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A REVIEW OF THE RESEARCH ON MAGNET SCHOOLS

At a Glance

Nationwide, magnet programs enroll more than twice the number of students served by charter schools, making them the most popular form of school choice. Across the U.S., over 1.5 million U.S. children attend magnet schools. In Miami-Dade County Public Schools, over 42,000 students are enrolled in magnet programs.

The bulk of this report focuses on studies that have compared the academic achievement of magnet school students to that of students attending traditional public schools. A review of the research led to the following conclusion:

- Research examining whether magnet schools are associated with improved academic performance has produced mixed results, with some studies finding that magnet students have higher levels of achievement and other studies finding comparable performance between magnet and non-magnet students. Nevertheless, these studies indicate that students enrolled in magnet schools can benefit from their unique course offerings and innovative instructional practices while maintaining or increasing their achievement levels in core areas.*

The research reviewed for this Information Capsule also indicated:

- Magnet schools tend to enroll larger proportions of Black and Hispanic students than traditional public schools. They have also been found to reduce high concentrations of poverty by attracting a more diverse population of students. However, research on magnet schools' success in promoting racial integration is mixed.*
- Students attending senior high magnet schools have higher graduation rates than students attending traditional public high schools.*
- In most cases, students attending magnet schools are more likely to exhibit positive academic attitudes and behaviors than their peers enrolled in traditional public schools.*

A brief summary of the magnet programs offered in Miami-Dade County Public Schools (M-DCPS) is provided at the conclusion of this report.

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Magnet schools open their enrollment geographically across traditional attendance boundaries and offer unique curricular themes (such as technology, language immersion, or visual and performing arts) or innovative instructional approaches that are designed to attract students across different ethnic and economic backgrounds. They are the oldest and most widely used form of school choice in public education. In the U.S., magnet schools began appearing in the late 1960s to provide an educational option so attractive that parents and students would be drawn to them voluntarily, reducing the need for compulsory desegregation measures such as busing. Although magnet schools still help to increase diversity within public school systems, they have more recently been used to increase school choice options, retain students in the public school system, and increase student achievement. (Enberg et al., 2011; Siegel-Hawley & Frankenberg, 2011; Esposito, 2010; U.S. Department of Education, 2010; Mickelson et al., 2008; Chen, 2007; Archbald & Kaplan, 2004; Goldring, 2004).

Magnet programs enroll more than twice the number of students served by charter schools, making them the most popular form of school choice (Siegel-Hawley & Frankenberg, 2011). Enrollment data collected by the National Center for Education Statistics (Chen, 2011) estimated that over 1.5 million U.S. children attended public elementary and secondary magnet schools during the 2009-10 school year, the most recent school year for which data are available. In Florida, over 375,000 students attended magnet schools during the 2009-10 school year. Currently, Miami-Dade County Public Schools enrolls over 42,000 students in its magnet schools and programs.

The bulk of this report focuses on studies that have compared the academic achievement of magnet school students to that of students attending traditional public schools. Studies examining differences between magnet and non-magnet schools and students on the following three issues are also summarized: ethnic and economic composition of schools; high school graduation rates; and students' academic attitudes and behaviors. Each issue is discussed in more detail below.

ACADEMIC ACHIEVEMENT

Studies that have examined whether magnet schools result in improved academic performance have produced mixed results, with some studies finding that magnet school students have higher levels of achievement and other studies finding comparable performance between magnet and non-magnet students. Nevertheless, these studies indicate that students enrolled in magnet schools can benefit from their unique course offerings and innovative instructional practices while maintaining or increasing their achievement levels in core areas.

The studies summarized below are divided into three categories: studies finding that magnet schools have a positive impact on student achievement; studies finding no difference in the achievement of magnet and non-magnet students; and studies finding higher achievement among non-magnet students. Almost all of the studies reviewed for this report found that magnet schools were associated with higher levels of student achievement or that there were comparable levels of performance between students attending magnet and non-magnet schools. Only one study reported that achievement levels were consistently lower among magnet school students than traditional public school students.

Studies Finding that Magnet Schools Have a Positive Impact on Student Achievement

A number of studies have concluded that magnet schools and programs have a positive impact on student achievement. Researchers have suggested several reasons for higher levels of student achievement at magnet schools, including greater per pupil spending; the provision of more resources; the creation of a safe, orderly learning environment; greater selectivity in student admissions; and the ability to attract more highly qualified teachers (Hadderman & Smith, 2002; Fuller et al., 1999).

- In compliance with a 1996 statewide desegregation legal settlement, Connecticut established more than 50 interdistrict magnet schools to draw students from multiple school districts and provide them with equal educational opportunities. Bifulco, Cobb and Bell (2009) compared the academic performance of students who entered and won interdistrict magnet school lotteries with the performance of students who entered the lotteries but were not chosen to attend the magnet schools. They found that higher percentages of students in senior high magnet schools achieved proficiency on the Connecticut Academic Performance Test (CAPT) reading and mathematics exams, compared to students who attended traditional high schools. At the middle school level, a higher percentage of magnet students achieved proficiency on the CAPT reading (but not mathematics) exam.
- Betts and colleagues' (2006) study of school choice in the San Diego Unified School District found that students who attended a senior high magnet school received significantly higher scores on the mathematics subtest of the California Standards Test two and three years after winning a magnet lottery than students who lost the magnet lottery and attended a traditional high school. The reading performance of magnet lottery winners was not significantly different than the performance of non-magnet students who had lost the lottery one to three years earlier.
- Goldring (2004) analyzed the impact of Nashville, Tennessee magnet schools on students' grades 5 and 6 mathematics achievement. Analyses included one academic magnet school (where students had to meet specified standards to be eligible for the lottery) and four non-selective magnet schools (where students did not have to meet specified standards to be eligible for the lottery). Attending a magnet school was found to have a positive impact on Tennessee Value-Added Assessment System mathematics scores, but gains were uneven. In the academic magnet, they amounted to 17 percent of a year's normal growth in grade 5, but disappeared in grade 6. In the non-selective magnet schools, gains were not apparent until grade 6, but then were much larger, amounting to one-half of a year's growth.

A Note on Lottery Studies

Students who seek admission to magnet schools often have parents with above-average education and commitment to their children's education. These parental influences can lead to selection bias in studies comparing magnet and non-magnet students. In other words, it is unclear whether the performance of magnet school students can be attributed to the quality of the school they attend or to parental influences that contribute to higher achievement. To eliminate selection bias, some researchers have studied magnet schools that accept students through a lottery system. Since lotteries randomize the assignment of students to magnet and traditional public schools, students who win and lose a lottery are, on average, similar on variables such as level of parental education and commitment to education, family income, prior test scores, and unobservable characteristics such as motivation. Unsuccessful lottery entrants therefore form an ideal control group because any differences found between magnet and non-magnet students can be attributed to the type of school students attended and not to other factors that might affect their academic achievement (Bifulco et al., 2009; Ballou et al., 2006; Betts et al., 2006; Goldring, 2004).

- Gamoran (1996) conducted one of the few large-scale national studies of magnet school effects. Using data compiled by the National Educational Longitudinal Study, his analysis tracked the achievement of 24,000 eighth grade students from public and private schools across the country. Gamoran concluded that magnet schools were more effective than traditional public schools, Catholic schools, and secular private schools at raising student achievement in reading and social studies. Students attending magnet schools had mathematics and science scores similar to those of students enrolled in traditional public schools.
- A study conducted by Houston Independent School District's Department of Research and Accountability (2007) analyzed the performance of students enrolled in three different types of magnet programs at

105 of the district's schools: school-within-a-school magnet programs, separate magnet schools, and add-on magnet programs. Results from the Texas Assessment of Knowledge and Skills and the Stanford Achievement Test indicated that students in all three types of magnet programs in all grades had higher passing rates on the reading, mathematics, writing, and science subtests of the assessments than did their respective grade-level counterparts districtwide.

- Poppell and Hague (2001) compared the academic achievement of magnet and non-magnet school students in Duval County (Florida) Public Schools. As part of Duval County's desegregation plan, magnet schools were established at approximately half of the district's 150 schools. The researchers found that magnet school students' Stanford Achievement Test scores exceeded those of non-magnet school students at the elementary, middle, and high school levels. In addition, the test scores received by low-income magnet students exceeded those of the district's low-income non-magnet students.
- Dohrmann and colleagues (2007) compared the high school academic achievement of Milwaukee Public Schools children who had attended two Montessori magnet programs from preschool through grade 5 with the achievement of students who attended traditional elementary schools and graduated from the same high schools as the former Montessori students. All students were matched on the basis of gender, income level, and ethnicity. The researchers found that students who attended Montessori magnet programs scored higher on ACT and Wisconsin Knowledge and Concepts Examination (WKCE) mathematics and science subtests than their matched peers who attended traditional elementary schools. There were no significant differences between Montessori and non-Montessori students on grade point average or English and social studies test scores.

Studies Finding Comparable Levels of Academic Achievement Between Magnet and Non-Magnet Students

The following studies found that students attending magnet schools and traditional public schools had comparable levels of achievement.

- Esposito (2010) used student- and school-level data from the Educational Longitudinal Study of 2002, a nationally representative sample of students attending 920 schools. The study analyzed mathematics achievement data from almost 12,000 students in traditional public schools and themed and un-themed magnet schools. Results indicated that traditional public school students scored slightly higher in mathematics, although not significantly so, in both the tenth and twelfth grades. Esposito estimated that the type of school students attended accounted for only three to six percent of the individual test score variance and concluded that changing school practices instead of school types might lead to more successful school improvement efforts.
- Ballou, Goldring, and Liu (2006) examined the effect of magnet schools in a mid-sized Southern city. They compared the academic performance of students who entered a lottery and were accepted into four magnet middle schools with the performance of students who entered a lottery but were not accepted into the magnet schools. The researchers controlled for students' prior achievement test scores, ethnicity, and income level. Analysis of Tennessee Comprehensive Assessment of Progress (TCAP) scores found no evidence of a positive magnet school effect in reading. In mathematics, attendance at a magnet school had a positive effect on test scores; however, once controls were added for student demographics and prior achievement, no significant differences between magnet and non-magnet students' test scores were found.
- Rhea and Regan (2007) conducted a study to determine if Wake County Public School System (WCPSS) magnet schools had achievement trends similar to those of the district's non-magnet schools. Thirty-five elementary, middle, and senior high magnet schools were matched to comparable non-magnet schools by grade level, total student population, and percentage of low-income students. The researchers analyzed Adequate Yearly Progress (AYP) results, as well as North Carolina's ABCs

Performance Composite and Growth Composite scores over a three-year period. On all three performance measures, magnet and non-magnet comparison schools exhibited similar achievement trends.

- An earlier study conducted by Penta (2001) examined achievement at 30 elementary magnet schools in the Wake County Public School System (WCPSS). Penta compared elementary themed magnet schools, elementary magnet schools offering year-round schooling, and all of the district's elementary non-magnet schools. The study focused on three measures of achievement: ABCs Performance Composite, ABCs Growth Composite, and WCPSS's own Effectiveness Index, calculated for all schools by grade level for both reading and mathematics. Analyses statistically adjusted for differences in schools' ethnic composition and percent of students eligible for free or reduced price lunch. Results indicated that when Performance Composites were adjusted for differences in ethnicity and free or reduced price lunch, no significant differences were found between the scores at the three different types of schools. This finding indicates that if the percentages of Black and low-income students were similar at non-magnet, themed magnet, and year-round elementary magnet schools, the average Performance Composites would be similar for the three categories of schools. Similarly, there were no significant differences in Growth Composite scores or WCPSS' Effectiveness Index scores among the three categories of schools.
- Yu and colleagues (2005) studied seven elementary magnet programs in Prince George's County Public Schools, Maryland. The researchers compared the grade 5 reading and mathematics performance of students who had been enrolled in magnet and non-magnet programs when they were in grade 4. Students were matched on gender, ethnicity, poverty status, and prior reading and mathematics achievement test scores. Results indicated that the French Immersion magnet program had a positive impact on students' Maryland School Assessment (MSA) reading and mathematics scores. The other six magnet programs (which focused on areas such as music and technology; creative and performing arts; and science, math, and technology) had minimal, if any, effect on students' MSA reading or mathematics scores.
- Archbald and Kaplan (2004) conducted a study to determine if school districts with magnet schools had higher National Assessment of Educational Progress (NAEP) scores than those without magnet schools. They also compared districts with a large percentage of magnet schools (more than 20 percent) to districts with a low percentage of magnet schools (less than 20 percent) and districts with no magnet schools. Their nationwide sample included over 30,000 students from 1,000 schools and 300 school districts. The researchers found that school demographic variables, including parental education level, school median income, and the number of children living below poverty, had a substantial effect on student achievement. But after adjusting for these variables, only small, non-significant differences were found between districts with magnet schools and those with no magnet schools. NAEP reading and mathematics scores were marginally lower in districts with magnet schools and associated school choice policies. The authors concluded that school choice is basically a process of redistributing students among schools within a district; therefore, it has no effect on student achievement at the districtwide level.

Study Finding Higher Achievement Among Non-Magnet Students

Only one study found that, across the board, students attending magnet schools received lower achievement test scores than students attending traditional public schools.

- Adcock and Phillips (2000) conducted a value-added study to measure the effectiveness of magnet schools in Prince George's County, Maryland. The researchers compared the Maryland School Performance Assessment Program (MSPAP) scores of students attending 28 elementary magnet schools to the scores of students attending 89 elementary non-magnet schools. Analyses were based on a composite MSPAP score created for this study that combined reading, writing, language arts,

mathematics, science, and social studies content area scores. Initial analyses found no significant difference between magnet and non-magnet school students' MSPAP average composite test scores. Because a greater number of higher achieving students were found to be enrolled in the district's magnet schools, the researchers conducted additional analyses that controlled for students' prior scores on a test of academic ability. These refined analyses indicated that the average composite MSPAP score of students in magnet schools was significantly lower than the average score of students in non-magnet schools.

ETHNIC AND ECONOMIC COMPOSITION OF SCHOOLS

Magnet schools tend to enroll larger proportions of Black and Hispanic students than traditional public schools. They have also been found to reduce high concentrations of poverty by attracting a more diverse population of students. However, research on magnet schools' success in promoting racial integration is mixed.

Most studies have found that magnet schools enroll a larger share of Black and Hispanic students than traditional public schools (Siegel-Hawley & Frankenberg, 2011; Cobb et al., 2009; Penta, 2001). According to the U.S. Department of Education (2010), approximately 65 percent of students attending magnet schools nationwide are non-white.

Magnet schools also enroll a higher proportion of low-income students than traditional public schools; however, researchers have concluded that magnet schools are more economically diverse than the neighborhood schools low-income students would otherwise attend. Creating magnet schools in low-income areas has been found to attract students from more affluent families, thereby reducing high concentrations of poverty in these schools (Esposito, 2010; Rhea & Regan, 2007; Penta, 2001).

The research on magnet schools' success in promoting racial integration is mixed. Some studies have found that magnet schools foster racial integration (Frankenberg & Siegel-Hawley, 2008; Betts et al., 2006), while others have concluded that magnet schools are no more racially diverse than traditional public schools (Heistad, 2007; Christenson et al., 2003; Poppell & Hague, 2001). Mickelson and colleagues (2008) noted that magnet schools' effect on racial integration depends on the demographics of the local community. For example, if a district has a high proportion of ethnic minority students, it will be impossible to achieve diversity in its schools.

Arcia (2006) compared enrollment statistics at 57 Miami-Dade County Public Schools (M-DCPS) magnet schools and 57 contiguous non-magnet schools at two points in time: the year M-DCPS was declared unitary (2001) and four years later (2005). Findings indicated that, with respect to Black students, significantly fewer magnet than non-magnet schools were racially isolated in both years. However, racial isolation among magnet schools had increased significantly four years after the district was released from court ordered desegregation. Arcia concluded that magnet school "recruitment and enrollment policies must be crafted with care if districts are to achieve diversity goals."

Researchers have reported that the type of magnet school often determines integration levels. Studies have found that elementary magnet schools are more integrated than middle and senior high magnet schools and that whole school magnet programs tend to be more integrated than magnet programs offered to only some of the students attending a school. Magnet schools that use competitive admissions criteria, such as test scores, auditions, or grade point averages, are less likely to be integrated than magnet schools that use interviews and essays. Magnet schools that control admission through lotteries, conduct community outreach efforts, and provide students with free transportation are all strongly associated with high levels of racial integration (Frankenberg & Siegel-Hawley, 2008; Christenson et al., 2003).

GRADUATION RATES

Students attending magnet high schools have higher graduation rates than students attending traditional public high schools.

Most studies have found that students attending magnet schools have higher graduation rates than students attending traditional public schools (Siegel-Hawley & Frankenberg, 2011; Cobb et al., 2009; Hadderman & Smith, 2002). In particular, studies have found that career academies are most strongly associated with increased graduation rates (Vanderkam, 2009; Gehring, 2000; Flaxman et al., 1999).

The most robust study comparing the graduation rates of senior high magnet and non-magnet students was conducted by Silver and colleagues (2008). The researchers used a longitudinal data set to track the individual records of over 48,000 students in the Los Angeles Unified School District (LAUSD). Students entered the ninth grade for the first time in 2001-02 and were expected to graduate in 2005. Analyses controlled for a variety of student-level factors (including ethnicity, gender, test scores, and absenteeism) and school-related factors (including ethnic composition and poverty level). Results indicated that students enrolled in the district's magnet programs graduated at higher rates than non-magnet students. Almost three-quarters (73 percent) of students attending an LAUSD senior high magnet school graduated, compared to 45 percent of LAUSD senior high non-magnet students. The researchers suggested that magnet schools' theme-based nature led to increased student interest and engagement.

STUDENTS' ATTITUDES AND BEHAVIORS

In most cases, students attending magnet schools are more likely to exhibit positive academic attitudes and behaviors than their peers enrolled in traditional public schools.

Students attending magnet schools report more positive attitudes and behaviors than students enrolled in non-magnet schools. Studies have reported the following outcomes:

- Magnet students are less likely to be absent or skip classes than non-magnet students (Enberg et al., 2011; Cobb et al., 2009; Flaxman et al., 1999).
- Magnet students report having higher educational aspirations than non-magnet students (Bank & Spencer, 1997).
- Magnet students report a greater sense of community at school and perceive more peer support for academic achievement (Cobb et al., 2009; Lillard & Else-Quest, 2006).
- Magnet students report more positive intergroup relations and less racial tension among peers than do students attending non-magnet schools (Cobb et al., 2009).
- Students in urban magnet schools report feeling a stronger sense of safety and belonging than do students in urban non-magnet schools; however, suburban non-magnet school students report feeling a stronger sense of safety and belonging than urban magnet students (Cobb et al., 2009).
- Most magnet schools report higher levels of parent and community involvement than traditional public schools (Poppell and Hague, 2001).

In contrast to the positive findings noted above, Fairclough (2005) reported no significant difference in the level of self-esteem between Black students attending an elementary magnet school and Black students attending a traditional elementary school in Southwest Florida. Cobb and associates (2009) found that

ninth grade Connecticut interdistrict magnet school students reported weaker teacher-student relationships than their ninth grade non-magnet school counterparts. At twelfth grade, no significant difference was found in perceptions of teacher-student relationships between magnet and non-magnet students.

ON A LOCAL NOTE

Miami-Dade County Public Schools' (M-DCPS) offers a broad variety of choice programs, including satellite learning centers, charter schools, iPREP academies, and magnet schools. Approximately 41 percent of M-DCPS' pre-kindergarten through grade 12 students have made an active choice in the school or program in which they are enrolled. The District's School Choice & Parental Options office administers 344 magnet programs in 90 schools, with an enrollment of over 42,000 students. M-DCPS' magnet programs are available to students under the following six themes of study:

- **Montessori** programs are based on the philosophy that children learn best within an environment that supports their physical, cognitive, emotional, and social development. The District's Montessori programs offer carefully planned, stimulating environments that promote the development of essential study habits, decision-making skills, self-awareness, and ideas that are vital for continuous learning. Montessori magnet programs are available at four M-DCPS elementary schools.
- **Visual and Performing Arts** programs provide intellectually stimulating and educationally challenging classes in the arts. Students are provided with numerous opportunities to develop and showcase their talents. M-DCPS offers 20 different Visual and Performing Arts program strands, including Architecture/Interior Design, Broadcast, Digital Art, Fashion Design, Graphic Art, Photography, and Theatre. Visual and Performing Arts magnet programs are available at two elementary schools, one K-8 center, one 6-12 center, five middle schools, and nine senior high schools.
- **Liberal Arts** programs are dedicated to the development of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of technology, research, and artistic production. Liberal Arts magnet programs are distinguished by their commitment to the values of diversity, community, and collaboration and an appreciation of aesthetics. M-DCPS offers 12 different Liberal Arts program strands, including Fine Arts, Global Studies, Journalism, Literacy Through the Arts, and Museum Studies. These programs are available at four elementary schools, one K-8 center, four middle schools, four senior high schools, and the Miami-Dade Online Academy.
- **Mathematics, Science, and Technology** programs utilize innovative strategies and technology to engage students in investigation and discovery. Students use mathematics, science, and technology labs, as well as real-world environmental sites, to engage in mathematical analysis, scientific inquiry, and engineering design. Thirteen program strands are offered, including Aerospace Technology, Computer Art Technology, Engineering, Environmental Science, Forensic Science, and Medical Biotechnology. Mathematics, Science, and Technology magnet programs are available at four elementary schools, two K-8 centers, one 6-12 center, 10 middle schools, and four senior high schools.
- **Careers and Professions** magnet programs are tailored to maximize the understanding of individual careers and professions. Students are provided with experiences in real-world situations to enable them to succeed in college and the workforce. M-DCPS offers 33 different Careers and Professions program strands, including Aerospace, Automotive Service Technology, Cosmetology, Criminal Justice, Culinary Arts, Financial Services, Legal Studies, Marketing, and Sports Medicine. Careers and Professions magnet programs are available at 29 senior high schools.
- **International** programs offer a challenging curriculum that promotes high levels of academic productivity, comprehension of world cultures, and acquisition of a foreign language. International programs are available at eight elementary schools, two K-8 centers, 12 middle schools, and 10 senior high schools. Four International program themes are offered:

- International Studies Program. School administrators, teachers, students, and parents work collaboratively with the foreign governments of Spain, France, Italy, Brazil, and Germany to ensure that the educational requirements and standards of their countries are infused and taught in the curriculum. The pedagogy results in the acquisition of a second language.
- International Baccalaureate Program. The two-year liberal arts curriculum is designed to promote understanding of global citizenship and encourage students to become critical and compassionate thinkers and informed participants in local and world affairs. The program's course of study links Humanities, Science, Mathematics, Languages, and Community Service.
- Cambridge Advanced International Certificate of Education (AICE) Program. AICE's accelerated curriculum is based on Britain's A Level examinations. The program emphasizes the development of higher order thinking skills, oral skills, writing skills, problem solving, real world applications, independent skills, teamwork, and international understanding.
- International Education Program. This program immerses students in multicultural education with an emphasis on learning a second language. Programs are delivered in various curricular designs and prepare students to live in a rapidly changing global society and economy.

Eighteen new magnet programs opened in M-DCPS at the beginning of the 2011-12 school year, including a conservatory of the arts, academy of engineering, ocean academy, criminal justice and forensic science academy, and practical nursing academy. For more information on M-DCPS' magnet programs and for a complete listing of all of the magnet programs offered at M-DCPS, visit <http://www.miamimagnets.org> or call the office of School Choice & Parental Options at (305) 995-1922.

SUMMARY

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- Magnet schools tend to enroll larger proportions of Black and Hispanic students than traditional public schools. They have also been found to reduce high concentrations of poverty by attracting a more diverse population of students. However, research on magnet schools' success in promoting racial integration is mixed. Some studies have found that magnet schools promote racial integration, while others have concluded that they are no more racially diverse than traditional public schools. Magnet schools' ability to achieve racial integration depends in large part on the demographics of the local community. For example, if a district has a high proportion of ethnic minority students, it will be impossible to achieve diversity in its schools.

- Students attending senior high magnet schools have higher graduation rates than students attending traditional high schools. Studies have found that career academies are most strongly associated with increased graduation rates. Some researchers have suggested that magnet school's theme-based nature leads to increased student interest and engagement.
- In most cases, students attending magnet schools are more likely to exhibit positive academic attitudes and behaviors than their peers enrolled in traditional public schools. Magnet school students are less likely to be absent or skip classes than non-magnet students and report a greater sense of community at school, more peer support for academic achievement, higher educational aspirations, and more positive interracial relations. In addition, most magnet schools report higher levels of parent and community involvement.

This report also provided a brief summary of the magnet programs offered at Miami-Dade County Public Schools (M-DCPS). The District's School Choice & Parental Options office administers 344 magnet programs in 90 schools, with an enrollment of over 42,000 students. M-DCPS' magnet programs are available to students under six themes of study: Montessori; Visual and Performing Arts; Liberal Arts; Mathematics, Science, and Technology; Careers and Professions; and International.

All reports distributed by Research Services can be accessed at <http://drs.dadeschools.net>.

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