73	1.75	1.68	no
13	Blacks who talk like whites show off...	3.27	3.40	3.52	3.44	yes
14	White student could be good friend...	2.06[c]	1.93	1.90	1.89	yes
15	Like telling what I do in school...	2.16[c]	2.16[c]	2.23	2.41	yes
16	I am well liked in school...	2.35	2.29	2.40	2.32	no
17	Studying hard means doing well...	1.55[c]	1.60	1.55	1.70	yes
18	Good grades come from luck...	3.31	3.13[c]	3.30	3.45	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Four)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Have curfew on school nights...	1.89[c]	1.83[c]	2.26	2.22	yes
20	Get homework help at home...	1.60	1.59	1.52	1.67	no
21	Retaliate for slight to friend...	3.31[c]	3.28[c]	3.18	3.03	yes
22	Teachers opinions most important...	1.79[c]	1.86[c]	2.34	2.28	yes
23	Family wants me in suburban school...	3.45[c]	3.30[c]	3.60[c]	2.42	yes
24	I want to be in a suburban school...	3.39[c]	3.28[c]	3.63[c]	2.58	yes
25	I want to be in an urban school...	2.25[c]	2.25[c]	2.32[c]	3.53	yes
26	Like to read books for myself...	2.83[c]	2.94[c]	2.66	2.61	yes
27	Rather watch TV than read...	3.66[c]	3.65[c]	3.32	3.27	yes
28	Teachers expect good work...	1.38[c]	1.46	1.51	1.53	yes
29	Anger & bad feelings among students...	2.38[c]	2.39[c]	2.68	2.64	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

Table 2. Grade Six Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.38[c]	1.61	1.50[c]	1.71	yes
2	Students get punishment they deserve...	2.06[c]	2.13[c]	2.17[c]	2.44	yes
3	All students treated the same...	3.14[c]	3.21	3.22	3.39	yes
4	Good grades with poor work...	3.88[c]	3.74	3.91[c]	3.67	yes
5	Teachers like best work...	2.43[c]	2.39[c]	2.56	2.72	yes
6	Classes make me work hard...	2.49	2.49	2.36	2.40	no
7	Teachers expect good work...	1.58[c]	1.58[c]	1.62	1.71	yes
8	I like my teachers...	2.45	2.56	2.58	2.53	no
9	I get along with students...	2.30	2.31	2.12	2.29	yes
10	My teachers like me...	2.56	2.66	2.60	2.50	no
11	Anger & bad feelings among students...	2.45[c]	2.56[c]	2.73	2.81	yes
12	Students want others to do well...	3.06	3.04	3.07	2.95	no
13	No answer because students think...	3.68	3.58	3.67	3.58	no
14	Homework good - students dislike...	3.77[c]	3.76[c]	3.88	4.02	yes
15	Appear smart - students dislike...	3.62[c]	3.60[c]	3.89	3.90	yes
16	Cutting classes is OK...	4.32[c]	4.38[c]	4.28	4.12	yes
17	Not always get schoolwork done...	2.59[c]	2.45[c]	2.73	2.75	yes
18	I really try to do my best...	1.53	1.60	1.60	1.61	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Six)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Important to use time well...	1.49[c]	1.52	1.56	1.63	yes
20	Like to try new things...	2.13[c]	2.11[c]	1.95	1.95	yes
21	Old friends better than new ones...	3.42	3.33	3.56[c]	3.31	yes
22	Like going to new places...	1.73	1.65	1.57	1.65	yes
23	Blacks who talk like whites show off...	3.46	3.50	3.57	3.36	no
24	All race groups equally worthwhile...	2.16	2.19	1.79[c]	2.15	yes
25	Integration prepares for real world...	2.40[c]	2.22	1.87[c]	2.12	yes
26	White student could be good friend...	2.07[c]	1.87	1.84	1.93	yes
27	I only like people who are like me...	3.75[c]	3.76	4.01	3.91	yes
28	Like telling what I do in school...	2.61	2.64	2.69	2.73	no
29	I am well liked in school...	2.46[c]	2.50[c]	2.34	2.32	yes
30	Will be able to get a good job...	1.67	1.68	1.63	1.68	no
31	I think I am a very good person...	1.70	1.75	1.73	1.76	no
32	Studying hard means doing well...	1.57	1.54	1.57	1.64	no
33	Bad education is student fault...	2.41[c]	2.46[c]	2.69	2.75	yes
34	Good grades come from luck...	3.99	3.88	4.24	4.07	yes
35	Family wants me to be good student...	1.42	1.39	1.31	1.42	no
36	Family asks what happens in school...	2.07	2.10	1.94	2.04	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Six)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
37	Get homework help at home...	1.80	1.76	1.71	1.87	no
38	Have curfew on school nights...	1.93[c]	2.01[c]	2.15	2.32	yes
39	Retaliate for slight to friend...	3.45[c]	3.28[c]	3.33[c]	3.04	yes
40	Fighting between students is OK...	3.85[c]	3.77	3.67	3.58	yes
41	Teachers opinions most important...	2.25[c]	2.23[c]	2.63	2.70	yes
42	Suspension would be very upsetting...	2.02[c]	1.95[c]	1.99[c]	2.28	yes
43	Family wants me in suburban school...	3.48[c]	3.38[c]	3.67[c]	2.60	yes
44	I want to be in a suburban school...	3.44[c]	3.23[c]	3.69[c]	2.75	yes
45	I want to be in an urban school...	2.37[c]	2.59[c]	2.45[c]	3.52	yes
46	Black students better in suburbs...	3.48[c]	3.57[c]	3.87[c]	2.82	yes
47	Like to read newspaper or magazine...	2.26[c]	2.39[c]	2.39[c]	2.60	yes
48	Like to read books for myself...	2.73[c]	2.75[c]	2.50	2.39	yes
49	Rather watch TV than read...	3.44[c]	3.41[c]	3.00	2.93	yes
50	Set very high goals for myself...	1.85	1.93	1.81	1.86	no
51	Only happy when successful...	2.70	2.59[c]	2.81	2.7[illegible]	yes
52	Want more success than friends...	2.35[c]	2.39[c]	2.38[c]	2.69	yes
53	Need to work hard to achieve goals...	1.37[c]	1.34[c]	1.34[c]	1.49	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

Table 3. Grade Eight Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.46[c]	1.68[c]	1.56[c]	1.86	yes
2	Students get punishment they deserve...	2.29[c]	2.44[c]	2.48	2.68	yes
3	All students treated the same...	3.38[c]	3.43[c]	3.35[c]	3.89	yes
4	Good grades with poor work...	3.75	3.70	3.67	3.63	no
5	Teachers like best work...	2.49[c]	2.53	2.44[c]	2.69	yes
6	Classes make me work hard...	2.44	2.21	2.21	2.38	yes
7	Teachers expect good work...	1.55[c]	1.60[c]	1.54[c]	1.77	yes
8	I like my teachers...	2.29[c]	2.64	2.35[c]	2.81	yes
9	I get along with students...	2.18	2.23	1.98[c]	2.26	yes
10	My teachers like me...	2.46[c]	2.67	2.43[c]	2.71	yes
11	Anger & bad feelings among students...	2.62	2.57	2.96[c]	2.55	yes
12	Students want others to do well...	3.07	3.04	2.87[c]	3.20	yes
13	No answer because students think...	3.86	3.71	3.93	3.75	no
14	Homework good - students dislike...	3.91[c]	4.04	4.16	4.08	yes
15	Appear smart - students dislike...	3.84[c]	3.98	4.14	3.99	yes
16	Cutting classes is OK...	4.28[c]	4.26[c]	4.40[c]	3.99	yes
17	Not always get schoolwork done...	2.73	2.79	2.96	2.80	yes
18	I really try to do my best...	1.62[c]	1.68	1.64	1.82	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Eight)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Important to use time well...	1.52	1.50	1.49[c]	1.61	yes
20	Like to try new things...	2.06	2.14	1.88[c]	2.08	yes
21	Old friends better than new ones...	3.55[c]	3.43	3.59[c]	3.31	yes
22	Like going to new places...	1.71	1.65	1.55[c]	1.72	yes
23	Blacks who talk like whites show off...	3.63[c]	3.67	3.82[c]	3.43	yes
24	All race groups equally worthwhile...	2.10	2.11	1.81[c]	2.23	yes
25	Integration prepares for real world...	2.35[c]	2.05	1.73[c]	1.96	yes
26	White student could be good friend...	2.09	1.93	1.78[c]	1.98	yes
27	I only like people who are like me...	3.90	4.00	4.18[c]	3.88	yes
28	Like telling what I do in school...	2.75[c]	2.76	2.78	2.94	yes
29	I am well liked in school...	2.32	2.32	2.14	2.25	yes
30	Will be able to get a good job...	1.63	1.74	1.54	1.67	yes
31	I think I am a very good person...	1.61	1.55	1.63	1.68	no
32	Studying hard means doing well...	1.56[c]	1.57[c]	1.61	1.76	yes
33	Bad education is student fault...	2.61[c]	2.75	2.87	2.83	yes
34	Good grades come from luck...	4.39[c]	4.25	4.45[c]	4.24	yes
35	Family wants me to be good student...	1.37	1.32[c]	1.33[c]	1.45	yes
36	Family asks what happens in school...	2.06[c]	2.11	2.01[c]	2.24	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Eight)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
37	Get homework help at home...	1.84[c]	1.90[c]	1.88[c]	2.13	yes
38	Have curfew on school nights...	2.01[c]	2.01[c]	2.01[c]	2.39	yes
39	Retaliate for slight to friend...	3.52[c]	3.27[c]	3.42[c]	3.01	yes
40	Fighting between students is OK...	3.92[c]	3.75[c]	3.81[c]	3.38	yes
41	Teachers opinions most important...	2.39[c]	2.37[c]	2.58[c]	2.96	yes
42	Suspension would be very upsetting...	2.17[c]	2.13[c]	2.01[c]	2.45	yes
43	Family wants me in suburban school...	3.62[c]	3.41[c]	3.74[c]	2.84	yes
44	I want to be in a suburban school...	3.56[c]	3.32[c]	3.66[c]	3.02	yes
45	I want to be in an urban school...	2.41[c]	2.81[c]	2.51[c]	3.26	yes
46	Black students better in suburbs...	3.63[c]	3.47[c]	3.70[c]	2.92	yes
47	Like to read newspaper or magazine...	2.26[c]	2.30[c]	2.34[c]	2.54	yes
48	Like to read books for myself...	2.60[c]	2.49	2.39	2.43	yes
49	Rather watch TV than read...	3.25[c]	3.20[c]	2.96[c]	2.76	yes
50	Set very high goals for myself...	1.73	1.67	1.60[c]	1.89	yes
51	Only happy when successful...	2.75[c]	2.58	2.72	2.53	yes
52	Want more success than friends...	2.20	2.19[c]	2.34	2.42	yes
53	Need to work hard to achieve goals...	1.27	1.25	1.23[c]	1.43	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

Table 4. Grade Ten Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.60[c]	1.43[c]	2.01	2.07	yes
2	Students get punishment they deserve...	2.36[c]	2.40[c]	2.82	2.83	yes
3	All students treated the same...	3.37	3.53[c]	3.91	3.97	yes
4	Good grades with poor work...	3.52	3.38	3.34[c]	3.56	yes
5	Teachers like best work...	2.54[c]	2.55	2.73	2.79	yes
6	Classes make me work hard...	2.35	2.44	2.48	2.37	no
7	Teachers expect good work...	1.74[c]	1.65[c]	1.91	1.96	yes
8	I like my teachers...	2.61	2.78	2.80	2.67	yes
9	I get along with students...	2.14	2.18	2.24	2.29	no
10	My teachers like me...	2.45	2.57	2.60	2.55	no
11	Anger & bad feelings among students...	2.39	2.32	2.55	2.43	no
12	Students want others to do well...	3.26	3.41	3.09	3.21	yes
13	No answer because students think...	3.87	3.76	4.04	3.85	yes
14	Homework good - students dislike...	3.89	3.98	4.08	4.05	no
15	Appear smart - students dislike...	3.79[c]	3.90	4.07	4.02	yes
16	Cutting classes is OK...	4.04	4.08	3.80	3.90	yes
17	Not always get schoolwork done...	2.86	2.71	2.89	2.84	no
18	I really try to do my best...	1.76	1.94	1.86	1.90	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Ten)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Important to use time well...	1.56	1.48	1.57	1.56	no
20	Like to try new things...	2.15	2.00	2.00	2.12	no
21	Old friends better than new ones...	3.29	3.41	3.46	3.43	no
22	Like going to new places...	1.87	1.79	1.61	1.75	yes
23	Blacks who talk like whites show off...	3.43	3.46	3.46	3.22	yes
24	All race groups equally worthwhile...	2.06	2.23	2.17	2.23	no
25	Integration prepares for real world...	2.25[c]	2.14	1.98	1.93	yes
26	White student could be good friend...	2.22	2.37[c]	2.04	2.04	yes
27	I only like people who are like me...	3.77	3.84	3.76	3.89	no
28	Like telling what I do in school...	2.80	2.92	2.77	2.81	no
29	Am well liked in school...	2.20	2.23	2.25	2.29	no
30	Will be able to get a good job...	1.75	1.79	1.76	1.78	no
31	I think I am a very good person...	1.61	1.42	1.52	1.54	no
32	Studying hard means doing well...	1.70	1.61	1.83	1.77	no
33	Bad education is student fault...	2.75[c]	2.88	3.09	3.02	yes
34	Good grades come from luck...	4.18[c]	4.27	4.30	4.34	no
35	Family wants me to be good student...	1.49	1.37	1.40	1.40	no
36	Family asks what happens in school...	2.23	2.31	2.22	2.28	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Ten)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
37	Get homework help at nome...	2.10[c]	2.17	2.39	2.31	yes
38	Have curfew on school nights...	2.34	2.48	2.31	2.40	no
39	Retaliate for slight to friend...	3.33	3.34	3.14	3.16	yes
40	Fighting between students is OK...	3.81[c]	3.63	3.53	3.58	yes
41	Teachers opinions most important...	2.53[c]	2.61[c]	2.82	3.01	yes
42	Suspension would be very upsetting...	2.09	2.20	2.18	2.22	no
43	Family wants me in suburban school...	3.68[c]	3.76[c]	3.89[c]	2.98	yes
44	I want to be in a suburban school...	3.63[c]	3.88[c]	3.74[c]	2.99	yes
45	I want to be in an urban school...	2.37[c]	2.29[c]	2.58[c]	3.32	yes
46	Black students better in suburbs...	3.65[c]	3.86[c]	3.84[c]	3.03	yes
47	Like to read newspaper or magazine...	2.23	2.18	2.08[c]	2.34	yes
48	Like to read books for myself...	2.41	2.45	2.18[c]	2.45	yes
49	Rather watch TV than read...	3.23[c]	3.01	3.04	2.86	yes
50	Sat very high goals for myself...	1.79	1.76	1.66	1.71	no
51	Only happy when successful...	2.47	2.55	2.60	2.57	no
52	Want more success than friends...	2.06	2.10	2.24	2.19	no
53	Need to work hard to achieve goals...	1.34	1.32	1.36	1.38	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
   No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

APPENDIX NINE

PRE-TRANSFER INFORMATION

1991

Summaries of CTBYR
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.8274	.4756	2688
GROUP	1	Non Integrated	87.9040	.3697	1406
GROUP	2	Integrated	87.9244	.3232	582
GROUP	3	Magnet	87.9341	.3140	273
GROUP	4	Transfer	87.3747	.7252	427

Total Cases = 3334
Missing Cases = 646 OR 19.4 PCT.

Criterion Variable CTBYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	104.3335	3	34.7778	185.3634	.0000
Within Groups	503.5713	2684	.1876		

Eta = .4143 Eta Squared = .1716

Summaries of CTBBAT CAT77 Battery Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			56.2627	16.1147	2394
GROUP	1	Non Integrated	56.2137	15.6625	1315
GROUP	2	Integrated	53.8077	14.7984	546
GROUP	3	Magnet	62.3346	18.4725	260
GROUP	4	Transfer	55.6264	16.9732	273

Total Cases = 3334
Missing Cases = 940 OR 28.2 PCT.

Criterion Variable CTBBAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	12990.1965	3	4330.0655	17.0091	.0000
Within Groups	608431.5399	2390	254.5739		

Eta = .1446 Eta Squared = .0209

Summaries of CTBRD CAT77 Reading Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			55.6319	16.5384	2665
GROUP	1	Non Integrated	55.1361	16.1848	1389
GROUP	2	Integrated	52.4550	15.8655	578
GROUP	3	Magnet	60.4428	17.3872	271
GROUP	4	Transfer	58.4918	16.9417	427

Total Cases = 3334
Missing Cases = 669 OR 20.1 PCT.

Criterion Variable CTBRD

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	15939.6908	3	5313.2303	19.8375	.0000
Within Groups	712716.1982	2661	267.8377		

Eta = .1479 Eta Squared = .0219

Summaries of CTBMAT CAT77 Mathematics Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			59.3468	17.7329	2422
GROUP	1	Non Integrated	59.1764	17.6096	1332
GROUP	2	Integrated	57.7942	16.5827	554
GROUP	3	Magnet	64.6426	19.0372	263
GROUP	4	Transfer	58.2271	18.4357	273

Total Cases = 3334
Missing Cases = 912 OR 27.4 PCT.

Criterion Variable CTBMAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	9092.2668	3	3030.7556	9.7425	.0000
Within Groups	752206.4038	2418	311.0862		

Eta = .1093 Eta Squared = .0119

Summaries of COGYR COGAT Year Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			89.5153	1.1818	2870
GROUP	1	Non Integrated	89.8084	.7549	1587
GROUP	2	Integrated	89.7921	.7663	683
GROUP	3	Magnet	89.9780	.2438	318
GROUP	4	Transfer	86.6738	.7306	282

Total Cases = 3334
Missing Cases = 464 OR 13.9 PCT.

Criterion Variable COGYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	2533.7495	3	844.5832	1643.2116	.0000
Within Groups	1473.0759	2866	.5140		

Eta = .7952 Eta Squared = .6324

Summaries of COGGR COGAT Grade When Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			3.5784	1.0317	2870
GROUP	1	Non Integrated	3.8267	.6837	1587
GROUP	2	Integrated	3.8214	.7308	683
GROUP	3	Magnet	3.9843	.2170	318
GROUP	4	Transfer	1.1348	.4578	282

Total Cases = 3334
Missing Cases = 464 OR 13.9 PCT.

Criterion Variable COGGR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	1874.5047	3	624.8349	1518.4363	.0000
Within Groups	1179.3559	2866	.4115		

Eta = .7835 Eta Squared = .6138

Summaries of COGNV COGAT Non-Verbal Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			92.0726	14.8761	2687
GROUP	1	Non Integrated	90.6584	14.5076	1537
GROUP	2	Integrated	90.8115	13.8131	663
GROUP	3	Magnet	97.2070	14.0218	314
GROUP	4	Transfer	100.1503	18.6123	173

Total Cases = 3334
Missing Cases = 647 OR 19.4 PCT.

Criterion Variable COGNV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	23694.1052	3	7898.0351	37.1295	.0000
Within Groups	570716.7433	2683	212.7159		

Eta = .1997 Eta Squared = .0399

Summaries of COGV COGAT Verbal Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			88.1634	13.8504	2711
GROUP	1	Non Integrated	86.9819	13.5064	1550
GROUP	2	Integrated	86.3813	13.1056	674
GROUP	3	Magnet	95.8025	15.0343	314
GROUP	4	Transfer	91.8266	12.2969	173

Total Cases = 3334
Missing Cases = 623 OR 18.7 PCT.

Criterion Variable COGV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	24949.5558	3	8316.5186	45.4877	.0000
Within Groups	494921.0543	2707	182.8301		

Eta = .2191 Eta Squared = .0480

Summaries of COGQ COGAT Quantitative Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.7934	14.7732	2710
GROUP	1	Non Integrated	86.5757	14.4795	1553
GROUP	2	Integrated	86.7700	14.2451	674
GROUP	3	Magnet	95.4935	14.9849	310
GROUP	4	Transfer	88.9133	14.9199	173

Total Cases = 3334
Missing Cases = 624 OR 18.7 PCT.

Criterion Variable COGQ

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	21606.3794	3	7202.1265	34.2136	.0000
Within Groups	569625.9011	2706	210.5048		

Eta = .1912 Eta Squared = .0365

Summaries of COGPRM COGAT Primary Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			86.7846	9.7337	130
GROUP	1	Non Integrated	83.8333	10.5063	18
GROUP	2	Integrated	80.2000	13.1985	5
GROUP	4	Transfer	87.5888	9.3192	107

Total Cases = 3334
Missing Cases = 3204 OR 96.1 PCT.

Criterion Variable COGPRM

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	442.7627	2	221.3813	2.3869	.0960
Within Groups	11779.2065	127	92.7497		

Eta = .1903 Eta Squared = .0362

Summaries of CTBYR
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.5063	1.0273	2544
GROUP	1	Non Integrated	87.7722	.7389	1115
GROUP	2	Integrated	87.7500	.7536	480
GROUP	3	Magnet	87.8274	.6336	365
GROUP	4	Transfer	86.5976	1.3295	584

Total Cases = 2962
Missing Cases = 418 OR 14.1 PCT.

Criterion Variable CTBYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	627.1986	3	209.0662	258.1942	.0000
Within Groups	2056.7008	2540	.8097		

Eta = .4834 Eta Squared = .2337

Summaries of CTBBAT CAT77 Battery Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			51.9458	15.6271	2378
GROUP	1	Non Integrated	50.5570	14.7289	1079
GROUP	2	Integrated	49.0108	14.3454	464
GROUP	3	Magnet	57.8194	17.6589	360
GROUP	4	Transfer	53.5158	15.8922	475

Total Cases = 2962
Missing Cases = 584 OR 19.7 PCT.

Criterion Variable CTBBAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	19668.9158	3	6556.3053	27.7541	.0000
Within Groups	560807.0863	2374	236.2288		

Eta = .1841 Eta Squared = .0339

Summaries of CTBRD CAT77 Reading Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			48.7244	15.2655	2522
GROUP	1	Non Integrated	46.9629	14.1837	1106
GROUP	2	Integrated	45.1832	14.0479	475
GROUP	3	Magnet	53.6006	16.2686	363
GROUP	4	Transfer	51.9429	16.2211	578

Total Cases = 2962
Missing Cases = 440 OR 14.9 PCT.

Criterion Variable CTBRD

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	24006.7342	3	8002.2447	35.7596	.0000
Within Groups	563474.7412	2518	223.7787		

Eta = .2021 Eta Squared = .0409

Summaries of CTBRD CAT77 Reading Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			48.7244	15.2655	2522
GROUP	1	Non Integrated	46.9629	14.1837	1106
GROUP	2	Integrated	45.1832	14.0479	475
GROUP	3	Magnet	53.6006	16.2686	363
GROUP	4	Transfer	51.9429	16.2211	578

Total Cases = 2962
Missing Cases = 440 OR 14.9 PCT.

Criterion Variable CTBRD

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	24006.7342	3	8002.2447	35.7596	.0000
Within Groups	563474.7412	2518	223.7787		

Eta = .2021 Eta Squared = .0409

Summaries of CTBMAT CAT77 Mathematics Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			53.3019	15.5024	2395
GROUP	1	Non Integrated	52.1070	14.8305	1084
GROUP	2	Integrated	51.0959	14.6394	459
GROUP	3	Magnet	58.0856	16.7009	362
GROUP	4	Transfer	54.5479	16.0434	480

Total Cases = 2962
Missing Cases = 567 OR 19.1 PCT.

Criterion Variable CTBMAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	12859.2293	3	4286.4098	18.2208	.0000
Within Groups	562477.5122	2391	235.2478		

Eta = .1495 Eta Squared = .0224

Summaries of COGYR COGAT Year Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.5211	1.4681	2608
GROUP	1	Non Integrated	87.8726	1.1153	1193
GROUP	2	Integrated	87.9584	1.1206	529
GROUP	3	Magnet	88.0614	.9565	407
GROUP	4	Transfer	85.7035	1.5524	479

Total Cases = 2962
Missing Cases = 354 OR 12.0 PCT.

Criterion Variable COGYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig
Between Groups	1949.7530	3	649.9177	461.2552	.0000
Within Groups	3669.0871	2604	1.4090		

Eta = .5891 Eta Squared = .3470

Summaries of COGGR COGAT Grade When Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			3.6599	1.3099	2608
GROUP	1	Non Integrated	3.9606	.9980	1193
GROUP	2	Integrated	4.0851	1.0011	529
GROUP	3	Magnet	4.1229	.8332	407
GROUP	4	Transfer	2.0480	1.4023	479

Total Cases = 2962
Missing Cases = 354 OR 12.0 PCT.

Criterion Variable COGGR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	1535.2513	3	511.7504	453.5619	.0000
Within Groups	2938.0735	2604	1.1283		

Eta = .5858 Eta Squared = .3432

Summaries of COGNV COGAT Non-Verbal Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			90.4155	14.4820	2101
GROUP	1	Non Integrated	88.6428	13.9473	1075
GROUP	2	Integrated	89.4948	13.9744	479
GROUP	3	Magnet	96.1830	15.1676	388
GROUP	4	Transfer	91.1006	14.3126	159

Total Cases = 2962
Missing Cases = 861 OR 29.1 PCT.

Criterion Variable COGNV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig
Between Groups	16765.2879	3	5588.4293	27.6609	.0000
Within Groups	423664.9662	2097	202.0338		

Eta = .1951 Eta Squared = .0381

Summaries of COGV COGAT Verbal Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			88.2755	13.6390	2105
GROUP	1	Non Integrated	86.2542	12.6602	1074
GROUP	2	Integrated	85.9423	12.8466	485
GROUP	3	Magnet	96.2661	14.6789	387
GROUP	4	Transfer	89.5975	12.4128	159

Total Cases = 2962
Missing Cases = 857 OR 28.9 PCT.

Criterion Variable COGV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	32016.3748	3	10672.1249	62.3922	.0000
Within Groups	359373.8152	2101	171.0489		

Eta = .2860 Eta Squared = .0818

Summaries of COGQ COGAT Quantitative Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.5189	14.6629	2118
GROUP	1	Non Integrated	85.5952	14.1928	1087
GROUP	2	Integrated	85.7510	13.8227	486
GROUP	3	Magnet	93.8814	15.6503	388
GROUP	4	Transfer	90.5860	12.9640	157

Total Cases = 2962
Missing Cases = 844 OR 28.5 PCT.

Criterion Variable COGQ

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	22725.3394	3	7575.1131	37.0320	.0000
Within Groups	432431.4052	2114	204.5560		

Eta = .2234 Eta Squared = .0499

Summaries of COGPRM COGAT Primary Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			89.7257	10.3645	452
GROUP	1	Non Integrated	85.8842	11.1735	95
GROUP	2	Integrated	90.6250	9.7078	32
GROUP	3	Magnet	90.4000	9.2875	15
GROUP	4	Transfer	90.7774	9.9847	310

Total Cases = 2962
Missing Cases = 2510 OR 84.7 PCT.

Criterion Variable COGPRM

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	1777.5140	3	592.5047	5.6876	.0008
Within Groups	46670.4683	448	104.1752		

Eta = .1915 Eta Squared = .0367

Summaries of CTBYR
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.1837	1.4616	2205
GROUP	1	Non Integrated	87.6339	1.0248	825
GROUP	2	Integrated	87.5465	1.0762	333
GROUP	3	Magnet	87.7207	.9204	376
GROUP	4	Transfer	86.1490	1.7717	671

Total Cases = 2485
Missing Cases = 280 OR 11.3 PCT.

Criterion Variable CTBYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	1037.8590	3	345.9530	207.4349	.0000
Within Groups	3670.7533	2201	1.6678		

Eta = .4695 Eta Squared = .2204

Summaries of CTBBAT CAT77 Battery Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			54.3522	15.4907	2121
GROUP	1	Non Integrated	53.5851	14.7658	805
GROUP	2	Integrated	51.7730	13.9585	326
GROUP	3	Magnet	60.5550	16.7706	373
GROUP	4	Transfer	52.9660	15.4634	617

Total Cases = 2485
Missing Cases = 364 OR 14.6 PCT.

Criterion Variable CTBBAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	18178.8802	3	6059.6267	26.1512	.0000
Within Groups	490541.0321	2117	231.7152		

Eta = .1890 Eta Squared = .0357

Summaries of CTBRD CAT77 Reading Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			49.8803	14.3462	2198
GROUP	1	Non Integrated	48.7329	13.9102	820
GROUP	2	Integrated	47.0816	12.9714	331
GROUP	3	Magnet	54.8910	14.5436	376
GROUP	4	Transfer	49.8554	14.7488	671

Total Cases = 2485
Missing Cases = 287 OR 11.5 PCT.

Criterion Variable CTBRD

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	13112.7155	3	4370.9052	21.8417	.0000
Within Groups	439056.8155	2194	200.1171		

Eta = .1703 Eta Squared = .0290

Summaries of CTBMAT CAT77 Mathematics Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			55.4260	16.6094	2129
GROUP	1	Non Integrated	55.1001	15.9128	809
GROUP	2	Integrated	53.6951	15.7596	328
GROUP	3	Magnet	60.9625	17.7032	373
GROUP	4	Transfer	53.4330	16.5708	619

Total Cases = 2485
Missing Cases = 356 OR 14.3 PCT.

Criterion Variable CTBMAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	14960.7540	3	4986.9180	18.5234	.0000
Within Groups	572097.8444	2125	269.2225		

Eta = .1596 Eta Squared = .0255

Summaries of COGYR COGAT Year Taken
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		87.5824	2.1786	2227
GROUP	1 Non Integrated	88.5371	1.4430	877
GROUP	2 Integrated	88.4101	1.5853	356
GROUP	3 Magnet	88.8454	.9543	414
GROUP	4 Transfer	84.7293	1.3457	580

Total Cases = 2485
Missing Cases = 258 OR 10.4 PCT.

Criterion Variable COGYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	6424.8528	3	2141.6176	1149.7397	.0000
Within Groups	4140.7772	2223	1.8627		

Eta = .7798 Eta Squared = .6081

Summaries of COGGR COGAT Grade When Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			5.6691	2.0379	2227
GROUP	1	Non Integrated	6.5656	1.3248	877
GROUP	2	Integrated	6.4045	1.5103	356
GROUP	3	Magnet	6.8478	.9145	414
GROUP	4	Transfer	3.0207	1.3219	580

Total Cases = 2485
Missing Cases = 258 OR 10.4 PCT.

Criterion Variable COGGR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	5540.7007	3	1846.9002	1108.3203	.0000
Within Groups	3704.3976	2223	1.6664		

Eta = .7742 Eta Squared = .5993

Summaries of COGNV COGAT Non-Verbal Stnd Age Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		92.5938	12.0744	2026
GROUP	1 Non Integrated	91.7148	11.6261	838
GROUP	2 Integrated	90.8006	11.3760	336
GROUP	3 Magnet	96.3951	11.7284	405
GROUP	4 Transfer	92.1454	13.0103	447

Total Cases = 2485
Missing Cases = 459 OR 18.5 PCT.

Criterion Variable COGNV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	7669.8670	3	2556.6223	17.9774	.0000
Within Groups	287554.8146	2022	142.2131		

Eta = .1612 Eta Squared = .0260

Summaries of COGV COGAT Verbal Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			89.4633	11.9552	2044
GROUP	1	Non Integrated	86.6856	10.8636	846
GROUP	2	Integrated	85.4985	10.4955	337
GROUP	3	Magnet	94.1127	12.6949	408
GROUP	4	Transfer	93.4128	11.7081	453

Total Cases = 2485
Missing Cases = 441 OR 17.7 PCT.

Criterion Variable COGV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	27711.0153	3	9237.0051	71.2987	.0000
Within Groups	264289.2328	2040	129.5535		

Eta = .3081 Eta Squared = .0949

Summaries of COGQ COGAT Quantitative Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			89.7910	13.0522	2038
GROUP	1	Non Integrated	87.4459	12.4574	841
GROUP	2	Integrated	86.9677	12.6657	341
GROUP	3	Magnet	94.8227	13.3366	406
GROUP	4	Transfer	91.7733	12.5481	450

Total Cases = 2485
Missing Cases = 447 OR 18.0 PCT.

Criterion Variable COGQ

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	19390.4088	3	6463.4696	40.1263	.0000
Within Groups	327632.5450	2034	161.0779		

Eta = .2364 Eta Squared = .0559

Summaries of COGPRM COGAT Primary Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.0959	11.8487	146
GROUP	1	Non Integrated	76.3077	7.8781	13
GROUP	2	Integrated	79.9000	11.5706	10
GROUP	3	Magnet	88.3333	10.5987	3
GROUP	4	Transfer	88.8333	11.5171	120

Total Cases = 2485
Missing Cases = 2339 OR 94.1 PCT.

Criterion Variable COGPRM

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	2397.6550	3	799.2183	6.3193	.0005
Within Groups	17959.0026	142	126.4718		

Eta = .3432 Eta Squared = .1178

Summaries of CTBYR
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			86.8393	1.8216	2097
GROUP	1	Non Integrated	87.1729	1.6685	613
GROUP	2	Integrated	87.3061	1.6262	330
GROUP	3	Magnet	87.3985	1.5375	389
GROUP	4	Transfer	86.0863	1.9035	765

Total Cases = 2353
Missing Cases = 256 OR 10.9 PCT.

Criterion Variable CTBYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	695.5388	3	231.8463	77.5253	.0000
Within Groups	6259.302	2093	2.9906		

Eta = .3162 Eta Squared = .1000

Summaries of CTBBAT CAT77 Battery Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			53.7120	14.3104	2073
GROUP	1	Non Integrated	50.2500	13.5101	608
GROUP	2	Integrated	51.8235	13.5984	323
GROUP	3	Magnet	57.9636	14.5514	385
GROUP	4	Transfer	55.1361	14.3530	757

Total Cases = 2353
Missing Cases = 280 OR 11.9 PCT.

Criterion Variable CTBBAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	16933.6534	3	5644.5511	28.6670	.0000
Within Groups	407387.4176	2069	196.9006		

Eta = .1998 Eta Squared = .0399

Summaries of CTBRD CAT77 Reading Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			49.8478	14.1370	2089
GROUP	1	Non Integrated	46.8592	13.5625	611
GROUP	2	Integrated	47.5810	14.2456	327
GROUP	3	Magnet	53.9227	14.3094	388
GROUP	4	Transfer	51.1402	13.7868	763

Total Cases = 2353
Missing Cases = 264 OR 11.2 PCT.

Criterion Variable CTBRD

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	14854.4193	3	4951.4731	25.6530	.0000
Within Groups	402441.1729	2085	193.0173		

Eta = .1887 Eta Squared = .0356

Summaries of CTBMAT CAT77 Mathematics Total NCE
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			55.1365	15.4144	2083
GROUP	1	Non Integrated	51.5304	15.1158	609
GROUP	2	Integrated	53.9052	14.4343	327
GROUP	3	Magnet	59.0337	14.9326	386
GROUP	4	Transfer	56.5784	15.6508	759

Total Cases = 2353
Missing Cases = 272 OR 11.6 PCT.

Criterion Variable CTBMAT

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	15855.8447	3	5285.2816	22.9483	.0000
Within Groups	478359.3970	2077	230.3127		

Eta = .1791 Eta Squared = .0321

Summaries of COGYR COGAT Year Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			85.4891	1.9339	1922
GROUP	1	Non Integrated	85.6696	1.8132	575
GROUP	2	Integrated	85.6733	1.8376	303
GROUP	3	Magnet	86.4324	1.5763	370
GROUP	4	Transfer	84.7344	1.9729	674

Total Cases = 2353
Missing Cases = 431 OR 18.3 PCT.

Criterion Variable COGYR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	742.1275	3	247.3758	73.6505	.0000
Within Groups	6442.1431	1918	3.3588		

Eta = .3214 Eta Squared = .1033

Summaries of COGGR COGAT Grade When Taken
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			5.8918	1.6991	1922
GROUP	1	Non Integrated	6.1965	1.4832	575
GROUP	2	Integrated	6.1617	1.4615	303
GROUP	3	Magnet	6.5838	1.3733	370
GROUP	4	Transfer	5.1306	1.8481	674

Total Cases = 2353
Missing Cases = 431 OR 18.3 PCT.

Criterion Variable COGGR

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	643.2081	3	214.4027	83.8843	.0000
Within Groups	4902.2820	1918	2.5559		

Eta = .3406 Eta Squared = .1160

Summaries of COGNV COGAT Non-Verbal Stnd Age Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		93.[illegible]095	12.0830	1900
GROUP	1 Non Integrated	91.6972	11.4851	568
GROUP	2 Integrated	91.2601	11.9744	296
GROUP	3 Magnet	95.6612	11.6872	366
GROUP	4 Transfer	93.4463	12.5708	670

Total Cases = 2353
Missing Cases = 453 OR 19.3 PCT.

Criterion Variable COGNV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	4585.3896	3	1528.4632	10.6282	.0000
Within Groups	272666.4398	1896	143.8114		

Eta = .1286 Eta Squared = .0165

Summaries of COGV COGAT Verbal Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			90.7117	11.7563	1911
GROUP	1	Non Integrated	87.4346	10.6445	573
GROUP	2	Integrated	88.7592	11.3366	299
GROUP	3	Magnet	93.4309	12.3681	369
GROUP	4	Transfer	92.8881	11.6877	670

Total Cases = 2353
Missing Cases = 442 OR 18.8 PCT.

Criterion Variable COGV

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	13195.5795	3	4398.5265	33.4465	.0000
Within Groups	250788.5503	1907	131.5095		

Eta = .2236 Eta Squared = .0500

Summaries of COGQ COGAT Quantitative Stnd Age Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		91.4958	12.7184	1906
GROUP	1 Non Integrated	89.3538	12.4926	571
GROUP	2 Integrated	89.0336	12.1815	298
GROUP	3 Magnet	93.6902	13.0742	368
GROUP	4 Transfer	93.2138	12.4903	669

Total Cases = 2353
Missing Cases = 447 OR 19.0 PCT.

Criterion Variable COGQ

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	8173.1443	3	2724.3814	17.2741	.0000
Within Groups	299973.3221	1902	157.7147		

Eta = .1629 Eta Squared = .0265

Summaries of COGPRM COGAT Primary Stnd Age Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			87.0000	2.8284	2
GROUP	2	Integrated	85.0000	.0000	1
GROUP	4	Transfer	89.0000	.0000	1

Total Cases = 2353
Missing Cases = 2351 OR 99.9 PCT.

Criterion Variable COGPRM
Too few cases - Analysis of Variance cancelled

* *

APPENDIX TEN

CORRELATION OF THE MONTHS IN TRANSFER PROGRAM

WITH ACHIEVEMENT AND ATTITUDE

1991

SPSS/PC+ The Statistical Package for IBM PC 11/7/91

No. of Months in Transfer Program --items and achievement data

Page 7 GRADE FOUR CORRELATIONS 11/7/91

Correlations: MTHSTRAN

IT1	.0886	
	(591)	
	P= .031	
IT2	.0646	
	(591)	
	P= .117	
IT3	.0470	
	(587)	
	P= .256	
IT4	.0423	
	(573)	
	P= .312	
IT5	.0577	
	(584)	
	P= .164	
IT6	.0345	
	(578)	
	P= .408	
IT7	.0506	
	(577)	
	P= .225	
IT8	.0292	
	(577)	
	P= .484	

Correlations: MTHSTRAN

IT9 .0603
(581)
P= .146

IT10 .0410
(573)
P= .327

IT11 .0582
(582)
P= .161

IT12 -.0006
(581)
P= .989

IT13 .0541
(580)
P= .193

IT14 -.0175
(583)
P= .674

IT15 .0363
(582)
P= .382

IT16 -.0859
(587)
P= .037

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT17	.0200	
	(585)	
	P= .630	
IT18	.0119	
	(587)	
	P= .773	
IT19	.1021	
	(590)	
	P= .013	
IT20	.0405	
	(585)	
	P= .328	
IT21	-.0134	
	(584)	
	P= .747	
IT22	-.0099	
	(583)	
	P= .811	
IT23	.0096	
	(576)	
	P= .819	
IT24	.0138	
	(571)	
	P= .741	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT25 .0745
(573)
P= .075

IT26 -.0334
(581)
P= .422

IT27 .0206
(579)
P= .621

IT28 .0815
(588)
P= .048

IT29 .0278
(586)
P= .502

TREADS .0604
(573)
P= .149

VOCABS .0611
(576)
P= .143

COMPRS .0595
(577)
P= .154

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

TMATHS .0137
(563)
P= .745

CNCPTS .0385
(574)
P= .358

COMPUTS .0094
(572)
P= .823

MATHAPS -.0060
(566)
P= .887

WRTSC -.0264
(600)
P= .519

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT1	-.0585	
	(662)	
	P= .132	
IT2	-.0452	
	(659)	
	P= .246	
IT3	.0626	
	(649)	
	P= .111	
IT4	-.0072	
	(658)	
	P= .853	
IT5	-.0769	
	(655)	
	P= .049	
IT6	.0083	
	(659)	
	P= .832	
IT7	-.0524	
	(664)	
	P= .177	
IT8	-.0727	
	(658)	
	P= .062	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT9	-.0247	
	(657)	
	P= .528	
IT10	-.0289	
	(653)	
	P= .461	
IT11	-.0183	
	(661)	
	P= .638	
IT12	.0470	
	(653)	
	P= .230	
IT13	.0370	
	(660)	
	P= .342	
IT14	.0262	
	(658)	
	P= .502	
IT15	.0290	
	(660)	
	P= .457	
IT16	.0269	
	(654)	
	P= .492	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT17	.0636	
	(650)	
	P= .105	
IT18	-.0088	
	(665)	
	P= .821	
IT19	.0153	
	(666)	
	P= .693	
IT20	-.0456	
	(660)	
	P= .242	
IT21	.0069	
	(654)	
	P= .861	
IT22	-.0169	
	(652)	
	P= .667	
IT23	-.0397	
	(658)	
	P= .310	
IT24	.0048	
	(652)	
	P= .903	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT25	-.0612	
	(656)	
	P= .117	
IT26	.0087	
	(655)	
	P= .824	
IT27	.0555	
	(648)	
	P= .158	
IT28	-.0210	
	(648)	
	P= .593	
IT29	-.1235	
	(650)	
	P= .002	
IT30	-.0553	
	(656)	
	P= .157	
IT31	.0034	
	(661)	
	P= .931	
IT32	-.0211	
	(657)	
	P= .589	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT33	-.0419	
	(653)	
	P= .285	
IT34	-.0001	
	(644)	
	P= .998	
IT35	-.0037	
	(656)	
	P= .925	
IT36	.0214	
	(649)	
	P= .587	
IT37	-.0019	
	(662)	
	P= .962	
IT38	-.0167	
	(649)	
	P= .670	
IT39	.0130	
	(656)	
	P= .739	
IT40	-.0004	
	(650)	
	P= .992	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT41	.0261	
	(651)	
	P= .506	
IT42	-.0572	
	(650)	
	P= .145	
IT43	-.0034	
	(654)	
	P= .930	
IT44	-.0040	
	(646)	
	P= .918	
IT45	.1013	
	(650)	
	P= .010	
IT46	-.0286	
	(647)	
	P= .468	
IT47	.0216	
	(658)	
	P= .579	
IT48	-.0004	
	(656)	
	P= .993	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT49	-.0194	
	(655)	
	P= .621	
IT50	-.0027	
	(642)	
	P= .946	
IT51	-.0123	
	(659)	
	P= .753	
IT52	.0155	
	(655)	
	P= .692	
IT53	-.0433	
	(655)	
	P= .269	
TREADS	.0820	
	(635)	
	P= .039	
VOCABS	.0702	
	(639)	
	P= .076	
COMPRS	.0788	
	(639)	
	P= .046	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

TMATHS .0498
(641)
P= .208

CNCPTS -.0100
(643)
P= .800

COMPUTS .0159
(647)
P= .686

MATHAPS .0999
(645)
P= .011

WRTSC .0024
(669)
P= .951

(Coefficient / (Cases) / 2-tailed Significance)

IT1 .0368
(664)
P= .344

IT2 .0771
(663)
P= .047

IT3 .0714
(655)
P= .068

IT4 -.0289
(659)
P= .458

IT5 -.0252
(653)
P= .520

IT6 .0254
(656)
P= .516

IT7 -.0062
(657)
P= .874

IT8 .0198
(655)
P= .612

IT9 -.0174
(661)
P= .655

IT10 .0159
(652)
P= .686

IT11 -.0296
(657)
P= .449

IT12 -.0032
(655)
P= .935

IT13 .0266
(661)
P= .494

IT14 .0761
(657)
P= .051

IT15 .1237
(659)
P= .001

IT16 -.0116
(654)
P= .766

IT17 .0013
(652)
P= .975

IT18 .0677
(659)
P= .082

IT19 -.0176
(663)
P= .652

IT20 .0455
(660)
P= .243

Correlations: MTHSTRAN

IT21	-.0452	
	(658)	
	P= .247	
IT22	-.0323	
	(653)	
	P= .410	
IT23	.0178	
	(660)	
	P= .648	
IT24	-.0162	
	(653)	
	P= .680	
IT25	-.0572	
	(659)	
	P= .143	
IT26	-.1199	
	(655)	
	P= .002	
IT27	.0248	
	(659)	
	P= .525	
IT28	.0195	
	(650)	
	P= .620	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT29 .0145
(654)
P= .712

IT30 .0192
(658)
P= .624

IT31 .0620
(657)
P= .112

IT32 -.0072
(658)
P= .854

IT33 -.0017
(659)
P= .965

IT34 .0061
(656)
P= .876

IT35 -.0219
(655)
P= .576

IT36 .0422
(655)
P= .281

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT37 .0297
(661)
P= .446

IT38 -.0012
(655)
P= .975

IT39 .0024
(651)
P= .951

IT40 -.0343
(658)
P= .380

IT41 .0342
(655)
P= .382

IT42 .0431
(657)
P= .270

IT43 -.0697
(654)
P= .075

IT44 -.0555
(649)
P= .158

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT45	.0804	
	(653)	
	P= .040	
IT46	-.0713	
	(653)	
	P= .069	
IT47	.0591	
	(655)	
	P= .131	
IT48	.0227	
	(656)	
	P= .562	
IT49	-.0536	
	(657)	
	P= .170	
IT50	.0718	
	(653)	
	P= .067	
IT51	.0437	
	(660)	
	P= .263	
IT52	.0638	
	(657)	
	P= .102	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT53 .0173
(660)
P= .658

TREADS .0431
(651)
P= .272

VOCABS .0728
(653)
P= .063

COMPRS .0273
(655)
P= .485

TMATHS -.0233
(644)
P= .556

CNCPTS -.0375
(655)
P= .338

COMPUTS -.0466
(652)
P= .235

MATHAPS .0377
(646)
P= .339

WRTSC .0302
(665)
P= .437

Correlations: MTHSTRAN

IT1	.0140	
	(660)	
	P= .719	
IT2	-.0095	
	(660)	
	P= .808	
IT3	-.0038	
	(645)	
	P= .924	
IT4	.0177	
	(649)	
	P= .652	
IT5	-.0346	
	(653)	
	P= .377	
IT6	.0522	
	(651)	
	P= .183	
IT7	-.0112	
	(659)	
	P= .775	
IT8	-.0516	
	(655)	
	P= .187	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT9	-.0518	
	(656)	
	P= .185	
IT10	-.0463	
	(651)	
	P= .238	
IT11	-.0052	
	(656)	
	P= .895	
IT12	-.0110	
	(648)	
	P= .780	
IT13	.0208	
	(658)	
	P= .594	
IT14	.0216	
	(658)	
	P= .580	
IT15	.0704	
	(659)	
	P= .071	
IT16	.0282	
	(654)	
	P= .471	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT17	-.0101	
	(656)	
	P= .796	
IT18	.0394	
	(660)	
	P= .313	
IT19	-.0224	
	(659)	
	P= .567	
IT20	.0723	
	(659)	
	P= .063	
IT21	-.0157	
	(653)	
	P= .689	
IT22	.0046	
	(651)	
	P= .907	
IT23	.0479	
	(646)	
	P= .224	
IT24	-.0225	
	(648)	
	P= .568	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT25	-.0174	
	(656)	
	P= .656	
IT26	-.0400	
	(650)	
	P= .309	
IT27	.0052	
	(655)	
	P= .895	
IT28	-.0107	
	(653)	
	P= .784	
IT29	-.0164	
	(652)	
	P= .675	
IT30	.0291	
	(650)	
	P= .458	
IT31	.0746	
	(658)	
	P= .056	
IT32	.0327	
	(652)	
	P= .404	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT33	-.0190	
	(657)	
	P= .626	
IT34	-.0134	
	(651)	
	P= .732	
IT35	-.0599	
	(653)	
	P= .126	
IT36	.0028	
	(651)	
	P= .942	
IT37	.0498	
	(654)	
	P= .203	
IT38	.0423	
	(650)	
	P= .282	
IT39	.0248	
	(650)	
	P= .529	
IT40	.0573	
	(651)	
	P= .144	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT41	.0114	
	(652)	
	P= .771	
IT42	-.0022	
	(653)	
	P= .954	
IT43	-.1598	
	(647)	
	P= .000	
IT44	-.1248	
	(650)	
	P= .001	
IT45	.1066	
	(651)	
	P= .006	
IT46	-.0961	
	(644)	
	P= .015	
IT47	-.0250	
	(655)	
	P= .523	
IT48	-.0501	
	(650)	
	P= .202	

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

IT49 -.0652
(656)
P= .095

IT50 -.0112
(656)
P= .775

IT51 .0630
(657)
P= .107

IT52 -.0149
(655)
P= .704

IT53 .0030
(658)
P= .939

TREADS .0556
(636)
P= .162

VOCABS .0483
(639)
P= .223

COMPRS .0466
(641)
P= .238

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Correlations: MTHSTRAN

TMATHS .0718
(621)
P= .074

CNCPTS .
(0)
P= .

COMPUTS .
(0)
P= .

MATHAPS .0117
(104)
P= .906

WRTSC -.0130
(677)
P= .735

(Coefficient / (Cases) / 2-tailed Significance)