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THE FOUR-YEAR COMPREHENSIVE HIGH SCHOOL--NINTH-YEAR TRANSFER PROGRAM.

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PRESENTED IN THIS REPORT IS AN INTERIM EVALUATION OF A NEW YORK CITY PROGRAM TO TRANSFER NINTH-GRADE PUPILS FROM 38 TRUNCATED JUNIOR HIGH SCHOOLS TO ACADEMIC HIGH SCHOOLS. AS THE FIRST STEP TOWARD A CITY-WIDE SYSTEM OF 4-YEAR COMPREHENSIVE HIGH SCHOOLS, THE TRANSFER PROGRAM ATTEMPTED TO IMPROVE THE ETHNIC BALANCE IN THE SCHOOLS AND TO MOTIVATE THE DISADVANTAGED NINTH GRADERS WHO WERE TRANSFERRED. SEVEN SAMPLE ACADEMIC HIGH SCHOOLS AND SIX COMPARISON JUNIOR HIGH SCHOOLS WERE USED IN THE EVALUATION. INFORMATION WAS GATHERED FROM STUDENT DATA SHEETS AND FROM EVALUATIONS BY PRINCIPALS, GUIDANCE STAFF, AND TEACHERS. AREAS EXPLORED WERE THE REACTIONS OF SCHOOL PERSONNEL TO THE PROGRAM, ORGANIZATIONAL AND CURRICULAR CHANGES IN THE SAMPLE HIGH SCHOOLS, AND THE TRANSFERRED STUDENTS' ACADEMIC PERFORMANCE AS INDICATED BY CHANGES IN THEIR READING COMPREHENSION SCORES, SCHOLASTIC ACHIEVEMENT, AND ATTENDANCE. ACCORDING TO REPORTS OF THE SCHOOL PERSONNEL, THE TRANSFERRED STUDENTS HAD SOCIAL ADJUSTMENT PROBLEMS AND WERE EDUCATIONALLY RETARDED UPON ARRIVAL. DURING A 7-MONTH PERIOD, THEY GAINED NINE MONTHS IN THEIR LEVEL OF READING COMPREHENSION WHEREAS THE NINTH GRADERS IN THE COMPARISON JUNIOR HIGH SCHOOLS GAINED ELEVEN MONTHS DURING THE SAME PERIOD OF TIME. HOWEVER, THERE WERE TWICE AS MANY HIGH SCHOOL STUDENTS AS JUNIOR HIGH SCHOOL STUDENTS WHO TESTED AT OR ABOVE THE NORM IN READING COMPREHENSION. THE FINDINGS ALSO REVEAL THAT ABOUT TWO-THIRDS OF THE TRANSFER GROUP PASSED FOUR OR FIVE MAJOR SUBJECTS. ATTENDANCE AMONG THIS GROUP WAS POORER AFTER THEY WERE TRANSFERRED THAN IT HAD BEEN BEFORE. APPENDIXES INCLUDE THE INSTRUMENTS USED IN THE EVALUATION AND TABULATED DATA ON THE ETHNIC CENSUS AND ON READING COMPREHENSION SCORES. (LB)

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THE FOUR-YEAR COMPREHENSIVE HIGH SCHOOL
Ninth-Year Transfer Program

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August 31, 1966

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THE FOUR-YEAR COMPREHENSIVE HIGH SCHOOL
(Ninth-Year Transfer Program)

Acknowledgments

This interim report is essentially a field study which was undertaken and completed in a two-month period, June and July 1966. It represents the cooperative effort of several hundred people--classroom teachers, guidance personnel, principals, school secretaries, the directors and staffs of several Board of Education bureaus, research coordinator and project personnel. It is obviously impossible to acknowledge the assistance rendered by each one of these people. Special mention will therefore be made of those in strategic positions who were especially involved and concerned with this study.

Without the complete cooperation of the principals and the staffs in the seven academic high schools and one junior high school which the investigator and his staff visited during June 1966, the data contained in this report could not have been collected. Despite the tremendous end-year clerical burdens that descend upon the schools in June, the principals were most gracious in arranging interview time with the investigator for themselves, their administrators and guidance staffs. In addition, no effort was spared in making available student and school records and in providing suggestions and assistance in the collection of these data. In some instances, data were prepared to answer specific questions. The experiences in the schools were most heartening, stimulating, and encouraging in the preparation of this study.

Equally generous in time and effort were various school officials, bureau heads and their staffs at the Board of Education. The office of Dr. Bernard E. Donovan, Superintendent of Schools, fulfilled every request for official documents relating to integration and the four-year comprehensive high schools. Dr. Jacob Landers, former Coordinator of Integration, met with the investigator and shared with him the knowledge and experience of his office. He offered valuable suggestions in the selection of representative high schools and comparison junior high schools. The Central Zoning Unit and its staff spent much time in clarifying the problems related to feeder patterns, school zoning, truncation; and provided essential data about the socio-economic background and ethnic composition of the schools selected for study. The Division of School Planning and Research made available utilization information. The Bureau of Attendance gathered specific information on truancy referrals and also clarified some of the current practices in dealing with truancy.

The study leaned very heavily on the records, facilities, and cooperation of the staffs of the Bureau of Educational Research and the Bureau of Educational Program Research and Statistics. Whatever merit this study has as an educational study is due in no small measure to the contributions of these Bureaus. Special thanks is expressed to Dr. J. Wayne Wrightstone, Assistant Superintendent, for his encouragement, support, sound advice and good counsel throughout the study; to Dr. Samuel D. McClelland, Acting Director of the Bureau of Educational Research, for his assistance in making available Bureau records and facilities and also time for discussing problems as they arose; to Mr. Jack Abramson, research technician, for his help in statistical procedures.

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THE FOUR-YEAR COMPREHENSIVE HIGH SCHOOL
(Ninth-Year Transfer Program)

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On April 28, 1965, the Board of Education of the City of New York adopted the policy of converting the academic and vocational high schools into Four-Year Comprehensive High Schools. This action is part of the plan for the complete reorganization of the school system, which aims to achieve quality integrated education for the children of this city so as "to cultivate their abilities and encourage their self-fulfilment."

The following actions which have the approval of the Board of Education are being taken to carry out the policy statement.

"The educational program of the city will culminate in the Four-Year Comprehensive High School with the exception of the specialized academic and unit trade vocation schools. Beginning immediately every new high school will be planned and constructed as a Comprehensive High School."

"The Comprehensive High School offers a flexibility of choice to the pupil not now offered under separate academic and vocational schools."

"An essential aspect of our educational system is the continuing improvement of human relations which can only be completely effective in an integrated school situation. This means that the integration efforts of the school system must be supported and strengthened."

The forward motion for putting these policies into effect began in September 1965 and will continue with additional movement each year until the entire program is completed. The outside time limit for the complete reorganization of the school system to accomplish these objectives is set at 1972-73.

Objectives of the Four-Year Comprehensive High School Project:

1. To cultivate the abilities and encourage the self-fulfillment of high school students by providing them with a flexibility of choice not possible in separate academic and vocational schools.
2. To improve the quality of human relations among students by providing them with co-educational, ethnically integrated high schools.
3. To prolong the exploratory phase of a student's high school career until the beginning of the 11th year. During the 9th and 10th years the course of study will be more or less uniform in nature.

4. To diminish the number of dropouts by providing courses that are consistent with the pupil's ability, aptitude and need.
5. To achieve better ethnic distribution in the public high schools in the City of New York. In certain sections of the city, mostly because of housing patterns, the high schools do not presently reflect the ethnic distribution of the public school pupils in the city as a whole. Under the four-year comprehensive feeder pattern, no high school will have fewer than 18% Negro students, nor more than 40% Negro students.
6. To improve the academic achievement, emotional adjustment, motivation for education and attitudes of all students.

Transfer Plan for Integrating the High Schools

In his recommendations to the Board of Education on January 18, 1966 the Superintendent of Schools made the following statement concerning the four-year comprehensive high school:

".....the only way to achieve better ethnic balance in the high schools is to assign pupils out of minority group areas to schools with evident integration potential. The movement of ninth-year pupils from the junior high schools to the high schools in September 1965 and the assignment of pupils out of minority group areas will proceed but in a modified fashion....."

Truncated Junior High Schools

The September 1965 transfer plan, which is a move toward the four-year comprehensive high school, involved 38 junior high schools--6 in Manhattan, 7 in the Bronx, 18 in Brooklyn, and 7 in Queens. A complete list of these schools and the ethnic composition as of October 1964 of their eighth grade (those transferred) and location is found in Appendix A.

Most of these schools were overcrowded with a high percentage of disadvantaged Negro and/or Puerto Rican students. Many were located in neighborhoods which according to a study published by the Office of the City Administrator in 1966¹ were .

¹. Developing New York City's Human Resources, June 1966: Report of a study group of the Institute of Public Relations to Mayor John V. Lindsay.

among the poorest in New York City. About half of the 38 junior high schools were de facto segregated, that is, schools with at least 85 per cent Negro-Puerto Rican students. Of the 19,000 students in these junior high schools, 24 per cent were Puerto Rican, 45 per cent Negro, and 32 per cent Others or white.

By truncating these schools, that is, removing their ninth grades, the students were transferred to high schools. About 15,000 entered academic high schools and the rest went to vocational schools.

As eighth graders these students were given the choices normally open to them: the zoned high school, vocational high schools, special examination high school, and the single sex high schools. Also, eighth graders in segregated junior high schools who were zoned into high schools with 45 per cent or more Negro-Puerto Rican populations were given the right to apply to any school in the city which had the space and could provide a better integration pattern. This is the free choice plan. Over 2,000 ninth graders exercised this option, 844 in the Bronx high schools, 1073 to the Brooklyn schools, and 212 to the Queens academic high schools.

Disadvantaged students entering the academic high schools in September 1965 were provided with additional services "to increase their motivation to learn and to improve their academic status." Special guidance services, smaller classes, remedial reading, and other educational aids were added.

It should be noted that ten of the 38 junior high schools had been truncated the previous year, in September 1964, to relieve overcrowding and to improve ethnic balance in the schools.

Present Study

The present study is an interim evaluation of the Project designed to determine the effects of transferring disadvantaged ninth-grade students from decapitated junior high schools to academic high schools. It represents an effort to investigate the first steps in a series of movements pointed in the direction of the four-year comprehensive high school.

This current study is attempting to obtain answers to such questions as the following:

1. What effect has the current phase of the program had on the ethnic balance of the high schools in New York City?
2. What have been the experiences and reaction of the administrators and teachers of the receiving high schools to these disadvantaged ninth-grade students from decapitated junior high schools?
3. How has the integration program influenced the academic functioning of these students?

More specifically, the areas that are explored in the study include the following:

1. Reactions of high school principals, administrators, directors, guidance counselors and classroom teachers in the receiving high schools.
2. Organizational, administrative and curricular changes in these high schools.
3. The academic performance of the disadvantaged ninth-graders during their first year in the high schools as indicated by:
 - a. Changes in reading comprehension scores.
 - b. Scholastic achievement.
 - c. Attendance

Populations in the Study.

For purposes of evaluating the program, seven academic high schools and six comparison junior high schools were selected. The academic high schools were selected on the following criteria:

1. Geographic location: two of the schools were located in the Bronx, two in Brooklyn, and three in Queens.

2. Ethnic trend: Only academic high schools in which there had been relatively few minority students before the introduction of the plan were selected.

3. Size and ethnic composition of ninth-year class: In order to obtain a representative sample of the junior high school population from the truncated schools, the size and ethnic composition of the ninth-year class were also considered.

4. Feeder pattern and feeder junior high schools: There were two general feeder patterns: truncated junior high schools located within the school zone, and those outside the school zone. Since not all truncated junior high schools had disadvantaged minority students, both the feeder pattern and the feeder junior high schools were additional criteria to be considered in selecting schools.

The seven participating academic high schools are identified by the letters E, W, M, T, C, L, and J, and shall be referred to by these letters in this study.

Ethnic Trends

The extent to which the ethnic composition of the seven academic high schools has been altered by the transfer plan becomes evident by studying the ethnic census in these schools over the past five years. These data are summarized in Table I. The Citywide ethnic census for all academic high schools is also given.

T A B L E I

ETHNIC CENSUS FOR SELECTED AND CITYWIDE ACADEMIC HIGH SCHOOLS

School	1961		1962		1963		1964		1965		
	P.R.	N. O.									
E	3.0	15.2	4.1	19.3	4.9	23.7	5.8*	35.1	6.8	39.1	54.0
W	2.4	10.2	2.8	11.4	4.3	11.0	7.6*	23.9	12.0	30.1	57.7
M	.0	0.4	0.2	0.9	0.3	1.6	1.1*	7.8	1.6	14.1	34.2
T	0.4	1.7	0.6	1.7	0.8	2.1	1.5	2.7	7.3*	11.9	80.6
C	0.3	0.7	1.5	1.0	0.5	2.1	1.0	2.7	2.7*	15.0	82.0
L	.0	0.9	.0	1.2	0.3	1.3	1.3	2.3	2.6*	12.3	85.1
J	0.9	9.6	1.2	11.5	1.5	15.5	2.0*	17.8	4.2	21.5	74.2
Average for 7 schools	1.1	5.9	1.4	7.1	1.8	8.4	2.9	14.3	5.8	21.5	72.7
Citywide Average	5.5	11.2	6.2	12.5	7.2	14.7	8.7	18.2	11.4	21.2	67.4
Diff.	-4.4	-5.3	-4.8	-5.4	-5.4	-6.3	-5.8	-3.9	-6.6	-0.3	+5.3

*Indicates the first year the transfer plan was introduced.

Table 1 indicates that from 1961 to 1965, the citywide Puerto Rican academic high school population doubled; it rose from 5.5% to 11.4%; the Negro population also doubled from 11.2% to 21.2%; and the white population decreased from 83.3% to 67.4%, a drop of 16%.

In the seven academic high schools, the changes in the percentages among the three ethnic groups followed the citywide trend: the percent of Puerto Ricans increased from 1.1% to 5.8%; that for Negroes rose from 5.9% to 21.5%; and "Others" declined from 93.0% to 72.7%. The difference between the citywide and selected school census were fairly constant from 1961 to 1963. However, in 1964 when the integration plan was introduced in four of the high schools, the gap narrowed to 3.9%. By 1965, when all seven schools adopted the transfer plan, the Negro percentages were about the same citywide and in the selected schools, with 6.6% more Puerto Rican and 5.3% less "Others" citywide.

A comparison of the individual high schools also reveals an interesting trend. In 1961, only one school had less than 85% "Others," the average being 93%. In 1962, there was not very much change. By 1963, three schools had less than 85% "Others." In 1964, the average declined more rapidly to 82.6%. By 1965, only one school was at the 85% mark. All were between 54% and 85.1%; the average was 72.7%, a 10% decline from the previous year.

The greatest ethnic change took place in School W where the percent of Puerto Ricans increased fourfold, of Negroes threefold, and "Others" declined by 30%.

These data make it clear that the transfer plan had accelerated the rate at which minority students are entering the academic high schools.

Academic High School Samples

In each of the seven participating academic high schools, the sample selected for study was limited to disadvantaged ninth graders who had entered

the high school in September 1965 from segregated junior high schools that had been truncated.

Holdovers, non-public school graduates, eighth-grade public school graduates and students from non-disadvantaged junior high schools were excluded from the sampling.

The size of the sample depended upon the number of eligible students in the ninth-grade population. In schools E, G, L, and J, all the disadvantaged ninth graders whose records were available constituted the school sample. In schools M and T, the samples were randomized by selecting the names of the second and fourth qualified students respectively from the permanent record cards.

The size and ethnic composition of the samples of disadvantaged students selected in each school are compared with that of the entire class in Table 2.

Table 2

Size and Ethnic Composition of Ninth-Grade Classes and Selected Samples in Academic High Schools

High School	Total Number	Ninth-Grade Class Ethnic Percentages			Number	Ninth-Grade Sample Ethnic Percentages		
		P.R.	N.	O.		P.R.	N.	O.
E	395	9.3	66.6	25.1	140	8.5	91.8	.0
W	1258	18.6	34.4	46.9	259	22.4	40.5	37.1
M	608	2.4	36.8	60.6	131	8.5	87.7	3.8
T	710	16.3	31.1	52.5	157	31.2	56.1	12.7
C	569	7.2	35.9	56.9	123	7.3	90.3	.0
L	286	2.4	70.3	27.3	179	1.7	96.1	2.2
J	262	12.2	45.4	42.3	65	3.1	92.3	4.6
.....								
TOTALS	4109	11.8	40.7	47.5	1054	13.8	73.9	12.3

Table 2 shows that about 25% of the total ninth-grade population was sampled; 1054 out of 4109. In the total ninth grade, there were approximately half Negro-Puerto Rican and half white students; in the sample the minority groups comprised almost 90 per cent of the population.

The chief difference was in the Negro percentage, which was almost twice as great in the total sample as in the total population. The percentage of "Others" was four times greater in the total class as in the sample -- 47.5 per cent, as compared to 12.3 per cent.

Comparison Junior High Schools

The achievement of disadvantaged ninth graders in the academic high schools was also measured against that of ninth graders in comparable junior high schools. It was recognized that such differences as curriculum, academic standards and school faculty were independent variables capable of influencing the achievement of students at these two school levels. However, in order to minimize the possible effect of these factors, each high school group was matched on ethnic and socioeconomic bases with a ninth-grade junior high school group.

To this end, the investigator consulted with the borough coordinators of the Central Zoning Unit and the Coordinator of the Integration Plan and sought the best possible ethnic and socioeconomic matches. Six junior high schools were finally selected, which shall be designated as EM, WX, MK, CK, TK, JQ, and LQ. It should be noted that JQ and LQ are the same school which served as a comparison school for High Schools J and L. This was a partially truncated junior high school; one-third of its ninth graders were transferred to High School L and the other two-thirds remained in the junior high school for the ninth grade. Its population also proved to be the best ethnic and socioeconomic match for the ninth-grade group in High School J.

Limitations in the scope and time of this study allowed for collection of staff and student data from only one junior high school. In this instance, student data were obtained and a detailed comparative study was made of student performance in high school L and junior high school LQ. The only available data which could be used for comparing the academic performance of these two groups were reading achievement scores. All ninth graders in both high school and junior high school took the Metropolitan Reading Achievement Test, which was administered citywide in October 1965 and again in May 1966. Analyses were confined to these scores.

The extent to which the two groups were equated ethnically as a result of the matching procedure was determined by comparing the percentages of minority and white students in each pair of schools separately and in the combined junior high schools and academic high schools groups. The findings are presented in Table 3.

Table 3

Comparison of Percentages of Ninth-Grade Minority and White Students in Selected High Schools and Comparison Junior High Schools

H.S.	No.	Ethnic Percent		J.H.S.	No.	Ethnic Percent		Chi Square
		P.R.-N.	W.			P.R.-N.	W.	
E	140	99.3	0.7	EM	512	99.1	0.9	0*
W	259	62.9	37.1	WX	559	61.2	39.8	1.00*
M	131	96.2	3.8	MK	611	96.1	3.9	0*
T	157	87.3	12.7	TK	467	96.4	3.6	18.86**
C	123	100.0	0	CK	395	94.2	5.8	2.05*
L	179	97.8	2.2	LQ	179	97.8	2.2	0*
J	65	95.4	4.6	JQ	179	97.8	2.2	0.77*
.....								
	1054	87.7	12.3		2599	88.8	11.2	0.84*

* not significant
 ** significant

From Table 3, it is evident that there was no significant difference in the percentages of Negro-Puerto Rican and white students in the total high school sample, compared to the junior high school group. The two groups were ethnically equated. All but one pair of schools were also ethnically equivalent. In High School T, there were significantly more white students in the sample than in the comparison junior high school group -- 12.7 per cent, compared to 3.6 per cent.

Instruments

Data were derived from two sources, the schools and the Board of Education. School data consisted of (a) evaluations by the principal, the guidance staff and classroom teachers, and (b) student performance on standardized reading tests, attendance, and final marks in major subjects. The Board of Education provided citywide and schoolwide data describing reading achievement, attendance, ethnic census, transiency, truancy, and school staffs.

School Data

1. Evaluation by the Principal:

The reactions of the high school principals to the transfer plan for improving ethnic balance were obtained by the investigator through personal interviews. A questionnaire prepared by the investigator helped to structure the interview. The focus was on such items as the administrative, organizational and curricular changes within the school which were made in order to meet the needs of the disadvantaged ninth graders entering the school. It also considered the general reactions such as special problems, "incidents", participation, attitudes of teachers, reaction of parents and neighbors, and recommendations.

The interviews averaged about one hour. A copy of the guide to the interview with the principals is found in Appendix C.

2. Evaluation by Guidance Staff:

The reactions and recommendations of the guidance personnel were

also obtained by interview. A guide for directing the discussion was prepared by the investigator, a copy of which appears in Appendix B. The areas covered were a critical evaluation of current guidance facilities for disadvantaged ninth graders, the nature, extent and remedial efforts related to the educational deficiencies of this group; the social, emotional and school adjustment of these youngsters; problems in relation to school discipline; parent reactions; and suggested improvements.

In most instances, the interviews were group meetings attended by the director of guidance, ninth-grade full-time and part-time counselors, deans, teachers in charge of discipline, and attendance teachers.

Where a single meeting was insufficient, follow-up conferences were held. These sessions lasted from one to three hours.

3. Evaluation by Classroom Teachers:

The reactions of ninth-grade classroom teachers to disadvantaged students were obtained by the investigator through a questionnaire designed to record classroom performance. A copy of this form may be found in Appendix C. In each of the seven schools, ten classroom teacher questionnaires were left with the administrative assistant, who was directed to distribute them among a representative sampling of the ninth-grade teachers. These were answered anonymously and returned to the investigator in a sealed envelope within two weeks, usually on the second visit of the investigator to the school.

The teacher questionnaire was concerned with the classroom activities, achievement and attitudes of these youngsters as compared to other ninth graders. Teachers were also invited to evaluate the program and offer suggestions and recommendations.

4. Student Data

Data describing the performance of disadvantaged were transcribed from school records to a "Ninth Grade Student Data Sheet". A copy of this specially prepared form is found in Appendix C. In addition to identifying information the following data were obtained: sex, ethnic designation, junior high school attended, Metropolitan Reading scores from both October 1965 and May 1966 tests, attendance for terms ending January 1966 and June 1966, final marks received in major subjects for fall and spring terms, and total number of major subjects passed and failed.

Report cards, term sheets, and permanent record cards were the source of most of the information. However, ethnic designation for each student was provided by subject teachers, official teachers, guidance counselors, administrators, or from pictures appended to the school record. October and May reading scores were verified from I.B.M. sheets with which each school was provided.

Board of Education Records

The official files of the various Bureaus of the Board of Education were the source of the ethnic census data, school integration, attendance, transiency, truancy and school staff data.

Method of Analysis

The evaluative data obtained by interview and questionnaire from principals, guidance staff and ninth-grade classroom teachers are summarized as an anecdotal description.

Student performance data are summarized and presented as percentages. Reading scores are given as medians since the Metropolitan Achievement Test grade equivalents are derived medians and the reading norms are also median

scores. However, for each school and for the composite, a reading score summary has been prepared which contains frequency distributions, means, and standard deviations for the sample, the rest of the class and the total ninth grade. Summaries of reading summaries are found in Appendix B.

Differences were tested for statistical significance by Chi-square and "t" tests.

Plan of Study

The data were developed as individual school profiles and as a composite profile. A school profile consists of the following: an overview of the school; evaluation by the principal, the guidance staff and a sample of ninth-grade classroom teachers; student performance in reading, attendance and number and kinds of subjects passed and failed; comparison of reading scores with an ethnically matched junior high school.

The composite profile is a summary of the individual school profiles to which has been added additional data describing attendance rates, transiency, truancy and school staff. The chapter which follows is the composite profile.

CHAPTER II

COMPOSITE PORTRAIT OF HIGH SCHOOLS
"WHITE MAJORITIES INTEGRATING
WITH NEGRO AND PUERTO RICAN MINORITIES"

COMPOSITE FINDINGS

OVERVIEW

This chapter summarizes the findings for the individual academic high schools and comparison junior high schools. This provides a composite picture of the broad effects of the integration plan on the disadvantaged ninth graders from truncated junior high schools in the seven academic high schools studied.

An inherent difficulty in presenting a composite picture of the program is the individual differences among these academic high schools. They vary in background, tradition, the nature of the student body, curriculum, organization, administration, and leadership of the principal. These are factors which greatly influenced the attitude, approach and methodology of these schools toward the integration plan.

There are other variables which also influenced the operation of the integration plan in these schools. Four of the schools had been in the program for two years, since September 1964, and the other three only one year. Four of the schools were over 95% white and had no previous experience with large groups of disadvantaged Negro and Puerto Rican students. Furthermore, not all the minority groups were equally disadvantaged. One group from a Queens junior high school which served as a comparison group for two academic high schools came from a higher socioeconomic level and had a better academic record than other minority groups.

There were also wide differences in the junior high school feeder pattern. In five of the academic high schools, the truncated feeder junior high schools were located outside the normal school zone and the students

travelled considerable distances to get to the school. For two high schools, the districts were extended to include feeder schools in disadvantaged neighborhoods.

In summarizing the anecdotal reactions of the principals, guidance personnel, and classroom teachers, the investigator was compelled to be selective and to include those reactions which were reported most commonly and which appeared to be important in appraising the broadest dimensions of the integration effort.

COMPOSITE PRINCIPALS' EVALUATION

The following is a summary of the evaluative judgements of seven academic high school principals obtained by interview.

Ethnic Changes

In the schools which were predominantly white before the entrance of minority students, the transfers created a school that was ethnically divided: the lower grades being Negro and Puerto Rican, and the upper grades white. This division tended to contribute to any racial feelings that might exist and also contradicted the purpose of the integration plan. Only in one school, "L", was an administrative effort made to separate the ethnic groups by forming official classes consisting of ninth graders and eleventh graders. It was recognized that this ethnic cleavage was a temporary stage in the process of integration and that it would disappear in time as the classes moved into the upper grades.

Another concern voiced by several principals was the rate and extent of the integration effort, "too much and too fast." They supported the basic plan of bringing disadvantaged youngsters into the school. They felt however, that if the present rate were continued the racial balance would be tipped

toward the minority groups. This would accelerate "the flight of the whites" from the school community and negate the integration plan. Therefore, plans for achieving ethnic balance in the academic high schools must be flexible in the light of the previous year's experience; "play it by ear slowly."

Overcrowding

The admission of the ninth graders from decapitated junior high schools has increased the size of the high school ninth-grade class and added to the total school population. Every one of the schools has experienced an increase in total school population, some to the point of serious overcrowding.

An analysis of the data on school utilization supplied by the Bureau of School Planning and Research supports the contention of the principals on overcrowding. From 1964 to 1965, utilization rose from 108% to 122% for the seven academic high schools being studied. In the case of High School W, the increase was over 30%.

Class Size

Reduction in class size, as a result of the extra allotment of teachers by the Board of Education and the contract with the United Federation of Teachers, has also contributed to overcrowding by increasing the number of classes. In addition, the recognition of the need for small registers in remedial classes in order to provide more individual instruction, has also added to the lack of classrooms and space.

Organizational Adjustments

In order to relieve the congestion in badly overcrowded schools, the school day was lengthened and the lower graders placed on afternoon session. Late session limits extracurricular participation of ninth graders and also attendance at the After School Tutorial Center. For the incoming ninth

graders, many of whom live outside the school zone, the late session made it very difficult to join in school activities and so become a part of the school community.

The extra teachers allotted each school receiving disadvantaged ninth graders were used to increase educational guidance and administrative services. Ninth-grade classes were substantially reduced in size and remedial classes were made even smaller. A full-time guidance counselor was added and additional time for guidance became available to deal with the special problems of these youngsters. Also, teachers in charge of attendance, lateness, cutting and deans of discipline were given more needed time to perform their functions which had become intensified. The increased number of free lunches and bussing details required more time and attention in some schools than previously. In contrast to the various organizational and administrative changes made in these schools to physically accommodate these disadvantaged youngsters, curricular adaptations have been less extensive.

Curricular Changes

The severe and extensive educational deficiencies of these youngsters, particularly in basic school skills, prompted every school to set up special remedial reading and English classes. In some schools, reading retardates were given both English and reading courses, in others, remedial English only. Attempts were also made to organize the remedial reading courses on the basis of the degree of retardation: that is, all students 4 or more years retarded were put into one class, 3 or more in another, and so forth. Much time and effort was expended by the teachers assigned to these remedial courses in finding appropriate reading materials and methods that would motivate these students and improve their educational status.

Since these youngsters were unprepared to carry the traditional academic or commercial courses offered by the school, the majority were placed in general courses or their equivalent. In some schools the Social Studies, English, Science and Mathematics courses were modified along remedial lines. Although there was considerable variety among the schools in the ninth grade offerings, there was general agreement as to the inadequacy of the present curriculum and the pressing need to broaden the offerings and to modify existing courses.

It was interesting to note that in several schools, the policy was to place the most experienced and most competent teachers in the ninth-grade classes. There was resistance on the part of some teachers to the afternoon session and to teaching disadvantaged students, which was met by using a system of rotation.

General School Milieu

Where there was a sharp ethnic change, alterations in general school atmosphere attributable to the minority ninth-grade students were mentioned. To some extent, the changes were in anticipation of these students. Teachers who had had limited contact with Negro and Puerto Rican students on the high school level foresaw a host of problems and they questioned their ability to deal with a "blackboard jungle" situation. By and large, these fears proved to be illusory. They found that the overwhelming majority of the Negro and Puerto Rican disadvantaged students were generally not too different from other ninth graders. However, in some respects, they did exhibit behavior not characteristically associated with middle class white high school students. They tended to be noisier, more boisterous, less conforming and more sensitive to criticism. They tended more often to wander

out of class into the hall and lavatories, and out of the building, and to disregard classroom decorum and school regulations.

Special Problems

They seemed to be unfamiliar or unconcerned with high school routine and standards of behavior. A general tightening up of school regulations became necessary. Hall, lavatory and building patrols became more active. The atmosphere inside the school was slightly more tense, as if in anticipation of "trouble."

A new group behavioral pattern also emerged, the tendency of these youngsters to congregate around the building before the school session begins and to loiter after the school day was over. These meetings appear to serve a social function. It is here that they meet their friends and socialize. "Street meetings" are part of the social pattern of the youth in the ghetto. In no school, however, was an attempt made to provide these youngsters with some kind of meeting place either in the school building or elsewhere. This might have eliminated some of the complaints lodged by neighborhood people.

These youngsters bring with them all of the problems of poverty. They enter high school with economic, social, cultural and educational deficiencies which places them at a disadvantaged level as compared to their middle class white classmates. Many come from broken homes or foster homes. They frequently lack parental support and guidance. The academic high school is an unfamiliar institution with a network of rules and regulations which they do not understand and follow.

They assume family responsibilities at an early age and these have precedence over school. For many of them, school is a haven from which to

escape the problems they face. Uncertainty and insecurity governs much of their behavior and reactions. Investing time and energy for future gains is frequently foreign to their experiences. They live in the present and think little about the future which is so uncertain.

These are some of the problems that the schools must help these students overcome in order to reach them.

Incidents

There has been a significant increase of "incidents" in and around the school. Two trends appear to be related to the frequency and nature of "incidents." One is the expressed attitude of the white students and their parents toward integration. In those schools where there was open opposition to Negro and Puerto Rican students, clashes were more frequent and more intense. Secondly, as the students and the community became more accepting of integration as a reality, racial antagonism tapered off to a point of mutual acceptance and tolerance. There were more intraracial than interracial disturbances reported.

Stealing and vandalism inside the school, and "mugging" and "shake downs" outside the school were more frequent. To minimize and control "incidents" inside the school greater controls were instituted by having a "tight" school and enforcing regulations. There was little the school could do about incidents outside the school except cooperate with law-enforcement agencies. Most of the incidents were classified as minor, trivial and part of learning to live together. A few, but very few, might be regarded as serious with racial overtones. In no case were there more than a handful of youngsters involved.

Participation in School Life

The minority youngsters were generally very shy, suspicious and guarded in their initial reactions to high school. They "felt out" their milieu and tended to follow a policy of watchful waiting. They did not plunge into the mainstream of school life and were inclined to form ethnic cliques. This was observable in the lunchroom, in study hall, in health education class and in social group activities.

Their participation in extracurricular activities was limited to track and basketball. Some of the deterrents were afternoon session, travelling time, lack of funds and self consciousness.

After-school activities such as talent shows and grade dances attracted some of them. Senior shows, concerts and plays did not have their support. Very few joined the Student Organizations.

Attitude of Staff

Within a few weeks after these youngsters enter the school and become accustomed to high school life, they generally become more relaxed, less shy and suspicious. The teachers with little previous classroom experience with large numbers of Negro and Puerto Rican students, generally find that they are very much like the ninth graders to whom they are accustomed. They respond to warmth, kindness and sincerity - to the teacher who cares. With few exceptions, there is a mutual adjustment and acceptance.

Attitude of Neighbors

The neighborhood residents and parents have registered relatively few complaints. A storekeeper in the area of one school complained about shoplifting of food. Bus terminals, places where large groups of students congregate, have been the scenes of horseplay and noise, adolescent exuberance.

In the few cases of muggings for money and clothing, parents have made the school aware of the incidents.

Parent Responses

A very weak link in dealing with Negro and Puerto Rican students is lack of communication with the parents. Many of them come from fatherless, foster, or otherwise broken homes. The parents do not always understand the function of the school or their responsibility to the school. They are unfamiliar with the high school and frequently view it with suspicion and even hostility.

Very few of these parents join the P.T.A., or come to school functions designed for the parents. Many of them do not have telephones and it is difficult to contact them. When they are summoned to school, they usually come, and cooperate to the best of their ability. Complaints about being unable to exercise control over their children are sometimes expressed and the school is asked to help in this regard. In a few cases, parents have insisted that their children be placed in an academic track regardless of their ability and background to succeed.

The overwhelming majority of parents with whom the schools have had contact are interested, concerned, and involved in their children's education and proud of the high school.

Summary

In summary, the extra services which were given to the school are inadequate in meeting the social, emotional and educational needs of disadvantaged youngsters in an academic high school.

Because of the many personal problems of these youngsters, the guidance services require further expansion. The BCG team is needed on a daily

basis. Better contact and relationships with social and welfare agencies are indicated.

Overcrowding has made true integration of these youngsters more difficult. Also, the rate at which integration takes place in a school needed more careful consideration.

The ninth grade curriculum must be reevaluated in terms of its appropriateness for disadvantaged ninth graders. The entire area of remediation requires more careful consideration and more direction and help from the Curriculum Committee of the Board of Education.

COMPOSITE EVALUATION BY GUIDANCE STAFF

Reactions to the integration plans were obtained from over 30 staff members and directors of guidance, full-time counselors, part-time counselors, grade guides, deans, and teachers in charge of attendance, lateness and cutting. These were interviewed individually and in groups. The conferences focused on the disadvantaged ninth graders and their problems.

Guidance Services

Although there were some differences in the plan of organization of the guidance departments in the various schools, all had at least one full-time guidance counselor and a part-time counselor assigned to the ninth grade. The special teacher allowance from the Board of Education allowed every school to add at least one additional full-time counselor to the staff assigned to the ninth-year class.

However, because of the many special and individual problems of these youngsters, more guidance services are urgently required. They are required to establish more and better relationships with social agencies, mental hygiene centers, Welfare department, law enforcement agencies, the community,

and the parents. A school social worker was recommended as an added member of the guidance staff. Also recommended was a health team consisting of a physician, a dentist and a nurse, and liaison with hospitals and health centers. Many of these youngsters have health problems so serious that the school should provide facilities for dealing with them.

Educational Problems

The major obstacle to the education of the disadvantaged ninth graders are their deficiencies in the basic school skills - reading, writing and arithmetic. Reading retardation is so severe and so widespread that half the students require remedial courses. In every school, ninth-grade programming was based on reading ability. Special remedial reading and/or remedial English courses were provided.

In general, there was only moderate enthusiasm about remedial reading courses and less optimism concerning their effectiveness. Remedial classes were usually segregated and youngsters tended to resent and resist them for that reason among others. Also these students have a past history of continuous educational failures, and by the ninth grade they are defeated, frustrated and indifferent. Despite the small class size and the individual attention they received, absenteeism, cutting, lateness and non-participation were so rampant as to interfere with learning.

Relatively few were in class long enough to profit by the effort being expended. However, there were some who responded and who made progress.

Remediation

A general criticism made by these remedial teachers is that they were unprepared to deal with youngsters retarded four and five years. They felt that at the high school level, the remedial techniques and materials re-

quired are different from those in the lower grades. At adolescence, functional illiteracy is extremely complex and require the skills of experts trained in this area. There was a plea for developing appropriate reading materials and visual aids. The Curriculum Committee of the Board of Education should assume the leadership in developing curricula for high school retardates.

The After-School Tutorial Centers are sadly underutilized and of limited value. Whether they are offered in the morning to ninth graders on afternoon session, or after school for those on normal session, the centers are not patronized.

They are intended for youngsters who are not overly enthusiastic about school; asking them to extend their school day is not realistic. The service should be part of the curriculum, if it is to be used at all..

Curriculum

The curriculum in the academic high school was, in the main, college preparatory. There are some commercial courses for the small number of interested students and general courses for the still fewer of these who are non-academically inclined. The influx of disadvantaged ninth graders compelled the high schools to reexamine high school curricula. In some schools, there were practically no curricular changes; students were fitted into the existing courses. In other schools a remedial track was instituted, consisting of English, Social Studies and Science. Algebra as a ninth-year mathematics course required basic arithmetic skills not in the educational repertoire of many of these youngsters. A substitute was sought and one school came up with ADL, Arithmetic for Daily Living.

There is a general feeling that there should be a more varied and richer array of ninth-year courses. As group differences in abilities increase,

there should be corresponding diversity in curriculum offerings. New courses and new approaches are demanded by a new concept of the high school as a comprehensive institution.

Social Adjustment

The social adjustment of these youngsters depended upon the school's previous experience with Negro and Puerto Rican students and upon the attitude of the majority group in the school and community. In some schools, the entrance of disadvantaged ninth graders was not a new experience and they did as well as other previous groups of Negro and Puerto Rican students in becoming part of the school. Other schools tried to make the transition as smooth as possible by briefing the teachers and having orientation meetings with the parents and the incoming students. In most instances, the school dealt with these youngsters no differently than with other ninth graders.

After the first few weeks of "studying one another and becoming acquainted" there generally was some interaction between the ethnic groups at least within the classroom and other school situations. However, ethnic cliques were the basic social unit when free interaction existed. In no school was an overt effort made to promote ethnic interrelationships and social interaction. The unexpressed attitude seemed to be that school is not the agency for initiating and promoting interracial relationships. This was a personal matter and it was left to the individual.

Emotional Problems

There were a significantly greater number and kinds of emotional problems displayed by those youngsters than by ninth graders generally. The counselors felt that most of the problems are generated in the home and brought into school. These youngsters face responsibility and problems not

commonly shouldered by the other ninth graders. An opinion expressed frequently was that it is amazing that they function in school as well as they do considering their circumstances.

There was an increase in the amount of "acting out" behavior - defiance of a teacher, use of abusive language, refusal to follow instructions, and some physical assaults. More often, withdrawal behavior was observed - truancy, cutting, lateness, running away, and wandering around the building.

These are the youngsters who occupy the major portion of the counselor's time. Many of the troubled students turn to the counselor or, when referred to them, become dependent upon them. Some of them have had previous experiences with social agencies, the welfare department, and law enforcement agencies. They have developed a technique of trying to divest themselves of problems by transferring them to others. One recommendation was the greater use of group guidance techniques, including small group discussion techniques. A guidance director saw the need for birth control information and sex education.

Relatively few severely disturbed students were reported. However, they occur in sufficient numbers in the high schools to create a problem of referrals. BCG teams do not give the schools the services they require. Most schools have developed good relationships with one or two hospitals, clinics, or social agencies to which they can refer students. Lack of family finances limits the kinds of agencies to which Negro and Puerto Rican youngsters can be referred. More such contacts are needed. The schools plead for more careful and honest screening of the emotionally disturbed. They have found almost every one of these youngsters has a previous record of referrals and the high schools should be properly informed.

De Facto Dropouts

There has been a tremendous expansion of administrative devices for dealing with absence, lateness, and cutting. The schools are faced with the de facto dropout, the student who comes to school unfrequently or, when he does appear, either cuts classes or does not participate.

Truancy

In several schools, extraordinary efforts are being made by the attendance teachers to deal with the increase in truancy. Many of the truants live outside of the school zone in another borough, and there is limited contact with the parents because they work or do not have a telephone. A special class of hard core truants was set up in one school to give these youngsters individual attention and to try to break the truancy pattern. There was some question as to the effectiveness of this effort.

It was also observed that the administrative penalty for truancy in high schools is academic failure. Some counselors feel that this philosophy has little effect on the truant who absents himself from school frequently because he has no interest in school and school has little to offer him. It merely reinforces his antipathy to school and confirms him as a de facto dropout. A new approach to truancy is suggested. Penalties comparable to throwing a debtor into debtor's prison and thus depriving him of any opportunity to redeem himself, are not a solution to the problem.

Lateness and Cutting

This also holds for lateness and cutting. Lateness is due in part to the long distances many of these youngsters travel to get to school, their dependence on an unreliable transportation system, and in part to their general attitude toward school. Also, many of them have yet to develop standards of

behavior appropriate to the high standards in these schools. The schools feel that this is a slow uphill fight that must be fought.

There is also some doubt about the effectiveness of detention as a punishment for lateness. This institution is still common and is applied as a corrective measure. About half the delinquents ignore detention.

The Parents

Contact with parents of disadvantaged youngsters is limited to Open School Week and summons to school. When parents are asked to appear, they usually do so and are most cooperative. Very few seek out the guidance counselors. A few parents have insisted that their children be given an academic program contrary to the student's ability to carry such a program and against the advice of the counselor. Many of these parents are unfamiliar with the school and its function, they are therefore both fearful and shy in their contacts with the school. Greater effort to establish liaison with the parents through Human Relations Personnel is recommended. Also, more use should be made of community resources in establishing better parent - school relationships.

Special Needs

An area which is frequently overlooked is the financial need of these students and the need to give them an opportunity to earn some money. Since they are ninth graders and in an academic high school, they are too young and do not have the course requirements to qualify them for the various work programs in the schools and neighborhood. Nevertheless, many of them do not have funds to buy school materials, which is taken for granted with the other students. Either a stipend or some kind of work opportunity should be made available.

Based on the reactions of students who transfer to vocational and trade schools, it is thought that considerably more attention should be given by the lower schools in informing these youngsters about the academic high schools. Better liaison between the high school and feeder junior high school should be further developed.

COMPOSITE CLASSROOM TEACHERS' EVALUATION

The following summarizes the questionnaire responses of more than fifty ninth-grade classroom teachers, half of whom also had out-of-classroom contact with these students. The majority of the teachers were experienced, with at least 4 years of teaching. All subject areas were represented.

The reactions of these respondents vary considerably, ranging from those who find the disadvantaged youngster generally no different from the other ninth graders to teachers who describe him in very negative terms. The spectrum of teacher opinion concerning the integration plan is also very wide, ranging from very positive and enthusiastic reaction to very negative and pessimistic predictions. Again only general trends and significant impressions are included in this summary.

Classroom Activities

With respect to the various classroom activities, a goodly number of teachers described these youngsters as average ninth graders, but a significant proportion of the teachers found them lacking in those characteristics which are important in academic achievement. They were characterized by such phrases as:

"Lack overt respect and were more outspoken."

"Were indifferent to others in the class."

"Their work was much poorer and they were less serious."

"Limited participation in class."

"Homework either disregarded, incomplete, or poorly done."

"Test results poor."

"They tended to be either quiet and withdrawn or noisy and disruptive."

"Their attendance is irregular and a few are chronic cutters."

Compared to other ninth graders, they were described as having a poorer academic background, and lacking the basic school skills. Some were failures from the very beginning; others showed steady improvement, still others tried but failed, and there were those who did well throughout.

Special Problems

Some of the special classroom problems created by these youngsters were due to excessive absence, cutting and indifference; and to a short attention span, with resultant restlessness and inattention. There was some classroom interaction between these students and their peers, but it was generally limited. Most teachers found some students with intellectual promise. Most of these students had a poor self image. Their reactions to the classroom varied; some seemed to enjoy it, others were indifferent, still others hostile. This seemed to be related to the subject and to the teacher. Few sought out the teacher for help, and contact with the parents was limited to Open School Week.

Urgent Needs

The urgent needs of these students most commonly mentioned are: competence in basic skills, smaller classes with individualized instruction, greater familiarity with school regulations and standards of behavior, greater parental control and self discipline, and sympathetic and understanding teachers.

Evaluation of Program

Although most teachers were favorably disposed toward the philosophy of the program and its efforts to achieve quality integrated education, many reserved judgments on its outcomes. Some felt the schools were unprepared, lacked proper curricula, appropriate teaching materials and visual aids, and specialists in remediation at the high school level.

Others complained that the plan was being executed too quickly and too late. They felt that many of these students were "too far gone" and "beyond educational redemption."

On the positive side, several teachers found the program stimulating and motivating, and worthwhile as far as student progress was concerned.

Some general complaints were aimed against overcrowding, the afternoon session, the discrepancy between the level of student ability and course content, and the lack of parent control over these youngsters.

COMPOSITE STUDENT PERFORMANCE

The data describing the performance of over one thousand disadvantaged ninth graders in seven academic high schools during the school year ending June 1966 have been summarized and are presented as a composite picture. These data, which were obtained from student records in the schools, include ethnic designation, reading achievement scores, attendance, and final grades in major subjects.

The reading achievement of these students was also compared with that of ninth graders in six ethnically matched junior high schools.

Data obtained from the Board of Education provided the basis for describing and comparing other dimensions of student performance on a citywide and schoolwide basis, such as ethnic trends, reading achievement, attendance rates,

transiency, truancy, and also the ratio of regular to substitute teachers on school faculties, as well as their teaching experience.

Ethnic Portrait

One stated objective of the integration plan was to achieve better ethnic balance in the academic high schools. The extent to which the transfer plan has promoted integration, may be deduced from the discussion and data which follow. Recall that in September 1965, over 4000 ninth-grade students from truncated junior high schools entered the seven academic high schools being studied. Ethnically, these ninth graders were 12% Puerto Rican, 41% Negro and 47% "Others"; thus, approximately half Negro-Puerto Rican and half White. The 4000 ninth graders altered the ethnic composition of the receiving high schools so that their total student population was 6% Puerto Rican, 22% Negro and 72% "Others". These percentages were close to the citywide ethnic census of all academic high schools for 1965, which showed 11% Puerto Rican, 21% Negro and 67% "Others".

A more complete picture of the integration pattern was obtained by determining the degree to which the ethnic balance in each of the seven academic high schools was changed by the entrance of the 4000 ninth graders. By comparing the percentages of "Others" or "white students" in each school before and after the admission of groups of disadvantaged students, the amount of ethnic change could be determined. These comparisons are made in Table 4.

Four of the schools participated in the integration plan for two years, 1964-1965, and the other three for one year, 1965.

TABLE 4

Changes in Percentages of White Students in
Academic High Schools Participating in the
Integration Plan

High School	Years in Plan	Percentages of "White" Pupils		
		Before	After	Difference
E	1964, 1965	71.5	54.0	-17.5
W	1964, 1965	84.7	57.7	-27.0
M	1964, 1965	98.1	84.2	-13.9
T	1965	95.8	80.6	-15.2
C	1965	96.3	82.0	-14.3
L	1965	96.4	85.1	-11.3
J	1964, 1965	<u>83.0</u>	<u>74.2</u>	<u>- 8.8</u>
	Av.	89.4	74.0	15.4

From Table 4 it can be seen that before the plan was introduced into these academic high schools, the "white" population averaged 89.4% with a range of 98.1% in school M to 71.5% in school E. After the adoption of the integration plan, the average percentage of "white" students decreased by 15.4% to 74.0%, with a range of 85.1% in school L and 54.0% in school E. No school had less 15% nor more than 50% minority students.

In assessing the extent of ethnic changes in a particular school, factors other than the transfer policy must be considered. These are the ethnic changes in the school zone, extending the school zone to include truncated schools in disadvantaged neighborhoods, and the number of free choice students admitted to the school. For example, the 27% loss in the "white" student population in High School W is due in part to the ethnic changes within the neighborhood of the normal school zone--an area rapidly changing from a Jewish White to a Negro-Puerto Rican community.

Reading Achievement

The results of the citywide Metropolitan Reading Achievement Test in October 1965 and again in May 1966 provided the data for comparing the reading achievement of the disadvantaged ninth graders in the academic high schools with that of their ethnic counterparts in the junior high schools.

The October reading results are based on scores for 83.3 per cent of the high school sample and 90.1 percent of the junior high school group; the May scores represented 76.7 percent of the high school and 87.5 per cent of the junior high school students.

The median grade equivalents of the two groups for the October and the May tests are compared against one another by individual schools and by totals. The medians are also compared with the norms at each testing. The October norm for ninth-grade groups is 9.2, since the test was administered in the second month of the school year; the May norm is 9.9, May being the ninth month of the school year. These comparisons are presented in Table 5.

Further statistical analyses of reading scores have been done: frequency distribution, means, standard deviations and "t" tests of the reading differences for the participating high schools and junior high schools. These may be found in Appendix B.

As shown in Table 5, the average high school median reading score in October was 7.9 and in May 8.8, a difference of 0.9. At both testings, the high school medians were more than a year below the norms, 1.3 below the October norm of 9.2 and 1.1 below the May norm of 9.9. The October medians ranged from 6.0 in High School C to 9.4 in L, the latter being the only school whose sample reached or exceeded the norm. The May medians for the high schools ranged from 6.8 in C to 10.1 in L. High School W fell just short of the May norm with a median score of 9.8. The gains in all but one

school were equal to or exceeded 0.7, which is the expected increment between the two testings; the increments ranged from 0.6 to 1.3.

TABLE 5

Median Reading Scores for Ninth Graders in Academic High Schools and Comparison Junior High Schools

Academic High Schools					Junior High Schools						
October		May		Diff. May- Oct.	October		May		Diff. May- Oct.		
No.	Md.	No.	Md.		No.	Md.	No.	Md.			
E	122	7.7	117	8.3	+0.7	EM	454	6.3	376	7.7	+1.4
M	125	7.7	125	8.4	+0.6	MK	495	6.1	461	7.1	+1.0
W	229	8.5	183	9.8	+1.3	WX	585	9.0	598	9.5	+0.5
T	95	7.1	104	8.0	+0.9	TK	419	6.2	380	6.3	+0.1
C	91	6.0	73	6.8	+0.8	CK	369	6.3	350	6.9	+0.6
L	165	9.4	150	10.1	+0.7	*LQ	156	8.2	156	9.1	+0.9
J	<u>56</u>	<u>7.6</u>	<u>56</u>	<u>8.4</u>	<u>+0.8</u>	*JQ	<u>156</u>	<u>8.2</u>	<u>156</u>	<u>9.1</u>	<u>+0.9</u>
Total	883	7.9	808	8.8	+0.9	Total	2478	6.9	2321	8.0	+1.1
Norms		9.2		9.9	+0.7			9.2		9.9	+0.7

*LQ and JQ are the same school.

In the comparison junior high schools, the October median reading score was 6.9, 1.0 years below that of the high school group and 2.3 years below the norm. The May median was 8.0, 0.8 below the corresponding high school mean and 1.9 years below the norm. The gain was 1.1 which is slightly greater than that of the high school sample. No junior high school group reached either the October or May norm.

Reading Norms

The percentages of high school and junior high school students achieving

reading scores at or above the norms were also compared. These data are given in Table 6.

TABLE 6

Percentages of Ninth Graders in Academic High Schools
and Comparison Junior High Schools At or Above
Reading Norms

Test Norms	% At or Above Norms		Diff. Between H.S. & Jr. H.S.	"t"
	H.S.	J.H.S.		
Oct. - 9.2	36.6	25.3	11.3	6.49*
May - 9.9	35.9	22.1	13.8	7.89*

*Significant beyond 0.1 level.

Table 6 shows that 36.6% of the high school students scored at or above the October norm of 9.2, compared to 25.3% of the junior high school students. In May these percentages were 35.9% and 22.1% respectively. These differences were statistically very significant for both test norms as seen by the "t" test results. For the high school groups, there was very little difference in the percentages at or above each of the norms from October to May. The junior high school group had 3.2% fewer at the May test than at the October test. Another way to analyze these data is to compare the percentages of students that are expected to be at and above the norm. Norms are medians, mid-points in a distribution. Therefore 50% of the distribution is above and 50% below that point. For the high school group, 36.6% were at and above the October norm where 50% was to be expected; therefore 13.4% did not reach the norm. Similarly in the junior high school group, 24.7% did not score as high as expected. Note that there are proportionally about twice as many junior high school as high school students who fell short of the expected

mark. This also was true for the May norms. Stated positively, there were proportionally twice as many high school as junior high school students at or above the reading norms at each testing.

Reading Levels

The high school and junior high school reading results were also compared by levels to discover what changes took place within and between these two groups from one testing to the next. Reaching levels were defined by range of grade equivalents: "superior" 11.0 - 12.6, "average" 8.0 - 10.9, "below average" 6.0 - 7.9, and "poor" 5.9 or less. This comparison is made in Table 7.

TABLE 7
Reading Achievements by Levels of Ninth Graders
in High Schools and Comparison Junior
High Schools

Levels	G. E. Range.	OCTOBER			MAY		
		HS %	JHS %	HS-JHS Dif. %	HS %	JHS %	HS-JHS Dif. %
Superior	11.0-12.6	16.19	9.24	+ 6.95	19.43	10.34	+9.09
Average	8.0-10.9	32.39	28.57	+ 3.82	39.97	35.50	+4.47
Below Average	6.0- 7.9	21.86	22.56	- 0.70	16.34	23.57	+7.23
Poor	5.9-less	29.56	39.63	-10.07	24.26	30.59	-6.33
Chi Square			49.04*		64.08*		

*Significant beyond the .01 level.

Table 7 indicates that the reading achievement by level was significantly higher in the high school than the junior high school in both October and May. There were about 10% more high school than junior high school students in the top two reading levels in October and 14% more in May.

Center for Urban Education

Evaluation by Classroom Instructors

Subject taught How long in the school? How long in teaching?..

..... Sex School activities other than the classroom which brought
you in contact with these special ninth graders?,.....
.....

1. Did you teach any classes in which these ninth graders were your students?

2. If yes, in what way or manner did they differ from the other students in:

- a. attitude toward the teacher
- b. attitude toward the other students
- c. attitude toward the work
- d. participation in classroom activities
- e. homework
- f. test achievement
- g. general deportment
- h. attendance
- i. cutting
- j. others; specify

3. How did the academic background of these students compare with that of
their classmates?

4. What proportions of these students (a) were failures from the very beginning
of the school year and continued to do failing work?

(b) showed steady improvement (c) were eager at the beginning
of the term but lost interest and are now failing

(d) others

5. What special classroom problems, if any, were created by these students?
.....

Instructor Evaluation Cont'd.

6. What kind of interaction was there between these students and their peers in the classroom?
7. How many of these students show intellectual promise?
8. What kind of self-image did these students have?
9. Did they seem to be happy, unhappy, or indifferent to the classroom?
10. Did any of these students seek you out for special help either curricularly or extra-curricularly?
11. Did you have any contact with the parents of these youngsters?
.....For what reason?
- What was the reaction of the parents?
12. What are some of the urgent needs of these students?
13. What is your general reaction to this program and these students?
Explain
14. What other aspects of your experience with these students or reactions to them do you have?
15. Other comments or suggestions

Study of Ninth Grade Students

Evaluation by Director of Guidance

1. What changes were made in guidance services for these special ninth year students as provided by the Board of Education? How adequate are they? What additional services or modification of existing services do you recommend?
2. Did this group display educational deficiencies significantly different from those of previous ninth grade classes? If yes, in what areas and to what degree? What provisions were available to these students with severe educational deficiencies? To what extent were they utilized? What efforts were obtained? What recommendations can you offer for the future in dealing with this problem?
3. What curriculum changes were made in the ninth year course of study geared to the needs and abilities of these students? What is your estimate of the effectiveness of these efforts? Recommendations?
4. Did this group have problems in making a social adjustment to the school? If yes, how did it manifest itself? What was done about it? How successfully was the problem handled? What are the major unsolved problems in this area? Recommendations?
5. To what extent did these students display emotional problems significantly different from previous groups of ninth graders? How did they show themselves? How were these problems handled? With what success? Recommendations?
6. Was it necessary to refer any of your students to special agencies because they were severely disturbed either emotionally, socially or intellectually? If yes, how many, what kinds of disturbances? to what agencies? Recommendations?
7. Was there any difference in the number and kinds of general disciplinary offenses involving these students significantly different from other similar ninth grade groups? If yes, to what extent and what kinds?
8. To what extent did you have contact with the parents of these students? How did the parents respond to guidance efforts? Did the parents seek you out or did you ask them to come to school? Explain. Recommendations?
9. In general, how did those students respond to the guidance services offered?
10. What other aspects of guidance for these pupils are not covered above and should be considered? truancy, dropouts, transfer students?

Department of Education
 State of Michigan
 Department of Public Instruction

High School _____ (Print last name first)

Class _____ Teacher _____ Semester _____

Sex	Ethn	HS	Attendance								1/66		6/66		
			Jan.		Feb.		Mar.		Apr.		Abs.	Late	Abs.	Late	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Department of Education

English		Soc. Sci.		Math.		Science		Language		Remarks
24	25	26	27	28	29	30	31	32	33	
36	37	38	39	40	41	42	43	44	45	

1/66

6/66

English		Rom. Lang.		Soc. Sci.		Math.		Science		Shop		H. Eco.		Total	
48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63
64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79

INTEGRATED CURRICULUM

I. School Organization

1. What changes have occurred in the ethnic composition of the school population over the last four years?
2. How has the influx of these students affected the ethnic balance in the school?
3. From which ungraded junior high schools have most of your ninth year students come? What is the ethnic composition of these feeder schools?
4. How has the school enrollment percentage been affected by these incoming students?
5. How has the average class size in the ninth grade and in the school generally been affected?
6. How has the size and composition of the school faculty been changed?
7. What administrative and/or organizational changes have been made necessary because of the entrance of these students?
8. What curriculum modifications were made to accommodate these students?

II. General Reactions

1. Has the general atmosphere of the school been altered during the past year? If yes, to what extent may these changes be attributed to these students?
2. Do these students seem to have special problems that influence their attitude toward and participation in school? If yes, what are they and how are they being met?
3. Have there been any "incidents" in or around the school attributable to these students directly or indirectly? If yes, explain.
4. How do they fit into school life, extra-curricular activities? Are they generally accepted, rejected or ignored by the other students?
5. What is the attitude of the teachers, administrators towards them and the attitude of these students towards their teachers and the school administration?
6. Have there been any reactions from the neighborhood or parents of neighborhood students? If yes, explain.
7. What is the reaction of these students and their parents toward the school?
8. Do you find that the additional services have been adequate to meet the needs of these students?
9. What suggestions and recommendations can you offer to improve the position of these students in the school?
10. Are there any other significant aspects of the problem not covered above?

Composite Picture of Attendance

The attendance pattern of the disadvantaged students was also investigated since attendance is generally regarded as an indication of their attitude toward school. It is also assumed that a change in the attendance pattern might be due to the effect of the integration program.

Absence:

The absence records of the disadvantaged ninth graders in the academic high schools were compared for the first and second terms of the school year, to discover a possible trend in attendance. The numbers and corresponding percentages of ninth graders absent 0 - 4 days, 5 - 9, 10 - 19, and 20 or more days for the first and second terms are compared in Table 8. Also, absences during the full school year for 0 - 9 days, 10 - 19, 20 - 39 and 40 days or more for the full school year are presented in Table 8.

TABLE 8

Number of Days Absence of Ninth Graders in Academic High Schools

<u>No. of Abs.</u>	<u>Students First Term</u>		<u>Students Second Term</u>		<u>Full Year</u>		
	No.	%	No.	%	Range	No.	%
0-4	230	21.82	300	28.52	0-9	224	21.29
5-9	280	26.57	266	25.29	10-19	330	31.37
10-19	357	33.87	241	22.91	20-39	276	26.24
20+	<u>187</u> 1054	<u>17.74</u> 100.	<u>245</u> 1052	<u>23.29</u> 100.	40+	<u>222</u> 1052	<u>21.10</u> 100.
Chi Square	40.41*						

*Significant beyond the .01 level.

Absence from school was significantly greater in the second than in the first term and the table also indicates that serious absenteeism was greater in the second than in the first term. It was found that there were 68 "chronic absentees" in the first term and 98 in the second. For the purposes of this study, a "chronic absentee" was defined as a student absent from school at least 20 days in a term and who failed all major subjects. This is regarded as a very conservative estimate of the number of chronic absentees among these students; the table shows that 17.74% in the first term and 23.29% in the second were absent 20 days or more, and that for the school year 21% were absent 40 days or more.

This data does not make it possible to explain the increase in absence from the first to the second term of the school year.

Composite Lateness:

The lateness records of the disadvantaged ninth graders in the seven academic high schools were also studied. The number and corresponding percentages of students late 0-4 times, 5-9, 10-19, and 20 times or more during the first and the second term were compared in Table 9. In addition, the cumulative lateness records for the full school year are also given in Table 9 in four ranges similar to those used in the study of absence.

Lateness Record of Disadvantaged Ninth Graders in
Selected Academic High Schools

<u>No. of Late.</u>	<u>Students First Term</u>		<u>Students Second Term</u>		<u>Full Year</u>		
	<u>Range</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>Range</u>	<u>No.</u>
0-4	670	74.78	562	62.72	0-9	634	70.82
5-9	163	18.19	186	20.76	10-19	183	20.38
10-19	49	5.47	125	13.95	20-39	70	7.80
20+	<u>14</u>	<u>1.56</u>	<u>23</u>	<u>2.57</u>	40+	<u>9</u>	<u>1.00</u>
	896	100.	896	100.		896	100.
Chi Square	31.32*						

*Significant beyond the .01 level.

Table 10 indicates that serious lateness was significantly more common in the second term than in the first term of the school year. For example, there were twice as many students late 10 to 19 times in the second as compared with the first term. Over the school year 30% were late at least 10 times.

Attendance Rates

In addition to studying attendance patterns from the records of individual pupils, the period attendance reports submitted by each school to the Board of Education were also analyzed. The purpose here was to study the attendance pattern of ninth graders before and after the introduction of the program in each school. The attendance rates for 1962 to 1965 were calculated by obtaining the ratio between average aggregate attendance and aggregate registers for the eight reporting periods in each school year.

The assumption made in this analysis was that although the ninth-grade did

not consist exclusively of disadvantaged students, enough were present to influence attendance rates significantly. Therefore, differences in attendance rates before and after the introduction of the program should be observable. Table 10 shows the attendance rates for the ninth-grade groups citywide and in the seven academic high schools.

Average differences for schools entering the plan in 1965, was the difference between the attendance rates for 1964 and 1965. For schools in the plan since 1964, the average rates for 1964 and 1965 were subtracted from the average rate for 1962 and 1963.

TABLE 10
Ninth Grade High School Attendance Rates Citywide
and in Selected Academic High Schools

High School	ATTENDANCE %				Av. Dif.
	1962-63	1963-64	1964-65	1965-66	
E	77.96	76.34	71.45*	73.44	-4.70
M	90.19	88.28	37.33*	85.23	2.95
W	88.58	84.11	82.73*	79.06	5.45
T	87.32	85.15	86.59	75.87*	10.72
C	86.62	86.92	88.02	74.24*	13.78
L	85.13	85.51	85.41	81.43*	3.98
J	<u>85.96</u>	<u>88.86</u>	<u>83.81*</u>	<u>80.12</u>	<u>3.69</u>
H.S. Average	86.41	85.35	82.98	78.49	6.47
Citywide Average	<u>86.07</u>	<u>85.06</u>	<u>83.57</u>	<u> </u> ^a	
Dif.	+ 0.34	+ .29	- 0.59		

*Year integration plan was introduced in the school.

^aNot available at the time of the study.

From Table 10, it can be seen that the attendance rates in the selected high schools declined at an accelerated pace over the four-year period considered; it fell from 86.41% in 1962 to 78.49% in 1965. The citywide rates also showed a drop from 86.07% in 1962 to 83.57 in 1964; but the citywide decline was not as sharp.

In the individual schools, the greatest drop in attendance occurred the year the integration plan was introduced in the school. The difference in attendance rates before and after the plan was adopted by the schools was greatest in School C, 13.78%, and least in School M, 2.95%; the average for all seven schools was 6.47 %.

From these data it appears that ninth-grade attendance was influenced by disadvantaged students. Attendance rates were lower after they entered the ninth grade groups than before.

Truancy Referrals

In order to obtain a more complete picture of the attendance pattern of disadvantaged ninth graders, truancy referral records were also studied. These were from the Bureau of Attendance.

Truancy was defined operationally in accordance with the following regulation which appears on page 34 of the "Manual of Attendance Procedures for Principals" prepared by the Bureau of Attendance in 1957. "On the fifth day of absence, if a satisfactory explanation has not been made, the absence should be reported to the Bureau of Attendance."

The data is expressed in percentage of referrals for the total school population. Records for ninth graders alone are not kept nor is a distinction made between single referrals and multiple referrals for the same pupil. Furthermore, in September 1964, a new policy of handling truancy was instituted in certain school districts. This changed the number of recorded truancy referrals.

Table 11 summarizes the Bureau of Attendance data of the percentages of truancy referrals for the high schools over the five-year period from 1961 to 1965.

TABLE 11

Percentage of Truancy Referrals in Selected Academic High Schools

Schools	1961	1962	1963	1964	1965
E	22.2	23.7	29.3	22.3	13.8
M	34.3	31.1	34.7	18.4	16.2
W	12.3	14.7	14.4	16.0	15.7
T	18.7	19.4	17.4	18.1	17.2
C	44.1	43.7	41.9	38.1	23.0
L	36.3	25.2	26.3	23.6	26.0
J	<u>23.1</u>	<u>21.4</u>	<u>19.6</u>	<u>11.2</u>	<u>13.3</u>
Average	27.3	25.6	26.2	21.1	17.9

Table 11 shows a reduction in the number of truancy referrals made to the Bureau of Attendance. This contradicts the general impression presented by school personnel, who claim an increase in truancy in the school with the advent of disadvantaged ninth graders.

The discrepancy between the decreased number of truancy referrals to the Bureau of Attendance and the increased incidence of truancy in the schools may be ascribed to the new approach of handling and reporting truancy instituted by the Bureau of Attendance in 1964. A distinction must be made between the number of truancy referrals reported to the Bureau of Attendance and truancy rates in the schools. Unfortunately, no conclusion can be drawn from the data concerning truancy referral rates.

Student Transiency

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In order to obtain some measure of the "holding power" of the academic high schools, transiency studies were undertaken. Transiency is a measure of pupil turnover, that is, the percentage that enter and leave the school during the year. These data were obtained from the period attendance reports. Using the transiency formula developed by the Bureau of Educational Research and Statistics, rates for ninth-grade turnover were calculated for each year from 1962 to 1965. These results are summarized in Table 12.

TABLE 12

Transiency Rates of Ninth Graders in Selected Academic High Schools

Schools	TRANSCIENCY PERCENTAGES			
	1962-63	1963-64	1964-65	1965-66
E	27.76	30.69	15.83*	36.22
M	11.94	11.11	13.54*	8.27
W	14.52	19.79	10.64*	10.51
T	7.92	8.33	6.71	11.92*
C	17.45	14.51	6.01	20.16*
L	28.88	23.15	27.67	33.10*
J	<u>35.60</u>	<u>14.78</u>	<u>33.71*</u>	<u>22.22</u>
Average	20.58	14.65	16.30	20.34

*Introduction of integration plan.

From Table 11 it is clear that between 1963 and 1965 the average transiency rate increased from 14.65% to 20.34%. In 1962, however, the average was higher than in 1965. This seems to be due to the very high rate in School J, 35.60%. The reason for this inflated figure is unknown. The transiency

rates were at their highest level in 1965 in three schools T, C, and L. This corresponds to the year the program was instituted in these schools. In the other four schools the trend is less discernible. In interpreting these data, the assumption is made that the ninth grades are more transient than the rest of the class, and also that this transiency is related to their disadvantaged position. To some extent, interview data generally supports the hypotheses that disadvantaged youngsters are more mobile than their socioeconomically more fortunate peers. They tend to enter and leave the school more often. These data merely suggest support for this thesis. Too many other variables can account for the movement of ninth graders in and out of a school.

A rough estimate of transiency was also obtained by comparing ninth-grade September 1965 registers with those on June 23, 1966. In September the total ninth-grade register in the seven academic schools was 4112, in June it was 3775, 337 students less. This does not reveal turnover, but merely changes in total register. The greatest losses were in High School T, 17%, and E, 13%.

Composite Number of Major Subjects Passed

Table 13 summarizes the number of subjects passed by the ninth-grade students in the seven academic high schools. No distinction was made among academic, general or remedial courses. Chronic absentees were excluded from the analyses. Table 13 shows no significant differences in the number of major subjects passed in the first as compared to the second term. Two-thirds of the students passed either four and five majors and 9% failed all or all but one major.

TABLE 13

Number of Major Subjects Passed by Disadvantaged
Ninth Graders in Academic
High Schools

No. of Majors	First Term		Second Term	
	No.	%	No.	%
5	390	39.47	378	39.46
4	262	26.52	261	27.24
3	155	15.69	161	16.81
2	94	9.51	75	8.04
1	63	6.38	63	6.58
0	<u>24</u>	<u>2.43</u>	<u>20</u>	<u>2.07</u>
	988	100.	958	100.
Chi Square		8.13	*	

* Not significant

Composite Percentages Passing Each Major Subject

The percentages of disadvantaged ninth graders in the academic high schools passing each major subject are given in Table 14. Again, no distinction was made among academic, commercial, general, and remedial subjects. Chronic absentees were excluded. Furthermore, in some schools, subjects carried a double English period and received separate grades for each. In others, there was only one grade for the double English period. Table 14 indicates that there was no significant difference in the percentages passing each subject the first and second time. The ninth graders were most successful in English. In view of their reading disabilities, one might expect a larger percentage of failures. However, since all the English courses, including remedial reading, were com-

TABLE 14
Percentages of Ninth Graders Passing
Major Subjects

MAJOR SUBJECT	FIRST TERM			SECOND TERM		
	Number		Percent Passing	Number		Percent Passing
	Fail	Pass		Fail	Pass	
English	165	977	85.56	160	990	86.09
Social Studies	184	802	81.34	198	759	79.31
Mathematics	324	675	67.57	283	649	69.64
General Science	189	794	81.77	184	763	80.57
Foreign Lang.	<u>155</u>	<u>351</u>	<u>69.94</u>	<u>153</u>	<u>332</u>	<u>68.45</u>
Totals	1017	3599	77.97	978	3493	78.13
CHI SQUARE	2.82***					

***Not significant.

bined into a single category for the purposes of this analysis, the percentages passing English are probably inflated and do not necessarily reflect a completely realistic picture. Mathematics proved to be the most difficult subject. Where a distinction was made between Algebra and other types of ninth-grade mathematics-- such as Business Arithmetic, General Math or Arithmetic for Daily Living (ADL)-- it was found that about half managed to pass Algebra and about 75% the other types of math. The problem in analyzed foreign languages is that only half the ninth graders are programmed for it, usually those in the academic track. Among these, two out of three pass.

SCHOOL STAFF

Ratio of Regular to Substitute Teachers

The teaching staff of the participating academic high schools and junior high schools were compared for differences in the ratio of regular to substitute teachers. Table 15 summarizes these data.

TABLE 15

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Percentages of Regular Teachers in Selected
Academic High Schools and Comparison
Junior High Schools for 1965

Academic High Schools				Comparison Junior High Schools			
H.S.	Regulars	Subs	% Reg.	J.H.S.	Regulars	Subs	% Reg.
E	151	43	77.8	EM	67	40	62.6
M	142	46	75.5	MK	50	62	44.6
W	149	68	68.7	WX	46	11	80.7
T	158	55	74.2	TK	39	42	48.1
C	108	33	76.6	CK	44	37	54.3
L	120	15	88.9	LQ	59	42	58.4
J	<u>174</u>	<u>25</u>	<u>87.4</u>		—	—	—
Totals	102	285	77.9		305	234	56.6
"t" value				9.10*			

*Significant at the .01 level.

Table 15 indicates that the high schools had significantly more regular teachers than the junior high schools. There were 77.9% regulars in the high schools and 56.6% in the junior high schools, 21.3% more.

Among the high schools, the highest percentage of regulars was 88.9% for High School L and the lowest 68.7% in High School W.

Of the six junior high schools, the highest percentage was 80.7% in WX and the lowest, 44.6%, in MK.

School Experience

School experience data was obtained from a report prepared by the Bureau of Educational Program Research and Statistics. The percentages of all teachers with four or more years of teaching experience in the academic and junior high schools are given in Table 16.

TABLE 16

Percentages of All Teachers with Four or More
Years of Teacher Experience in Selected High Schools
and Comparison Junior High Schools

Academic H.S.		J.H.S.	
School	% Intervals	School	% Intervals
E	76-80	120M	76-80
M	76-80	271K	51-55
W	66-70	123 X	66-70
T	76-80	57 K	46-50
C	91-95	265 K	56-60
L	91-95	192 Q	56-60
J	<u>81-85</u>		
Average	81.6%		60.5%

School Experience Index in Elementary and Junior
High Schools - School Year 1965-1966, Prepared by
Madeline M. Morressey, Pub. No. 265 - January, 1965

Using the midpoint of each percentage interval, the average percentages were calculated for each group. Eighty percent of the high school teachers had 4 or more years experience, whereas, only 60% of the junior high school teachers had comparable experience. Thus, the high schools--compared to the junior high schools--were staffed with faculties containing 20% more regulars than substitutes, and there were 20% more teachers with 4 or more years of school experience.

CHAPTER III

SUMMARY OF STUDY

CHAPTER III

SUMMARY

Background

This report describes the first steps in an effort to achieve excellence in education and improved ethnic balance in the high schools of New York City by reorganizing the grade structure. In a move toward the four year comprehensive high school, ninth-grade students from segregated junior high schools that have been truncated were transferred to academic high schools.

Purpose

The purpose of this report is to evaluate the experiences of receiving high schools with disadvantaged ninth graders and to assess the school performance of these students in the high school setting.

Procedure

Seven academic high schools were selected as representative samples; two in the Bronx, two in Brooklyn and three in Queens. Evaluative data were obtained from the principals and the guidance staff by interviews and conferences, and from a sampling of ninth-grade classroom teachers by questionnaires.

Student performance data were transcribed from schools' records for over one thousand disadvantaged ninth graders who entered these academic high schools in September 1965 from truncated junior high schools. In addition, student data were also obtained from one partially truncated junior high school, a third of whose ninth graders were transferred to an academic high school and the remaining two-thirds continued their ninth-grade in the junior high school.

Reading achievement was also assessed by comparing the scores of the disadvantaged high school students with their ninth-grade counterparts in six junior high schools. These had been matched ethnically on a one-to-one bases with the high schools. Additional Board of Education data describing reading achievement, ethnic trends, attendance, transiency, truancy, and school staff were also analyzed.

Findings

1. Ethnic Changes

The ethnic balance in the predominantly white academic high schools has been improved by transferring disadvantaged Negro and Puerto Rican ninth graders from segregated truncated junior high schools. None of the academic high schools in the study have less than 15 per cent or more than 50 per cent minority students in its population. This is a significant change since four of the schools had less than 5% Negro and Puerto Rican students before the introduction of the plan.

2. Principal's Evaluation

The principals interviewed evinced varying amounts of enthusiasm for the program. Their reactions were influenced by the rate of integration and their previous experiences with minority students.

Overcrowding

In several of the schools, serious overcrowding was reported resulting from the increased size of the ninth year class and also the reduction in class size.

Administrative Adjustments

Some schools have lengthened the day and the ninth graders are generally on the late session. This has curtailed the opportunity to engage in extracurricular activities and to become part of the school community.

The other administrative adjustments required to accommodate these youngsters involved the extension and intensification of existing services such as guidance, attendance, cutting, lateness, discipline, and building patrols.

Curricular Adaptations

Curricular adaptations were less extensive. Remedial English and reading courses were created and other subjects in the ninth-year curriculum were adjusted along remedial lines, student programming was generally based on reading ability.

School Atmosphere

There has been a general tightening up of school rules and regulations. These youngsters require a more structured school setting with fairly well-defined limits since many of them are unfamiliar or indifferent to high school standards.

Social and Emotional Problems

The social and emotional problems displayed by these youngsters are largely a reflection of their impoverished background and insecurity and unstable family life. There has been an increase in the number of "incidents" in and around the school and some antisocial acts. They do not seem to be expressions of ethnic tensions or antagonisms. Relatively few students are involved in these acts.

Participation

Minority youngsters tend not to find school a rewarding experience and few of them become part of it. They do not join the student organization or attend school functions, except for a grade dance in some schools. Track and basketball are the only extra-curricular activities in which they participate in any significant numbers. Lack of money, afternoon session, distance from home, and the school as a figure of white authority are some of the reasons given for their lack of participation.

School Staff

The school staff is generally sympathetic, understanding and willing to help; these students tend to respond positively to "teachers who care."

Parents

Contact with the parents of the disadvantaged ninth graders is extremely limited. A few interested parents appear during Open School Week. When summoned, parents usually come to school and are cooperative.

Summary

Further expansion of guidance services, more teachers for more remediation and more time to assimilate and solve the educational problems associated with disadvantaged ninth graders were among the recommendations made.

3. Evaluation by Guidance Staff

The additional allotment of teachers was used to increase guidance services for the ninth-grade. Because of the many educational and emotional problems of these youngsters, the present facilities are inadequate. Additional services recommended are: a social worker, health team and more time with the B.C.G. team, a Human Relations Coordinator.

Educational Retardation

The group was seriously retarded in the basic skills, reading and arithmetic. Less than half could be accommodated in existing academic, commercial, or general courses. Remedial reading and English courses were organized by level of retardation. Appropriate reading material and methods were developed. The teachers of these classes reported progress with some of these retardates. Absenteeism and transiency, however, seriously reduced learning. There is a great demand for reading materials visual aids and

curricula appropriate for functional illiterates at the high school level.

Social Adjustment

It is difficult to appraise the degree to which these youngsters made a social adjustment to the school. Although there is ethnic mixing in the classroom, its superficiality became apparent; as soon as individuals could move freely ethnic cliques became the dominant social group pattern.

Activities designed to encourage interracial mixing are at a minimum in the schools. Whatever ethnic antagonism exists in the school at the beginning of the year is at a minimum by the end of the school year. The school by its nature and organization is an ethnic leveller.

De Facto Dropout

A most frustrating problem is the "de facto dropout," the student who is not old enough to leave school but who has a minimum of contact with the school. These are the hard core truants whom it is virtually impossible to reach and to deal with--the unreachables. In some schools they constitute 25% of the disadvantaged ninth graders. It is frequently difficult to use parental pressure in these cases because the parents work and are therefore not available, or they do not have a telephone, or they claim they cannot control their children, or these youngsters live with relatives or foster parents.

The conventional methods of dealing with these school offenses by failing them or giving them detention is generally ineffective. New methods and new approaches are being sought.

Emotional Problems

There has been a significant increase in the number and kinds of emotional problems exhibited by these youngsters. Contact with social and

welfare agencies have been developed and excellent working relationships exist. In many instances, there was previous contact with social agencies. Lack of funds limits referrals to public agencies. Liaison with the parents should be encouraged to inform them of the role and function of the school to the child, parent and community.

Better communication with feeder junior high schools will clarify the school and its program to prospective students and their parents.

4. Evaluation of Ninth-Grade Classroom Teachers

The questionnaire response by more than fifty ninth-grade classroom teachers in the seven academic high schools were in general agreement with the judgements of the principal and the guidance staff.

There was a wide divergence of opinion among teachers in evaluating the classroom performance of these ninth graders and teacher reactions varied from positive to negative. The majority of the teachers, however, described the disadvantaged students as generally poorer students with less achievement, interest, ability, and motivation than ninth graders in general.

Classroom Activities

They lacked basic skills necessary for success at the high school level. Furthermore, although a few were successful and showed academic promise, the majority either were indifferent or incapable of mastering the subject matter. On the other hand, the teachers felt that these students would respond if they had smaller classes with individualized instruction, greater familiarity with school regulation and accepted standard of behavior, greater parental guidance control, self discipline, and sympathetic, understanding teachers.

Attitude Toward Program

In general, teachers favored the integration effort but felt that it was moving too fast and that the school was unprepared to handle the educational problems of disadvantaged ninth graders in terms of appropriate curriculum and teaching aids.

5. Student Performance

The school records of over one thousand disadvantaged ninth graders in the seven academic high schools and of 2600 ninth graders in six ethnically matched junior high schools provided the data for the following summaries:

a. Reading Comprehension

The disadvantaged ninth graders in the seven academic high schools gained nine months in reading comprehension in the seven-month period between the October and May testings. The junior high school sample improved by eleven months over the same period of time.

There were twice as many high school as junior high school students at or above the norms at both testings and there were twice as many top level, "superior" readers among the high school than the junior high school students.

b. Attendance

There was significantly more absence and lateness in the second term than in the first term among the disadvantaged high school students. Over 20 per cent were absent 40 days or more and late at least 20 times during the school year. Almost 10% were "chronic absentees," de facto dropouts. This is a very conservative estimate. Absence rates were greater after than before the admission of the disadvantaged students to the ninth grade.

c. Transiency

There is the suggestion that transiency rates is greater among these students.

d. Scholastic Achievement

About two-thirds of the group passed four or five major subjects; 10% failed all or all but one subject. Mathematics was the most difficult subject in the curriculum; a third failed it. Foreign language was equally difficult but only half the students in the samples took it. The greatest academic success was in English, followed by Social Studies.

e. School Staff

There were significantly more regular teachers than substitutes and also more with four or more years of teaching experience on the high school than on the junior high school faculties.

Further Research

This interim report assessed the first steps in a plan for achieving quality integrated education by transferring disadvantaged ninth-grade students from segregated junior high schools to academic high schools. The full effect of the plan can best be determined by longitudinal studies as it grows and develops in the schools. The present study serves as a point of departure for future investigations; it also focuses attention on several critical areas in the implementation of the plan which require further study.

Answers to some of the following questions will provide the guidelines and direction for the longitudinal studies which are to be undertaken:

1. Ethnic balance

What effects will the present integration policy have on achieving and maintaining ethnic balance in the academic high schools?

What steps are contemplated to keep minority students in these schools and to prevent the flight of the white students from these schools?

2. Overcrowding

What are the effects of overcrowding due to the increased number of ninth graders and the reduction in class size on the integration process in these schools?

3. Curriculum Modifications

What changes in the ninth grade curriculum have been effective in meeting the educational needs of disadvantaged students?

What is being done for the adolescent functional illiterate on the high school level?

What changes in the curriculum for the upper grades are being contemplated?

4. Dropouts

How does the holding power of the academic high school compare with that of vocational and trade schools with respect to disadvantaged youngsters?

5. Truancy

How do truancy rates among the disadvantaged students in academic high school compare with the rates in vocational and trade schools?

What procedures are most effective with de facto dropouts?

6. Administration

What administrative procedures seem to be effective in dealing with disadvantaged students in the academic high schools?

7. Guidance

To what extent are the current guidance services and practices meeting the educational and emotional needs of disadvantaged adolescents?

8. Classroom

What classroom procedures and practices appear to be effective in the education of disadvantaged students?

9. Parents

What steps are being taken or can be taken to improve relationships with the parents of disadvantaged students?

10. Students

How do students react to and see the various aspects of this program?

11. Academic Achievement

How do disadvantaged students perform academically as they progress up the educational ladder?

12. Principals

How does the principal of the school evaluate the program as it develops in the school?

Appendix A

Truncated Junior High Schools

- (a) Ethnic Census**
- (b) Location**

APPENDIX A

Ethnic Census of Truncated Junior High Schools (8th year only)
(Based on October 1964 Report)

Junior High School	Total Population 8th Year	Ethnic Percentages			Location
		PR	N	O	
<u>Manhattan</u>					
44 M	328	27.4	24.7	47.9	Lower Pk. W.
*88 M	590	0.7	99.3	.0	C. Harlem
*117 M	625	63.7	28.8	7.5	E. Harlem
*136 M ^a	398	9.8	84.2	6.0	C. Harlem
*139 M ^a	497	1.6	98.2	0.2	C. Harlem
*164 M	398	9.8	84.2	6.0	Washington Hts.
<u>Bronx</u>					
22 X	512	16.2	34.2	49.6	Concourse
*38 X ^a	407	58.7	31.4	9.8	S. Bronx
*52 X	934	68.1	24.9	7.0	S. Bronx
*55 X ^a	523	53.0	45.5	1.5	Morrisania
82 X	481	6.7	30.4	63.0	Concourse
*139 X	633	70.0	22.7	7.3	S. Bronx
145 X	209	46.6	35.8	17.7	S. Bronx
<u>Brooklyn</u>					
6 K ^a	393	53.7	28.0	18.3	Red Hook
*33 K	576	46.7	51.0	2.3	Bedford Stuy.
*35 K	374	2.7	96.3	1.1	Bedford Stuy.
49 K	528	66.5	26.7	6.8	Williamsburg
78 K	648	0.8	1.1	98.1	Flatlands

(continued)

APPENDIX A
(continued)

Ethnic Census of Truncated Junior High Schools (8th year only)
(Based on October 1964 Report)

Junior High School	Total Population 8th Year	Ethnic Percentages			Location
		PR	N	O	
<u>Brooklyn (continued)</u>					
96 K	522	0.8	3.1	96.0	Flatbush
111 K	288	52.8	18.4	28.8	Bushwick
*117 K	531	28.6	64.2	7.2	Bedford Stuy.
171 K	269	4.1	11.9	84.0	Woodridge
*178 K	402	31.6	66.2	2.2	Brownsville
*210 K ^a	483	9.7	84.5	5.8	Brownsville
218 K	503	23.6	31.2	45.1	E. N. Y.
223 K	541	4.6	27.5	67.8	Borough Park
227 K	493	1.8	19.3	78.9	Bensonhurst
246 K	516	5.6	28.3	66.1	Flatbush
*258 K ^a	611	3.3	96.7	0	Bedford Stuy.
*263 K	509	43.6	54.0	2.4	Brownsville
275 K	534	34.1	48.7	17.2	Brownsville
<u>Queens</u>					
*8 Q ^a	638	1.9	95.8	2.4	S. Jamaica
16 Q ^a	238	7.6	32.4	60.1	Corona
59 Q	588	1.2	37.8	61.1	Springfield Gdns.
126 Q	402	12.2	15.2	72.6	Astoria
*142 Q ^a	384	3.6	93.0	3.4	S. Jamaica
202 Q	774	1.0	6.2	92.8	Richmond Hill
<u>231 Q</u>	<u>596</u>	<u>2.0</u>	<u>32.6</u>	<u>65.4</u>	<u>Springfield Gdns.</u>
38 schools	18,936	23.5	44.5	32.0	

APPENDIX A
(continued)

Ethnic Census of Truncated Junior High Schools (8th year only)
(Based on October 1964 Report)

Junior High School	Total Population 8th Year	Ethnic Percentages			Location
		PR	N	O	

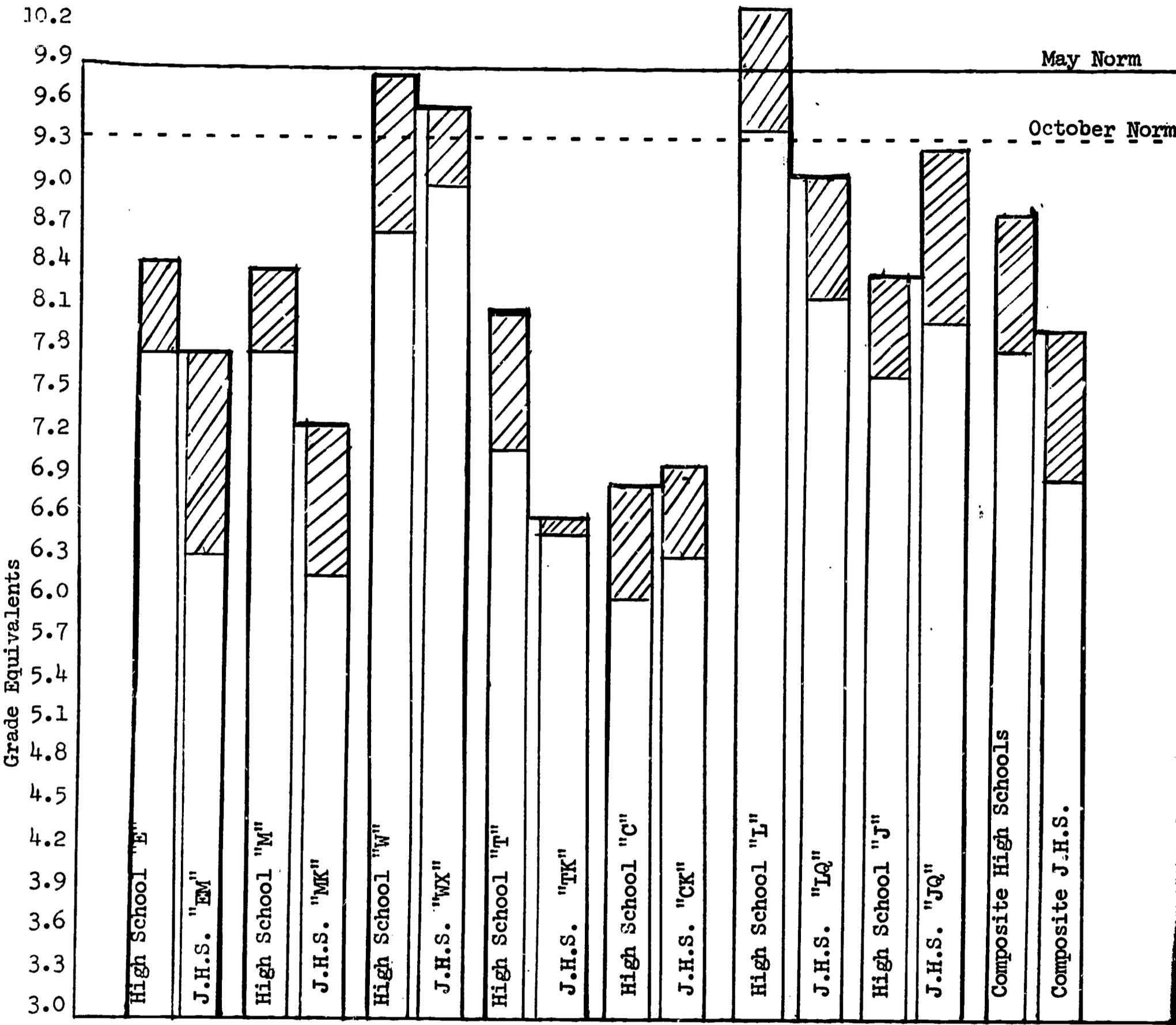
Partially Truncated

192 Q	808	1.9	69.8	28.3	
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* segregated schools, more than 85% Negro - Puerto Rican

a - truncated in September 1964

MEDIAN READING GRADE EQUIVALENTS OF
DISADVANTAGED NINTH GRADERS IN SELECTED
ACADEMIC HIGH SCHOOLS & JUNIOR HIGH SCHOOLS



Medians

Oct.	7.7	6.3	7.7	6.1	8.5	9.0	7.1	6.2	6.0	6.3	9.4	8.2	7.6	8.2	7.9	6.9
May	8.4	7.7	8.3	7.1	9.8	9.5	8.0	6.3	6.8	6.9	10.1	9.1	8.4	9.1	8.8	8.0
Dif.	0.7	1.4	0.6	1.0	1.3	0.5	0.9	0.1	0.8	0.6	0.7	0.9	0.8	0.9	0.9	1.1

Summary of Results on Metropolitan Reading Achievement Test - Academic High Schools

Frequency distribution of Reading Comprehension Grade Equivalent Scores

7 Schools - High Schools W, J, E, C, M, L, T

October 1965 Testing

May 1966 Testing

G. E.	Sample	Remainder	Total	G. E.	Sample	Remainder	Total
12.9	5	13	18	12.9	3	4	7
12.8	8	9	27	12.7	3	10	13
12.3	12	46	58	12.3	4	37	41
12.2	17	61	78	12.2	18	49	67
11.8	16	67	83	12.0	13	75	88
11.5	26	70	96	11.8	18	60	78
11.4	26	94	120	11.6	21	82	103
11.1	33	90	123	11.4	21	81	102
10.8	32	85	117	11.3	28	79	107
10.4	25	64	89	11.1	28	105	133
10.2	21	79	100	10.8	25	95	120
10.1	26	85	111	10.6	25	109	134
9.7	33	83	116	10.3	36	97	126
9.4	22	95	117	10.2	29	110	139
9.2	20	69	89	10.1	19	94	113
9.0	20	56	76	9.7	32	98	130
8.7	27	77	104	9.4	23	73	96
8.4	35	74	109	9.0	35	91	126
8.1	24	63	87	8.7	32	77	109
7.9	17	87	104	8.4	34	82	116
7.6	23	68	91	8.0	31	76	107
7.3	27	64	91	7.6	35	85	120
7.0	31	66	97	7.2	30	66	96
6.7	27	62	89	6.7	33	83	116
6.4	36	60	96	6.2	27	67	94
6.1	31	66	97	5.9	22	46	68
5.9	26	62	88	5.7	20	53	73
5.6	19	43	62	5.5	28	42	70
5.3	40	44	84	5.3	29	46	75
5.1	25	44	69	5.1	31	36	67
4.9	25	33	58	4.9	20	43	63
4.6	19	40	59	4.6	4	27	31
4.4	30	40	70	4.4	17	31	48
4.1	21	35	56	4.2	5	23	28
3.7	14	21	35	4.1	8	26	32
3.5	10	19	29	3.7	6	11	17
3.4	13	18	31	3.5	7	11	18
3.2	7	12	19	3.4	1	10	11
3.0	12	14	26	3.2	1	4	5
				3.0	4	7	11
Total	881	2188	3069	Total	804	2294	3098
Medns	7.9	8.9	8.6	Medns	8.8	9.8	9.5
Means	7.80	8.45	8.29	Means	8.39	8.94	8.80
S.D.	2.66	2.49	2.55	S.D.	2.49	2.44	2.44

Summary of Results on Metropolitan Reading Achievement Test
(Comparison Junior High Schools)

Frequency Distribution of Reading Comprehension Grade Equivalent Scores

Comparison of Junior High Schools EM, WX, MK, TK, CK, J-Q (JQ)

October 1965 Testing		May 1966 Testing	
G. E.	Frequency	G. E.	Frequency
12.9	5	12.9	2
12.8	10	12.7	2
12.3	19	12.3	16
12.2	21	12.2	20
11.8	32	12.0	31
11.5	43	11.8	36
11.4	39	11.6	47
11.1	46	11.4	48
10.8	53	11.3	54
10.4	48	11.1	50
10.2	54	10.8	63
10.1	67	10.6	57
9.7	56	10.3	52
9.4	58	10.2	65
9.2	63	10.1	86
9.0	62	9.7	68
8.7	69	9.4	87
8.4	76	9.0	91
8.1	85	8.7	81
7.9	63	8.4	113
7.6	73	8.0	101
7.3	81	7.6	100
7.0	82	7.2	95
6.7	84	6.7	78
6.4	79	6.2	119
6.1	94	5.9	82
5.9	94	5.7	97
5.6	103	5.5	82
5.3	96	5.3	88
5.1	100	5.1	70
4.9	86	4.9	61
4.6	97	4.6	56
4.4	72	4.4	49
4.1	76	4.2	37
3.7	62	4.1	34
3.5	58	3.7	27
3.4	47	3.5	26
3.2	22	3.4	16
3.0	69	3.2	17
		3.0	17
Total	2458		2321
Medns	6.9		8.0
Means	7.32		7.79
S. D.	2.61		2.50

APPENDIX B-4

Comparison of Mean Reading Scores of Disadvantaged Ninth Graders
In High Schools and in Junior High Schools

Academic High Schools					Comparison Junior High Schools					
School	Test	N	Mean	S.D.	School	N	Mean	S.D.	t	P
E	Oct.	122	7.52	2.61	EM	454	6.81	2.10	2.80	.01
	May	117	8.26	2.32		376	7.55	2.37	2.87	.01
W	Oct.	229	7.88	2.93	WX	585	8.48	2.44	2.79	.01
	May	183	8.51	2.39		598	8.89	2.42	1.88	NS
M	Oct.	125	7.55	2.38	MK	495	6.64	2.28	3.86	.01
	May	125	8.15	2.68		461	7.76	2.30	1.48	NS
T	Oct.	95	7.44	2.55	TK	419	6.55	2.38	3.11	.01
	May	104	7.72	2.53		380	7.26	2.44	1.65	NS
C	Oct.	91	6.59	2.38	CK	369	6.56	2.55	0.11	NS
	May	73	7.39	2.25		350	7.09	2.52	1.02	NS
J	Oct.	56	7.79	2.55	JQ	156	8.06	2.23	0.71	NS
	May	56	7.94	2.55		156	8.67	2.29	1.87	NS
L	Oct.	165	8.90	2.44	LQ	156	8.06	2.23	3.23	.01
	May	150	9.25	2.36		156	8.67	2.29	2.15	NS
Totals-Oct.		881	7.80	2.66		2458	7.32	2.61	4.66	.01
May		804	8.39	2.49		2321	7.79	2.50	5.09	.01

NS is not significant

Citywide results

	N	Mean	N	Mean
Oct.	21,779	8.3	48,625	9.0
May	21,052	<u>8.8</u>	46,250	<u>9.3</u>
		.5		.3