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San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

DISTRICTWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL GRADES 5, 7 AND 9

SAN DIEGO CITY SCHOOLS

Spring 1983

No. 355

Prepared for:

Superintendent
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PLANNING, RESEARCH AND EVALUATION DIVISION

SUMMARY

SAN DIEGO CITY SCHOOLS
DISTRICTWIDE TESTING PROGRAM RESULTS

SPRING 1983

The nationally standardized *Comprehensive Tests of Basic Skills* (CTBS), Form U were administered districtwide to all students participating in the regular school program in Grades 5, 7 and 9 during the last two weeks of April, 1983. Senior high students at Grade 11 will be tested districtwide in November. Additional tests were administered districtwide in Grades 3, 6 and 12 as a part of the *California Assessment Program* (CAP). CAP results will be reported in November when the State Department of Education publicly releases the test data.

This report is directed to the Districtwide Testing Program at the elementary level (Grade 5) and junior high school level (Grade 7 and 9). This report is intended to respond to two primary questions. They are:

- How are San Diego elementary and junior high students doing relative to the national norm group?

- How does districtwide CTBS achievement for Spring 1983 compare to previous years?

DISTRICTWIDE TEST RESULTS, SPRING 1983

Based on the new norms for the CTBS, Form U tests, most district median percentile values were at or above the national average (50th percentile). Twenty of the thirty subtests had medians above the 50th percentile, another nine subtests had medians which equaled or closely approximated the national norm, and only one subtest had a median well below average (Grade 9 Spelling, 46th percentile). The Math Computation subtest scores for Grades 5, 7 and 9 were consistently exceptionally high -- with nearly two-thirds of the students scoring at or above the national average.

HISTORICAL PERSPECITVE OF CTBS, FORM U DATA

Since this is only the second year that the new form of the CTBS has been administered at Grades 5 and 7, the "historical perspective" is simply a data contrast of Spring 1983 with Spring 1982. Compared with Spring 1982 results, 1983 median percentile scores have increased or remained stable in 19 of 20 instances. Only the Grade 5 Reading Comprehension median percentile value declined. Language subtests demonstrated very substantial gains in both Grades 5 and 7.

Appendices A, B and C contain median percentile scores by subtest for Grades 5, 7 and 9, respectively, for each elementary and junior high school in the district.

The other appendices of this report provide concept cluster analysis information (Appendices D, E and F), test data from the districtwide testing program which contrasts achievement of the court identified minority-isolated schools and the other schools in the district (Appendix G), and historical displays of districtwide achievement prior to the conversion to CTBS, Form U (Appendix H).

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INTRODUCTION

It is the intent of this report to provide a brief, but detailed summary of standardized norm-referenced achievement tests results. The information contained herein summarizes results for elementary and junior high school districtwide testing (Grades 5, 7 and 9). Districtwide tests for senior high schools (Grade 11) are annually administered in November and are reported in the Spring. The State mandated tests, California Assessment Program (CAP), which were administered during the 1982-83 school year will be reported to the Board in early November. Other norm-referenced testing occurs in schools in the San Diego Unified District as a part of the evaluation of externally-funded projects (e.g., ESEA Chapter I), and a summary of such results may be found in other documents.* In addition, individual school sites may choose to administer selected norm-referenced tests to assist teachers in their assessment of student achievement. This report covers only districtwide testing for Grades 5, 7 and 9.

The tests administered by the California Assessment Program and the Districtwide Testing Program are intended to measure achievement in the "basic skills." Achievement in many other curriculum content areas which are indicative of the qualify of education in schools is not measured by these tests.

This report is directed to the Districtwide Testing Program at Grades 5, 7 and 9 and is intended to respond to two primary questions. They are:

- How are San Diego elementary and junior high students doing relative to the national norm group?
- How does districtwide CTBS achievement for Spring 1983 compare to previous years?

UTILIZING DISTRICTWIDE TEST RESULTS

The test results obtained from the Districtwide Testing Program are intended to be utilized by a variety of audiences and for varied purposes. The primary audiences and purposes are to:

1. Provide the Superintendent and the Board of Education a general assessment of the level of standardized test achievement in the basic skills.
2. Provide principals an assessment of their schools' achievement in the basic skills -- revealing relative strengths and weaknesses for further study and analysis.
3. Provide teachers an assessment of individual pupil's achievement in the basic skills areas -- to aid in the improvement of instruction through further diagnosis and/or counseling with pupils and parents relative to classroom achievement, attitudes, work habits, etc.

*Consolidated Application: Final Evaluation Reports, 1982-83

4. Provide counselors achievement test results -- to use in conjunction with classroom achievement, teacher recommendations, and other information for placement in advanced or remedial classes; and as additional information in guidance and counseling with pupils relative to programming needs and educational planning.

5. Provide the Educational Services Division personnel appropriate information and Concept Cluster Analyses -- to aid in strengthening relatively weaker areas in the basic skills areas districtwide; and to aid resource personnel in working with teachers and schools within the district.

6. Provide required testing information to the State Department of Education -- to aid in the evaluation of externally-funded state and federal programs.

7. Provide achievement test results to students and their parents -- to permit and encourage an awareness of students' academic progress.

In addition to the above utilization of Districtwide Testing Program data, the California Assessment Program (CAP), the current state assessment program, directs its focus to broad program evaluation (rather than the assessment of individual pupil performance). The state assessment program is designed to identify basic skills strengths and weaknesses by examining group data rather than individual performance.

The tests data provided by these two testing programs, Districtwide Testing Program and CAP, complement each other; thereby providing a thorough assessment of elementary and secondary schools programs and student achievement with, hopefully, a minimal erosion of instructional time.

CONTENT AREAS MEASURED AND TESTING DATES

During the school year, state and nationally standardized tests were administered to nearly 60,000 San Diego students in Grades 3, 5, 6, 7, 9, 11 and 12 to obtain data for the two testing programs. The types of tests and the testing periods are as follows:

California Assessment Program (results to be reported in November)

Survey of Basic Skills: Grade 3 administered in late April and early May covering content areas of Reading, Written Language, and Mathematics.

Survey of Basic Skills: Grade 6 administered in April, covering content areas of Reading, Written Language, and Mathematics.

Survey of Basic Skills: Grade 12 administered in December covering areas of Reading, Written Expression, Spelling, and Mathematics.

Although the grade levels tested by the California Assessment Program have not changed since its inception in 1975, the tests at Grades 3 and 6 have changed recently. The changes will be described more fully in the November report which will contain CAP data. Also, in the Spring of 1984, a new Grade 8 CAP test will be administered at the junior high level.

Districtwide Testing Program

Comprehensive Tests of Basic Skills, Level G, Form U, administered to Grade 5 students in April, covering curriculum areas of Reading, Language, and Mathematics.

Comprehensive Tests of Basic Skills, Level H, Form U, administered to Grade 7 students in April, covering curriculum areas of Reading, Language, and Mathematics.

Comprehensive Tests of Basic Skills, Level J, Form U, administered to Grade 9 students in April, covering curriculum areas of Reading, Language, and Mathematics.

Comprehensive Tests of Basic Skills, Level K, Form U, will be administered to Grade 11 students in November, covering curriculum areas of Reading, Language, and Mathematics. Results will be reported in the early Spring.

The *Comprehensive Tests of Basic Skills,* Form U was administered in the Districtwide Testing Program (as well as externally-funded projects testing, K-8) during the spring of 1982 for the first time. As was reported to the Board of Education in public session on June 1, 1982, the Form U norms are described by the test publisher as being "harder" than Form S norms. The point was made that the comparability of normed data from one test to the next is essential when analyzing historical achievement levels.

This spring students were tested districtwide at Grade 9 for the first time. These students, (as well as students in Grades K-12, for externally-funded projects), are now administered the new CTBS, Form U tests. The extension of districtwide testing to Grade 9 was a result of a court order by Judge Franklin B. Orfield. In part, the intent of the order was to provide test data to contrast the achievement levels of pupils in the minority-isolated schools with the achievement of pupils in the other schools within the district. Appendix G of this report contains pages from the report provided to the court.

In the "test results" section of this report which follows, the historical data addresses only Form U results. Hence, Grade 9 information has no previous year's data. Also, Grades 5 and 7 Form U data are provided for only Spring 1982 and Spring 1983. Appendix H contains displays of districtwide achievement at elementary and junior high school levels from 1975 to 1982 (when CTBS, Form S was used).

NUMBER OF PUPILS TESTED

The number of pupils enrolled, the number tested, and the number of pupils exempted (non-English-speaking or not participating in the regular school program) are provided in Table 1. The percent of students tested are also provided.

TABLE 1

Number of Students Tested in Districtwide Testing Program
Grades 5, 7 and 9

Spring 1983

Grade Level	Number of Pupils Enrolled	Number Tested	Percent Tested	Number Exempted or Absent
5	7,992	7,190	90.0	802
7	8,821	8,173	92.7	648
9	7,789	7,275	93.4	514

DISTRICTWIDE TESTING PROGRAM -- CTBS RESULTS

Elementary and Junior High CTBS Data -- Spring 1983

This section is intended to respond to the question, "How are San Diego elementary and junior high students doing relative to the national norm group?"

In this section, test data are reported which compare San Diego students' achievement to the national norm group achievement at three key points in their respective distributions (25th, 50th and 75th percentiles--defined below).

The grid structure for Figures 1, 2, and 3 represent achievement for the national standardization norm group for CTBS, Form U. Percentile rank scores are shown at the top of the figures. The percentile rank "50" represents the norm group's average achievement. The score achieved by the average, or the middle pupil when scores are ranked from high to low, is assigned a percentile rank of 50. One-half of the pupils in the standardization group achieved scores above this point, and one-half achieved scores below this point.

In addition to the 50th percentile, or median score, two other key percentiles are indicated by the vertical-dashed lines, the 25th and 75th percentiles. The 25th percentile is the score below which 25 percent of the norm group's pupils scored; while the 75th percentile is the point below which 75 percent of the pupils scored.

In Figures 1, 2 and 3, superimposed on the national grid, are horizontal bars (with numerical values at each end and in the middle) which represent San Diego City Schools' achievement relative to national achievement. The numerical value to the right end of each bar represents the Q3 point (or 75th percentile) of the district's distribution of scores. Similarly, the Q_1 (25th percentile) and median (50th percentile) values for the district distribution are displayed on the left and middle, respectively, of each bar.

If the district's achievement were the same as the national norm group, the right end of a bar would be on the right vertically-dashed line (75th percentile) of the grid; the middle value in the bar would coincide with the grid's 50th percentile dashed line; and the left of the bar would be on the 25th percentile national dashed line. Higher San Diego achievement would place the bar to the right of the respective lines of the grid; lower district achievement would place the bar to the left of the respective lines of the grid.

Grade 5 Results

Figure 1 contains a graphic summary of Grade 5 CTBS results for Spring 1983. A few noteworthy observations regarding the data are:

- The median percentile values for three of the ten subtests exceeded the Form U national norm (the publisher's 50th percentile); while the medians for the other subtests closely approximated the norm (scores of 48 and higher).

- The subtests with the highest median score were Math Computation and Total Math--both having a median percentile of 60 or higher. (This means that the student in the middle of the district's distribution for each of the above mentioned subtests scored higher than 60 percent of the students in the publisher's norm group.)

- The subtests with the lowest score were Spelling and Language Mechanics each with a median percentile of 48. Language Mechanics scores were lower than the norm population for the Q_1, median, and Q_3 students (24, 48 and 69, respectively).

- The quartile scores for the Math Computation subtest were the most impressive (Q_1 = 39th percentile, Median = 64th percentile, and Q_3 = 83rd percentile).

- Data in the column to the right of the graphics indicate the percent of students scoring at or above the publisher's 50th percentile value. Four subtests had more than 50 percent above the Form U norm. The other subtests approached 50 percent. For Total Reading, Total Language and Total Math the percents are 48.2, 49.6 and 62.6 respectively.

Median percentile values for each subtest are provided for each elementary school in Appendix A.

Districtwide Testing Results
by District and by School
Spring 1983

Grade 7 Results

Figure 2 displays a graphic summary of Grade 7 CTBS results for Spring testing. A few noteworthy observations regarding the Grade 7 data which are provided in the figure are:

- The median values for all ten subtests exceeded the publisher's 50th percentile. Nearly all subtests had Q_1 and Q_3 values which likewise exceeded their respective normative standards (25th and 75th percentiles) -- the only exception was Reading Vocabulary's Q_2 value equaled 75.

- The subtests with the highest median scores were Language Expression, Math Computation, Math Concepts and Applications, and Total Mathematics-- all having a median percentile of at least 64. (This means that the student in the middle of the district's distribution for each of the above-mentioned subtests scored higher than at least 64 percent of the students in the publisher's norm group.)

- The quartile scores for the Math Computation subtest were the most impressive (Q_1 = 45th percentile, Median = 70th percentile, and Q_3 = 88 percentile).

- The Reading Vocabulary subtest had the lowest quartile scores (28, 52, 75). Each of these values equals or exceeds the corresponding national standard for Form U.

- Data in the column to the right of the graphics indicate that more than 50 percent of the students scored at or above the national average for all subtests. For Total Mathematics, 68.8 percent of the students were at or above the publisher's Form U norm, 54.1 percent for Total Reading, and 60.4 percent for Total Language. Nearly three-quarters of San Diego's Grade 7 pupils are computing at or above the national norm according to the Math Compuation subtest's value (73 percent).

Median percentile values for each subtest are provided for each junior high school in Appendix B.

Grade 9 Results

Noteworthy observations from Grade 9 data in Figure 3 follow:

- The median percentile values for seven of the ten subtests exceeded the publisher's median value; two others met or closely approximated the norm; one was below norm (Spelling, 46th percentile).

- For the most part, the quartile and median values for Grade 9 San Diego students were very similar to the national group. The noteworthy exceptions were Math Computation and Total Mathematics. The scores for both of these subtests were well above the corresponding national values (e.g., Math Computation; Q_1 = 42, Q_2 = 67 and Q_3 = 85).

- The Q_1 and median values for Spelling (21 and 46, respectively) place that subtest as the lowest content area for Grade 9 pupils.

- The values contained in the column to the far right of Figure 3 indicate that more than half of the Grade 9 students scored at or above the publisher's 50th percentile in Total Reading (50.6 percent). Total Language (53.5 percent) and Total Mathematics (62.8 percent). Only the subtests of Reading Vocabulary and Spelling did not reach the 50 percent standard (49.4 percent for Vocabulary, and 49.0 for Spelling). Nearly two-thirds of the students, 67.4 percent, scored at or above norm on the Mathematics Computation subtest.

Individual school median values by subtest may be found in Appendix C.

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In summary of districtwide CTBS achievement for Spring, 1983, most values were above the national average of the 50th percentile (i.e., 20 of 30 subtests median values). Nine of the ten remaining subtests had median scores which closely approximated the national norm. The only subtest which scored substantially lower than norm was Spelling at Grade 9 with a median value of the 46th percentile. The Mathematics Computation subtest's scores were consistently exceptionally high across the three grade levels tested (nearly two-thirds of the students scoring at or above norm).

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The next section provides a limited historical perspective on how these scores compare to previous achievement on Form U of the *Comprehensive Tests of Basic Skills*. This narrative continues on Page 11.

FIGURE 1

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

DISTRICT, GRADE 5

CTBS/U LEVEL G, ALL SUBTESTS   SPRING 1983

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS			PERCENT OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	(Q1)	(MEDIAN)	(Q3)	
READ VOCABULARY	(23)	(49)	(73)	48
READ COMPREHENSION	(27)	(49)	(72)	49.6
TOTAL READING	(27)	(49)	(73)	48.2
SPELLING	(26)	(48)	(71)	48.9
LANGUAGE MECHANICS	(24)	(48)	(69)	47.5
LANG. EXPRESSION	(26)	(50)	(72)	52.4
TOTAL LANGUAGE	(28)	(49)	(74)	49.6
MATH COMPUTATION	(39)	(64)	(83)	64.1
MATH CONCEPTS/APPL	(32)	(54)	(72)	57
TOTAL MATHEMATICS	(36)	(60)	(82)	62.6

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE STUDENTS FELL (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE STUDENTS FELL (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE STUDENTS FELL (Q3). FOR THE NATIONAL NORM GROUP THESE POINTS ARE 25, 50, AND 75.

FIGURE 2

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

DISTRICT, GRADE 7

CTBS/U LEVEL H, ALL SUBTESTS SPRING 1983

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS (Q1)	(MEDIAN)	(Q3)	PERCENT OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
READ VOCABULARY	(28)	(52)	(75)	51.1
READ COMPREHENSION	(30)	(55)	(78)	56.3
TOTAL READING	(30)	(53)	(77)	54.1
SPELLING	(34)	(60)	(78)	57.4
LANGUAGE MECHANICS	(30)	(55)	(77)	58.6
LANG. EXPRESSION	(36)	(65)	(85)	65.3
TOTAL LANGUAGE	(35)	(59)	(82)	60.4
MATH COMPUTATION	(45)	(70)	(88)	73
MATH CONCEPTS/APPL	(40)	(64)	(86)	65.8
TOTAL MATHEMATICS	(42)	(65)	(86)	68.8

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE STUDENTS FELL (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE STUDENTS FELL (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE STUDENTS FELL (Q3). FOR THE NATIONAL NORM GROUP THESE POINTS ARE 25, 50, AND 75.

FIGURE 3

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

DISTRICT, GRADE 9

CTBS/U LEVEL J, ALL SUBTESTS   SPRING 1983

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==================================================================================================
                     !                                                             ! PERCENT
                     !                                                             ! OF STUDENTS
SUBTESTS             !          PERCENTILE RANKS BASED ON NATIONAL NORMS           ! SCORING AT
                     !                                                             ! OR ABOVE 50
                     !---------10------20------30------40------50------60------70------80------90---------! PERCENTILE
--------------------------------------------------------------------------------------------------
---------------------!               !                 !                 !            !
READ VOCABULARY     >            (21)*****************(49)****************(74)      ! 49.4
---------------------!               !                 !                 !            !
READ COMPREHENSION  >              (24)******************(52)*************(74)      ! 52.7
---------------------!               !                 !                 !            !
  TOTAL READING     >              (24)*****************(50)*****************(76)   ! 50.6
---------------------!               !                 !                 !            !
SPELLING            >            (21)***************(46)******************(75)      ! 49
---------------------!               !                 !                 !            !
LANGUAGE MECHANICS  >              (24)******************(53)**************(77)     ! 51.8
---------------------!               !                 !                 !            !
LANG. EXPRESSION    >              (24)*****************(50)*************(71)!      ! 53
---------------------!               !                 !                 !            !
  TOTAL LANGUAGE    >                (26)****************(53)*****************(79)  ! 53.5
---------------------!               !                 !                 !            !
MATH COMPUTATION    >               !          (42)****************(67)***********(85) ! 67.4
---------------------!               !                 !                 !            !
MATH CONCEPTS/APPL  >                (26)*****************(54)************(74)      ! 55.2
---------------------!               !                 !                 !            !
  TOTAL MATHEMATICS>                !      (35)*****************(63)**************(85) ! 62.8
---------------------!               !                 !                 !            !
--------------------------------------------------------------------------------------------------
FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE STUDENTS FELL (Q1),
THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE STUDENTS FELL (Q2 OR MEDIAN),
AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE STUDENTS FELL (Q3).
FOR THE NATIONAL NORM GROUP THESE POINTS ARE 25, 50, AND 75.
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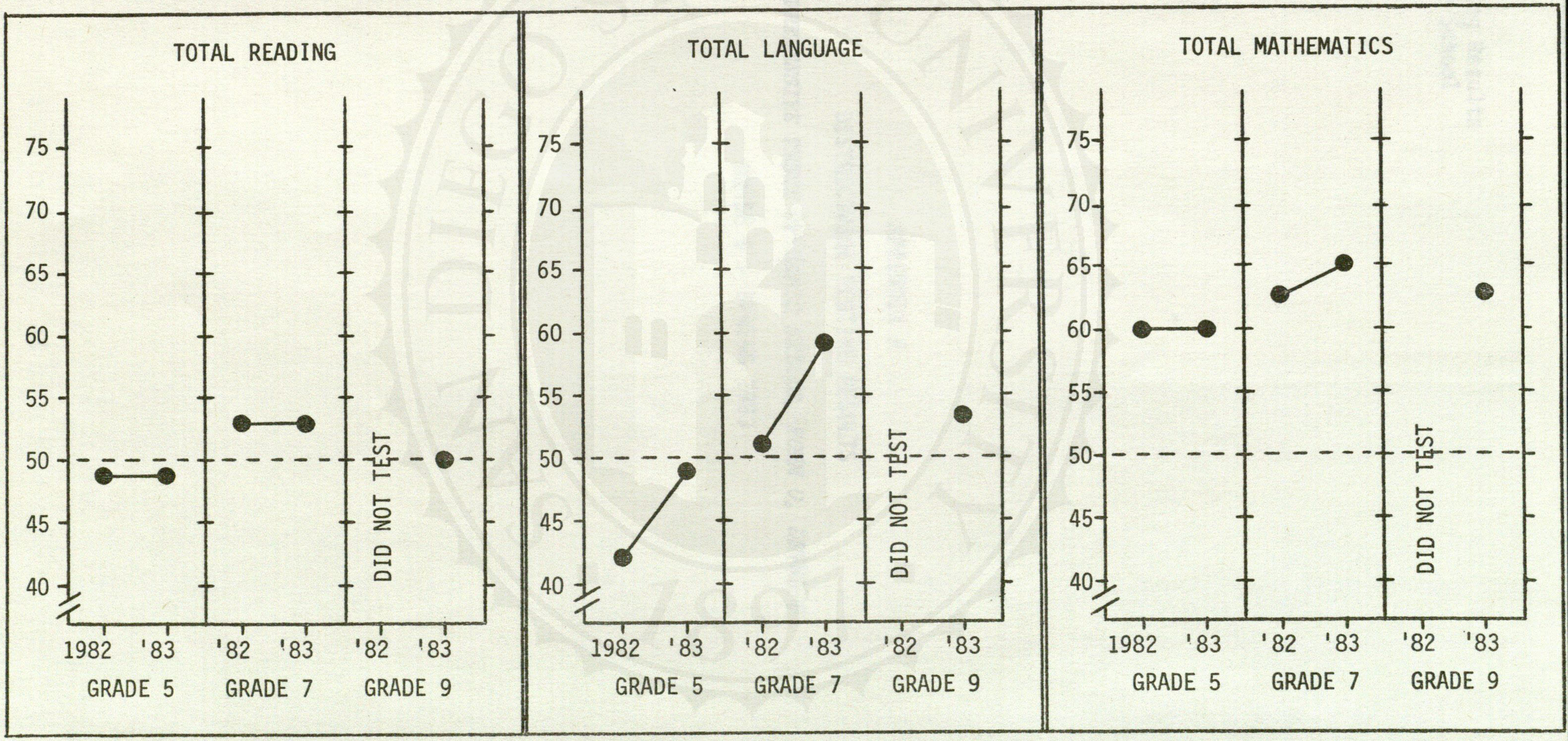
FIGURE 4

DISPLAY OF CTBS DISTRICTWIDE TESTING RESULTS FOR 1982 AND 1983

MEDIAN PERCENTILE VALUES FOR GRADES 5, 7 AND 9

TOTAL READING, TOTAL LANGUAGE AND TOTAL MATHEMATICS



Elementary and Junior High CTBS Data -- 1982 vs. 1983

In attempting to answer the question, "How does districtwide CTBS achievement for Spring 1983 compare to previous years?", the response will be necessarily brief. Since this is the first year for Grade 9 testing districtwide, and only the second administration of CTBS, Form U for Grades 5 and 7, the historical comparison is reduced to a contrast of 1982 and 1983 data.

Table 2 and Figure 4 summarize the relevant information. In Table 2, the median percentiles are provided for each subtest for each grade tested. For Grades 5 and 7, the "change" in median percentile scores from 1982 to 1983 are also included. Figure 4 contains graphic illustrations of the data in Table 4. Grade 9 data are displayed in Figure 4 -- even though there is no historical contrast -- to provide a multi-grade perspective of achievement in Reading, Language and Mathematics.

Noteworthy conclusions regarding the data in Table 2 and Figure 4 follow:

- The most pronounced changes are in Language subtest scores -- especially Language Mechanics. Grade 5 students in 1983 scored nine percentile points higher than their grade-level counterparts in 1982 (48 vs. 39). Similarly, Grade 7 Language Mechanics increased nine points (55 vs 46). The impact of the Language subtests' gain are illustrated in Figure 4 (see "Total Language" cell).

- Of the 20 subtests at Grades 5 and 7 which have 1982 and 1983 scores, eleven instances have higher median percentile scores, eight have unchanged scores, and one has lower scores. The one decline is Reading Comprehension at Grade 5 (from 52nd to 49th percentile).

- Grade 7 Mathematics scores which were already exceptionally high improved in 1983. (See Figure 4, Total Mathematics for Grade 7.)

* *

In summary of the historical contrast of 1983 CTBS data with 1982, scores have increased or remained stable in 19 of 20 instances. Only Grade 5 Reading Comprehension scores declined. Language subtests demonstrated very substantial gains in both Grades 5 and 7.

* *

In conclusion, scores of students tested districtwide in Grades 5, 7 and 9 on the relatively new CTBS, Form U are generally at or above the publisher's national norm group. Scores have generally improved in Grades 5 and 7 since Spring 1983.

TABLE 2

PERCENTILE VALUES FOR MEDIAN SCALE SCORES
DISTRICTWIDE TESTING RESULTS FOR 1982 AND 1983

ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS

Comprehensive Tests of Basic Skills, Form U

SUBTESTS	GRADE 5			GRADE 7			GRADE 9
	1982	1983	CHANGE	1982	1983	CHANGE	1983
Vocabulary	49	49	0	52	52	0	49
Reading Comprehension	52	49	-3	55	55	0	52
TOTAL READING	49	49	0	53	53	0	50
SPELLING	48	48	0	55	60	+5	46
Language Mechanics	39	48	+9	46	55	+9	53
Language Expression	47	50	+3	62	65	+3	50
TOTAL LANGUAGE	42	49	+7	51	59	+8	53
Math Computation	62	64	+2	68	70	+2	67
Math Concepts/ Application	54	54	0	61	64	+3	54
TOTAL MATH	60	60	0	63	65	+2	63

APPENDIX A

DISTRICTWIDE TESTING RESULTS

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G

GRADE 5 - SPRING 1983

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G
GRADE 5 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	49	49	48	48	50	49	64	54	60
ADAMS	46	47	47	43	44	47	42	66	56	65
ALCOTT	62	52	55	53	58	60	64	62	58	62
ANDERSEN	56	44	49	59	54	56	48	49	65	60
ANGIER	43	44	46	48	48	54	50	58	41	49
AUDUBON	39	37	40	46	38	46	37	62	51	59
BAKER	29	37	31	48	48	34	42	64	46	57
BALBOA	19	29	27	33	42	32	36	64	42	54
BARNARD	53	49	51	38	31	40	38	62	46	54
BAY PARK	66	66	60	59	54	60	64	62	63	66
BAYVIEW TERRACE	51	57	59	43	44	54	50	53	60	65
BIRD ROCK	75	66	72	53	58	68	68	75	71	78
BIRNEY	41	52	49	43	39	54	45	64	48	56
BOONE	36	37	37	48	48	38	42	49	48	50
BROOKLYN	27	32	30	34	35	30	32	64	35	45
CABRILLO	61	70	65	48	48	68	54	71	55	67
CADMAN	61	59	55	46	58	60	64	83	61	75
CARSON	29	31	31	38	35	34	33	73	40	55
CARVER	53	52	53	51	46	52	45	41	42	39
CENTRAL	23	29	28	34	35	38	35	58	48	50
CHESTERTON	43	47	44	59	44	44	43	73	48	60

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G
GRADE 5 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	49	49	48	48	50	49	64	54	60
CHOLLAS	34	40	39	43	39	34	38	62	48	55
CLAY	53	55	53	53	44	50	47	53	51	52
CREATIVE AND PERFORMING ARTS	56	57	57	53	48	57	53	58	50	54
CROWN POINT	46	47	45	38	28	44	35	51	42	43
CUBBERLEY	32	47	45	26	38	49	43	73	50	57
CURIE	78	72	77	68	69	68	69	69	79	82
DAILARD	71	69	73	68	63	72	68	87	75	85
DARNALL	23	30	29	33	35	25	29	42	26	34
DEWEY	41	49	40	53	39	47	41	64	51	54
DOYLE	64	68	63	59	54	68	63	77	61	73
EDISON	32	31	31	34	35	34	34	45	46	50
EMERSON	22	28	26	28	44	30	36	73	48	59
ENCANTO	41	47	44	43	39	38	37	53	46	50
ERICSON	62	66	65	59	67	64	69	69	61	68
EUCLID	29	35	36	38	26	32	29	64	46	47
FIELD	55	48	49	53	38	58	48	53	47	50
FLETCHER	53	65	57	64	28	68	50	58	56	60
FLORENCE	36	42	40	48	44	54	43	45	51	50
FOSTER	59	57	56	53	48	50	48	62	51	59

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G
GRADE 5 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	49	49	48	48	50	49	64	54	60
FRANKLIN	51	55	56	43	44	49	46	62	65	68
FREESE	41	42	38	53	48	44	44	77	56	65
FREMONT	49	60	52	38	42	56	48	43	57	52
FULTON	36	32	33	43	39	32	37	64	39	52
GAGE	71	69	70	53	58	64	65	77	63	74
GRANT	59	63	60	59	58	66	68	69	66	73
GREEN	51	51	52	53	54	56	53	64	61	65
HAMILTON	25	33	29	34	30	32	30	33	39	39
HANCOCK	39	42	41	43	39	42	38	58	48	54
HARDY	71	66	68	64	58	66	66	80	70	75
HAWTHORNE	53	55	52	53	58	56	57	83	70	85
HEARST	69	72	70	71	69	70	78	83	83	84
HICKMAN	55	57	55	62	54	64	60	77	61	66
HOLMES	67	66	65	59	61	68	71	83	72	79
HORTON	21	27	25	30	22	29	26	46	29	35
JACKSON	39	46	44	59	39	44	44	64	51	55
JEFFERSON	41	44	46	48	39	40	40	58	50	50
JERABEK	69	69	68	59	69	72	77	64	66	70
JOHNSON	47	48	45	48	58	47	56	78	60	73
JONES	53	48	51	56	54	54	51	53	51	55

DISTRICTWIDE TESTING RESULTS

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G

GRADE 5 - APRIL 1983

PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	49	49	48	48	50	49	64	54	60
JUAREZ	49	57	51	34	35	47	39	53	61	60
KENNEDY	25	25	25	38	24	26	28	25	21	23
KNOX	27	33	31	38	35	29	33	49	39	42
LAFAYETTE	51	57	55	43	48	54	54	49	54	54
LA JOLLA	69	69	68	64	63	68	69	73	66	73
LEE	51	52	54	59	58	56	53	69	59	67
LINDA VISTA	25	35	31	38	44	38	38	64	51	57
LINDBERGH	51	63	60	48	48	60	54	53	61	59
LOGAN	12	19	15	25	31	22	30	28	36	29
LOMA PORTAL	69	76	72	59	58	64	62	69	72	71
LONGFELLOW	53	52	51	46	58	62	61	75	62	69
LOWELL	32	33	33	43	46	34	36	53	46	46
MACDOWELL	73	71	77	64	74	72	75	83	70	76
MARCY	69	76	73	53	54	68	61	77	68	70
MARSHALL	36	39	38	41	35	39	35	49	39	47
MARVIN	62	63	65	53	58	64	68	73	66	72
MASON	56	55	56	53	58	56	61	77	59	72
MCKINLEY	59	52	56	43	48	54	50	64	54	60
MILLER	43	47	45	48	48	47	46	62	51	54

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G
GRADE 5 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	49	49	48	48	50	49	64	54	60
MIRAMAR RANCH	73	68	72	59	63	70	65	69	70	72
MONTEZUMA	41	40	41	48	44	47	48	80	54	70
MUIR ALTERNATIVE	64	47	49	34	31	50	42	33	51	51
OAK PARK	46	52	49	46	48	54	52	66	56	60
OCEAN BEACH	47	47	45	46	35	50	41	49	42	45
PACIFIC BEACH	64	66	65	56	56	64	56	63	59	62
PARADISE HILLS	46	55	51	59	58	56	56	73	54	62
PENN	49	55	51	48	48	47	47	56	51	54
PERRY	36	47	42	53	51	44	49	53	50	53
ROLANDO PARK	59	60	60	68	56	56	57	66	56	61
ROSS	59	59	59	59	56	56	62	77	59	67
ROWAN	34	40	36	48	42	50	47	80	50	63
SANDBURG	66	69	68	71	69	68	76	78	66	76
SEQUOIA	57	40	47	49	38	50	40	53	48	51
SESSIONS	69	69	69	64	58	64	62	73	69	76
SHERMAN	14	23	20	26	31	22	27	58	38	42
SILVER GATE	55	51	55	53	39	54	48	71	56	65
SPRECKELS	64	63	65	64	58	62	64	78	72	79
STEVENSON	50	51	49	46	44	47	42	69	51	59
STOCKTON	18	22	23	26	19	18	21	43	38	41

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL G
GRADE 5 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	49	49	48	48	50	49	64	54	60
SUNSET VIEW	66	66	71	64	69	72	76	69	70	78
TIERRASANTA	69	72	70	59	58	70	66	77	66	77
TORREY PINES	73	80	78	64	54	72	71	83	75	83
VALENCIA PARK	36	42	37	53	58	40	55	63	59	60
VISTA GRANDE	69	72	70	71	63	72	69	75	75	80
WALKER	56	55	56	48	48	56	52	73	59	67
WASHINGTON	19	31	30	43	39	23	28	66	36	47
WEBSTER	43	44	45	43	58	44	50	64	51	59
WEGEFORTH	59	60	53	56	58	54	54	62	70	70
WEINBERGER	69	78	76	59	58	56	52	64	59	62
WHITMAN	46	47	44	48	34	44	42	73	59	68
WHITTIER	55	56	55	59	48	54	50	60	55	59

APPENDIX B

DISTRICTWIDE TESTING RESULTS

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL H

GRADE 7 - SPRING 1983

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL H
GRADE 7 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	52	55	53	60	55	65	59	70	64	65
BELL	52	61	57	66	66	72	68	77	72	72
COLLIER	49	55	50	55	55	65	55	68	61	61
CREATIVE AND PERFORMING ARTS	61	64	63	70	61	74	64	68	67	65
DANA	61	68	66	60	61	74	66	73	70	67
EINSTEIN	52	55	51	55	55	68	58	77	67	70
FARB	52	58	53	55	55	65	56	70	61	63
GOMPERS	37	44	40	55	51	56	53	68	57	61
HALE	54	61	57	60	55	68	61	70	64	67
KEILLER	39	46	41	49	55	58	55	60	57	57
LEWIS	64	68	66	66	71	78	76	70	67	69
MANN	41	44	44	49	42	45	41	70	51	57
MARSTON	40	46	42	49	46	56	49	60	51	51
MEMORIAL	30	34	33	44	42	42	39	63	51	55
MONTGOMERY	40	45	41	55	51	56	51	64	54	55
MUIR ALTERNATIVE	61	61	60	44	42	72	46	37	44	35
MUIRLANDS	54	58	57	60	61	67	62	73	67	67
PACIFIC BEACH	58	61	60	55	51	74	59	65	67	63
PERSHING	54	58	57	60	55	68	60	77	72	72
ROOSEVELT	47	55	50	55	55	65	56	73	61	65
STANDLEY	68	66	67	66	66	78	68	77	78	78
TAFT	58	64	61	66	61	74	69	79	75	72
WANGENHEIM	58	61	59	66	61	72	66	77	72	72
WILSON	37	44	38	55	46	52	46	63	51	53

APPENDIX C

DISTRICTWIDE TESTING RESULTS

COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL J

GRADE 9 - SPRING 1983

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL J
GRADE 9 - APRIL 1983
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC. & APPL.	TOTAL MATH
DISTRICT	49	52	50	46	53	50	53	67	54	63
BELL	42	52	44	53	53	47	49	72	54	68
COLLIER	49	57	50	53	53	53	55	58	54	59
CREATIVE AND PERFORMING ARTS	59	59	56	53	53	56	57	57	48	57
DANA	59	60	60	46	58	56	62	70	63	70
EINSTEIN	52	52	53	46	53	50	58	72	58	70
GOMPERS	68	74	78	70	81	71	80	89	77	87
HALE	54	54	53	46	58	53	56	72	51	66
LEWIS	63	63	64	58	63	61	67	76	61	74
LINCOLN	16	16	16	32	30	16	25	28	22	29
MANN	38	46	42	39	48	47	43	67	51	63
MARSTON	49	48	49	46	48	47	47	58	45	52
MEMORIAL	14	16	15	21	24	18	20	46	26	35
MIRA MESA JR/SR	54	57	56	55	58	56	59	67	54	63
MONTGOMERY	18	21	19	26	30	20	27	70	48	61
MORSE	28	35	31	39	24	32	27	53	32	42
MUIR ALTERNATIVE	71	63	70	46	42	61	51	48	61	63
MUIRLANDS	68	66	70	64	68	68	74	76	67	78
PACIFIC BEACH	60	60	61	46	63	58	66	65	58	63
PERSHING	57	57	58	53	53	56	59	72	61	72
ROOSEVELT	45	46	46	39	48	44	45	58	45	54
SERRA JR/SR	52	57	55	53	53	56	59	69	57	68
STANDLEY	65	63	65	53	68	65	71	82	68	81
TAFT	45	52	47	46	63	50	59	63	56	61
WILSON	31	41	35	46	36	36	37	67	48	61
WRIGHT BROTHERS	24	37	26	26	24	24	29	46	40	33

APPENDIX D

CONCEPT CLUSTER ANALYSES

GRADE 5 SPRING 1983

CTBS, FORM U - LEVEL G

RDG COMPR. LEVEL 65 SPRING DISTRICT 4/83 GRADE FIVE CLUSTER QUOTIENT ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATIONAL 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
30 PASSAGE DETAI					69.68	68.90	0.99
	WHAT	84.9	83.5	0.98			
	WHAT	82.3	85.2	1.04			
	WHEN	50.5	44.6	0.88			
	WHEN	83.4	82.2	0.99			
	WHEN	56.5	57.8	1.02			
	WHO	73.7	76.6	1.04			
	WHO	64.4	60.6	0.94			
	WHERE	61.7	60.7	0.98			
31 CHAR. ANALYSI					66.17	65.17	0.98
	MOTIVE	74.1	74.3	1.00			
	FEELING	79	80.4	1.02			
	FEELING	67.2	64.6	0.96			
	FEELING	46.4	43.5	0.94			
	TRAIT	56.1	53.6	0.96			
	TRAIT	74.2	74.6	1.01			
32 MAIN IDEA					67.38	66.98	0.99
	MAIN IDEA	81.7	79.7	0.98			
	MAIN IDEA	74	72.8	0.98			
	MAIN IDEA	72.4	72.6	1.00			
	AUTH/V-PT.	64.4	62.6	0.97			
	TONE/MOOD	44.4	47.2	1.06			
33 GENERALIZATIO					67.98	67.58	0.99
	CONCLUSION	49	48.9	1.00			
	CONCLUSION	77.9	79.1	1.02			
	CONCLUSION	76.1	78.9	1.04			
	CONCLUSION	72.4	71.9	0.99			
	CONCLUSION	74	71.4	0.96			
	CONCLUSION	63.5	66.1	1.04			
	CONCLUSION	63.5	60.9	0.96			
	CAUSE/EFFECT	82.5	83.1	1.01			
	CAUSE/EFFECT	60.6	59.5	0.98			
	CAUSE/EFFECT	60.3	56	0.93			
34 WRT. FORMS					68.43	67.73	0.99
	FACT/OPINION	55.2	60.3	1.09			
	FACT/OPINION	63.6	64.2	1.01			
	FACT/OPINION	59.9	58.4	0.97			
	REALITY/FNTSY	75.2	70.8	0.94			
	REALITY/FNTSY	79.5	77.6	0.98			
	REALITY/FNTSY	77.2	75.1	0.97			
35 WRTG. TECHNIQ					55.13	52.66	0.96
	PERS,NAMES	61.4	60.1	0.98			
	PERS, NAMES	63.4	63.6	1.00			
	PERS, TESTMNL	52.2	49.4	0.95			
	PERS, BNDWGN	47.2	44.6	0.94			
	FIG/METAPHOR	61.1	60.1	0.98			
	FIG/METAPHOR	57.5	58.6	1.02			
	FIG/METAPHOR	45.7	42.1	0.92			
	FIG/METAPHOR	50.2	44.6	0.89			
	FIG/IMAGERY	58.8	54.5	0.93			
	FIG/IMAGERY	53.8	49	0.91			

SPELLING	LEVEL 65 SPRING	DISTRICT 4/83	GRADE FIVE	CLUSTER	QUOTIENT	ANALYSIS	
CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
36 CONSONANTS	DIGRAPH	83	88.9	1.07	69.35	68.75	0.99
	DIGRAPH	78.8	76.4	0.97			
	DIGRAPH	85.4	81.1	0.95			
	VARIANT LETTER	73.1	73.2	1.00			
	VARIANT LETTER	73.5	75.2	1.02			
	VARIANT LETTER	75.8	79.5	1.05			
	DOUBLE LTR,SILEN	68.7	69.9	1.02			
	DOUBLE LTR,SILEN	49.1	48.7	0.99			
	SINGLE LTR,SILEN	67.6	56	0.83			
	SINGLE LTR,SILEN	38.5	38.6	1.00			
37 VOWELS	VARIANT LETTER	89.8	87.8	0.98	74.98	72.73	0.97
	LONG COMBINATION	78.6	80.3	1.02			
	LONG COMBINATION	65.5	66.1	1.01			
	LONG COMBINATION	60.1	48.6	0.81			
	SHORT COMBINATIO	83.5	83.1	1.00			
	SCHWA	74.7	73	0.98			
	SCHWA	76.1	76	1.00			
	VOWEL + R	77.2	76.1	0.99			
	DIPHTHONG	71.7	71.1	0.99			
	VOWEL + 1	72.6	65.2	0.90			
38 STRUC. UNITS	SIMILAR WRD PART	75.4	78	1.03	67.40	68.48	1.0[illegible]
	SIMILAR WRD PART	69.5	69.1	0.99			
	SUFFIX, -FUL	70.9	66.1	0.93			
	HOMONYM	66	64.2	0.97			
	ADD ED, CHANGE	64	69.7	1.09			
	ADD ED, CHANGE	64.4	67.3	1.05			
	ADD ES, CHANGE	65.4	64.7	0.99			
	ADD ES, CHANGE	56.4	55.9	0.99			
	PREFIX, MIS-	71.5	77.6	1.09			
	SUFFIX, -NESS	70.5	72.2	1.02			

LANG . MECH LEVEL G5 SPRING DISTRICT 4/83 GRADE FIVE CLUSTER QUOTIENT ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
39 CAP-I, NOUN,	PROPER NAME	72.3	72.3	1.00	71.90	71.96	1.00
ADJ	PROPER ADJ	70.2	69.2	0.99			
	HIST EVENT	69.1	73.1	1.06			
	INITIAL	83.6	82.4	0.99			
	GEOGRAPHIC NAME	64.3	62.8	0.98			
40 BEG WORD TIL	TITLE OF BOOK	70.4	70.1	1.00	47.77	44.73	0.94
	1ST WORD-QUOTE	38.9	35.6	0.92			
	1ST WORD-QUOTE	34	28.5	0.84			
	TITLE OF PLAY	56.4	52.6	0.93			
41 PUNC: .?!,	QUESTION MARK	79.6	82.6	1.04	64.40	59.63	0.93
	COMMA, SERIES	73.8	71.6	0.97			
	EXCL POINT	61.2	61.2	1.00			
	EXCL POINT	49.9	47.7	0.96			
	COMMA, BEFORE "	66.2	59.4	0.90			
	COMMA, BEFORE "	71.4	64.1	0.90			
	COMMA, YES/NO	56.6	44	0.78			
	COMMA, DIR ADDR	56.5	46.4	0.82			
42 QUOTE MARKS	TITLE-SHORT WORK	75.1	73	0.97	71.48	68.14	0.95
	UNDIV DIR QUOTE	78.3	76.3	0.97			
	UNDIV DIR QUOTE	75.3	73.1	0.97			
	DIV DIR QUOTE	59.8	53.5	0.89			
	DIV DIR QUOTE	68.9	64.8	0.94			
44 CAP & PUNC -	END MARK,BEG CAP	58.8	58.2	0.99	63.27	63.70	1.01
EDIT SKILL	END MARK,BEG CAP	72.5	71.6	0.99			
	OVERUSE PUNC&CAP	69.9	70.2	1.00			
	CAP&PUNC OF QUOT	56	55.6	0.99			
	LETTER PART	70.5	76.8	1.09			
	LETTER PART	51.9	49.8	0.96			
NO OBJECTIVE		85	85	1.00	79.60	78.85	0.99
		74.2	72.7	0.98			

LANG EXPRESSION LEVEL G5 SPRING DISTRICT 4/83 GRADE FIVE CLUSTER QUOTIENT ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
46 USAGE PRONOUN	PERS REFLEXIVE	87.9	87.6	1.00	78.65	80.50	1.02
	PERS REFLEXIVE	83.3	84.8	1.02			
	RELATIVE	70.2	73.3	1.04			
	PERS NOMINATIVE	73.2	76.3	1.04			
47 VERBS	AGREEMENT	86.3	87.5	1.01	76.06	77.88	1.02
	AGREEMENT	70.2	73.9	1.05			
	PAST TENSE	86.2	88.7	1.03			
	PAST TENSE	74.4	74.5	1.00			
	PRESENT TENSE	63.2	64.8	1.03			
48 ADJ, ADVERB	MODIFIER, ADJ	88.6	87.9	0.99	69.40	66.90	0.96
	MODIFIER, ADV	74.7	70.8	0.95			
	COMPARATIVE	46.3	48.9	1.06			
	COMPRATIVE	68	60	0.88			
51 SENT. STRUCT.	INCOMP. SENT.	69.6	69.4	1.00	68.58	68.33	1.00
SENT. RECG.	INCOMP. SENT.	52.3	50.4	0.96			
	COMPLETE SENT.	81.4	86	1.06			
	RUN-ON SENT.	71	67.5	0.95			
52 PARAGR. DEV.	CONNECT/TRANSIT.	85.9	86.2	1.00	72.83	74.90	1.03
SENT COMBNG	CONNECT/TRANSIT.	74.1	73.6	0.99			
	CONNECT/TRANSIT.	79.2	81.3	1.03			
	CONNECT/TRANSIT.	74.5	72.2	0.97			
	COMPOUND SUBJ.	82.7	83.8	1.01			
	+ PHRASE/CLAUSE	65.9	70.6	1.07			
	+ PHRASE/CLAUSE	43.1	47.3	1.10			
	COMPOUND PREDICT	77.2	84.2	1.09			
53 TOPIC SENT.	IDFY TOPIC SENT.	53.4	54	1.01	52.03	53.68	1.03
	IDFY TOPIC SENT.	61	63.8	1.05			
	IDFY TOPIC SENT.	50.4	58.1	1.15			
	IDFY TOPIC SENT.	48.8	47.3	0.97			
	IDFY TOPIC SENT.	55.6	61	1.10			
	IDFY TOPIC SENT.	43	37.9	0.88			
54 SEQUENCE	SEQUENCE OF SENT	68.9	66.5	0.97	64.95	65.60	1.01
	SEQUENCE OF SENT	68.1	67.8	1.00			
	SEQUENCE OF SENT	70.6	73.6	1.04			
	SEQUENCE OF SENT	70.1	69.1	0.99			
	SEQUENCE OF SENT	61.2	63	1.03			
	SEQUENCE OF SENT	50.8	53.6	1.06			
55 CLARITY	MISPL MODIFIER	55.2	57.3	1.04	60.01	61.24	1.02
	MISPL MODIFIER	60.6	64.4	1.06			
	NONPARLL STRUCT	59.9	60.8	1.02			
	NONPARLL STRUCT	66	70.3	1.07			
	VERBOSITY/REPT	44.6	42.7	0.96			
	VERBOSITY/REPT	57.4	57.1	0.99			
	UNRELATED SENT	72.9	72.4	0.99			
	UNRELATED SENT	63.5	64.9	1.02			

MATH COMPUTATION LEVEL 65 SPRING		DISTRICT 4/83	GRADE FIVE	CLUSTER	QUOTIENT	ANALYSIS	
CONTENT OBJECTIVE	CONCEPT	NATIONAL 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
58 ADD DEC.OR FR					54.66	65.51	1.20
	2 DEC #	81.3	84.3	1.04			
	2 DEC #	37.7	53.4	1.42			
	2 DEC #	32.5	46.2	1.42			
	WHOLE + DEC	49.1	62.8	1.28			
	2 DEC FRAC	35.9	51.5	1.43			
	2 MIXED #	73.9	82.6	1.12			
	2 MIXED #	72.1	79.4	1.10			
	2 LIKE FRAC	54.8	63.9	1.17			
60 SUBT DEC OR F					63.94	67.39	1.05
	MONEY	73.7	80	1.09			
	2 DEC #	60.6	67.9	1.12			
	2 DEC #	73.8	74.3	1.01			
	DEC #-DEC F	65.6	68.9	1.05			
	2 MIXED #	70.2	75	1.07			
	2 MIXED #	63	61.7	0.98			
	2 MIXED #	40.7	43.9	1.08			
61 MULT WHOLE NO					72.88	76.94	1.06
	2 DIG X 1 DIG	84.5	89.2	1.06			
	MULT 100 X 1 DIG	85	89	1.05			
	2 MULT 10	74.8	80.7	1.08			
	2 TWO DIG	66.7	73	1.09			
	3 DIG X MULT 10	53.4	52.8	0.99			
62 MULT DEC OR FRAC	MONEY	82.7	85.4	1.03	60.80	60.66	1.00
	MONEY	66.1	66.8	1.01			
	DEC NO X WHL NO	66.5	64.4	0.97			
	2 DEC FRAC	27.2	28.8	1.06			
	MIX NO X WHL NO	61.5	57.9	0.94			
63 DIV WHL NO	2 ONE DIG	81.1	83.5	1.03	63.33	65.01	1.03
	3 DIG / MULT 10	70.1	73.8	1.05			
	"4 DIG / 1 DIG	73.9	77.2	1.04			
	5 DIG / 1 DIG	46.8	47.5	1.01			
	4 DIG / MULT 10	64.9	68.1	1.05			
	2 TWO DIG	54.7	54.6	1.00			
	4 DIG / 2 DIG	51.8	50.4	0.97			
NO OBJECTIVE		80	84.4	1.06	65.27	67.99	1.04
		59.5	65.7	1.10			
		82	85.4	1.04			
		67.4	73.1	1.08			
		61.3	67.7	1.10			
		52.1	47.9	0.92			
		54.6	51.7	0.95			

MATH CONC/APPL LEVEL 65 SPRING DISTRICT 4/83 GRADE FIVE CLUSTER QUOTIENT ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATIONAL 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
68 NUMERATION					60.94	63.23	1.0
	REC INTEGER	77.7	78.8	1.01			
	COMPARE DEC	84.7	83.7	0.99			
	COMP UNLIKE FRAC	48.8	53.6	1.10			
	PLACE VALUE, 9 P	65.7	69.2	1.05			
	PLACE VALUE, 9 P	54.5	57.9	1.06			
	FRAC PART	43.4	42.6	0.98			
	EST. SUM	58.9	59.6	1.01			
	EXPAND NOT., 5 D	50.7	54.6	1.08			
	PLACE VALUE, PER	62.6	64.4	1.03			
	RND TO 10THS	58.4	64.7	1.11			
	REC MIX NO	67.8	70.2	1.04			
	REC DEC	58.1	59.4	1.02			
69 NUMBER SENTEN					60.95	61.43	1.01
	MISS FACTOR	67.7	69.4	1.03			
	SOLVE UNKNOWN	75.4	75.8	1.01			
	SOLVE UNKNOWN	77.5	80	1.03			
	MISSING SIGN	48	47.9	1.00			
	FUNCTION TABLE	61.1	66.3	1.09			
	SOLVE INEQUALITY	36	29.2	0.81			
70 NUMBER THEORY					63.74	65.10	1.02
	INVERSE MULT DIV	72.4	73.1	1.01			
	ID ELEMENT, MULT	79.7	85.1	1.07			
	DIV BY 4	75.1	77.7	1.03			
	EQUIV FORM, FRAC	49.2	50.3	1.02			
	EQUIV. FR/WHOLE	42.3	39.3	0.93			
71 PROBLEM SOLVI					68.38	70.74	1.03
	LINE GRAPH	88.2	91.2	1.03			
	ESSENTIAL DATA	71.2	73.3	1.03			
	1 STEP, ESTIMATE	74.1	77	1.04			
	1 STEP, ESTIMATE	72	75.8	1.05			
	2 STEP, WHOLE NO	62.1	63.9	1.03			
	2 STEP, WHOLE NO	57.7	57.2	0.99			
	PICTURE GRAPHS	70.2	69.4	0.99			
	LOGICAL REASON.	61.2	62.4	1.02			
	1 STEP, DEC	58.7	66.5	1.13			
72 MEASUREMENT					56.07	58.50	1.04
	APPR. UNIT, CAP	71.6	74.9	1.05			
	CONVERT KL TO L	74.9	79.1	1.06			
	PERIMETER, TRI.	76.8	80.1	1.04			
	COMPARE L, CL	49.9	54.9	1.10			
	COMPARE OZ, LBS.	45.9	49.6	1.08			
	AREA, PARALLEL.	56.8	59.4	1.05			
	CONVERT CM TO M	38.4	40.6	1.06			
	CONVERT YD, FT,	40.6	37	0.91			
	COMPARE CG, G	49.7	50.9	1.02			
73 GEOMETRY					62.98	66.83	1.0
	SOLID GEOM FIG	73.1	80	1.09			
	INTERSECTION	65.6	65.7	1.00			
	PERPENDICULAR LI	60.1	63.7	1.06			
	PARALLEL LINES	53.1	57.9	1.09			

APPENDIX E

CONCEPT CLUSTER ANALYSES

GRADE 7 SPRING 1983

CTBS, FORM U - LEVEL G

CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
30 PASS DETAILS	WHERE	65.3	62	0.95	68.12	69.73	1.02
	WHERE	50	52.2	1.04			
	WHERE	67.4	68.7	1.02			
	WHAT	60.1	60.9	1.01			
	WHAT	83.7	89.2	1.07			
	WHAT	76.6	76.3	1.00			
	WHAT	66	66.6	1.01			
	WHO	71.2	75	1.05			
	WHEN	72.8	76.7	1.05			
31 CHARAC ANALY	MOTIVE	77.3	77.2	1.00	70.06	72.08	1.03
	TRAIT	65.9	67.7	1.03			
	TRAIT	56.6	56	0.99			
	FEELING	79.9	86.3	1.08			
	FEELING	70.6	73.2	1.04			
32 MAIN IDEA	MAIN IDEA	72.1	73.7	1.02	70.56	72.02	1.02
	MAIN IDEA	73.1	79.2	1.08			
	AUTHR VIEWPOINT	71.9	71.1	0.99			
	AUTHR VIEWPOINT	75.5	73.5	0.97			
	AUTHR PURPOSE	60.2	62.6	1.04			
33 GENERALIZ	CONCLUSION	87.3	89.1	1.02	70.71	74.53	1.05
	CONCLUSION	61.3	70.4	1.15			
	CONCLUSION	69.8	77.8	1.11			
	CONCLUSION	66	66.1	1.00			
	CONCLUSION	76.3	83.6	1.10			
	FUTURE ACTION	67.1	71.2	1.06			
	CAUSE/EFFECT	77.9	80.5	1.03			
	CAUSE/EFFECT	60	57.5	0.96			
34 WRITTEN FORM	FACT/OPINION	70.9	74.6	1.05	57.81	58.82	1.02
	FACT/OPINION	44.6	39.9	0.89			
	FACT/OPINION	61.9	63.1	1.02			
	FACT/OPINION	49.6	47.7	0.96			
	FACT/OPINION	69.4	73.3	1.06			
	FACT/OPINION	65.4	68.1	1.04			
	NEWS ARTICLE	48	48.5	1.01			
	INTERVIEW/SPEECH	48.7	49.5	1.02			
	LEGEND/HISTORY	61.8	64.7	1.05			
35 WRTG. TECHNQ.	FIGUR. IMAGERY	57.5	62	1.08	61.22	62.79	1.03
	FIGUR. IMAGERY	67.9	68.9	1.01			
	FIGUR. METAPHOR	55.2	60.1	1.09			
	FIGUR. METAPHOR	64.6	69	1.07			
	FIGUR. SIMILE	62.2	62.5	1.00			
	FIGUR. SIMILE	77.3	78.4	1.01			
	FIGUR. SIMILE	64.9	65.1	1.00			
	PURSUAV BAD NAME	50.4	52	1.03			
	PURSUAV BANDWAGN	51	47.1	0.92			

SPELLING	LEVEL H7 SPRING		DISTRICT 4/83	GRADE SEVEN	CLUSTER	QUOTIENT	ANALYSIS
CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
36 CONSONANTS	VARIANT LETTER	83.8	86.2	1.03	74.48	78.20	1.05
	VARIANT LETTER	73.8	79.7	1.08			
	DOUBLE LTR,SILEN	89.6	91.3	1.02			
	DOUBLE LTR,SILEN	66.4	62.8	0.95			
	DOUBLE LTR,SILEN	55.8	53.8	0.96			
	DIGRAPH	87	87.1	1.00			
	SINGLE LTR,SILEN	76.7	86.5	1.13			
	SINGLE LTR,SILEN	72	72.4	1.01			
	SINGLE LTR,SILEN	65.2	84	1.29			
37 VOWELS	SHORT COMBINATIO	83.8	85.2	1.02	68.65	72.12	1.05
	VOWEL + 1	81.5	87.5	1.07			
	VOWEL + 1	78.4	81.8	1.04			
	SCHWA	76.7	78.7	1.03			
	SCHWA	71.5	72.7	1.02			
	VOWEL + R	64.9	73	1.12			
	VOWEL + R	69	80.4	1.17			
	VOWEL + R	46.2	45.6	0.99			
	IRREGULAR SPELL.	62.8	62.6	1.00			
	DIPTHONG	61	65.2	1.07			
	LONG COMBINATION	59.3	60.6	1.02			
38 STRUC. UNITS	SIMILAR WRD PART	86.9	87.7	1.01	63.61	64.38	1.0[illegible]
	SIMILAR WRD PART	62.6	58.8	0.94			
	SIMILAR WRD PART	46.7	40.4	0.87			
	ADD ING, CHANGE	73.7	76.9	1.04			
	ADD ES, CHANGE	65.5	71.2	1.09			
	ADD ES, CHANGE	72.1	71.4	0.99			
	HOMONYM	61.4	71.2	1.16			
	HOMONYM	58.2	66.4	1.14			
	ADD ED, CHANGE	65.8	69.6	1.06			
	PREFIX, DIS-	43.2	30.2	0.70			

LANGUAGE MECH LEVEL H7 SPRING DISTRICT 4/83 GRADE SEVEN CLUSTER QUOTIENT ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
39 CAP-I, NOUN,	HISTORICAL EVENT	72.2	77.3	1.07	69.23	73.25	1.06
ADJ	GEOGRAPHIC NAME	71.5	72.4	1.01			
	PROPER ADJECTIVE	67.4	69.1	1.03			
	INITIAL	65.8	74.2	1.13			
40 BEG WORD TIL	TITLE OF BOOK	68.5	73.1	1.07	53.28	56.60	1.06
	1ST WORD-QUOTE	52.9	55.3	1.05			
	1ST WORD-QUOTE	49.6	53.1	1.07			
	1ST WORD-QUOTE	49.7	53.5	1.08			
	TITLE OF PERSON	45.7	48	1.05			
41 PUNC: .?!,	COMMA, BEFORE "	67.2	69.9	1.04	61.43	61.26	1.00
	COMMA, YES/NO	63.1	60	0.95			
	COMMA,CMPND SENT	69.1	71.1	1.03			
	COMMA,CMPND SENT	51.1	56.5	1.11			
	COMMA, DIR ADDR	62.3	58.6	0.94			
	COMMA, SERIES	71	70.2	0.99			
	COMMA,INTERRUPT	46.2	42.5	0.92			
42 QUOTE MARKS	UNDIV DIR QUOTE	82.8	85.5	1.03	70.67	75.13	1.06
	UNDIV DIR QUOTE	74.6	79.2	1.06			
	TITLE-SHORT WORK	70.6	75	1.06			
	TITLE-SHORT WORK	65	68.4	1.05			
	DIV DIR QUOTE	70.5	75.5	1.07			
	DIV DIR QUOTE	60.5	67.2	1.11			
44 CAP & PUNC -	CAP & PUNC/QUOTE	65.5	69.6	1.06	64.05	67.10	1.05
EDIT SKILL	CAP & PUNC/QUOTE	74.4	78.6	1.06			
	OVERUSE PUNC&CAP	62.8	65.4	1.04			
	END MARK BEG CAP	47.7	54	1.13			
	END MARK BEG CAP	70.2	72.1	1.03			
	LETTER PARTS	63.7	62.9	0.99			
NO OBJECTIVE		74.1	72.1	0.97	63.05	63.15	1.00
		52	54.2	1.04			

LANG EXPRESSION LEVEL H7 SPRING DISTRICT 4/83 GRADE SEVEN CLUSTER QUOTIENT ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
46 USAGE - PRONOUN	PERS, NOMINATIVE	69.9	73.6	1.05	62.43	64.40	1.03
	PERS, OBJECTIVE	68.4	72.8	1.06			
	PERS, OBJECTIVE	60	60.5	1.01			
	RELATIVE	51.4	50.7	0.99			
47 VERBS	AGREEMENT	80.4	83.7	1.04	72.70	76.76	1.06
	AGREEMENT	66.7	71.8	1.08			
	PAST TENSE	81.4	83.5	1.03			
	EASILY CONFUSED	65.3	70.5	1.08			
	FUTRE PERF TENSE	69.7	74.3	1.07			
48 ADJ, ADVERB	MODIFER, ADJ	80.6	84.2	1.04	69.60	72.88	1.05
	COMPARATIVE	67.2	70.5	1.05			
	MODIFIER, ADV	77.7	80.6	1.04			
	SUPERLATIVE	52.9	56.2	1.06			
51 SENT. STRUCT SENT. RECOG.	INCOMPLETE SENT.	56.2	59.6	1.06	62.78	65.98	1.05
	INCOMPLETE SENT.	55.8	58.7	1.05			
	COMPLETE SENT.	81.9	83.4	1.02			
	RUN-ON SENT.	57.2	62.2	1.09			
52 PARAGR DEV. SENT. COMBNG.	CONNECT/TRANSIT.	66.8	69.7	1.04	66.61	73.24	1.10
	CONNECT/TRANSIT.	77.4	79.9	1.03			
	CONNECT/TRANSIT.	69	72.4	1.05			
	CONNECT/TRANSIT.	69.8	75.6	1.08			
	COMPOUND SUBJ.	65	73.5	1.13			
	+ PHRASE/CLAUSE	58.4	68	1.16			
	+ PHRASE/CLAUSE	59	68.3	1.16			
	COMPOUND PREDICT	67.5	78.5	1.16			
53 TOPIC SENT	DEVLP TOPIC SENT	58.4	63	1.08	54.53	61.20	1.12
	DEVLP TOPIC SENT	56.2	64.3	1.14			
	DEVLP TOPIC SENT	56.1	62.4	1.11			
	DEVLP TOPIC SENT	47.4	55.1	1.16			
54 SEQUENCE	SEQUENCE OF SENT	72.4	75.9	1.05	60.20	64.75	1.08
	SEQUENCE OF SENT	60.8	64.5	1.06			
	SEQUENCE OF SENT	55.5	60.8	1.10			
	SEQUENCE OF SENT	52.1	57.8	1.11			
55 CLARITY	MISPL MODIFIER	57.4	61.8	1.08	62.91	69.03	1.10
	MISPL MODIFIER	55.5	58	1.05			
	NONPARLL STRUCT	65	71.5	1.10			
	NONPARLL STRUCT	68.3	73.2	1.07			
	VERBOSITY/REPT	55.9	62.4	1.12			
	VERBOSITY/REPT	49.8	63.6	1.28			
	UNRELATED SENT	79.5	85.3	1.07			
	UNRELATED SENT	71.9	76.4	1.06			
56 TYPES OF WRTG STYLE	THANK-YOU LETTER	63.7	69.8	1.10	63.48	70.05	1.10
	DONATION REQUEST	63.3	70.9	1.12			
	CLASS TOUR REQST	63.9	71	1.11			
	FACTUAL REPORT	63	68.5	1.09			

MATH COMPUTATION LEVEL H7 SPRING   DISTRICT 4/83   GRADE SEVEN   CLUSTER   QUOTIENT   ANALYSIS

CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
58 + DEC / FRAC	2 DEC FRACTIONS	61.4	74.1	1.21	61.49	73.71	1.20
	2 DEC FRACTIONS	64.9	77.5	1.19			
	2 MIX FRACTIONS	51.9	66.6	1.28			
	2 MIX FRACTIONS	65	76.5	1.18			
	2 MIX FRACTIONS	54.8	66.8	1.22			
	2 UNLIKE FRAC.	60.8	73.4	1.21			
	DEC #/DEC FRAC.	67.5	78.7	1.17			
	DEC FRAC/WHOLE #	65.6	76.1	1.16			
60 - DEC / FRAC	2 DEC FRACTIONS	60.2	75.2	1.25	62.06	74.19	1.20
	2 DEC FRACTIONS	65	78.9	1.21			
	2 MIX NUMBERS	67.9	80.7	1.19			
	2 MIX NUMBERS	66.5	78	1.17			
	DEC # - DEC FRAC	65.6	71.5	1.09			
	2 UNLIKE FRAC.	55.2	67.7	1.23			
	2 DEC NUMBERS	61.7	74.3	1.20			
	WHOLE # - MIX #	54.4	67.2	1.24			
62 "X" DEC/FRAC	DEC FRAC X WHL #	63.1	69.2	1.10	57.48	64.95	1.13
	2 UNLIKE FRAC.	62.5	74.9	1.20			
	2 DEC FRACTIONS	70.8	75.9	1.07			
	2 DEC FRACTIONS	49.9	55.9	1.12			
	2 DEC FRACTIONS	57.4	60.4	1.05			
	MIX # X WHOLE #	41.2	53.4	1.30			
64 DIV DEC,FRAC	DEC FRAC/WHOLE #	62.6	66.1	1.06	49.70	57.15	1.15
	MIX #/FRACTION	48.8	64.4	1.32			
	2 DEC FRACTION	34.7	41.7	1.20			
	2 DEC FRACTION	34.6	40.3	1.16			
	DEC #/WHOLE #	74	74.4	1.01			
	FRACTION/MIX #	43.5	56	1.29			
65 INTEGERS	POSITIVE + NEG	35.7	44.2	1.24	43.25	47.23	1.09
	NEGATIVE - NEG	62.4	60.7	0.97			
	2 NEG. X POS.	16.5	23.7	1.44			
	NEGATIVE/POSITIV	58.4	60.3	1.03			
NO OBJECTIVE		80.8	86.8	1.07	69.11	74.58	1.08
		75.4	83.3	1.10			
		79.8	88	1.10			
		73.1	79.7	1.09			
		55.1	56.1	1.02			
		57.7	62	1.07			
		70.9	77.1	1.09			
		60.1	63.6	1.06			

MATH CONC/APPL	LEVEL H7 SPRING		DISTRICT 4/83	GRADE SEVEN	CLUSTER	QUOTIENT	ANALYSIS
CONTENT OBJECTIVE	CONCEPT	NATION 'P' VALUE	LOCAL 'P' VALUE	LOC / NATION QUOTIENT	CLUSTER NATIONAL 'P'	CLUSTER LOCAL 'P'	CLUSTER QUOTIENT
68 NUMERATION	RECOG. MIXED #	81.1	86.6	1.07	56.38	61.83	1.10
	EXP.NOT/EQV FORM	75.6	80.5	1.06			
	INTEGER ON #LINE	63.6	70.1	1.10			
	SCI.NOT/EQV FORM	54.3	61.9	1.14			
	ORDER OF INTEGER	48	50.6	1.05			
	SQUARE ROOT	48.3	61.3	1.27			
	COMPARE INTEGERS	49.7	50.6	1.02			
	ORDER OF FRAC.	30.4	33	1.09			
69 NUMBER SENT.	FUNCTION TABLE	73.5	73.7	1.00	58.52	60.98	1.04
	SOLVE 4 UNKNOWN	80.8	85.8	1.06			
	SOLVE 4 UNKNOWN	34.3	36.1	1.05			
	SOLVE PROPORTION	70.6	72.3	1.02			
	EVAL INEQUALITY	50.2	52.1	1.04			
	VALUE OF FUNCT.	41.7	45.9	1.10			
70 NUMBER THEORY	EQUIV FORM/FRAC.	81.3	87.1	1.07	61.59	66.77	1.08
	DIVISIBLE BY 4	84.2	89.4	1.06			
	RECIPROCAL	65.3	71.3	1.09			
	PRIME FACTORS	60.5	66.8	1.10			
	COMMON FACTORS	45.8	47.7	1.04			
	LST COMMON MULT.	58.7	63.8	1.09			
	EQV.FRM DEC/FRAC	35.3	41.3	1.17			
71 PROB SOLVING	ESSENTIAL DATA	63.1	64.9	1.03	62.13	66.05	1.06
	LOGICAL REASONNG	78.8	82.2	1.04			
	LOGICAL REASONNG	69.2	73.3	1.06			
	DOUBLE BAR GRAPH	81.2	83	1.02			
	1-STEP,DECIMALS	74	78	1.05			
	2-STEP,MONEY	49.3	51.6	1.05			
	VENN DIAGRAM	76	80.1	1.05			
	1-STEP,MONEY	65.7	73.9	1.12			
	AVERAGE	42.4	47.3	1.12			
	CIRCLE GRAPH	48.1	53.3	1.11			
	2-STEP,FRACTIONS	35.6	38.9	1.09			
72 MEASUREMENT	CONVERT L TO KL	78.4	81	1.03	57.71	61.67	1.07
	CONVERT CM TO MM	71.8	70.9	0.99			
	USE - PROTRACTOR	87.6	93.4	1.07			
	CONVERT IN.TO FT	61.3	67.7	1.10			
	COMPARE L,KL	57.8	62.6	1.08			
	CNVRT LB/OZ 2 LB	35	37.9	1.08			
	CNVRT GAL TO QTS	44	42.7	0.97			
	VOL-RECT. PRISM	38.5	47.4	1.23			
	CIRCUMFERENCE	45	51.4	1.14			
73 GEOMETRY	NAME COORD./GRID	86	93.2	1.08	74.00	81.83	1.11
	CONGRUENT FIGURE	70	75.7	1.08			
	NAME PNT ON GRID	80.7	89.8	1.11			
	NAME PNT ON GRID	59.3	68.6	1.16			

APPENDIX F

CONCEPT CLUSTER ANALYSES

GRADE 9 SPRING 1983

CTBS, FORM U - LEVEL J

READING COMPREHENSION LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
30 PASSAGE DETAILS	WHAT	88	92	1.05			
	WHAT	79	84	1.06			
	WHEN	70	69	.99			
	WHAT	77	77	1.00			
	WHAT	61	63	1.03			
	WHEN	65	68	1.05			
	WHAT	68	73	1.07	72.57	75.14	1.04
31 CHARACTER ANALYSIS	TRAIT	45	52	1.16			
	FEELING	55	55	1.00			
	MOTIVE	71	75	1.06			
	FEELING	59	59	1.00			
	TRAIT	51	55	1.08	56.20	59.20	1.05
32 MAIN IDEA	MAIN IDEA	74	76	1.03			
	TITLE	67	74	1.10			
	TONE/MOOD	48	55	1.15			
	MAIN IDEA	59	61	1.03			
	AUTHOR VIEWPOINT	73	73	1.00			
	AUTHOR PURPOSE	84	86	1.02			
	MAIN IDEA	69	71	1.03			
	TONE/MOOD	49	47	.96	65.38	67.88	1.04
33 GENERALIZATIONS	CONCLUSION	89	57	.64			
	CONCLUSION	87	90	1.03			
	CONCLUSION	61	88	1.44			
	CONCLUSION	68	73	1.07			
	CONCLUSION	59	65	1.10			
	CONCLUSION	66	66	1.00			
	CAUSE/EFFECT	69	74	1.07			
	CONCLUSION	53	55	1.04			
	CONCLUSION	54	66	1.22			
	CONCLUSION	54	52	.96			
	CAUSE/EFFECT	40	40	1.00			
	CAUSE/EFFECT	44	46	1.05	62.00	64.33	1.04
34 WRITTEN FORMS	FACT/OPINION	53	56	1.06			
	FACT/OPINION	57	60	1.05			
	FACT/OPINION	63	63	1.00			
	BIOGRAPHY/AUTOBIOGRAPHY	51	52	1.02			
	INTERVIEW/SPEECH	59	63	1.07	56.60	58.80	1.04

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READING COMPREHENSION LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
35 WRITING TECHNIQUES	FIGURATIVE, IRONY	63	61	.97			
	FIGURATIVE, SIMILE	67	70	1.04			
	FIGURATIVE, METAPHOR	44	46	1.05			
	PERSUASIVE, TESTIMONIAL	71	71	1.00			
	FIGURATIVE, IMAGERY	60	61	1.02			
	FIGURATIVE, METAPHOR	48	50	1.04			
	FIGURATIVE, METAPHOR	50	48	.96			
	FIGURATIVE, METAPHOR	59	60	1.02	57.75	58.38	1.01

SPELLING LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
36 CONSONANTS	VARIANT LETTER	67	70	1.04			
	SINGLE LETTER, SILENT	56	60	1.07			
	SINGLE LETTER, SILENT	53	57	1.08			
	SINGLE LETTER, SILENT	57	55	.96			
	VARIANT LETTER	58	56	.97			
	SINGLE LETTER, SILENT	59	59	1.00			
	DOUBLE LETTER, SILENT	44	39	.89			
	VARIANT LETTER	40	40	1.00			
	DIGRAPH	54	54	1.00			
					54.22	54.44	1.00
37 VOWELS	VOWEL + R	90	91	1.01			
	VOWEL + R	75	75	1.00			
	LONG COMBINATION	73	69	.95			
	VOWEL + R	52	50	.96			
	SCHWA	69	67	.97			
	LONG COMBINATION	57	58	1.02			
	LONG COMBINATION	61	64	1.05			
	SHORT COMBINATION	44	39	.89			
	SHORT COMBINATION	49	52	1.06			
	SCHWA	51	50	.98			
	SCHWA	40	39	.98			
					60.09	59.45	.99
38 STRUCTURAL UNITS	ADD ING, CHANGE	79	79	1.00			
	ADD ES, CHANGE	61	65	1.07			
	PREFIX DIS-	70	70	1.00			
	ADD ING, CHANGE	71	66	.93			
	HOMONYM	64	58	.91			
	ADD ED, CHANGE	49	46	.94			
	SIMILAR WORD PARTS	44	38	.86			
	SIMILAR WORD PARTS	73	72	.99			
	HOMONYM	45	40	.89			
	COMPOUND WORD	61	60	.98			
					61.70	59.40	.96

50

LANGUAGE MECHANICS LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
39 CAP-PRCN I/NOUNS/ADJECTIVES	HISTORICAL EVENT	69	73	1.06			
	HISTORICAL EVENT	41	37	.90			
	PROPER ADJECTIVE	45	44	.98			
	GEOGRAPHIC NAME	46	51	1.11			
					50.25	51.25	1.02
40 CAP-BEGINNING WORDS/TITLES	TITLE OF PERSON	70	75	1.07			
	FIRST WORD IN QUOTE	47	51	1.09			
	TITLE OF PERSON	55	60	1.09			
	FIRST WORD IN QUOTE	51	55	1.08			
	FIRST WORD IN QUOTE	52	56	1.08			
					55.00	59.40	1.08
41 PUNCT PRD/QSTN MK/EXCL PT/COM	COMMA, INTRO CLAUSE	79	82	1.04			
	COMMA, SERIES	70	70	1.00			
	COMMA, INTERRUPTER	53	53	1.00			
	COMMA, INTERRUPTER	56	55	.98			
	COMMA, INTERRUPTER	57	56	.98			
	COMMA, SERIES	59	64	1.08			
					62.33	63.33	1.02
43 PUNCT-COLON/SEMICOLON	COLON, HOUR AND MINUTE	75	80	1.07			
	SEMICOLON, INDEP CLAUSE	29	26	.90			
	COLON, LIST	29	28	.97			
	SEMICOLON, CONJUNCT ADV	26	25	.96			
	COLON, LIST	43	41	.95			
	SEMICOLON, INDEP CLAUSE	23	24	1.04			
	SEMICOLON, CONJUNCT ADV	17	16	.94			
					34.57	34.29	.99
44 CAP AND PUNCT-EDITING SKILS	END MARK, BEGINNING CAP	44	47	1.07			
	CAP AND PUNC OF QUOTE	46	51	1.11			
	END MARK, BEGINNING CAP	33	35	1.06			
	OVERUSE OF PUNC AND CAP	71	72	1.01			
	LETTER PART	31	40	1.29			
	OVERUSE OF PUNC AND CAP	53	51	.96			
	END MARK, BEGINNING CAP	44	49	1.11			
					46.00	49.29	1.07
99 DOES NOT COUNT IN OBJ SCORE	CORRECT SENTENCE	66	60	.91			
					66.00	60.00	.91

LANGUAGE EXPRESSION   LEVEL J   FORM U   GRADE 09   TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
46 USAGE-PRONOUNS	RELATIVE	64	59	.92			
	PERSONAL, NOMINATIVE	42	33	.79			
	PERSONAL, NOMINATIVE	41	39	.95			
	PERSONAL, REFLEXIVE	45	39	.87	48.00	42.50	.89
47 USAGE-VERBS	AGREEMENT	81	86	1.06			
	AGREEMENT	25	24	.96			
	FUTURE PERFECT TENSE	66	69	1.05			
	PRESENT PERFECT TENSE	57	63	1.11			
	EASILY CONFUSED	30	29	.97	51.80	54.20	1.05
48 USAGE-ADJECTIVES/ADVERBS	SUPERLATIVE	84	87	1.04			
	MODIFIER, ADJECTIVE	75	78	1.04			
	COMPARATIVE	73	74	1.01			
	MODIFIER, ADVERB	85	83	.98	79.25	80.50	1.02
51 SENTENCE RECOGNITION	RUN-ON SENTENCE	75	78	1.04			
	INCOMPLETE SENTENCE	70	69	.99			
	RUN-ON SENTENCE	47	52	1.11			
	INCOMPLETE SENTENCE	50	48	.96	60.50	61.75	1.02
52 PARAGRAPH DEV/SENT COMBINING	CONNECTIVE/TRANSITIONAL	51	58	1.14			
	CONNECTIVE/TRANSITIONAL	44	51	1.16			
	CONNECTIVE/TRANSITIONAL	37	39	1.05			
	CONNECTIVE/TRANSITIONAL	70	75	1.07			
	COMPOUND PREDICATE	70	76	1.09			
	ADD PHRASES/CLAUSES	65	70	1.08			
	ADD PHRASES/CLAUSES	71	74	1.04			
	ADD PHRASES/CLAUSES	48	57	1.19	57.00	62.50	1.10
53 TOPIC SENTENCE	DEVELOP TOPIC SENTENCE	49	55	1.12			
	DEVELOP TOPIC SENTENCE	57	62	1.09			
	DEVELOP TOPIC SENTENCE	55	62	1.13			
	DEVELOP TOPIC SENTENCE	35	39	1.11	49.00	54.50	1.11
54 SEQUENCE	SEQUENCE OF SENTENCES	51	50	.98			
	SEQUENCE OF SENTENCES	70	75	1.07			
	SEQUENCE OF SENTENCES	64	67	1.05			

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CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
54 SEQUENCE	SEQUENCE OF SENTENCES	59	63	1.07			
					61.00	63.75	1.05
55 CLARITY	NONPARALLEL STRUCTURE	64	68	1.06			
	MISPLACED MODIFIER	51	56	1.10			
	NONPARALLEL STRUCTURE	68	72	1.06			
	VERBOSITY/REPETITION	35	35	1.00			
	MISPLACED MODIFIER	48	49	1.02			
	VERBOSITY/REPETITION	42	44	1.05			
	UNRELATED SENTENCE	63	64	1.02			
	UNRELATED SENTENCE	42	42	1.00			
					51.63	53.75	1.04
56 TYPES OF WRITING STYLE	JOB REQUEST	68	77	1.13			
	TELEPHONE MESSAGE	66	70	1.06			
	BOOK REVIEW	68	75	1.10			
	INTEVIEW REQUEST	63	71	1.13			
					66.25	73.25	1.11

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MATHEMATICS COMPUTATION LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
58 ADD DEC/FR	WHOLE NO + DEC NO	87	93	1.07			
	3 UNLIKE FR	46	61	1.33			
	DEC NO + DEC FR	64	65	1.02			
	DEC NO + WHOLE NO	84	89	1.06			
	3 MIXED NOS	52	66	1.27			
					66.60	74.80	1.12
60 SUBTRACT DEC/FR	WHOLE NO - DEC NO	69	80	1.16			
	DEC NO - DEC FR	78	84	1.08			
	2 MIXED NOS	51	66	1.29			
	WHOLE NO - DEC FR	65	79	1.22			
	DEC NO - DEC FR	72	76	1.06			
	WHOLE NO - MIXED NO	52	65	1.25			
					64.50	75.00	1.16
62 MULTIPLY DEC/FR	2 DEC NOS	80	84	1.05			
	3 UNLIKE FR	63	75	1.19			
	DEC NO X DEC FR	61	61	1.00			
	3 LIKE FR	68	73	1.07			
					68.00	73.25	1.08
64 DIVIDE DEC/FR	DEC FR DIV WHOLE NO	68	72	1.06			
	FR DIV MIXED NO	51	68	1.33			
	WHOLE NO DIV DEC FR	51	50	.98			
	2 MIXED NOS	49	65	1.33			
	WHOLE NO DIV DEC NO	48	50	1.04			
	MIXED NO DIV FR	61	73	1.20			
					54.67	63.00	1.15
65 INTEGERS	POS + NEG	71	72	1.01			
	NEG - NEG	43	48	1.12			
	POS FR X NEG FR	67	80	1.19			
	NEG DIV NEG	61	65	1.07			
	POS + POS + NEG	68	69	1.01			
	NEG FR - NEG FR	41	52	1.27			
	NEG X NEG X POS	57	57	1.00			
	POS FR DIV NEG FR	51	59	1.16			
					57.38	62.75	1.09
66 ALGEBRAIC EXPRESSIONS	ADD MONOMIALS	71	77	1.08			
	MULTIPLY 2 ALG EXPRESS	52	54	1.04			
	ADD FR EXPRESS	35	45	1.29			
	SUBTRACT MONOMIALS	54	59	1.09			
	SUBTRACT FR EXPRESS	39	47	1.21			
	WHOLE NO X ALG EXPRESS	67	71	1.06			

MATHEMATICS COMPUTATION LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
					53.00	58.83	1.11
67 EXPONENTS OR PER CENTS	NO SQUARED X WHOLE NO	71	74	1.04			
	NO SQUARED + NO CUBED	56	59	1.05			
	X% OF Y=?	53	64	1.21			
	DIVIDE NOS TO POWERS	34	34	1.00			
	?% OF X = Y	31	47	1.52			
					49.00	55.60	1.13

MATH CONCEPTS/APPLICATIONS LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
68 NUMERATION	EVALUATE SCIENTIF NOT	73	77	1.05			
	EVALUATE EXPONENT NOT	76	79	1.04			
	COMPARE INTEGERS	74	79	1.07			
	PLACE VALUE, THOUSANDTHS	58	61	1.05			
	SCIENTIF NOT, EQUIV FORM	39	43	1.10			
	APPROXIMATE SQUARE ROOT	29	28	.97	58.17	61.17	1.05
69 NUMBER SENTENCES	SOLVE FOR UNKNOWN	50	53	1.06			
	SOLVE FOR UNKNOWN	84	87	1.04			
	FUNCTION TABLE	59	60	1.02			
	SOLVE INEQUALITY	69	73	1.06			
	SET UP PROPORTION	54	61	1.13			
	SOLVE PROPORTION	63	67	1.06			
	VALUE OF FUNCTION	61	64	1.05			
	SOLVE FOR UNKNOWN	44	49	1.11			
	INTERPRET FORMULA	43	46	1.07			
	VALUES OF FUNCTION	43	49	1.14	57.00	60.90	1.07
70 NUMBER THEORY	EQUIV FORM, %/DEC	65	73	1.12			
	EQUIV FORM, FR/DEC	72	76	1.06			
	PRIME FACTORS	59	70	1.19			
	LEAST COMMON DENOMINATOR	60	64	1.07			
	EQUIV FORM, FR/DEC	45	51	1.13			
	FACTORS OF ALG EXPRESS	55	58	1.05			
	EQUIV FORM, %/DEC	44	45	1.02	57.14	62.43	1.09
71 PROBLEM SOLVING	LINE GRAPH	74	82	1.11			
	ONE-STEP, DECIMALS	64	90	1.07			
	VENN DIAGRAM	61	65	1.07			
	PER CENT, DISCOUNT	60	62	1.03			
	CIRCLE GRAPH	57	64	1.12			
	PER CENT, SALES TAX	57	67	1.18			
	PER CENT, COMMISSION	51	60	1.18			
	TWO-STEP, PRICE COMPAR	51	53	1.04			
	PER CENT, SALES TAX	54	62	1.15			
	TWO-STEP, INSTALLMENTS	39	47	1.21			
	PROBABILITY OF EVENT	34	37	1.09	56.55	62.64	1.11
72 MEASUREMENT	PERIMETER, FORMULA	66	66	1.00			
	SUPPLEMENTARY ANGLES	28	26	.93			
	VOLUME, 3D FIGURE	50	55	1.10			
	AREA, IRREGULAR SHAPE	48	53	1.10			

MATH CONCEPTS/APPLICATIONS LEVEL J FORM U GRADE 09 TEST DATE 04/83

CONTENT OBJECTIVE	CONCEPT	ITEM "P" VALUE NATIONAL	ITEM "P" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "P" VALUE NATIONAL	CLUSTER "P" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
72 MEASUREMENT	COMPLEMENTARY ANGLES	16	15	.94			
					41.60	43.00	1.03
73 GEOMETRY	CONGRUENT ANGLES	71	77	1.08			
	CONGRUENT TRIANGLES	60	67	1.12			
	NAME POINT ON GRID	71	78	1.10			
	RIGHT TRIANGLE	55	56	1.02			
	NAME COORDINATES ON GRID	60	68	1.13			
	RIGHT TRIANGLE	52	51	.98			
					61.50	66.17	1.08

APPENDIX G

GRAPHIC DISPLAYS OF STUDENT PROGRESS
FROM REPORT 350: *TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS*

SPRING 1983 GRADES 5, 7 AND 9

TABLE 7

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 5

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 5 SPRING 1980			GRADE 5 SPRING 1983			GRADE 5 SPRING 1980			GRADE 5 SPRING 1983		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	955	230	24.1	1005	366	36.4	955	162	17.0	1005	278	27.7
NON-MI Schools	5891	4035	68.5	5232	3416	65.3	5891	3476	59.0	5232	2872	54.9
Combined	6846	4265	62.3	6237	3782	60.6	6846	3638	53.1	6237	3150	50.5
LANGUAGE												
MI Schools	935	231	24.7	1000	503	50.3	935	137	14.7	1000	359	35.9
NON-MI Schools	5670	3447	60.8	5216	3662	70.2	5670	2495	44.0	5216	2838	54.4
Combined	6605	3678	55.7	6216	4165	67.0	6605	2632	39.8	6216	3197	51.4
MATHEMATICS												
MI Schools	893	310	34.7	1006	564	56.1	893	278	31.1	1006	524	52.1
NON-MI Schools	5836	3758	64.4	5245	3666	69.9	5836	3572	61.2	5245	3498	66.7
Combined	6729	4068	60.5	6251	4230	67.7	6729	3850	57.2	6251	4022	64.3

"N" NUMBER OF PUPILS

"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.

"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

FIGURE SET 5

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

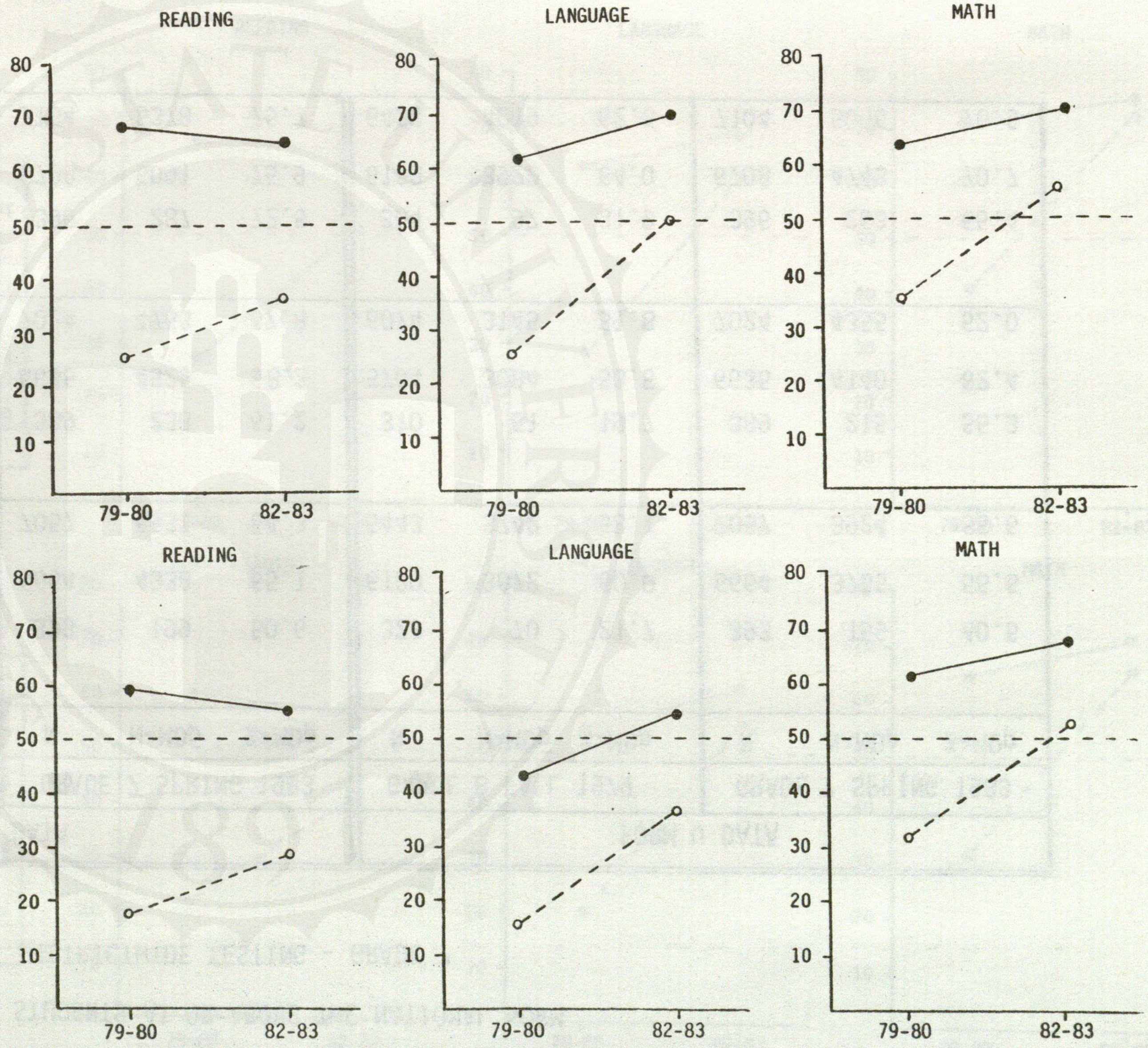
DISTRICTWIDE TESTING - GRADE 5

FORM S DATA

CONTENT AREA / DATA		MI (1979-80)	NON-MI (1979-80)	MI (1982-83)	NON-MI (1982-83)
READING	N	955	5891	1005	5232
	%	24.1	68.5	36.4	65.3
LANGUAGE	N	935	5670	1000	5216
	%	24.7	60.8	50.3	70.2
MATH	N	893	5836	1006	5245
	%	34.7	64.4	56.1	69.9

FORM U DATA

CONTENT AREA / DATA		MI (1979-80)	NON-MI (1979-80)	MI (1982-83)	NON-MI (1982-83)
READING	N	955	5891	1005	5232
	%	17.0	59.0	27.7	54.9
LANGUAGE	N	935	5670	1000	5216
	%	14.7	44.0	35.9	54.4
MATH	N	893	5836	1006	5245
	%	31.1	61.2	52.1	66.7



N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

NON-MINORITY ISOLATED SCHOOLS (solid line)

MINORITY ISOLATED SCHOOLS (dashed line)

TABLE 8

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 7

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 8 FALL 1979			GRADE 7 SPRING 1983			GRADE 8 FALL 1979			GRADE 7 SPRING 1983		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	323	87	26.9	393	199	50.6	323	70	21.7	393	159	40.5
NON-MI Schools	6120	4088	66.8	6664	4338	65.1	6120	3672	60.0	6664	3765	56.5
Combined	6443	4175	64.8	7057	4537	64.3	6443	3742	58.1	7057	3924	55.6
LANGUAGE												
MI Schools	310	89	28.7	389	238	61.2	310	61	19.7	389	215	55.3
NON-MI Schools	5764	3603	62.5	6635	4525	68.2	5764	3084	53.5	6635	4140	62.4
Combined	6074	3692	60.8	7024	4763	67.8	6074	3145	51.8	7024	4355	62.0
MATHEMATICS												
MI Schools	304	122	40.1	396	287	72.5	304	97	31.9	396	263	66.4
NON-MI Schools	6128	4375	71.4	6708	5091	75.9	6128	3922	64.0	6708	4743	70.7
Combined	6432	4497	69.9	7104	5378	75.7	6432	4019	62.5	7104	5006	70.5

"N" NUMBER OF PUPILS

"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.

"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

FIGURE SET 6

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 7

FORM S DATA

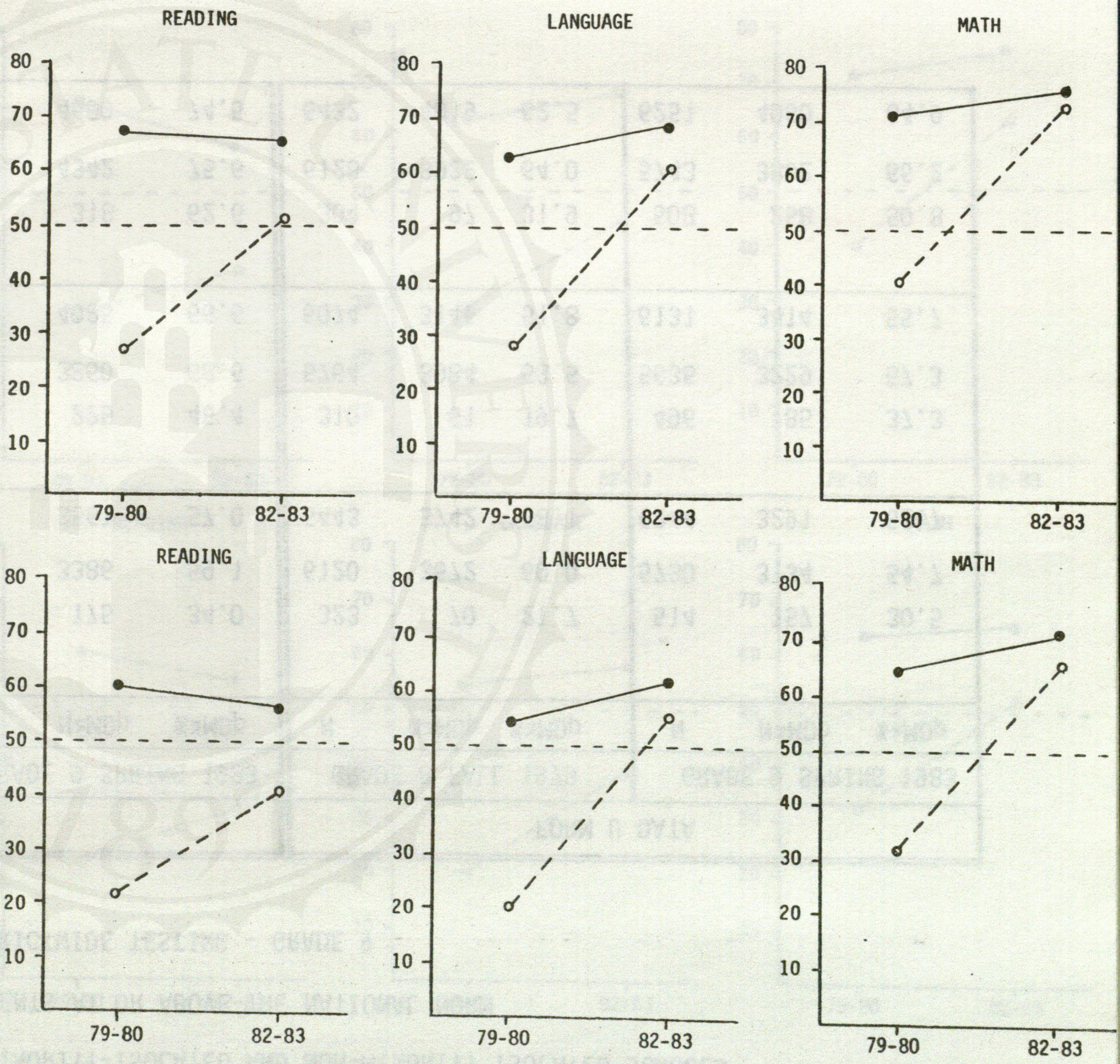
CONTENT AREA	DATA	MI (1979-80)	NON-MI (1979-80)	MI (1982-83)	NON-MI (1982-83)
READING	N	323	6120	393	6664
	%	26.9	66.8	50.6	65.1
LANGUAGE	N	310	5764	389	6635
	%	28.7	62.5	61.2	68.2
MATH	N	304	6128	396	6708
	%	40.1	71.4	72.5	75.9

FORM U DATA

CONTENT AREA	DATA	MI (1979-80)	NON-MI (1979-80)	MI (1982-83)	NON-MI (1982-83)
READING	N	323	6120	393	6664
	%	21.7	60.0	40.5	56.5
LANGUAGE	N	310	5764	389	6635
	%	19.7	53.5	55.3	62.4
MATH	N	304	6128	396	6708
	%	31.9	64.0	66.4	70.7

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN



CODE:

●——● NON-MINORITY ISOLATED SCHOOLS

o- - - -o MINORITY ISOLATED SCHOOLS

TABLE 9

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 9

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 8 FALL 1979			GRADE 9 SPRING 1983			GRADE 8 FALL 1979			GRADE 9 SPRING 1983		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	323	87	26.9	514	175	34.0	323	70	21.7	514	157	30.5
NON-MI Schools	6120	4088	66.8	5730	3386	59.1	6120	3672	60.0	5730	3134	54.7
Combined	6443	4175	64.8	6244	3561	57.0	6443	3742	58.1	6244	3291	52.7
LANGUAGE												
MI Schools	310	89	28.7	496	225	45.4	310	61	19.7	496	185	37.3
NON-MI Schools	5764	3603	62.5	5635	3860	68.5	5764	3084	53.5	5635	3229	57.3
Combined	6074	3692	60.8	6131	4085	66.6	6074	3145	51.8	6131	3414	55.7
MATHEMATICS												
MI Schools	304	122	40.1	508	318	62.6	304	97	31.9	508	258	50.8
NON-MI Schools	6128	4375	71.4	5743	4342	75.6	6128	3922	64.0	5743	3802	66.2
Combined	6432	4497	69.9	6251	4660	74.5	6432	4019	62.5	6251	4060	64.9

"N" NUMBER OF PUPILS

"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.

"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

FIGURE SET 7

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 9

FORM S DATA

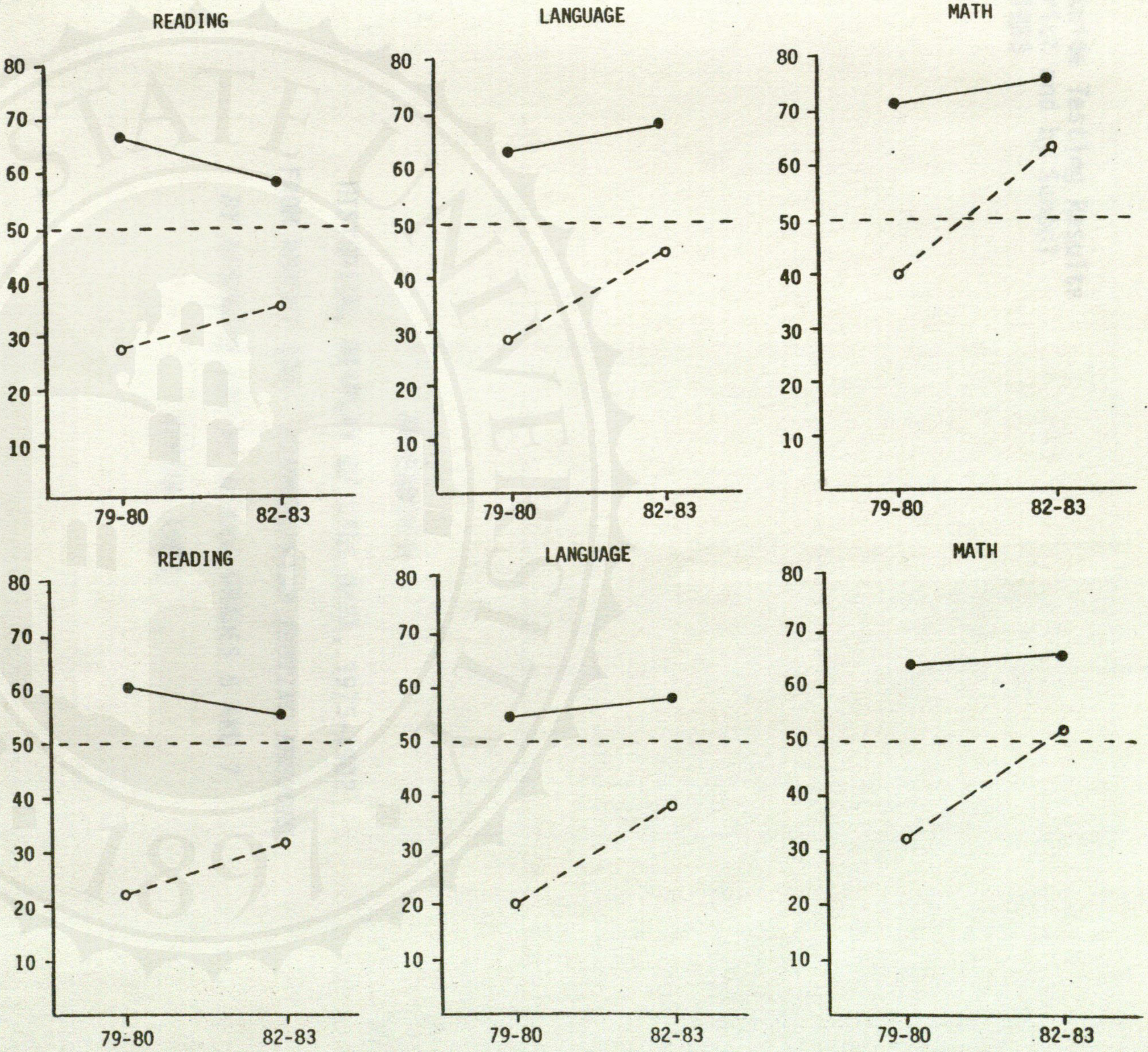
CONTENT AREA / DATA		MI	NON-MI	MI	NON-MI
READING	N	323	6120	514	5730
	%	26.9	66.8	34.0	59.1
LANGUAGE	N	310	5764	496	5635
	%	28.7	62.5	45.4	68.5
MATH	N	304	6128	508	5743
	%	40.1	71.4	62.6	75.6
		1979-80		1982-83	

FORM U DATA

CONTENT AREA / DATA		MI	NON-MI	MI	NON-MI
READING	N	323	6120	514	5730
	%	21.7	60.0	30.5	54.7
LANGUAGE	N	310	5764	496	5635
	%	19.7	53.5	37.3	57.3
MATH	N	304	6128	508	5743
	%	31.9	64.0	50.8	66.2
		1979-80		1982-83	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN



CODE:

●———● NON-MINORITY ISOLATED SCHOOLS

o- - - -o MINORITY ISOLATED SCHOOLS

APPENDIX H

HISTORICAL DISPLAY OF CTBS DATA, 1975-1982

FROM REPORT 330: *DISTRICTWIDE TESTING RESULTS*

BY DISTRICT AND BY SCHOOL GRADES 5 AND 7

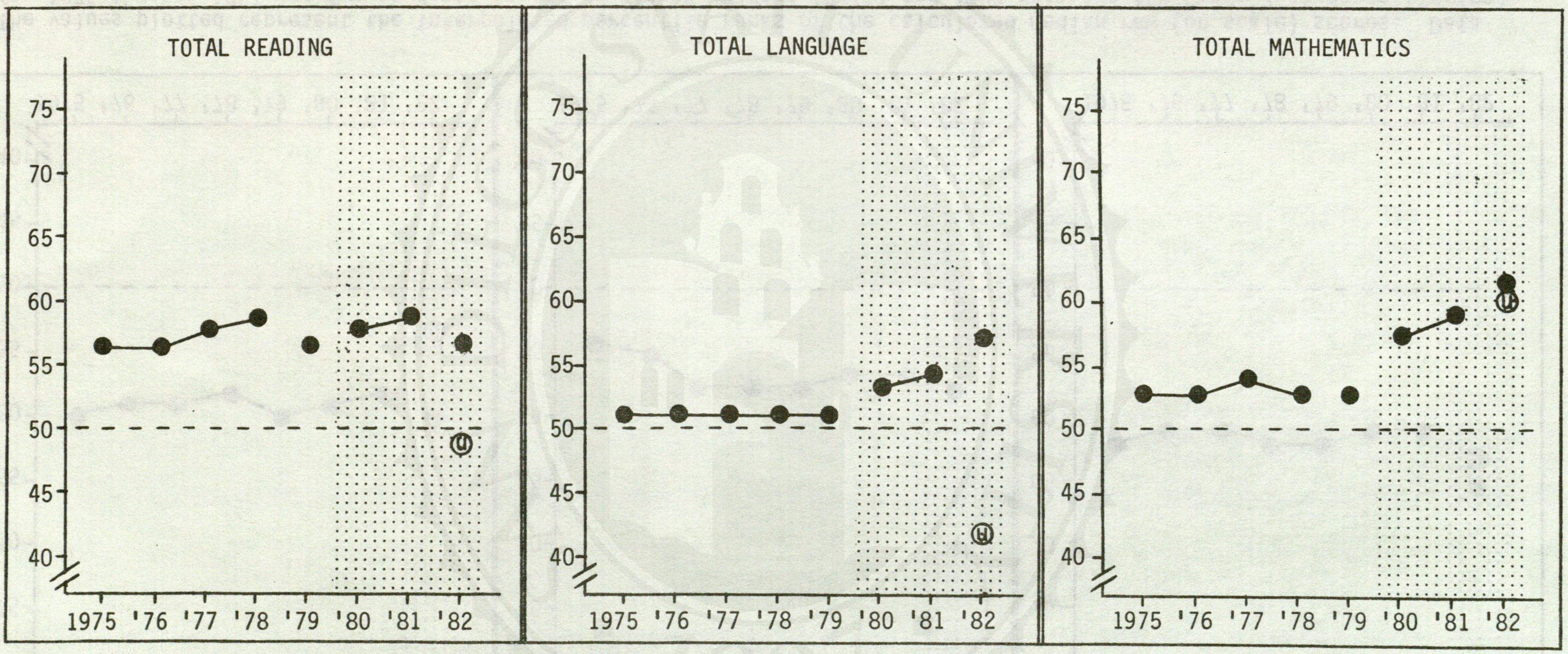
SPRING 1982

FIGURE 1

HISTORICAL DISPLAY OF CTBS DISTRICTWIDE TESTING RESULTS

ELEMENTARY SCHOOL TESTING 1975-1982

MEDIAN PERCENTILE RANKS



The values plotted represent the interpolated percentile ranks of the calculated median raw (or scale) scores. Data for 1975 through 1978 are for students tested as sixth graders (Fall), 1980 through 1982 data are for Grade 5 students (Spring), and 1979 data represent a statistical combination of Spring and Fall data (for Reading and Math).

Students were tested using CTBS, Form S from 1975 through 1981. In Spring 1982, students were administered Form U.

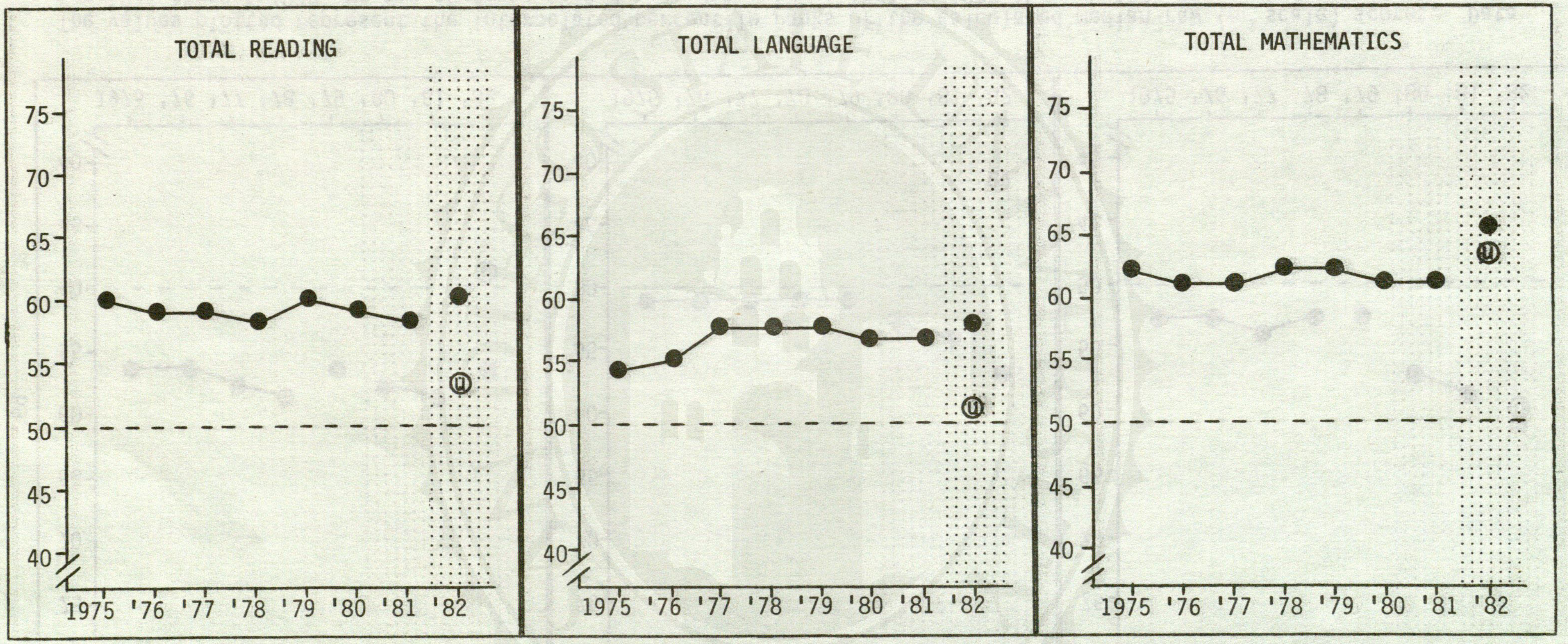
For 1982 results, the "Ⓤ" symbol represents the median percentile rank using Form U norms. In each of the graphs above, the additional dot (●) represents the corresponding values equated to the Form S norms using the publisher's equating study. This provides data which are comparable to the 1975 through 1981 Form S values.

FIGURE 2

HISTORICAL DISPLAY OF CTBS DISTRICTWIDE TESTING RESULTS

JUNIOR HIGH SCHOOL TESTING 1975-1982

MEDIAN PERCENTILE RANKS



The values plotted represent the interpolated percentile ranks of the calculated median raw (or scale) scores. Data for 1975 through 1981 are for students tested as eighth graders (Fall) and 1982 data are for Grade 7 students (Spring).

Students were tested using CTBS, Form S from 1975 through 1981. In Spring 1982, students were administered Form U.

For 1982 results, the "Ⓤ" symbol represents the median percentile rank using Form U norms. In each of the graphs above, the additional dot (●) represents the corresponding values equated to the Form S norms using the publisher's equating study. This provides data which are comparable to the 1975 through 1981 Form S values.