

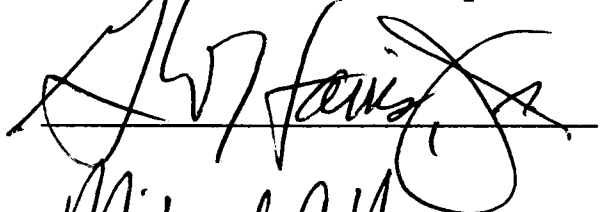
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I am submitting herewith a dissertation written by Patricia Neill Ragsdale entitled "School Choice: Parental Perceptions." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Leadership Studies in Education.

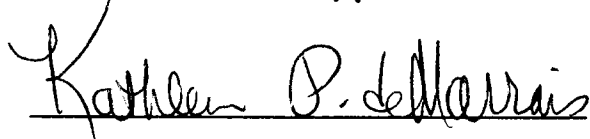


E. Grady Bogue, Major Professor

We have read this dissertation
and recommend its acceptance:



Michael C. Harrison



Kathleen P. Morris

Accepted for the Council:



Associate Vice Chancellor
and Dean of The Graduate
School

SCHOOL CHOICE: PARENTAL PERCEPTIONS

**A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee**

**Patricia Ragsdale
August 1996**

DEDICATION

This dissertation is dedicated to
my husband, Dave Vaccaro, and my son, David Ragsdale.
Without them, nothing in life would really matter.

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I am grateful to many people for their help and support during this doctoral study. First, I acknowledge my parents for their encouragement and contributions toward my first college degree almost two decades ago.

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Finally, I would like to thank my family and friends who helped make life bearable during the tough times.

ABSTRACT

This study investigated factors that influence parents to send their children to a public school outside of their school zone. Parental levels of education and income were used as independent variables in a survey that compared the way parents of different backgrounds make school choices. Parents were also interviewed to gather qualitative data that might have been shadowed by the limitations of the survey.

Two hundred and ninety-three surveys were sent to a random sample of parents practicing school choice in Anderson County, Clinton City, and Oneida Special School District. Parents were asked to rate twenty items on a Likert Scale and answer an optional open-ended question at the end of the survey. A response card asking for a voluntary interview was included in the packet.

One hundred and twenty-nine surveys were returned (44%) for quantitative analysis. Seventy-three textual samples of qualitative data were collected from fifty-eight written survey responses and fifteen interviews.

A One-Way Analysis of Variance was used to compare the means of each survey item with the educational level and income of the parents. Educational levels were reported in four intervals ranging from below high

school to above college degree. Combined household income levels were reported in four intervals ranging from less than \$20,000 to above \$60,000 per year.

Four statistically significant factors were found between variable education levels and three significant factors were found when analyzing the means of variable income levels.

Qualitative results enriched the survey items and three themes emerged from the data that were not included in the original survey. The three emergent themes were tradition, discipline, and caliber of students.

The results of this study support the need for each community school to recognize the culture and the values of the local community and to communicate with the parents to find out their expectations and levels of satisfaction with the current school program. If vouchers or tax credits are offered to parents, public schools must have exemplary programs in place that will keep the students enrolled in public schools.

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Chapter I.

INTRODUCTION

A society based on principles of individual freedom and freedom of choice is not content with bureaucratic mandates to attend certain schools based on geographic location or desegregation plans. The last two decades have produced an onslaught of criticism and concerns of public schools related to governmental regulations: concerns that educational quality is declining, that school administrators are not sufficiently accountable for fiscal and curricular decisions, and that bureaucratization is reducing school responsiveness to the needs of students (Wise and Darling-Hammond, 1984).

School choice has "immense and growing appeal among parents, many of whom are more upset by drug-infested playgrounds and insensitive bureaucrats than by classroom deficiencies" (Sewall, 1991). Parents also worry about their children becoming involved with the "rowdy youths of the community" to the point that they will send their child to a school of choice (Spring, 1994). The news media "constantly bombard the

U. S. public with stories of morally corrupt teenagers who routinely choose wrong over right. All too often public schools receive much of the blame" (Mathers, 1995).

Futile efforts to resolve societal problems that penetrate our school hallways have been addressed at all levels of government. In recent years, the federal government fashioned a statement of goals entitled America 2000. This document was released in 1991, and Goal #6 provided strategies to make schools safe, disciplined, and drug-free. Parents were encouraged to take a more active role in the education of their children by becoming "helpers, examples, teachers, leaders, and demanding shareholders of our schools" (America 2000, 1991).

Many states are exploring a variety of choice plans for educational reform. Some school districts have structures for school choice within local board policies. Choice stems from the concept of freedom and the merit of competition. With a general decline in public confidence toward public schools, many parents are exercising their right to choose their own public or private school.

Our nation's history and current studies show a strong relationship between parental involvement and student achievement (Jones and Ambrosie, 1995). School

boards and officials cannot ignore that educators in too many of our schools "cry out for parent and community involvement, then complain when these forces initiate change in school policy" (Walthers, 1995). Attitudes toward parental concerns must be more open, and officials must recognize that school choice decisions are overt indicators of parent involvement from the onset of enrollment. An important step in school reform may be to study factors that influence school choice in order to set up a structure for parents and public schools to thrive and flourish together. "If we cannot give parents and students more choice within our schools, it will only be a matter of time before they seek choice in other schools" (Matthews and Hansen, 1995).

Statement of the Problem

This research attempts to examine factors involved in the issue of school choice. Realistic problems that educators must deal with are parental dissatisfaction and media criticism of public schools as they exist today. Criticism and dissatisfaction have led many parents, politicians, and other citizens to advocate the policy of providing vouchers and/or choice of schools as a solution.

A distinctive feature in some school districts is the school choice option. As parents in each community strive to provide educational excellence for their children, many parents exercise the school choice option and send their child to a public school outside their zone or outside their district. The first educational decision some parents must make is which school to choose for their children. Historically, parents have "rarely been silent about their preferences for particular teachers and particular instructional programs" (Hlebowitsh, 1995). It should not be surprising that parents are now choosing schools based on perceptions and school reputations. Customer or client satisfaction has become a contextual factor in education. The accent on quality in the business world has penetrated the educational arena. Conditions that influence parents to select a school of choice suggest a basis for customer satisfaction. This study explores the educational and income levels of these parents and the conditions that ultimately finalize the school choice decision.

Purpose of the Study

The purpose of this research is to discover those factors that influence parents to send their children to

a public school outside of their assigned school zone. Specific reasons why parents send their children to public schools outside of their assigned zones will be studied. As a consequence of this research, concerns about local schools and positive characteristics of schools of choice will be revealed. Other researchers will be able to discern specific criteria to examine as they seek to find out if school choice was successful for individual families and communities.

Questions

There are two major research questions to be answered in this study. They are: 1) What are the factors that parents reveal as having influence on their decision to choose a particular school? 2) Does the profile of school choice factors show significant variance when examined by parental educational and income levels?

Importance of the Study

Knowing the major concerns of the community toward the local schools and recognizing criteria that parents might use in making local school choice decisions allows educational leaders to examine their school settings from a parental perspective. Awareness of the diverse

expectations of the school from each community will help school leaders make changes in the school program according to the expectations of the community. These changes may include but are not limited to curriculum issues, safety issues, extra-curricular activities, and/or quality issues. Criteria for school evaluations, improvement, and readiness for competition with other public and non-public school institutions can be derived from this study. Findings will provide a list of perceived strengths in parental schools of choice. Leadership among teachers and administrators should be enhanced from the results of this study. Educators could develop specific strategies for school improvement based on this study.

The perceived need for parents to use the school choice option should be assessed and public school leaders should not fear competition. Parental perceptions of characteristics of exemplary schools coupled with reasons for interest in school choice will allow local school leaders to initiate changes and take a pro-active approach toward competition with private education. This should reduce the fear of public schools losing students and dollars to private schools if a state or federal voucher plan is enacted. Plans for change in public education should concur with local parental perceptions of how the school environment

should improve. This collaboration should strengthen community relations and help ensure that parents would spend their voucher dollars in the public school of their choice.

Assumptions

Parents who send their children to public or private schools outside of their school zone probably do so because they feel that the school of their choice is more convenient or somehow better than the school in their zone.

Schools should be advantageously influenced by competitive school options, and they should expedite plans for change in a collaborative effort with the community and the media. Improved communication should create a winning situation for all parties involved. Teachers and administrators should implement effective changes if they have information about specific concerns from an educational and a parental perspective.

Limitations and Delimitations

This research will be delimited to parents in Oneida Special School District and Anderson County, Tennessee, whose children are attending school out of their residential zone. Parents in these districts who

send their children to public schools outside of their attendance zones will be surveyed and some who volunteer will be interviewed.

Parents in Anderson County may send their children outside their zone to Oak Ridge, Clinton, or other schools in Anderson County. Some students who live in Clinton City, Knox, Union, Roane, and Campbell counties attend Anderson County Schools. Parents in Scott County send their children to Oneida Special School District.

Delimitations to the school districts named above limit the responses to rural parental perceptions. Parents in urban areas might have very different reasons for practicing school choice.

Definition of Terms

- 1) PUBLIC SCHOOLS - Public schools are institutions that are funded with federal, state, and/or local tax dollars. They are formally accountable to local governmental authorities/public school boards.
- 2) CHARTER SCHOOLS - Charter schools are public education institutions operating under a contract between organizers who design and run the school and local school boards. Educational and accountability plans are exchanged for autonomy. No two charter schools are alike.

- 3) PRIVATE SCHOOLS - Private schools refer to schools which are closed to the public. Two categories of private schools include independent private schools and parochial schools. Independent private schools operate on non-public and non-religious funds. Parochial schools are supported and controlled by a church.
- 4) MAGNET SCHOOLS - Magnet schools are public schools known as "theme" schools such as liberal arts or technology. These schools were historically developed for voluntary desegregation purposes, and they do not have a specific zone. Magnet schools are pure schools of choice open to students interested in a particular theme. Racial, gender, and socio-economic balances must occur in magnet school settings.
- 5) CONTROLLED CHOICE - Controlled choice is a process for managing school choice by creating a waiting list of students and enrolling them in their school of choice based on the student's race, gender, or socio-economic status to maintain a social balance in each school.
- 6) LIMITED CHOICE - a synonym for controlled choice stemming from the fact that the school system limits student selection according to specific criteria such as race or gender.

- 7) VOUCHER - An education voucher is "a means of providing money directly to parents enabling them to pay for their children's education at the school of their choice, public or private" (Education Vouchers Report, 1970).
- 8) WHITTLE COMMUNICATIONS EDISON PROJECT - This project was a plan for a private, for-profit school in this area with state-of-the-art facilities, technology, and curriculum opportunities for students between the ages of 3 months to 18 years.
- 9) ZONE - A school zone is a geographical region with boundary lines. Student populations are assigned and transported to schools within a geographical region referred to as a zone.
- 10) INTRADISTRICT TRANSFER - A change in public schools within the parent's residential school district.
- 11) INTERDISTRICT TRANSFER - A change in public schools outside of the parent's residential school district.
- 12) PARENTAL EDUCATIONAL LEVEL - The survey in this study asks for the highest level of education of each parent surveyed in the categories of below high school, high school diploma, college degree, and above college degree.
- 13) PARENTAL INCOME LEVEL - The survey in this study asks for the combined household income of parents practicing school choice.

Chapter II.

REVIEW OF THE LITERATURE

In this chapter, types of school choice, the evolution of choice, types of vouchers, and the evolution of vouchers will be discussed. Choice as a reform issue and the pros and cons of school choice/ voucher plans will narrow to the conclusion of the review. Two obvious types of choice are within public and private schools; however, in this chapter we will discuss choice exclusively as it applies to public school settings.

Public education in the United States is a unique system of 50 different state governance structures, each containing "independent local school districts that vary in size, curriculum emphasis, climate, and philosophical direction. Each school district incorporates a variety of local schools, and each local school includes a variety of teachers" (Hlebowitsh, 1995).

Education in America is composed of a system of public and private schools. Within public school systems, a variety of traditional schools, alternative

schools, magnet schools, and charter schools exist. It is no wonder that parents want to choose the school their child attends because such a variety or menu is offered within school districts.

Six variations of school choice were proposed by Lamar Alexander in a 1991 U. S. Department of Education report including:

1) Tuition tax credits/deductions:

Parents subtract from their state or federal taxes an amount equal to a specified percentage of school tuition, textbooks, etc.

2) Voucher/scholarships: Governments provide parents with vouchers to cover part or all of the cost of educating their children in a public or private school of choice. This is also referred to as the GI Bill for children.

3) Charter schools: Allows for the development of autonomous schools, substantially deregulated and free of direct administrative control by the government, but held accountable for achieving outcomes in student performance or other specified areas.

4) Interdistrict open enrollment: Parents may send their children to any public school regardless of district boundaries.

5) Intradistrict open enrollment:

Parents may transfer their children to any public school within a specified district.

6) Second chance: Specially designed alternative schools or programs for students within the regular school district (Biller, 1995).

Since the abovementioned options are only proposed, parents must make decisions within existing district choice structures. The first choice some parents have is whether to send their children to public or private schools. Not all parents have this choice because of socio-economic constraints. If parents choose the public school system, their second choice is whether to send their children to a public school within their local school district or across district lines. As parents have approached local school boards with the expressed interest of school choice options, boards of education have labeled the types of transfers that can occur in public school systems.

Types of Choice in Practice

The most prevalent definition of public school choice is "permitting students to select the schools they attend rather than assigning them to neighborhood schools" (Toch, 1993). This traditional definition of public school choice has recently been challenged in the

literature by Lewis who maintains that "it is not the actual customer who makes the choice. Rather it is ...the child's parent or guardian, who chooses on behalf of the student" (Lewis, 1995). The definition of public school choice is broadened in America 2000 to "include any school that serves the public and is held accountable by a public authority".

Forms of public school choice actually practiced in many areas of the United States may be categorized in three ways: 1)intradistrict transfers, 2)interdistrict transfers, and 3) controlled choice.

Intradistrict choice is the oldest and most popular form of school choice with approximately two thousand school districts nationwide subscribing to intradistrict choice (Fiske, 1991). This plan opens all schools to all students in a particular district instead of assigning students to schools based on their home address. Under the intradistrict label, all public schools, magnet schools, and charter schools are included as options in districts where these types of schools are available. Students are accepted on the basis of space available in the classrooms.

Interdistrict choice involves the option of students attending school in other districts in the state. "Interdistrict choice became more prevalent in the 1980's primarily as a result of lawsuits, fears of

lawsuits, or the simple desire on the part of states and cities to alleviate the problem of metropolitan segregation" (Jones and Ambrosie, 1995). Interdistrict choice may or may not include tuition requirements, depending on district policies. Tuition requirements for out of district students could exclude low-income students from the benefits of choice. Grant or voucher plans have emerged in some states to equalize opportunities for low-income families.

Systems offering the controlled-choice option offer parents the opportunity to sign up for certain schools, but the system actually selects those who attend the school in order to maintain racial, socioeconomic, and/or gender balance (Tosh, 1993). School systems with controlled-choice options usually include "magnet schools, charter schools, and other schools with open enrollment options" (Hlebowitsh, 1995). Controlled-choice is also known as "limited choice" because it relates to the "right of the receiving school or district to select or reject a student based on specific criteria" (Jones and Ambrosie, 1995).

The Evolution of Choice

The concept of public school choice became nationally vogue in the 1970's. Some parents felt that they had "lost control not only over how and what their

children were taught but over how they were treated as persons in schools they were required to attend" (Jones, 1976). Parents desired to choose a school which they felt best met the needs of their child. Specific needs varied from family to family, and they included but were not limited to needs such as these: Parents wanted to find a school that "1) taught to their child 's specific learning style; 2) provided a variety of learning programs; 3) had quality teachers; 4) had competency testing for basic skills; and 5) had a drug free environment" (Jones, 1976).

In the 1980's, the list of problems concerning public schools became much more serious and diverse. The Gallup Public Opinion Poll (1986) revealed the following concerns about public education:

- 1) drug use in schools;
- 2) grading of schools and their teachers;
- 3) grading schools on various success characteristics;
- 4) goals of education;
- 5) Federal, State and Local government influence on education;
- 6) financing schools and schooling;
- 7) attitudes about Acquired Immune Deficiency Syndrome and schooling;
- 8) grade promotion and high school graduation requirements;
- 9) national testing;

- 10) time spent on homework;
- 11) teachers: testing, salaries, shortages;
- 12) age at which children should begin school;
- 13) the right to choose children's schools;
- 14) attitudes toward private and parochial schools;
- 15) support for a voucher system.

Concerns surrounding public education in the 1990's include similar topics listed in the 1980's. However, glaring issues such as school safety, weapons, gangs, and violence emerged as the biggest problems confronting local public schools. These concerns coupled with bad public relations toward our schools created support for school choice and vouchers. Public trends in favor of choice and vouchers increased with the epidemic of drug abuse, violence and crime in our society (Elam, Rose, and Gallup, 1994).

Also in the 1990's, the magnet school movement and competition for students was incorporated into the concept of choice in education. "A free marketplace idea of quality through competition was introduced into education. If schools were unable to attract students in a school district, they would either have to improve or close their doors" (Spring, 1994).

School choice was encouraged by President Bush in America 2000 as a means to improve schools. "We can encourage educational excellence by encouraging parental

choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to go to work, where to live. It's time parents were free to choose the schools that their children attend" (America 2000, 1991).

Parents and choice advocates continue to be frustrated as the perils of society penetrate our classrooms. Too often schools are expected to deal with or resolve the problem. "...few of those problems are amenable to solution by government alone, and none by schools alone. Schools are not and cannot be parent, police, hospitals, welfare agencies, or drug treatment centers" (America 2000, 1991).

Parents do not want to hear or read that "administrators spend precious hours conducting due process hearings for each student [who brought guns or drugs to school] before disciplining the student with a three-day suspension...that a youngster who needs a urinary catheter can interrupt the normal course of the day and take the teacher from the classroom...and where is the discipline? Why don't you just sit the kid down? You mean if you touch him he gets a due process hearing?... And guess what? [A private] school principal simply reassigns a teacher to another class [and] the public school principal has to sit down and bargain, and

nothing happens unless the union says 'O. K.'" (Lewis, 1995). It is no wonder that parental perceptions of public schools continue to take a turn for the worse and choice advocates become louder than ever.

The Evolution of the Voucher

Voucher plans evolved from the concept of choice. This evolution took place within states as a means to provide financial equality to families within the structure of tuition and choice. "Even though school choice and voucher plans are similar, they are also very different" (Matthews and Hansen, 1995). The concept of choice can exist without vouchers, but vouchers cannot exist without parental choice.

Vouchers are much more of a threat to public schools when coupled with national and local reform agendas and privatization of education. Proposed tax credits and vouchers at the federal level that support privatization are direct indictments against public education. The idea of federal vouchers created a recent threat in the emergence of the Whittle Communications Edison Project in two areas of the United States. Whittle originally planned for a nationwide private school system which would compete with public education for voucher dollars. His system contained elements not yet available in public schools such as

enrolling children beginning at age 3 and scheduling school hours to coincide with parents' year-round work schedules. The Knoxville-based project folded financially and moved to New York City. It is tempting to note that the Whittle pre-trial publicity was more interesting and impressive than the actual and end result. Currently, Whittle plans to manage existing public schools within systems that are willing to contract with Whittle to improve their schools (TEA News, August 1995).

To heighten the threat of the voucher, other for-profit private companies have emerged to compete with public education and devour federal voucher dollars if or when they become available. Alternative Public Schools (APS), Education Alternatives Incorporated (EAI), and the Sabis Foundation are managing individual schools and entire school systems in an effort to "break in to the American school-management-for-profit business" (TEA News, August 1995).

Vouchers as a means of financial aid in school choice were given strong consideration under President Bush and Secretary of Education Lamar Alexander. America 2000 provided for new incentives to "states and localities to adopt comprehensive choice policies". This would provide leverage for parents to change schools or make changes in schools their children already attend.

Leverage in the form of a voucher was created to supposedly equalize school choice for low income families. The concept of school choice appeared to be increasing among low and middle income families as reported in a 1992 Gallup Public Opinion Poll:

- "* 63 percent favored a \$1,000 scholarship program or a G.I. Bill for children
- * 68 percent endorsed public school choice
- * 61 percent indicated that they would be willing for some tax money currently going to public schools to be used in private or parochial schools
- * 64 percent perceived no constitutional violation in using public tax money to support religious-affiliated schools
- * 54 percent indicated that they had adequate information to make an informed choice regarding the selection of a school for their children
- * 64 percent gave Catholic schools a grade of A or B, while 73 percent gave public schools a grade of C or below. (Elam, Rose, and Gallup, 1992).

The educational voucher concept has waned at the federal level under the Clinton Administration, but it is likely to emerge again as the Republican Congress

revisits educational reform and choice issues. At a 1996 National PTA Conference, House Speaker Newt Gingrich said that "America's public education system is beyond reform and must be replaced with a voucher-driven new system of public learning, but bad teachers, teacher unions, teacher tenure laws and weak school boards get in the way" (TEA News, 1996).

In a 1994 Gallup Poll, forty-eight percent of parents were interested in receiving government financial aid to send their children to non-public schools and fifty-one percent opposed a voucher plan. (Elam, Rose, and Gallup, 1994).

Public schools must take pro-active steps and be ready to survive within a variety of funding structures from either the state or federal level. The answer to educational reform is not to "run to a private school and ask taxpayers to pay. It is by confronting problems head-on. This is the heart of the debate" (Lewis, 1995).

Choice as a Reform Issue

Educational reform has been approached in many states by implementing viable school choice policies as a solution to their plagued systems. "'...if you're running a lousy show and you don't change, you die.'" This basic philosophy is the catalyst sparking the current school choice movement across the United States,

a movement that may provide the impetus to change the way schools deliver services" (Biller, 1995).

Illinois and Massachusetts were among the first states to explore school choice policies, Colorado has the most current and aggressive approach to the charter school concept. A choice/voucher proposal failed in the Pennsylvania Legislature, and Milwaukee has the nation's only school voucher plan for private schools. A discussion of the issues in these locations will summarize nation-wide attempts at educational reform through a variety of choice strategies.

Chicago Public Schools needed radical change in order to survive, and a choice/voucher plan seemed to be the favorable solution. Faced with societal problems of poverty, unemployment, crime, drop outs, alcohol and drug abuse, and early parenthood, Chicago Public Schools implemented a choice/voucher system. Stemming from a steady decline in public confidence toward education, recommendations from the Chicago plan included "expanding a system of educational choice throughout the Chicago schools, replacing the current state system of funding with a voucher system that is paid directly to parents, establishing through the Illinois General Assembly adequate funds to support the voucher system, and requiring the Illinois State Board of Education to be responsible for supervision of the system and

designation of public schools eligible to receive vouchers on the basis of curriculum, physical facilities, teacher qualifications, and racial integration" (Marciniak, 1989).

The state of Massachusetts has offered the controlled-choice option since 1981. Three reasons for school choice emerged after a decade of controlled-choice and they are as follows: 1) parents were searching for higher academic quality, 2) parents opted for a certain school for mere convenience such as proximity to day cares or work, and 3) parents wanted to enroll their children in schools or communities having higher indicators of student performance and higher socioeconomic status than the districts they left (Fossey, 1994). In 1991, the Massachusetts legislature passed an open enrollment law which would still permit students to enroll in schools outside their home communities, but "the state would pay tuition costs to the districts that enrolled nonresident students and then deduct these costs from districts that lost the students" (Fossey, 1994).

In Colorado, a charter school bill was introduced in the state legislature in 1992 and it passed in 1993 giving authorization for the establishment of up to 50 charter schools. "The bill sought to encourage educational innovation and make schools responsive to

students and families by releasing schools from regulation...the intent of charter school laws is to make individual schools autonomous entities, free from the laws and regulations that constrain public schools. Charter schools are... accountable to immediate constituents [parents, teachers, and students]. They are accountable to the state mainly with regard to outcomes" (Raywid, 1995).

These publicly-sponsored, significantly deregulated Charter schools have been called the new breed of public schools or designer schools. The charter school concept "synthesizes the philosophies of other choice movements by incorporating a site-based management leadership style that facilitates the development of a more child-centered curriculum" (Biller , 1995). Under charter laws, any school could be brought forward if enough interest existed in it. This raises fear toward charter schools leading to "any odd gathering of ideas that someone might want to try...if they evolve into the new state of affairs in the governance of public education, will we be able to find the U. S. school?" (Bierlien and Mulholland, 1994).

Pennsylvania is among the states that have given strong consideration to state-wide school choice policies. In a feasibility study by the Pennsylvania Legislature, many reasons were cited against the passage

of a proposed choice/voucher plan. "Large initial costs; lack of evidence that the plan would expand choice; the fact that market forces increase inequities; the need to distinguish choice from voucher plans; and diversion of funds to the wealthiest counties" were the main reasons for failure of the proposal (Cooley, 1991).

Milwaukee, Wisconsin, has the nation's only school voucher plan that pays state money to private schools to cover tuition payment for low-income students. In a state audit, two private schools had infractions for "claiming funds they were not entitled to receive. One school misrepresented its enrollment by 150 students and the other by 50" (TEA News, April 1996). Funding for these private schools was cut and they subsequently went out of business. This left 360 students to re-enter public schools or find another private school.

Some states have enacted open enrollment laws and studied reasons parents gave for participating in school choice. In Ohio, the principal reason for interdistrict transfers was proximity to parents' places of employment. Greater academic opportunities and special teachers were reported in smaller numbers than expected. In Minnesota, location of the school was the driving factor for participating in their mandatory open enrollment program. Educational benefits and academic quality were the most important reasons for changing

schools in the Iowa report, and safety issues such as fear of crime and related qualities of discipline were reasons for choosing different inner city schools. (Lewis, 1995).

Locally, a Pilot Study was conducted in which parents were interviewed about factors that influenced their decision to send their child outside of their residential zone. Five factors emerged from the study including "location of the school, quality of teaching, appropriate curriculum, leadership of the school, and values" (Ragsdale, 1993). This Pilot Study will be reported more fully in Chapter III.

Pros and Cons of Choice

Proponents and critics of school choice have been observing variations of choice policies in most states for more than a decade. They remain at odds according to their own agendas, motives, and issues. The concept of school choice "can be confusing because it manifests in the school in so many different ways. One might be in favor of magnet schools but completely against privatization" (Hlebowitsh, 1995). An argument that might hold for one type of choice plan might not hold at all for another type. Throughout the literature, educators and politicians have taken stands for or against school choice and voucher plans.

Proponents believe that choice is a requirement for school improvement and that competition improves school delivery systems. Choice will either help parents find a better school for their children or improve the school their children now attend. Widespread curriculum uniformity and staleness may change because of school choice. If "cookie cutter curricula and limited educational choices continue to be hallmarks, then public schools will continue to receive critical reviews. Offering choice can help educators better equip and prepare students for the reality that awaits them after school" (Matthews and Hansen, 1995).

Joe Nathan of the Humphrey Institute in Minnesota supports choice in that "'developing and offering options among public schools brings together three powerful ideas: 1) expansion of opportunity, 2) use of controlled competition, and 3) recognition that there is no one best kind of school.'" (Jones and Ambrosie, 1995).

Proponents believe that the simplicity of school choice plans eliminates complex administrative processes, is inherently fair, and will add innovation and diversity to schools. Some parents are able to choose their own doctors, plumbers and other services. "Why shouldn't they be allowed to choose their own public schools? How can broadening the opportunities

for school options be seen as anything but a positive development in a democracy?" (Hlebowitsh, 1995).

Supporters of choice have alluded to the ideas that "school choice will provide new decision-making authority to the underclass and induce new openness in the area of school administration, build new circles of interaction among socioeconomic classes, prompt community support for education and liberate the teacher from the tethers of an imposing school bureaucracy" (Hlebowitsh, 1995).

Some proponents of choice view the idea as a universal panacea. They believe that if parents had a choice, the competition between schools would strengthen effective schools and "embarrass or eliminate ineffective schools...perhaps with all the theories about reform and restructuring, none would be more effective than ensuring that choices and opportunities be given to students to help them select and identify those experiences that would be most beneficial, successful, and enhancing" (Matthews and Hansen, 1995).

Choice will give students different options for schools, alternative programs, and diversity that will effectively meet the needs of all students in a changing society. Some school districts have established magnet schools of choice that offer elaborate programs in such areas as creative and performing arts, law enforcement,

criminal justice, and chemical careers (Spring, 1994). "Choice without genuine diversity is no choice at all" (Gainey, 1995).

The literature indicates that educators are advocates of choice with supportive evidence in the existence of magnet schools, alternate schools, charter schools and successful open enrollment plans. By implementing more successful choice plans, educators feel that they could "elevate the stature of their field, allow for specialized, relevant academic standards, and intimately involve parents in the education of their children" (Walthers, 1995). Educators also believe that "with some ingenuity and creativity, principals, and teachers could do a great deal to develop areas of interests for students, providing an alternative for students who want something other than the traditional college prep tracks" (Matthews and Hansen, 1995).

The National Teacher Association (NEA) is a strong opponent of school choice. NEA representatives are watchdogs for educational issues at the national level. Recently, they "sidetracked a private school voucher initiative in the U. S. Senate" (TEA News , April 1996). Choice/voucher advocates and politicians lay blame and frustration on NEA for lack of movement forward on the issue. "NEA claims to be interested in student success,

yet they oppose allowing students to leave the monopolistic school district in search of better schools" (Walthers, 1995).

Other opponents argue that choice plans have uncertainties, that the schools could lose their common core curriculum, that costs could vary, and that it may require added bureaucratic procedures. Critics express concerns that a competitive environment brings potential for abuse, increases social stratification, and gives public support to religious schools" (Catterall, 1984).

Even with careful regulations, the idea of choice could lead to theme schools that stratify the population, as parents choose along religious, racial, cultural, political, or philosophical lines. Former New York Governor Cuomo stated that "choice will only weaken the ability of our public schools to maintain their historic role of building a common culture shared by all of our citizens" (Jones and Ambrosie, 1995). This in the end, could result in a "proliferation of school extremes, further segregating and deepening the class and racial divisions in our society. Parents would have more choice, but the interests of the individual and society would be left to the quixotic adjustment of the school to consumer demand" (Hlebowitsh, 1995). Critics also argue that public and private schools will be placed on the same competitive ground and that the idea

of public schools will be "recast by opening up the school market to a plethora of new school arrangements" (Tucker, 1992).

Other dangers expressed by opponents of choice are "further deterioration of public schools, poor choices made by uninformed parents, increasing educational and social schisms, decreasing public school revenue, selective recruiting, and increasing public education costs such as transportation and programs for the handicapped" (Jones and Ambrosie, 1995).

School choice may also cause a phenomenon known as "skimming, a process that moves the best-motivated and brightest students (and their families and friends) from their neighborhood schools, a change that obviously contributes to the deterioration of the local residential school. The very sense of community that is especially needed in places of poverty and social disaffection is rendered impotent without good neighborhood schools...neighborhood schools still stand as ideals not deserving abandonment" (Hlebowitsh, 1995).

Pros and Cons of Vouchers

Advocates for a voucher system maintain that vouchers give parents liberty to use their tax dollars to pay tuition in a school of their choice. "Child rearing is the whole and schooling is only a part.

Parents have the authority over the whole and, therefore, they should have the ultimate authority over the part" (Ascik, 1986).

According to Friedman (1982), vouchers would provide a mechanism for equalizing educational opportunities. "Governments could require a minimum level of schooling financed by giving parents vouchers redeemable for a specified maximum sum per child per year to spend on approved educational services". Friedman favors vouchers and school choice because this is a way to challenge public schools to compete for students with private and parochial schools.

According to a report in the "Knoxville News-Sentinel", a survey conducted by the Joint Center for Political and Economic Studies revealed that there are differences in attitudes between the way Black Americans and Black political leaders feel about vouchers. "Black Americans support vouchers allowing parents to use tax dollars for private schools" (April 18, 1996). This survey sampled 750 Black Americans and they favored a voucher system by a 48-44 percent margin. Most black political leaders oppose vouchers according to the conclusions of the report.

Educators in favor of school choice but against the voucher system fear that the voucher system would cause public schools to become "dumping grounds for disorderly

and low achieving students" (Szanto, 1980). However, the benefits of school choice without a voucher plan might enhance teacher quality, student achievement, parent involvement, and public confidence in schools.

U. S. Education Secretary Richard Riley believes that private school vouchers will divert tax dollars away from public schools and destroy public education. He stated that "ideologues who want the private sector instead of government running schools--and whose strategy includes teacher bashing and an all-out assault on public education--are behind the voucher movement... Some of them have in mind nothing less than dismemberment of the public education system" (TEA News, April 1996).

Imagine a school supported by vouchers awarded by student enrollment. Vouchers would then create an environment for the survival of the fittest. Schools might be tempted to "forget the welfare of all students in their frantic recruitment of those attractive scholars and athletes who will provide the school with positive public relations...handicapped or other students at risk of failure will be less desirable commodities. These students cost more to educate and are, therefore, unprofitable...Schools are designed to be collaborative institutions, not competitive business enterprises" (Gainey, 1995).

A choice/voucher system could destroy the sharing of resources of effective practices and cause educators to withhold successful strategies to improve their competitive advantage. A voucher system could also cause schools to misrepresent their enrollment, as in the Milwaukee case, to increase needed funding.

Public schools will certainly be in danger if federal vouchers are given to support choice options in private or religious schools. Choice options must be kept within the boundaries of public systems to preserve democratic structures and keep public schools alive. However, educational leaders should recognize the perceived assets of private competitors and prepare to successfully compete with future private education entrepreneurs. Concurrently, parental preferences and positive characteristics of schools of choice should be studied so that educators can make changes that will impede the threat of privatization and acquiesce criticism of public schools in the media.

Conclusion

Many questions about the effectiveness of school choice, ramifications of the voucher system, and the ability of parents to make educational decisions remain unanswered. Questions from the Alum Rock, California, school choice project follow the lines of the unanswered

questions expressed in the literature. Those questions include: "1) Are parents motivated and competent to make intelligent choices among competing educational alternatives? 2) What kinds of schools do parents pick when they have free choice? 3) What factors influence their choices? 4) Is segregation by race, sex, or social class exacerbated by allowing parents free choice?" (Bridge, 1978).

School choice and voucher plans threaten the future of public education in some areas of the country. Recent improvements in public education such as more rigid teacher certification requirements, technology, and new programs and instructional techniques have not improved the image of public education in the 1990's. Our existing public school systems must make competitive changes which concur with the concerns and desires of the parents and the community-at-large.

Radical plans for change in public education are taking place in America for reasons that are unique to each demographic area. Each system must examine their particular educational problems and public perceptions to formulate their own plans for survival. Public school choice is one alternative to "restructure the educational system and to create incentives for schools to improve. Within this context, the issue of public school choice illustrates one of the best aspects of the

United States and the public education systems--the freedom to try new ideas and new methods" (Gainey, 1995) .

This research will attempt to examine public perceptions within three local school systems as they relate to school choice. An identical study of school choice in a system with different demographic components could yield different results. The methodology in the next chapter could be replicated for future studies in different school districts.

Chapter III.

METHODOLOGY

Selection of Subjects

This research proposed both qualitative and quantitative inquiry. All of the data were gathered from parents who elected the school choice option in three school systems in East Tennessee. A list of parents practicing school choice in Anderson County, Clinton City, and Oneida Special School District was provided by school administrators in each system. The parents were identifiable by tuition payments in Clinton and Oneida and transfer approvals by the Board of Education in Anderson County. A stratified random sample was selected from the parent list in each system. The sample size was 25% of the total. Three hundred and one (301) parents out of one thousand two hundred and four (1204) were selected randomly. Surveys were mailed to selected parents and a self-addressed stamped envelope was provided for the return of the surveys.

Survey Instrument

The primary data acquisition instrument was a twenty item survey. The impetus for each survey item

came from findings in the literature and in the 1993 Pilot Study conducted by this researcher. A Likert Rating Scale was used to rate each survey item. Demographic data relating to the parents' educational and income levels, and the gender of each child was included in the survey. The survey instrument may be found in Appendix A.

Voluntary response forms for the respondents to sign for a voluntary interview were also included in the mailing. The purpose of the interview was for the researcher to gather qualitative data regarding school choice that might have been shadowed by the limitations of the survey instrument.

Statistical Treatment

A One-way Analysis of Variance (ANOVA) was used to explore answers to the research question concerning differences in mean scores among parental income and educational levels. The ANOVA was used to test for significant differences in the mean ratings for each survey item as it related to income and educational levels of the parents. The data also showed distribution in the gender of the children in schools of choice. Alpha was set at the .05 level of significance. Descriptive statistics were generated on a Table for each survey item by variable, and ANOVA results were

presented in Analysis of Variance Summary Tables. All data was analyzed and presented using the STAT-STAR software program.

In the ANOVA source table generated by computer for each item, the probability of significant differences was reported (p). If the probability was at or less than .05, the critical value of F was tested using the standard F Tables. The STAT-STAR software program used Tukey's test of Highly Significant Difference (HSD) to give the researcher clues regarding significant F scores. If Tukey's HSD indicated a significant score, additional ANOVAS were run for each pair of independent variables to discover significant differences between groups.

Qualitative Inquiry

From a qualitative perspective, an open-ended interview question was presented to parents who volunteered to participate in a follow-up interview. Interview responses from the parents broadened and enriched survey ratings. It also allowed the researcher to triangulate the data between survey ratings, the literature, and qualitative responses.

The last part of the survey included an optional open-ended question. Parents were asked to respond on the back page of the survey to this question:

"You have made the choice to send your child to a school outside of your school zone. What were the main reasons for making this choice?"

All of the written responses enclosed with the surveys were blended with the interview data. All of these textual samples were sorted into analytic files coded by 1) factors already listed on the survey, and 2) new factors that influenced parental choice decisions that were not mentioned on the survey. Factors gathered from qualitative inquiry that were not mentioned on the survey were assigned subcodes and blended after each interpretation into common themes.

The idea of investigating factors that influence school choice through qualitative inquiry replicated a Pilot Study conducted in the summer of 1993. The Pilot Study is summarized as follows:

Qualitative Pilot Study
Summer of 1993

During July of 1993, five parents who exercised the school choice option in Anderson County were interviewed for the purpose of gathering qualitative data on the issue of school choice. Parents who described their children as high achievers, average students, and special needs students were represented in this study. The students' ages ranged from five to nine years.

Five open-ended interview questions focused on the new school of choice with only one question relating to the school in the parent's residential zone. Interview questions were designed to eliminate boundaries in the response, but at the same time keep the response focused on the positive issues of school choice rather than the negative reasons for leaving the neighborhood school. The interview schedule may be found in Appendix A.

For reporting purposes pseudonyms Carol, Debbie, Doug, Betty, and Jessica were used to replace the names of the respondents:

Carol expressed concern about her daughter who had severe learning disabilities and "major social problems" in the school where she was scheduled to enter third grade. Carol said she was looking for a school in the area with a strong special education department, but primarily she wanted her daughter to have "an opportunity for a fresh start and a chance to make new friends who would not make fun of her."

Debbie had a son who was experiencing failure in school. The failure seemed to compound each year, and the mother felt that her son had a "long way to go before he would be ready for middle school. He only had two years left." Her son had been retained once and she did not want him to be retained again because of his size and his "socially advanced" physique. Their son

resisted the idea of changing schools, so the mother wanted to transfer to a school of choice that would feed into the same middle school as the zone school.

Doug said his wife had considered home-schooling their son because "they just didn't feel that any schools in the area taught the values that they wanted for their son." Doug was concerned about separation of church and state issues and the message we were giving our children if we "couldn't talk about God in school."

Doug and his wife visited several area schools where they interviewed the principal and a few teachers at each school. They looked for "positive attitudes, positive discipline, and an open door policy where the principal welcomed them in the school." Doug had specific questions about the curriculum in his school of choice. He specifically wanted to avoid a school where an alternate lifestyle curriculum was accepted.

Betty was the only respondent who was changing her son's school for the second time. She was "totally put out" with both area schools that her son had previously attended. She expressed some anger toward teachers from both former schools. Betty's son was entering fourth grade and he had been retained in first grade. After the retention, she changed his school to a choice outside of her school zone because she felt that he had been labeled a "dummy" and she did not want him in an

environment where his peers would always be a grade ahead. Characteristics that Betty wanted in her second school of choice were caring teachers and a curriculum that would offer her son a solid foundation.

Jessica was the mother of a gifted daughter. She was most concerned about her child being pushed to her full potential and attending school in a location convenient to the mother's place of employment. Jessica's daughter was identified as gifted at age 5 and she seemed pleased with the kindergarten experience. Jessica looked at the test scores published in the local newspaper and chose the school with the highest test scores closest to her place of employment.

Pilot Study Findings

Three themes emerged among the parents interviewed in Anderson County. Transportation/location, a high quality of teaching, and curriculum content emerged in every interview. An environment conducive to acceptable social standards according to parents' values emerged in four of the five interviews.

Three discrepant cases were found in the Pilot Study. One parent wanted to find Christian values in a public school setting and he cited the administrator as an important characteristic in a school of choice. Another parent cited her child's need for new friends

and the availability of new friends as main ingredients in her school choice decision.

Most parents were practicing school choice for reasons such as an excellent quality of teaching with a strong emphasis on the curriculum that would meet the special needs of their children. The quality of teaching and a quality curriculum were prevalent in interviews with parents of high and low achieving students.

An acceptable social environment was very important to parents of children especially in the upper elementary grades. When cruelty or mistreatment occurred between students at school, parents expressed that it carried over to the home. Social problems such as students being "cruel to one another" or "picking on other students" in the zone school were cited as reasons to transfer to another school. Social concerns could be educators' greatest challenge in school improvement, reform, and preparation for competition.

The weakest reason for intradistrict transfer was location of the school. The issue of location relates indirectly to the safety of the child and directly to the convenience of the parents. Educational administrators who must deal with transfer requests prefer that the requests be made for educational reasons rather than for geographical convenience.

The strongest reason for intradistrict transfer was

the quality issue. A quality curriculum cannot be implemented without quality teachers. High quality schools grow and flourish, while schools that need improvement in providing quality education must change or they will die. "The long-term cost of poor teaching is far too great for society to tolerate" (Biller,1995).

Methodology Chapter Summary

Combining the qualitative and quantitative methods of inquiry revealed broad and honest reasons for student transfers regardless of whether there are significant differences in mean ratings of survey items when compared to interval income or educational levels of the parents. Methods in this study were structured to allow many issues in the Pilot Study and in the literature to emerge. Qualitative inquiry always enhances quantitative data. Findings from both methods of inquiry should be used to improve programs, aid in reform plans, and prepare for competition with private schools. Parents will choose schools with the fewest problems related to their agenda of reasons for practicing school choice.

This study was limited to parents in rural school districts. A similar study in inner city districts might reveal very different outcomes. The differences might be in numbers of parents practicing school choice,

legality of school choice, or possibly significant differences in the way urban parents of different income and educational levels choose schools. This study certainly lends itself to duplication in different geographic and demographic areas of the United States.

Chapter IV.

RESULTS

The questions in this study were answered from both quantitative and qualitative data. Survey and interview data were collected and analyzed to determine the most influential factors in school choice decisions. Quantitative data revealed seven significant differences in the way that parents with different educational or income levels choose public schools for their children. Descriptive statistics and ANOVA Source Tables for significant factors may be found in Appendix F.

All of the factors on the survey reflected reasons parents had given for transferring their children to schools outside of their attendance zones. Qualitative data revealed three additional factors that parents consider when making school choice decisions. Collective information from this study could be used in individual schools to assess parental perceptions of school effectiveness. Support for the items on the survey and in the qualitative findings could be used as a template of exemplary school characteristics. This could be helpful information in initial school improvement plans.

Analysis of Quantitative Data

The statistical treatment chosen for this study was a one-way analysis of variance (ANOVA) with alpha set at the .05 level of significance. An analysis of variance was run on each of the twenty survey items. The mean of each cumulative rating was compared according to these independent variables: interval parental education levels and interval parental income levels. The STAT-STAR software program was used to analyze the data. Raw data showing a value for each survey item within the parental education variable can be found in Appendix B, and raw data for each survey item within the parental income variable can be found in Appendix C.

A STAT-STAR analysis providing descriptive statistics and ANOVA summary tables for all survey items in the parental education variable can be found in Appendix D. A STAT-STAR analysis providing descriptive statistics and ANOVA summary tables for survey items in the parental income variable can be found in Appendix E.

Seven (7) survey items yielded statistically significant differences at the .05 level. Four of these survey items were within the parent education variable, and three of these items were within the parent income variable.

Quantitative data was collected at a 44% rate of return. One hundred and twenty-nine surveys (129) were returned out of two hundred and ninety-three (293) accurate mailings. Of the three hundred and one (301) total surveys mailed, eight (8) were returned because parents had moved and left no forwarding address.

Many parents had more than one child in schools of choice. A total of 153 students were represented in the 129 survey responses. Of those students, 85 were male and 68 were female. Some parents did not respond to all the items on the survey and two parents failed to report their income.

Findings for Variable #1: Parental Education Level

In the demographic section of the survey, parents reported their highest level of education according to four categories: 1) below high school (BHS), 2) high school diploma (HSD), 3) college degree (CD), and 4) above college degree (ACD). Seventy-one (71) parents with a high school diploma responded, thirty-seven (37) parents with a college degree responded, twenty-one (21) parents in the ACD category responded, and no surveys were returned from parents with an education level below high school.

Mean scores for all survey items within the parental education variable can be found in Table 1.

Table 1

Summary Table for Parental Education Level

Survey Item	Education Level	$\bar{X}$	γ	Survey Item	Education Level	$\bar{X}$	γ
1. Location	HSD	4.000	0.704	11. Special programs	HSD	3.423	0.665
	CD	3.703			CD	3.571	
	ACD	4.000			ACD	3.000	
2. Safety	HSD	4.577	2.207	12. Technology	HSD	4.366	0.621
	CD	4.757			CD	4.541	
	ACD	4.300			ACD	4.350	
3. Quality	HSD	4.676	3.464 *	13. Facility	HSD	4.352	0.561
	CD	4.946			CD	4.405	
	ACD	4.050			ACD	4.200	
4. School Size	HSD	3.930	2.064	14. Recommendations	HSD	3.809	0.081
	CD	3.568		From other	CD	3.811	
	ACD	3.400		Parents	ACD	3.700	
5. Class Size	HSD	4.000	0.098	15. Reputation of	HSD	4.506	10.795 *
	CD	3.973		the School	CD	4.514	
	ACD	4.100			ACD	3.700	
6. Test Scores	HSD	4.028	0.735	16. Leadership	HSD	4.329	1.344
	CD	3.092			CD	4.541	
	ACD	3.650			ACD	4.200	
7. Achievement	HSD	4.113	0.396	17. Climate	HSD	4.563	0.174
	CD	4.162			CD	4.622	
	ACD	3.900			ACD	4.650	
8. PTO and Parent	HSD	2.845	1.373	18. Accreditation	HSD	4.319	0.044
Involvement	CD	4.162			CD	4.167	
	ACD	3.000			ACD	4.000	
9. Extra-curricular	HSD	3.634	1.772	19. Values	HSD	4.435	3.567 *
Activities	CD	3.676			CD	4.606	
	ACD	3.100			ACD	4.050	
10. Social	HSD	3.690	3.381 *	20. Other	HSD	5.000	3.481
Opportunities	CD	3.378			CD	4.500	
	ACD	2.950			ACD	4.333	

In the data analysis related to the parental education variable, four survey items were found to be statistically significant at the .05 level. These were 1) Quality of teaching, 2) School reputation, 3) Social opportunities, and 4) Values in the school.

Data relating to the quality of teaching revealed significant differences between parents with a college degree and a high school diploma. When comparing the means between these groups, parents with a college degree placed significantly more emphasis on quality than parents with a high school diploma. Descriptive statistics may be found in Table 2, and the ANOVA summary for this variable is presented in Table 3.

TABLE 2

DESCRIPTIVE STATISTICS FOR QUALITY OF TEACHING
PARENTAL EDUCATION LEVEL VARIABLE

VARIABLE	N	MEAN	SD
HSD	71	4.676	0.645
CD	37	4.946	0.226

TABLE 3

ANALYSIS OF VARIANCE FOR PARENTAL EDUCATION LEVEL
QUALITY OF TEACHING FACTOR

SOURCE	df	SS	MS	F	p
Between Gps	1	1.772	1.772	5.973	.01617
W/I Gps	106	31.441	0.297		
Total	107	33.213			

The second significant survey item within the education variable was the reputation of the school. Significant differences were found between means in the ACD group when compared with means in the HSD and CD groups. Mean scores revealed that parents educated above a college degree placed less emphasis on school reputation than parents with a high school diploma or a college degree. Descriptive statistics for the school reputation factor between parents with variable educational levels can be found in Table 4, and the ANOVA summary is presented in Table 5.

TABLE 4

DESCRIPTIVE STATISTICS FOR SURVEY ITEM #15
REPUTATION OF SCHOOL
PARENTAL EDUCATION LEVEL VARIABLE

VARIABLE	N	MEAN	SD
HSD	70	4.586	0.746
CD	37	4.514	0.721
ACD	20	3.700	0.843

TABLE 5

ANALYSIS OF VARIANCE FOR PARENTAL EDUCATION LEVEL
REPUTATION OF SCHOOL FACTOR

SOURCE	df	SS	MS	F	p
Between Gps	2	12.610	6.305	10.795	.00041
W/I Gps	124	72.429	0.584		
Total	126	85.039			

The third significant survey item within the education variable was social opportunities. This data showed significant differences between the ACD and HSD groups. When comparing means of the social opportunities survey item between these two groups, parents with a high school diploma placed significantly more emphasis on social opportunities than parents with an education above a college degree when choosing a school outside of their zone. Descriptive statistics for the social opportunities factor can be found in Table 6. The ANOVA summary is presented in Table 7.

TABLE 6

DESCRIPTIVE STATISTICS FOR SURVEY ITEM # 10
SOCIAL OPPORTUNITIES FACTOR
PARENTAL EDUCATION LEVEL VARIABLE

VARIABLE	N	MEAN	SD
HSD	71	3.690	1.146
ACD	20	2.950	0.865

TABLE 7

ANALYSIS OF VARIANCE FOR PARENTAL EDUCATION LEVEL
SOCIAL OPPORTUNITIES FACTOR

SOURCE	df	SS	MS	F	p
Between Gps	1	8.548	8.548	7.036	.00946
W/I Gps	89	108.133	1.215		
Total	90	116.681			

The fourth statistical treatment that showed significant difference was in the data relating to the values emphasized by the school. Significant differences were found between the parents with a college degree and parents with an education level above college. When comparing the means between these two groups, parents in the ACD category placed significantly less emphasis on the values emphasized by the school than parents with a college degree. Descriptive statistics for the values survey item can be found in Table 8, and the ANOVA summary is presented in Table 9.

TABLE 8

DESCRIPTIVE STATISTICS FOR SURVEY ITEM #19
VALUES EMPHASIZED BY THE SCHOOL
PARENTAL EDUCATION LEVEL VARIABLE

VARIABLE	N	MEAN	SD
CD	35	4.686	0.785
ACD	20	4.050	0.805

TABLE 9

ANALYSIS OF VARIANCE FOR PARENTAL EDUCATION LEVEL
VALUES EMPHASIZED BY THE SCHOOL

SOURCE	df	SS	MS	F	p
Between Gps	1	5.144	5.144	7.903	.00690
W/I Gps	53	34.493	0.651		
Total	54	39.636			

Findings for Variable #2: Parental Income Level

In the demographic section of the survey, parents were asked to report their combined, yearly household income in four categories as follows: 1) under \$20,000, 2) \$20,001-40,000, 3) \$40,001-60,000, and 4) above \$60,000. Surveys were returned with parents represented in all four categories. Fourteen (14) parents responded in category 1, fifty (50) parents responded in category 2, twenty-seven (27) parents responded in category 3, and thirty-six (36) parents responded in category 4. Two parents refused to respond to any of the income intervals on the survey.

Three factors listed on the survey yielded statistically significant findings at the .05 level between groups with variable levels of yearly, combined household income. Those survey items were: 1) School size, 2) The child's test scores, and 3) Recommendations from other parents. All of the significant findings in the parental income variable are from survey items that differ from the significant findings in the parental education variable.

Mean scores for all survey items within the parental income level can be found in Table 10.

Table 10. Summary Table for Parental Income Level

Survey Item	Income Level	$\bar{X}$	P	Survey Item	Income Level	$\bar{X}$	P
1. Location	<20	3.714	0.169	11. Special Programs	<20	3.667	1.400
	20-40	3.920			20-40	3.667	
	40-60	4.000			40-60	2.929	
	>60	3.972			>60	3.095	
2. Safety	<20	4.571	0.377	12. Technology	<20	4.214	0.517
	20-40	4.560			20-40	4.500	
	40-60	4.731			40-60	4.346	
	>60	4.528			>60	4.389	
3. Quality	<20	4.786	0.599	13. Facility	<20	4.429	0.086
	20-40	4.680			20-40	4.320	
	40-60	4.885			40-60	4.346	
	>60	4.632			>60	4.333	
4. School Size	<20	4.357	2.227 *	14. Recommendations from other Parents	<20	3.357	2.595 *
	20-40	3.840			20-40	4.040	
	40-60	3.692			40-60	4.000	
	>60	3.417			>60	3.528	
5. Class Size	<20	4.071	0.400	15. Reputation of the School	<20	4.571	0.122
	20-40	4.120			20-40	4.520	
	40-60	3.923			40-60	4.500	
	>60	3.889			>60	4.444	
6. Test Scores	<20	4.143	3.009 *	16. Leadership	<20	4.206	0.765
	20-40	3.900			20-40	4.300	
	40-60	4.423			40-60	4.577	
	>60	3.500			>60	4.278	
7. Achievement	<20	4.214	1.506	17. Climate	<20	4.500	0.533
	20-40	3.920			20-40	4.540	
	40-60	4.462			40-60	4.692	
	>60	4.028			>60	4.667	
8. PTO and Parent Involvement	<20	3.057	1.349	18. Accreditation	<20	4.071	0.084
	20-40	3.960			20-40	4.100	
	40-60	4.192			40-60	4.231	
	>60	3.667			>60	4.222	
9. Extra-curricular Activities	<20	3.057	1.959	19. Values	<20	4.143	1.966
	20-40	3.740			20-40	4.520	
	40-60	3.538			40-60	4.654	
	>60	3.167			>60	4.194	
10. Social Opportunities	<20	3.714	1.600	20. Other	<20	3.667	2.934
	20-40	3.680			20-40	5.000	
	40-60	3.538			40-60	5.000	
	>60	3.139			>60	4.000	

Data analysis relating to school size revealed significant differences between parents with an income level in the groups below \$20,000 and above \$60,000. Lower income parents placed significantly more emphasis on school size than parents in the above \$60,000 income category. Although school size was not defined on the survey, the qualitative data presentation discussed later in this chapter reveals that parents are attracted to smaller schools. Descriptive statistics for the school size factor can be found in Table 11, and the ANOVA summary is presented in Table 12.

TABLE 11

DESCRIPTIVE STATISTICS FOR SURVEY ITEM #4 SCHOOL SIZE FACTOR PARENTAL INCOME VARIABLE			
VARIABLE	N	MEAN	SD
<\$20,000	14	4.357	0.811
>\$60,000	36	3.417	1.382

TABLE 12

ANALYSIS OF VARIANCE FOR PARENTAL INCOME LEVEL SCHOOL SIZE FACTOR					
SOURCE	df	SS	MS	F	p
Between Gps	1	8.916	8.916	5.489	.02333
W/I Gps	48	77.964	1.624		
Total	49	86.880			

The second survey item to show significant difference within the parental income variable was in individual test scores. Significant differences were found between parents in the two upper income categories. When comparing means of this survey item, parents in the income category of \$40,001-\$60,000 placed significantly more emphasis on their child's test scores than parents in the above \$60,000 category. Descriptive statistics for the individual test score factor can be found in Table 13, and the ANOVA summary is presented in Table 14.

TABLE 13

DESCRIPTIVE STATISTICS FOR SURVEY ITEM #6 INDIVIDUAL TEST SCORES PARENTAL INCOME LEVEL VARIABLE			
VARIABLE	N	MEAN	SD
\$40,001-\$60,000	26	4.423	1.007
>\$60,000	36	3.500	1.404

TABLE 14

ANALYSIS OF VARIANCE FOR PARENTAL INCOME LEVEL INDIVIDUAL TEST SCORES FACTOR					
SOURCE	df	SS	MS	F	p
Between Gps	1	12.864	12.864	7.929	.00658
W/I Gps	60	97.346	1.622		
Total	61	110.210			

The third survey item to show significant difference within the parental income variable was in recommendations from other parents. Statistically significant differences were found between parents in the below \$20,000 category and parents in the \$20,001 - \$40,000 group. Lower income parents relied significantly more on recommendations from other parents than parents in the \$20,001 - \$40,000 income category. Descriptive statistics for this factor can be found in Table 15. The ANOVA summary is presented in Table 16.

TABLE 15

DESCRIPTIVE STATISTICS FOR SURVEY ITEM #14 RECOMMENDATIONS FROM OTHER PARENTS PARENTAL INCOME LEVEL VARIABLE			
VARIABLE	N	MEAN	SD
<20,000	14	3.357	1.288
\$20,001-\$40,000	50	4.040	0.999

TABLE 16

ANALYSIS OF VARIANCE FOR PARENTAL INCOME LEVEL RECOMMENDATIONS FROM OTHER PARENTS					
SOURCE	df	SS	MS	F	p
Between Gps	1	5.100	5.100	4.324	.04173
W/I Gps	62	73.134	1.180		
Total	63	78.234			

Inclusive Findings for Survey Items

In order to observe the profile of responses from all parents, a grand mean was computed for each survey item. The purpose of collapsing the data to one grand mean was to rank the survey items from the highest to lowest mean score. Table 17 shows the grand mean of each survey item by rank, beginning with the survey item with the highest mean.

Table 17

<u>Grand Mean for All Survey Responses</u>		
<u>Survey Item</u>	<u>Grand Mean Score</u>	<u>Rank</u>
Quality of Teaching	4.824	1
School Climate/Atmosphere	4.612	2
Other (Specified on each survey)	4.611	3
School Safety	4.545	4
Technology/Computers	4.419	5
Values Emphasized in the School	4.390	6
School Leadership	4.357	7
Facility/Building/Cleanliness	4.319	8
Reputation of the School	4.267	9
School Accreditation	4.162	10
School-wide Achievement/scores	4.058	11
Class size	4.024	12
Location of the School	3.901	13
Individual Test Scores	3.857	14
Recommendation from other Parents	3.773	15
School Size	3.633	16
PTO and Parent Involvement	3.602	17
Extra-curricular Activities	3.470	18
Social Opportunities	3.339	19
Special Programs	3.331	20

Discussion of Quantitative Findings

The review of literature provided some support for predicting survey results. The literature questioned whether or not parents are motivated and competent to make a good choice for their child's educational placement. The mere numbers of parents practicing school choice indicate that parents are certainly motivated to make a choice. Parents of all income and educational levels reported similar ratings for twelve out of twenty survey items. With this in mind, the parents of lower income levels appeared to be influenced by factors listed on the survey in a similar way as parents with higher income levels with the exception of the following three items:

- 1) Size of the school
- 2) Your child's test scores
- 3) Recommendations from other parents

Parents in the lower income categories relied more heavily on school size and recommendations from other parents than parents from upper income brackets. Favoring small schools over large schools may be a way to feel less intimidated by numbers and possibly become more involved in the school setting. Parents in upper income categories may feel more confident in their schools of choice, and they may not need to rely on

recommendations from other parents to validate their decision.

Parents in the upper middle income bracket placed significant values on their child's test scores. A current policy in Tennessee education is the value-added concept of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP is used as the standard achievement test in Tennessee, and student gains are computed from test scores each year. Parents in the \$40,001 to \$60,000 income category feel significantly stronger about their child's test scores than parents in any other group. Parents in the lowest and the highest income categories reported insignificant ratings in regard to their child's test scores.

Parents of variable education levels appeared to be influenced by factors on the survey in a similar way with the exception of these four items:

- 1) Quality of the school
- 2) Reputation of the school
- 3) Social opportunities
- 4) Values emphasized by the school

Parents with a college degree placed significant ratings on the quality of the school when compared to parents with a high school diploma. These findings did create some concern because an assumption could be made that quality of the school would be disregarded by

parents with a high school diploma for non-educational factors such as location or extra-curricular activities. However, parents with an educational level above college and parents with an educational level below a college degree gave quality similar ratings.

The parents with an educational level above the college degree had significantly lower ratings on reputation of the school than any other group. This could indicate that more educated parents do not put any emphasis on what they hear or read when they make a school choice decision. They must rely primarily upon what they know and experience rather than upon any indirect factors such as reputation.

Parents with high school diplomas placed significantly more emphasis on social opportunities than parents above a college degree. Possibly parents in the lower educational category are looking for positive role models and a variety of social opportunities that their children would not get outside of school. Parents in upper educational categories could possibly feel that social opportunities for their children could and will occur outside of the school setting.

Values emphasized by the school were rated significantly higher by parents with a college degree when compared with parents with an educational level

above a college degree. Possibly parents who are college graduates feel that they need help in guiding their children in the area of values. On a more liberal note, parents with an educational level above a college degree might encourage their children to evaluate situations and make their own decisions without looking outside of themselves for guidance.

When the survey items were ranked without regard to the independent variables, twelve out of the twenty survey items yielded a grand mean in the 4.0 - 5.0 range. These were the top ratings on the Likert scale. Descriptions for a rating of 4 or 5 indicated that the item had "moderate" or "high" influence on the school choice decision, respectively.

Eight out of the twenty survey items yielded a grand mean in the 3.0 - 3.9 range. These ratings indicated that the item had "neutral influence" in the school choice decision. No survey items yielded a grand mean below 3.0.

Analysis of Qualitative Data

Seventy-three (73) textual samples of qualitative data were collected from survey responses, interviews, and letters. The qualitative participants represented a cross-section of educational and income categories from all three population samples.

Fifty-eight parents out of one hundred and twenty-nine responded to the optional question on the survey. This is a 45% response rate for the optional survey item. Parents represented a cross-section of income and educational levels. Some parents enclosed letters, and other parents responded on the back page of the survey.

Voluntary interview cards were sent in each mailing with the surveys. Fifteen parents were contacted for an interview to answer the same optional question and give more information. Interview data was compiled with other written data returned with the surveys.

The interview data, the letters, and the responses to the open-ended question were sorted into analytic files coded by factors already listed on the survey, or new factors that influenced choice decisions that were not mentioned on the survey. Factors gathered from qualitative inquiry that were not mentioned on the survey were assigned subcodes and blended after each interpretation into common themes.

Qualitative Data Presentation

Among the files coded by factors already listed on the survey, all of the items except "Accreditation of the School" and "Other" were reiterated by at least one parent. These responses were coded as follows and distributed as shown in Figure 1.

<u>Survey Item</u>	<u>Code</u>
Location	Loca
Quality of Teaching	Quali
Class Size	Class
Your Child's test scores	Test
School-wide Achievement	Achi
Parent Involvement	PTO
Extra-curricular	Extr
Social Opportunities	Soci
Special Programs	Spec
Parent Recommendations	Reco
School Reputation	Repu
School Leadership	Lead
Learning Atmosphere	Atm
School Values	Valu
Safety	Safet
School Size	Scho
Facilities	Facil
Technology	Tech

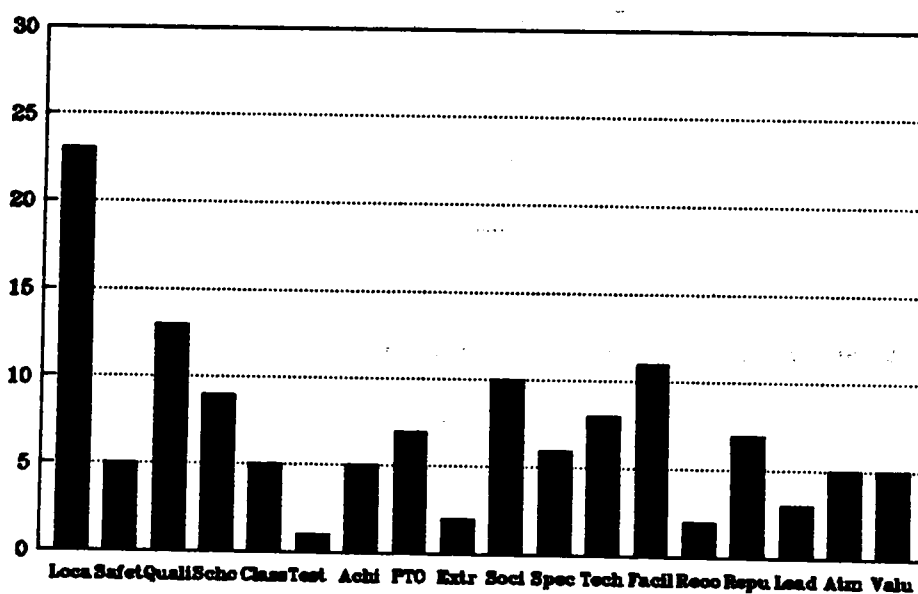


Figure 1. Frequency Distribution

■ Qualitative Findings

The qualitative data enriches the survey findings by clarifying the components of location, school size, social opportunities, and quality of teaching. Qualitative data help to define why these factors are attractive influences in school choice decisions.

When location was mentioned in the qualitative data collection, parents related to the location of the school in proximity to their baby-sitters, daycare providers, and their places of employment.

I want to be there for 'Mom, I forgot my lunch money, or Mom, I left my paper in your car, and Mom, come by the game after work'.

School size was mentioned nine times in the data collection. The qualitative data reveals that it is small schools that attract parents to schools of choice. Small schools were mentioned and favored in six out of nine qualitative subcodes. Neither large or small schools were indicated in the other three school size subcodes. Words like "chaotic" and "unsafe" were mentioned in regard to the flight from large schools to smaller schools.

Social opportunities were mentioned ten times in the data collection. Subcodes within this group related to staying with friends instead of changing schools after a residential move, going to school with church

and/or sports friends, and staying with friends from a previous baby-sitter before students started school.

When quality of teaching was explored, the discovery was not necessarily in the teaching methods or strategies, but in the personal qualities of the teachers. Although curriculum as it relates to the quality of teaching was mentioned four times, it was the personal attributes of the teachers mentioned nine times that caused parents to choose quality of teaching as a factor that influenced school choice. The attraction was in "who these teachers are as people and how much they care" rather than their professional ability to teach.

It's the enthusiastic, caring professionals that make the school. The teachers take time with the kids and help them do their best. They are dedicated to the kids. The teachers are great.

The qualitative data collected outside of the constraints of the survey revealed very interesting findings. Three major themes emerged in the areas of 1) Familiarity with the school of choice, 2) Behavioral incentives and discipline, and 3) Caliber of students.

The largest theme, with 24 responses, had to do with familiarity in the school of choice. Fifteen of those responses came from the subcode of tradition. Many parents are sending their children to schools or school systems of choice because they attended that particular

school, or their spouse or another relative attended school in that system. The other subcode under the heading of familiarity was employment in a school of choice. Nine respondents indicated that they are sending their children to schools of choice because the parent or a relative works at that school.

Behavioral incentives and discipline emerged as the second largest theme in the qualitative data collection.

I like the way problems are handled. There is better control at this school. There are weapons and drugs at the other school. I like their incentives for attendance.

Some of these subcodes had the flavor of school safety; however, most of the thirteen responses in this theme had subcodes of rewards for good behavior, positive discipline, incentives, and communication between home and school.

The last theme that emerged from the qualitative inquiry was in regard to parents sending their children to schools of choice with a "higher caliber of student". Subcodes in this theme related to graduates that attend college, peer influence for continuing education, and graduates of a particular school being more successful than graduates of the zone school. The emergence of this theme brings the issue of social class of students into the reasons for school choice decisions.

I don't mean to be a snob or nothing, but I send my kid to this school because I want him to go to school with higher class kids.

Another parent worked in a local hospital. In her job in the personnel department, she could see that graduates from one school system could hardly fill out an application, while students from another school system filled out the application, usually got hired, and then moved on to better opportunities.

Those poor kids from that school system will be stuck here forever. They can't hardly fill out an application. Those other kids graduate and seem to be able to do alot more than the kids from the county system.

Discussion of Qualitative Data

Qualitative findings triangulated and enriched the data. Items on the survey were derived from the literature and the pilot study. Quantitative data supported that the items on the survey reflected factors that influence school choice, and the qualitative data helped clarify survey items by adding detail and definition. Accreditation of the school was the only survey item not mentioned by respondents in qualitative inquiry. Perhaps the concept of school accreditation is more familiar to educators and it is not in the vernacular of most parents.

Among the survey items that were defined and enriched by the qualitative data were facility, school size, and quality of teaching. Eleven parents responded to the facility item as a reason for school choice. In one particular school system new facilities were available at the elementary, middle, and high school levels. These parents were proud of the new facilities and they were glad that their children were attending school at a time when the facilities were new. New facilities and the condition of school buildings contributed to a positive learning atmosphere in the school according to these parents.

School size was defined nicely through qualitative data. I suspected that parents who were influenced by school size were attracted to small schools. This was revealed to be true through qualitative inquiry. As organizations become larger and people feel like a "number" instead of a person, people will gravitate toward smaller businesses and schools to get that personal touch that has been lost in big business and large schools.

Quality of teaching was definitely clarified through qualitative inquiry. Findings in this area support the old cliché that students don't care how much you know until they know how much you care. Teaching methods and strategies were not mentioned under the

heading of quality of teaching. Most frequently, personal attributes of the teacher were mentioned in this category with minor support for teaching a "good curriculum".

Parents were obviously concerned about behavior problems in school and how these problems were handled. Behavioral incentives and discipline was one of the themes that emerged in qualitative inquiry. One subcode under this heading goes hand in hand with school safety, but most of the qualitative data revealed that parents were more interested in fair treatment of their child, logical consequences for students who misbehave, and positive rewards and incentives for good behavior.

Whatever behavior management methods are employed in schools, they must be communicated to the students and parents. Most importantly, these methods must prove to be effective. Parents are reaching low tolerance levels for disruptive students to the point that they will change schools to escape discipline and safety problems in zone schools.

If another survey were being developed, I would recommend that the three themes that emerged from the qualitative data be included on the survey. Tradition, Behavioral incentives, and Caliber of the students must be recognized as factors that attract parents to schools of choice. If public education is ever in a position to

compete for vouchers or tax credits, then all of these factors must be considered if public schools are to stay in business.

Summary of Findings

The research questions in this study were engaged through qualitative and quantitative data collection and analysis. The two questions to be answered in this study were:

- 1) What are the factors that parents reveal as having influence on their decision to choose a particular school?
- 2) Does the profile of school choice factors show significant variance when examined by parental educational and income levels?

All of the items on the survey instrument reflected factors that influence parental school choice decisions. The survey included twenty items compiled from the literature and the pilot study. Three additional factors emerged from qualitative inquiry.

The survey items plus the three emergent factors from the qualitative study created a list of factors that could be used to assess school effectiveness as perceived by parents. This list could be considered a template of exemplary school characteristics and it could be used as a tool for school improvement by principals, central office staff, and site-based management committees.

The profile of school choice factors did show significant variance in three areas when examined by income levels and four areas when examined by education levels. Significant differences found between groups when examined by variable education levels were: 1) Quality of teaching, 2) Reputation of the school, 3) Social opportunities, and 4) Values emphasized by the school. Significant differences found between groups when examined by variable income levels were: 1) Schools size, 2) Child's test scores, and 3) Recommendations from other parents.

Out of the twenty item survey, twelve of the items received insignificant ratings for either variable. This reveals that parents are informed, and they can make good decisions for the educational placement of their children regardless of their income or education levels.

The distribution of males and females in this study was slightly skewed. Fifty-six percent of the students in this study were male and forty-four percent were female. This reveals that gender is not an obvious issue with regard to school choice decisions.

No surveys were returned from the below high school group. There were either no surveys sent to parents in this group, or the parents without a high school diploma received the survey and chose not to complete and return

it. Parents in this group should be given the greatest amount of concern if education vouchers are approved. Possibly a structure to assist them in school choice decisions should be available. Their level of participation in this study tells me that parents without a high school diploma are either not practicing school choice, or they are not participating in school-related written communication.

Certainly further study needs to be done in this area. Findings from urban areas might reveal very different results. I predict that one common thread would appear in both rural and urban school choice studies. That common thread would be the fact that all people want a choice. No parent would ask to be restricted in a zone school that did not meet the needs of their children.

Chapter V.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary intent of this study was to discover factors relating to parental school choice decisions. In conjunction with this intent, this study was structured to discover if there were differences in the way parents with varying levels of income and education chose schools outside of their residential zones. The congruence of items between qualitative and quantitative inquiry suggest that a template of exemplary school characteristics was derived from this study.

The literature in the area of school choice revealed pros and cons to the issue of school choice. Proponents of choice maintained that choice would increase parent involvement and responsibility in the education of the child. Opponents of choice were doubtful that parents were informed and able to make wise school choice decisions for their children. Consequently, opponents feared that school choice would remove positive student role models from schools if the best students left their zone schools to attend schools

of choice. This study suggests that selected forms of choice may serve some parents and students with no damage to public schools. In this study, choice within public schools contributed to two areas: 1) the satisfaction of parents who were making the choice, and 2) the success of the public schools receiving students of choice.

Three hundred and one surveys (301) surveys were mailed to parents practicing school choice in Anderson County, Oneida Special School District, and Clinton City Schools. Parents were randomly selected from a list provided by each central office. The random sample was stratified to include 25% of the parents in each system. The total number of surveys mailed to parents in each system is listed below:

<u>School System</u>	<u># of Surveys Mailed</u>
Anderson County	64
Oneida Special	175
Clinton City	<u>62</u>
Total	301

Eight (8) surveys were returned unopened because the addressee had moved and left no forwarding address. This error brings the total number of mailings to two hundred and ninety-three (293). One hundred and twenty-nine (129) surveys were returned out of two hundred ninety-three (293) mailings for a forty-four percent (44%) rate of return.

The twenty item survey included a Likert scale that allowed parents to rate each item on a scale of one to five according to how important it was in their school choice decision. Demographic information asking for parental education and income levels was set up in intervals. A One-Way Analysis of Variance (ANOVA) was used to analyze mean scores for each item on the survey according to interval parental education levels and income levels. A total of forty (40) one-way ANOVAs including all groups were initially run in this study. Alpha was set at the .05 level of significance. An additional ANOVA was run within groups for all survey items that had a probability (p) near the .05 level.

When analyzing the survey data according to variable education levels of parents, four significant factors were found. Those factors were: 1) Quality of teaching, 2) Reputation of the school, 3) Social opportunities, and 4) Values emphasized by the school.

When analyzing survey data according to variable income levels of parents, three significant factors were found. Those factors were: 1) School size, 2) Individual test scores, and 3) Recommendations from other parents.

Fifteen parents were willing to do a follow-up interview. Other parents wrote letters or comments on the back page of the survey. A total of 73 textual samples of qualitative data were collected for analysis.

From an analysis of the qualitative data, evidence to support and enrich nineteen survey items was recorded. The exception was in accreditation of the school with no qualitative responses to this survey item.

The frequency of responses in qualitative inquiry strongly supported five factors on the survey. Location of the school, school size, quality of teaching, social opportunities, and facility were mentioned more frequently than other survey items. When choosing a school outside of the residential zone, many parents sought a school located close to their homes or places of employment. They wanted to be near the location of their child during the school day. Other parents looked for schools small enough to warrant recognition of the parent and the child by most people in the building. Large schools were described as chaotic and unsafe, and parents in this study were avoiding those schools. Parents were also looking for teachers with the personal qualities of caring and concern for children, and a new and/or clean facility was indicated as a strong reason for choosing a school outside their zone.

Three additional factors that influenced school choice decisions emerged as themes when the qualitative subcodes were sorted and redefined. The themes that were not included in the survey were: 1) Tradition in and

familiarity with the school of choice, 2) Behavioral incentives and discipline, and 3) Caliber of students.

These three factors are very interesting and they interweaved with other factors mentioned in this study. Tradition and familiarity interweaved with values and safety with regard to the parents' desires to have their children associated with people in schools that they knew and trusted. Parents that valued tradition wanted their children to attend the same school they attended as a child. Under this same heading, parents did not want to send their children to unfamiliar places. If a relative or friend worked at a particular school, they chose that school because someone was there to "look out" for the child each day.

Behavioral incentives and discipline indirectly interweaved with the safety factor. Parents wanted discipline to be fair and consistent, and they wanted problems to be controlled through effective discipline techniques. This tied back to the literature in the safety concerns that emerged in the latest gallup poll.

Improving the caliber of students could be public education's greatest challenge. If parents are leaving schools because they want to get away from certain kinds of students, then the fears of the opponents of choice will be realized if this becomes a trend. In the literature, opponents of choice predict that vouchers

and choice will further stratify the population into class, racial, or religious divisions. Schools have always been plagued by social problems such as abuse and neglect, and we must continue to have some structure in place to keep social problems in school under control.

Caliber of student was defined in many ways. Many parents wanted their children to associate with students who planned to go to college. This interweaved with values emphasized in the school. If the parents and students valued education, then they believed that education would continue beyond high school. Other parents indicated that they wanted their children around "high class kids". Other parents judged the caliber of the students by the success of former graduates of the school and their ability to fill out applications and work in the community.

Conclusions

Based on this study, two important conclusions can be drawn: A possible template of exemplary school characteristics can be generated from data gathered in this study, and parents of variable income and education levels make school choice decisions for similar reasons.

Exemplary School Characteristics

The qualitative data helped broaden and define each survey item in the development of the list of

exemplary schools. The items listed on the survey (excluding "Other") plus the three items discovered in qualitative inquiry can be used to generate a twenty-two item list of exemplary school characteristics. This list could be used as a rating by individual school leaders who strive for excellence. It can also be used to survey parents within each community to discover perceived strengths and weaknesses in individual schools. The list is inclusive in that it covers academic, administrative, affective, cognitive, and social domains. Consider this list of exemplary school characteristics:

1. The school is in a convenient location.
2. A safe environment exists in the school.
3. Teachers care and have genuine concern.
4. School size is small enough to be personal.
5. Class size is conducive to learning.
6. Individual test scores improve each year.
7. School-wide achievement is high.
8. Parents and PTO are active in the school.
9. Extra-curricular programs are offered.
10. Students from the same churches or sports teams attend the same school.
11. Special programs enhance a good curriculum.
12. Technology is incorporated into instructional methods.
13. The school building is clean and the facility is maintained.

14. Community members highly recommend this school.
15. This school has a good reputation in the community and in the media.
16. Strong, personable leadership exists in the school.
17. There is a positive school climate and learning atmosphere.
18. The school is accredited by the Southern Association of Colleges and Schools (SACS).
19. Good character and values are emphasized in the school.
20. The school has pride, tradition, and familiarity in the community.
21. Behavioral problems are controlled and discipline is fair and consistent.
22. There is positive peer influence, a high caliber of student, and success among the graduates of the school.

Parents That Choose

Parents in this study were able to respond when asked about information regarding their school of choice. They believed that they were informed and able to make wise school choice decisions for their children regardless of their educational or income levels. On sixteen of the twenty items listed on the survey, there were no significant differences in the way parents with variable education levels choose schools for their children. More often than not, parents in the lower education intervals gave a higher score to the

significant survey items than parents with higher education levels. The literature predicted that it would be just the opposite; that parents with less education would make uniformed choices. Higher mean scores occurred for parents with a lower education level when asked to rate school reputation, social opportunities, and values emphasized by the school. Only in quality of teaching did the parents with higher education levels score a significantly higher mean.

On seventeen of the twenty items listed on the survey there were no significant differences in the way parents with variable incomes choose schools for their children. Of the three significant factors in this category, parents in the lower income intervals gave significantly higher ratings to all three factors. Parents in upper income intervals did not rate the factors of school size, child's test scores, and recommendations from other parents as high as parents in lower income categories.

According to this data, parents in lower education and income categories are significantly more particular about certain aspects of schools of choice than parents in higher income and education categories. Fifty-five percent of the total surveys returned were from parents with a high school diploma. This was the largest category of surveys returned. This means that either

parents with a high school diploma are more interested in school choice, or there are more parents in the random sample with only a high school education.

School choice is certainly attractive, and in this study, it seems to be a win/win option for families and schools in this area.

Recommendations

This study lends itself to further investigation in geographical locations with different demographics. Reasons for school choice are probably vary from community to community. A set of factors that influence school choice in one area would not be identical to influential factors in another area.

Private school choice should also be considered as a follow-up study. If another researcher could survey parents in private schools and assess the reasons they are not sending their children to public schools, then we would have a clearer picture of factors that attract parents to private schools. These findings could give public educators clues that would better enable public schools to compete with the private sector.

This current study revealed how public schools compare to each other and it outlined perceived strengths of public schools of choice. If we couple this with information from parents who send their

children to private schools, then there would be no doubt that public schools would be ready to compete for voucher dollars if and when they become available.

It is my hope that public education will be reformed, restructured, and improved by the time vouchers become available at the state or federal level. This will cause parents to take their vouchers and enroll their children in the public school of their choice.

Educational leaders in each school should have their hands on the pulse of the community in order to be ready for competition. They must examine each individual public school and make necessary improvements based on the findings in this study. This should become part of a survival plan that will allow educators to make predictions about whether their parents would keep their children in their current public schools or leave if vouchers became available. This is a pro-active approach that will eliminate the threat of vouchers, give public schools readiness for competition, and insure the preservation of American public education.

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APPENDICES

APPENDIX A

•School System (check one)

PARENT OPINION SURVEY
ON SCHOOL CHOICE

•Anderson Co. _____
•Clinton City _____
•Oneida _____

Please rate each item according to how much influence the item had on your decision to enroll your child in the school he/she currently attends:

Circle the most appropriate response:

5=high influence 4=moderate 3=neutral 2=little influence 1=none

1. LOCATION OF THE SCHOOL	5	4	3	2	1
2. A SAFE ENVIRONMENT IN THE SCHOOL	5	4	3	2	1
3. QUALITY OF TEACHING	5	4	3	2	1
4. THE SIZE OF THE SCHOOL	5	4	3	2	1
5. NUMBER OF STUDENTS IN YOUR CHILD'S CLASS(ES)	5	4	3	2	1
6. YOUR CHILD'S TEST SCORES	5	4	3	2	1
7. SCHOOL-WIDE TEST SCORES AND ACHIEVEMENT	5	4	3	2	1
8. COMMUNITY INVOLVEMENT/PARENT VOLUNTEERS/PTO	5	4	3	2	1
9. ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES	5	4	3	2	1
10. SOCIAL OPPORTUNITIES	5	4	3	2	1
11. SPECIAL PROGRAMS _____ (specify)	5	4	3	2	1
12. TECHNOLOGY/COMPUTERS IN THE CLASSROOMS	5	4	3	2	1
13. THE SCHOOL BUILDING/CLEANLINESS/FACILITY	5	4	3	2	1
14. RECOMMENDATIONS FROM OTHER PARENTS	5	4	3	2	1
15. THE REPUTATION OF THE SCHOOL	5	4	3	2	1
16. THE LEADERSHIP OF THE SCHOOL	5	4	3	2	1
17. SCHOOL CLIMATE/LEARNING ATMOSPHERE	5	4	3	2	1
18. ACCREDITATION OF THE SCHOOL	5	4	3	2	1
19. VALUES EMPHASIZED BY THE SCHOOL	5	4	3	2	1
20. OTHER _____	5	4	3	2	1

Please answer the following:

1. Number of years your child has attended this school: _____
2. Current grade level of your child: K 1 2 3 4 5 6 7 8 9 10 11 12
3. Your highest level of education: (circle one)
below high school high school diploma college degree above college degree
4. Combined household income per year:
under \$20,000 20,001-40,000 40,001-60,000 above 60,000
5. Your child's gender: M F

(OPTIONAL)

Please complete this question on the back page of this survey:

You have made the choice to send your child to a school outside of your school zone. What were the main reasons for making this choice?

Interview Schedule
Pilot Study
Summer 1993

1. Tell me about something you saw, heard or read that caused you to consider a school outside of your school zone.
2. Tell me about how you decided to send your child to (Name of School).
3. Tell me about a time when you were displeased with the idea of sending your child to the school in your residential zone.
4. Follow-up questions beginning with: Tell me about...
5. Tell me how your child reacted to:
 - a) changing schools (if already enrolled) or
 - b) going to (name of school).

APPENDIX B

STAT-STAR Data

Name: ragsdale

Date: 4/1/1996 Time: 23:16

Datafile: LOCATION.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
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Value # 3	5	1	3	
Value # 4	5	5	4	
Value # 5	3	2	4	
Value # 6	2	2	5	
Value # 7	3	5	4	
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Value # 9	4	5	3	
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Value # 44	4			
Value # 45	4			
Value # 46	5			
Value # 47	4			
Value # 48	4			
Value # 49	5			
Value # 50	3			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/1/1996 Time: 23:16

Datafile: LOCATION.SS0 Procedure: One-way ANOVA

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Value # 58	1		
Value # 59	5		
Value # 60	1		
Value # 61	4		
Value # 62	5		
Value # 63	3		
Value # 64	4		
Value # 65	4		
Value # 66	5		
Value # 67	5		
Value # 68	3		
Value # 69	5		

STAT-STAR Data

Name: ragsdale

Date: 4/1/1996 Time: 23:55

Datafile: SAFETY.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
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Value #	43	3		
Value #	44	5		
Value #	45	4		
Value #	46	5		
Value #	47	5		
Value #	48	5		
Value #	49	4		
Value #	50	5		

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/1/1996 Time: 23:55

Datafile: SAFETY.SS0 Procedure: One-way ANOVA

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Value # 63	4		
Value # 64	3		
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STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 0:10

Datafile: QUALITY.SS0

Procedure: One-way ANOVA

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STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 0:10

Datafile: QUALITY.SS0

Procedure: One-way ANOVA

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STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 0:22

Datafile: SIZE.SS0 Procedure: One-way ANOVA

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STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 0:22

Datafile: SIZE.SS0 Procedure: One-way ANOVA

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STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 0:36

Datafile: CLASSIZE.SS0 Procedure: One-way ANOVA

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Value # 50	4			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 0:36

Datafile: CLASSIZE.SS0 Procedure: One-way ANOVA

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Value # 64	3		
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Value # 71	4		

STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 1:04

Datafile: TESTSCOR.SS0 Procedure: One-way ANOVA

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STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 1:05

Datafile: TESTSCOR.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
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STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 1:14

Datafile: 7ACHIEVE.SS0 Procedure: One-way ANOVA

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STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 1:14

Datafile: 7ACHIEVE.SS0 Procedure: One-way ANOVA

1.05

	HSD	CD	ACD
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STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 1:22

Datafile: 8PTO.SS0

Procedure: One-way ANOVA

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Value # 11	4	4	3	3
Value # 12	3	4	3	3
Value # 13	4	2	4	4
Value # 14	5	5	4	4
Value # 15	4	3	3	3
Value # 16	5	3	4	4
Value # 17	5	4	4	4
Value # 18	5	5	5	5
Value # 19	3	4	3	3
Value # 20	4	5	4	4
Value # 21	4	5		
Value # 22	4	4		
Value # 23	1	4		
Value # 24	5	4		
Value # 25	5	4		
Value # 26	5	4		
Value # 27	3	4		
Value # 28	4	4		
Value # 29	4	4		
Value # 30	5	5		
Value # 31	3	5		
Value # 32	5	4		
Value # 33	3	4		
Value # 34	4	4		
Value # 35	5	5		
Value # 36	5	4		
Value # 37	1	5		
Value # 38	4			
Value # 39	4			
Value # 40	5			
Value # 41	3			
Value # 42	2			
Value # 43	3			
Value # 44	5			
Value # 45	3			
Value # 46	3			
Value # 47	4			
Value # 48	4			
Value # 49	4			
Value # 50	2			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 1:22

Datafile: 8PTO.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	4		
Value # 52	5		
Value # 53	5		
Value # 54	4		
Value # 55	4		
Value # 56	4		
Value # 57	4		
Value # 58	2		
Value # 59	5		
Value # 60	2		
Value # 61	5		
Value # 62	5		
Value # 63	3		
Value # 64	3		
Value # 65	3		
Value # 66	5		
Value # 67	5		
Value # 68	1		
Value # 69	5		
Value # 70	4		
Value # 71	4		

STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 1:29

Datafile: 9XTRACUR.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5	5	4	
Value # 2	1	2	4	
Value # 3	4	1	4	
Value # 4	2	5	4	
Value # 5	3	5	3	
Value # 6	4	5	1	
Value # 7	5	5	3	
Value # 8	3	1	3	
Value # 9	2	4	3	
Value # 10	4	3	1	
Value # 11	4	1	3	
Value # 12	3	4	3	
Value # 13	4	3	4	
Value # 14	5	1	4	
Value # 15	4	4	3	
Value # 16	4	4	3	
Value # 17	1	4	3	
Value # 18	2	5	4	
Value # 19	2	4	2	
Value # 20	4	4	3	
Value # 21	2	5		
Value # 22	4	3		
Value # 23	1	5		
Value # 24	5	4		
Value # 25	5	5		
Value # 26	5	3		
Value # 27	3	4		
Value # 28	4	4		
Value # 29	4	4		
Value # 30	5	4		
Value # 31	3	5		
Value # 32	4	4		
Value # 33	3	3		
Value # 34	4	1		
Value # 35	3	5		
Value # 36	5	4		
Value # 37	1	3		
Value # 38	4			
Value # 39	4			
Value # 40	3			
Value # 41	4			
Value # 42	3			
Value # 43	3			
Value # 44	5			
Value # 45	3			
Value # 46	3			
Value # 47	5			
Value # 48	4			
Value # 49	4			
Value # 50	2			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 1:29

Datafile: 9XTRACUR.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	3		
Value # 52	5		
Value # 53	5		
Value # 54	4		
Value # 55	4		
Value # 56	5		
Value # 57	5		
Value # 58	4		
Value # 59	5		
Value # 60	1		
Value # 61	5		
Value # 62	5		
Value # 63	4		
Value # 64	3		
Value # 65	3		
Value # 66	5		
Value # 67	4		
Value # 68	1		
Value # 69	5		
Value # 70	4		
Value # 71	4		

STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 1:37

Datafile: 10SOCIAL.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5	5	4	
Value # 2	1	3	3	
Value # 3	4	3	4	
Value # 4	3	5	3	
Value # 5	3	5	3	
Value # 6	4	5	1	
Value # 7	5	4	3	
Value # 8	4	1	3	
Value # 9	3	2	3	
Value # 10	3	2	1	
Value # 11	3	1	3	
Value # 12	5	4	2	
Value # 13	4	2	3	
Value # 14	5	1	3	
Value # 15	4	3	3	
Value # 16	4	4	4	
Value # 17	3	4	4	
Value # 18	4	3	4	
Value # 19	4	4	2	
Value # 20	3	1	3	
Value # 21	4	5		
Value # 22	4	3		
Value # 23	1	4		
Value # 24	5	3		
Value # 25	5	4		
Value # 26	5	3		
Value # 27	3	4		
Value # 28	3	4		
Value # 29	4	5		
Value # 30	5	4		
Value # 31	3	3		
Value # 32	2	5		
Value # 33	1	3		
Value # 34	5	1		
Value # 35	5	5		
Value # 36	4	4		
Value # 37	4	3		
Value # 38	4			
Value # 39	4			
Value # 40	4			
Value # 41	3			
Value # 42	4			
Value # 43	3			
Value # 44	5			
Value # 45	3			
Value # 46	3			
Value # 47	4			
Value # 48	5			
Value # 49	4			
Value # 50	2			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 1:37

Datafile: 10SOCIAL.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	3		
Value # 52	5		
Value # 53	5		
Value # 54	3		
Value # 55	4		
Value # 56	5		
Value # 57	3		
Value # 58	2		
Value # 59	5		
Value # 60	3		
Value # 61	5		
Value # 62	1		
Value # 63	4		
Value # 64	3		
Value # 65	2		
Value # 66	5		
Value # 67	4		
Value # 68	1		
Value # 69	5		
Value # 70	5		
Value # 71	4		

STAT-STAR Data

Name: ragsdale

Date: 4/2/1996 Time: 0:40

Datafile: 11SPECPR.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value #	1	3	5	3
Value #	2	5	3	3
Value #	3	5	5	5
Value #	4	4	3	1
Value #	5	1	3	3
Value #	6	4	2	2
Value #	7	1	1	4
Value #	8	3	1	1
Value #	9	5	3	4
Value #	10	2	5	4
Value #	11	3	3	1
Value #	12	3	3	3
Value #	13	1	5	5
Value #	14	4	5	
Value #	15	5	4	
Value #	16	4	3	
Value #	17	5	4	
Value #	18	3	3	
Value #	19	5	5	
Value #	20	5	4	
Value #	21	5	5	
Value #	22	1		
Value #	23	4		
Value #	24	4		
Value #	25	1		
Value #	26	4		
Value #	27	3		
Value #	28	3		
Value #	29	1		
Value #	30	1		
Value #	31	5		
Value #	32	5		
Value #	33	4		
Value #	34	5		
Value #	35	3		
Value #	36	5		
Value #	37	1		
Value #	38	3		
Value #	39	1		
Value #	40	3		
Value #	41	5		
Value #	42	5		
Value #	43	5		
Value #	44	2		
Value #	45	1		
Value #	46	5		
Value #	47	2		
Value #	48	3		
Value #	49	4		
Value #	50	4		

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/2/1996 Time: 0:40

Datafile: 11SPECPR.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	5		
Value # 52	4		

STAT-STAR Data

Name: ragsdale

Date: 4/1/1996 Time: 23:35

Datafile: 12COMPUT.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5	5	5	5
Value # 2	4	4	4	4
Value # 3	5	3	4	4
Value # 4	4	4	4	4
Value # 5	4	5	5	5
Value # 6	5	5	3	3
Value # 7	5	5	5	5
Value # 8	4	4	5	5
Value # 9	2	5	4	4
Value # 10	5	5	5	5
Value # 11	5	3	5	5
Value # 12	5	5	4	4
Value # 13	4	4	5	5
Value # 14	5	5	5	5
Value # 15	4	4	5	5
Value # 16	5	3	4	4
Value # 17	3	5	3	3
Value # 18	5	4	4	4
Value # 19	4	4	3	3
Value # 20	5	5	5	5
Value # 21	4	5		
Value # 22	5	5		
Value # 23	1	5		
Value # 24	5	4		
Value # 25	5	5		
Value # 26	5	5		
Value # 27	5	5		
Value # 28	5	5		
Value # 29	5	5		
Value # 30	5	5		
Value # 31	4	5		
Value # 32	5	5		
Value # 33	4	4		
Value # 34	4	4		
Value # 35	4	5		
Value # 36	5	4		
Value # 37	3	5		
Value # 38	5			
Value # 39	5			
Value # 40	4			
Value # 41	4			
Value # 42	1			
Value # 43	4			
Value # 44	5			
Value # 45	5			
Value # 46	4			
Value # 47	5			
Value # 48	5			
Value # 49	4			
Value # 50	5			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/1/1996 Time: 23:36

Datafile: 12COMPUT.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	4		
Value # 52	5		
Value # 53	3		
Value # 54	5		
Value # 55	5		
Value # 56	4		
Value # 57	5		
Value # 58	5		
Value # 59	5		
Value # 60	4		
Value # 61	5		
Value # 62	5		
Value # 63	5		
Value # 64	4		
Value # 65	3		
Value # 66	3		
Value # 67	3		
Value # 68	4		
Value # 69	5		
Value # 70	5		
Value # 71	5		

STAT-STAR Data

Name: ragsdale

Date: 4/3/1996 Time: 23:44

Datafile: 13CLEANL.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5	5	5	5
Value # 2	5	4	2	
Value # 3	5	3	4	
Value # 4	5	4	4	
Value # 5	4	4	4	
Value # 6	5	4	4	
Value # 7	3	5	5	
Value # 8	5	4	5	
Value # 9	4	4	4	
Value # 10	4	5	5	
Value # 11	5	4	4	
Value # 12	4	4	3	
Value # 13	3	4	4	
Value # 14	5	4	4	
Value # 15	4	4	5	
Value # 16	5	5	4	
Value # 17	4	5	5	
Value # 18	5	4	5	
Value # 19	4	5	4	
Value # 20	4	5	4	
Value # 21	5	4		
Value # 22	5	5		
Value # 23	1	4		
Value # 24	5	5		
Value # 25	4	4		
Value # 26	5	5		
Value # 27	5	4		
Value # 28	3	4		
Value # 29	5	5		
Value # 30	4	5		
Value # 31	4	5		
Value # 32	5	5		
Value # 33	5	3		
Value # 34	4	5		
Value # 35	4	5		
Value # 36	4	4		
Value # 37	4	5		
Value # 38	5			
Value # 39	5			
Value # 40	4			
Value # 41	4			
Value # 42	4			
Value # 43	4			
Value # 44	4			
Value # 45	4			
Value # 46	4			
Value # 47	5			
Value # 48	5			
Value # 49	4			
Value # 50	5			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/3/1996 Time: 23:44

Datafile: 13CLEANL.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	4		
Value # 52	5		
Value # 53	4		
Value # 54	3		
Value # 55	4		
Value # 56	5		
Value # 57	5		
Value # 58	5		
Value # 59	5		
Value # 60	5		
Value # 61	5		
Value # 62	5		
Value # 63	4		
Value # 64	4		
Value # 65	3		
Value # 66	5		
Value # 67	4		
Value # 68	4		
Value # 69	5		
Value # 70	4		
Value # 71	4		

STAT-STAR Data

Name: ragsdale

Date: 4/3/1996 Time: 23:59

Datafile: 14RECOMM.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	3		1	4
Value # 2	3		5	4
Value # 3	2		5	5
Value # 4	3		4	3
Value # 5	4		4	4
Value # 6	3		4	3
Value # 7	4		5	3
Value # 8	4		5	3
Value # 9	4		1	4
Value # 10	5		4	1
Value # 11	5		1	3
Value # 12	5		4	4
Value # 13	2		3	4
Value # 14	5		4	4
Value # 15	4		4	4
Value # 16	5		3	4
Value # 17	3		4	5
Value # 18	4		5	4
Value # 19	2		2	4
Value # 20	5		5	4
Value # 21	1		5	
Value # 22	5		3	
Value # 23	5		4	
Value # 24	5		5	
Value # 25	4		4	
Value # 26	3		3	
Value # 27	4		3	
Value # 28	5		3	
Value # 29	5		5	
Value # 30	2		3	
Value # 31	4		3	
Value # 32	5		5	
Value # 33	5		5	
Value # 34	3		3	
Value # 35	5		5	
Value # 36	5		4	
Value # 37	5		5	
Value # 38	3			
Value # 39	4			
Value # 40	5			
Value # 41	5			
Value # 42	4			
Value # 43	3			
Value # 44	4			
Value # 45	4			
Value # 46	5			
Value # 47	4			
Value # 48	2			
Value # 49	5			
Value # 50	4			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/3/1996 Time: 23:59

Datafile: 14RECOMM.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	3		
Value # 52	4		
Value # 53	4		
Value # 54	3		
Value # 55	4		
Value # 56	3		
Value # 57	5		
Value # 58	3		
Value # 59	2		
Value # 60	1		
Value # 61	3		
Value # 62	3		
Value # 63	5		
Value # 64	4		
Value # 65	1		
Value # 66	5		
Value # 67	4		
Value # 68	4		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 15:57

Datafile: 15REPUTA.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5		4	4
Value # 2	3		5	4
Value # 3	5		5	5
Value # 4	5		5	3
Value # 5	5		5	4
Value # 6	4		5	3
Value # 7	5		5	3
Value # 8	4		5	3
Value # 9	4		5	4
Value # 10	5		5	1
Value # 11	5		5	3
Value # 12	5		5	4
Value # 13	5		3	4
Value # 14	3		5	4
Value # 15	5		4	4
Value # 16	4		4	4
Value # 17	5		4	5
Value # 18	5		5	4
Value # 19	3		4	4
Value # 20	5		5	4
Value # 21	5		5	
Value # 22	1		3	
Value # 23	5		5	
Value # 24	5		5	
Value # 25	5		5	
Value # 26	5		3	
Value # 27	5		4	
Value # 28	5		4	
Value # 29	5		5	
Value # 30	5		5	
Value # 31	5		3	
Value # 32	4		5	
Value # 33	5		5	
Value # 34	5		3	
Value # 35	4		5	
Value # 36	3		4	
Value # 37	5		5	
Value # 38	5			
Value # 39	5			
Value # 40	4			
Value # 41	4			
Value # 42	5			
Value # 43	5			
Value # 44	4			
Value # 45	5			
Value # 46	5			
Value # 47	5			
Value # 48	5			
Value # 49	5			
Value # 50	4			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/21/1996 Time: 15:58

Datafile: 15REPUTA.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	5		
Value # 52	4		
Value # 53	5		
Value # 54	5		
Value # 55	5		
Value # 56	5		
Value # 57	4		
Value # 58	4		
Value # 59	5		
Value # 60	5		
Value # 61	5		
Value # 62	4		
Value # 63	4		
Value # 64	3		
Value # 65	5		
Value # 66	5		
Value # 67	5		
Value # 68	5		
Value # 69	5		
Value # 70	5		

STAT-STAR Data

Name: ragsdale

Date: 4/4/1996 Time: 0:24

Datafile: 16LEADER.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5	3	5	
Value # 2	2	4	4	
Value # 3	3	5	5	
Value # 4	5	5	3	
Value # 5	5	5	5	
Value # 6	5	5	3	
Value # 7	4	5	5	
Value # 8	5	4	5	
Value # 9	4	4	4	
Value # 10	5	5	5	
Value # 11	5	5	3	
Value # 12	5	5	4	
Value # 13	5	3	4	
Value # 14	5	5	4	
Value # 15	4	4	4	
Value # 16	5	4	3	
Value # 17	4	4	5	
Value # 18	5	5	4	
Value # 19	5	4	4	
Value # 20	4	5	5	
Value # 21	5	5		
Value # 22	5	4		
Value # 23	1	5		
Value # 24	4	5		
Value # 25	5	5		
Value # 26	5	4		
Value # 27	5	4		
Value # 28	5	5		
Value # 29	5	5		
Value # 30	5	5		
Value # 31	5	5		
Value # 32	3	5		
Value # 33	5	5		
Value # 34	5	3		
Value # 35	4	5		
Value # 36	3	4		
Value # 37	4	5		
Value # 38	5			
Value # 39	5			
Value # 40	4			
Value # 41	2			
Value # 42	3			
Value # 43	5			
Value # 44	4			
Value # 45	4			
Value # 46	5			
Value # 47	4			
Value # 48	4			
Value # 49	5			
Value # 50	3			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/4/1996 Time: 0:24

Datafile: 16LEADER.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	5		
Value # 52	4		
Value # 53	5		
Value # 54	4		
Value # 55	4		
Value # 56	5		
Value # 57	3		
Value # 58	4		
Value # 59	5		
Value # 60	5		
Value # 61	5		
Value # 62	4		
Value # 63	4		
Value # 64	3		
Value # 65	3		
Value # 66	5		
Value # 67	5		
Value # 68	5		
Value # 69	4		
Value # 70	4		

STAT-STAR Data

Name: ragsdale

Date: 4/4/1996 Time: 0:34

Datafile: 17CLIMAT.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5		4	5
Value # 2	5		5	5
Value # 3	4		5	5
Value # 4	5		5	4
Value # 5	5		5	5
Value # 6	5		5	4
Value # 7	5		5	5
Value # 8	5		4	5
Value # 9	3		5	5
Value # 10	5		5	5
Value # 11	5		4	5
Value # 12	5		5	5
Value # 13	4		3	4
Value # 14	5		5	4
Value # 15	4		4	4
Value # 16	5		4	4
Value # 17	5		4	5
Value # 18	5		5	4
Value # 19	5		5	5
Value # 20	5		5	5
Value # 21	5		5	
Value # 22	5		5	
Value # 23	1		5	
Value # 24	5		4	
Value # 25	5		5	
Value # 26	5		5	
Value # 27	5		3	
Value # 28	5		5	
Value # 29	5		4	
Value # 30	5		5	
Value # 31	4		5	
Value # 32	5		4	
Value # 33	4		5	
Value # 34	5		5	
Value # 35	5		5	
Value # 36	4		4	
Value # 37	3		5	
Value # 38	5			
Value # 39	5			
Value # 40	5			
Value # 41	4			
Value # 42	4			
Value # 43	3			
Value # 44	5			
Value # 45	4			
Value # 46	4			
Value # 47	5			
Value # 48	4			
Value # 49	5			
Value # 50	5			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/4/1996 Time: 0:34

Datafile: 17CLIMAT.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	4		
Value # 52	5		
Value # 53	4		
Value # 54	5		
Value # 55	5		
Value # 56	5		
Value # 57	5		
Value # 58	3		
Value # 59	5		
Value # 60	5		
Value # 61	5		
Value # 62	5		
Value # 63	4		
Value # 64	4		
Value # 65	3		
Value # 66	4		
Value # 67	5		
Value # 68	4		
Value # 69	5		
Value # 70	5		
Value # 71	5		

STAT-STAR Data

Name: ragsdale

Date: 4/4/1996 Time: 0:44

Datafile: 18ACCRED.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value #	1	5	5	5
Value #	2	3	4	3
Value #	3	4	5	4
Value #	4	5	5	4
Value #	5	5	5	5
Value #	6	5	5	4
Value #	7	5	5	5
Value #	8	5	4	5
Value #	9	3	5	3
Value #	10	5	5	1
Value #	11	5	1	4
Value #	12	5	4	4
Value #	13	2	3	4
Value #	14	5	3	4
Value #	15	4	4	3
Value #	16	5	5	4
Value #	17	5	4	5
Value #	18	5	5	4
Value #	19	5	1	4
Value #	20	4	5	5
Value #	21	5	5	
Value #	22	1	4	
Value #	23	5	5	
Value #	24	5	5	
Value #	25	5	4	
Value #	26	5	4	
Value #	27	5	3	
Value #	28	5	4	
Value #	29	5	5	
Value #	30	4	4	
Value #	31	5	3	
Value #	32	4	4	
Value #	33	4	3	
Value #	34	4	5	
Value #	35	4	4	
Value #	36	3	5	
Value #	37	5		
Value #	38	5		
Value #	39	5		
Value #	40	3		
Value #	41	2		
Value #	42	3		
Value #	43	1		
Value #	44	4		
Value #	45	4		
Value #	46	5		
Value #	47	3		
Value #	48	5		
Value #	49	5		
Value #	50	3		

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/4/1996 Time: 0:44

Datafile: 18ACCRED.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	5		
Value # 52	5		
Value # 53	5		
Value # 54	5		
Value # 55	5		
Value # 56	5		
Value # 57	4		
Value # 58	4		
Value # 59	3		
Value # 60	5		
Value # 61	5		
Value # 62	4		
Value # 63	3		
Value # 64	4		
Value # 65	4		
Value # 66	5		
Value # 67	5		
Value # 68	5		
Value # 69	5		

STAT-STAR Data

Name: ragsdale

Date: 4/4/1996 Time: 0:53

Datafile: 19VALUES.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value # 1	5	5	5	5
Value # 2	3	4	3	3
Value # 3	4	5	5	5
Value # 4	3	5	4	4
Value # 5	5	5	4	4
Value # 6	4	5	4	4
Value # 7	5	5	5	5
Value # 8	5	4	5	5
Value # 9	3	5	3	3
Value # 10	5	5	3	3
Value # 11	5	1	4	4
Value # 12	5	5	5	5
Value # 13	4	3	3	3
Value # 14	5	5	3	3
Value # 15	4	4	4	4
Value # 16	5	5	3	3
Value # 17	5	5	5	5
Value # 18	5	5	4	4
Value # 19	5	4	4	4
Value # 20	5	5	5	5
Value # 21	5	5		
Value # 22	1	5		
Value # 23	5	5		
Value # 24	5	5		
Value # 25	5	5		
Value # 26	5	5		
Value # 27	5	5		
Value # 28	5	5		
Value # 29	5	5		
Value # 30	5	5		
Value # 31	5	5		
Value # 32	4	4		
Value # 33	5	5		
Value # 34	5	5		
Value # 35	4	5		
Value # 36	3			
Value # 37	5			
Value # 38	5			
Value # 39	4			
Value # 40	3			
Value # 41	2			
Value # 42	3			
Value # 43	5			
Value # 44	4			
Value # 45	5			
Value # 46	5			
Value # 47	4			
Value # 48	4			
Value # 49	5			
Value # 50	4			

STAT-STAR Data (page 2)

Name: ragsdale

Date: 4/4/1996 Time: 0:54

Datafile: 19VALUES.SS0 Procedure: One-way ANOVA

	HSD	CD	ACD
Value # 51	5		
Value # 52	5		
Value # 53	5		
Value # 54	5		
Value # 55	5		
Value # 56	5		
Value # 57	3		
Value # 58	4		
Value # 59	5		
Value # 60	5		
Value # 61	5		
Value # 62	4		
Value # 63	3		
Value # 64	3		
Value # 65	4		
Value # 66	5		
Value # 67	5		
Value # 68	5		
Value # 69	5		

STAT-STAR Data

Name: ragsdale

Date: 4/4/1996 Time: 1:03

Datafile: 200THER.SS0 Procedure: One-way ANOVA

		HSD	CD	ACD
Value #	1	5	5	5
Value #	2	5	4	4
Value #	3	5		4
Value #	4	5		
Value #	5	5		
Value #	6	5		

APPENDIX C

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:04

Datafile: \$LOCATIO.SS0 Procedure: One-way ANOVA

	<20	20-40	40-60	>60
Value # 1	3	2	5	5
Value # 2	5	5	5	5
Value # 3	1	5	2	3
Value # 4	5	5	5	2
Value # 5	1	3	2	3
Value # 6	4	5	4	5
Value # 7	5	4	5	5
Value # 8	3	4	5	4
Value # 9	4	5	4	5
Value # 10	4	4	3	5
Value # 11	5	4	3	5
Value # 12	5	5	3	4
Value # 13	3	5	4	5
Value # 14	4	5	5	5
Value # 15		4	5	5
Value # 16		1	5	5
Value # 17		1	3	5
Value # 18		5	5	4
Value # 19		5	5	1
Value # 20		5	5	3
Value # 21		4	4	4
Value # 22		5	4	4
Value # 23		5	5	5
Value # 24		1	3	4
Value # 25		4	1	5
Value # 26		5	4	1
Value # 27		5		5
Value # 28		5		5
Value # 29		5		5
Value # 30		3		2
Value # 31		4		2
Value # 32		5		5
Value # 33		1		1
Value # 34		5		4
Value # 35		4		4
Value # 36		5		3
Value # 37		2		
Value # 38		4		
Value # 39		4		
Value # 40		5		
Value # 41		2		
Value # 42		5		
Value # 43		3		
Value # 44		4		
Value # 45		3		
Value # 46		4		
Value # 47		4		
Value # 48		3		
Value # 49		4		
Value # 50		1		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:06

Datafile: \$SAFETY.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	5	5	5	
Value # 2	5	4	5	5	
Value # 3	5	4	5	5	
Value # 4	4	5	5	5	
Value # 5	5	4	4	5	
Value # 6	4	5	5	5	
Value # 7	3	4	5	5	
Value # 8	4	5	5	4	
Value # 9	5	5	5	1	
Value # 10	5	5	4	5	
Value # 11	5	4	5	5	
Value # 12	5	5	5	4	
Value # 13	5	3	4	5	
Value # 14	5	4	5	4	
Value # 15		4	5	2	
Value # 16		5	5	2	
Value # 17		5	3	5	
Value # 18		5	5	5	
Value # 19		4	5	4	
Value # 20		4	5	5	
Value # 21		4	5	5	
Value # 22		5	5	5	
Value # 23		4	5	5	
Value # 24		5	5	5	
Value # 25		5	3	5	
Value # 26		5	5	5	
Value # 27		5		5	
Value # 28		4		5	
Value # 29		5		5	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		1		5	
Value # 33		5		4	
Value # 34		5		5	
Value # 35		5		3	
Value # 36		5		5	
Value # 37		5			
Value # 38		5			
Value # 39		5			
Value # 40		4			
Value # 41		5			
Value # 42		5			
Value # 43		4			
Value # 44		5			
Value # 45		4			
Value # 46		4			
Value # 47		5			
Value # 48		5			
Value # 49		5			
Value # 50		5			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:02

Datafile: \$QUALITY.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	5	5	5	
Value # 2	5	4	5	5	
Value # 3	5	5	5	5	
Value # 4	5	5	5	5	
Value # 5	5	3	5	5	
Value # 6	5	5	4	5	
Value # 7	4	5	5	4	
Value # 8	4	4	5	5	
Value # 9	5	5	5	4	
Value # 10	5	5	5	4	
Value # 11	5	5	5	4	
Value # 12	5	5	5	5	
Value # 13	5	5	4	5	
Value # 14	5	4	5	5	
Value # 15		4	5	5	
Value # 16		5	5	5	
Value # 17		5	5	5	
Value # 18		5	5	5	
Value # 19		4	5	5	
Value # 20		4	5	5	
Value # 21		4	5	5	
Value # 22		5	5	5	
Value # 23		4	5	5	
Value # 24		5	5	5	
Value # 25		5	4	5	
Value # 26		5	5	5	
Value # 27		5		5	
Value # 28		4		5	
Value # 29		4		5	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		5		5	
Value # 33		1		5	
Value # 34		5		5	
Value # 35		5		5	
Value # 36		5		5	
Value # 37		5		0	
Value # 38		5		0	
Value # 39		5			
Value # 40		5			
Value # 41		5			
Value # 42		5			
Value # 43		5			
Value # 44		5			
Value # 45		5			
Value # 46		5			
Value # 47		5			
Value # 48		5			
Value # 49		5			
Value # 50		5			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:06

Datafile: SSCHSIZE.SS0 Procedure: One-way ANOVA

	<20	20-40	40-60	>60
Value # 1	4	4	1	5
Value # 2	5	3	4	5
Value # 3	5	5	4	3
Value # 4	5	4	5	2
Value # 5	5	4	2	5
Value # 6	5	2	4	4
Value # 7	3	4	5	5
Value # 8	4	2	5	4
Value # 9	5	5	4	1
Value # 10	5	4	4	5
Value # 11	4	5	5	2
Value # 12	5	4	4	1
Value # 13	3	4	3	3
Value # 14	3	5	3	3
Value # 15		4	4	5
Value # 16		4	2	5
Value # 17		4	4	5
Value # 18		5	5	2
Value # 19		3	5	1
Value # 20		3	5	4
Value # 21		5	1	2
Value # 22		5	5	2
Value # 23		5	4	3
Value # 24		5	2	4
Value # 25		2	4	5
Value # 26		5	2	5
Value # 27		5		2
Value # 28		3		2
Value # 29		4		3
Value # 30		3		2
Value # 31		3		2
Value # 32		5		4
Value # 33		1		4
Value # 34		4		3
Value # 35		5		5
Value # 36		5		5
Value # 37		4		
Value # 38		3		
Value # 39		4		
Value # 40		5		
Value # 41		4		
Value # 42		2		
Value # 43		4		
Value # 44		3		
Value # 45		4		
Value # 46		4		
Value # 47		3		
Value # 48		4		
Value # 49		4		
Value # 50		1		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:10

Datafile: \$CLSSIZE.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4		4	5	5
Value # 2	4		4	4	4
Value # 3	4		5	4	5
Value # 4	5		4	5	4
Value # 5	5		4	2	5
Value # 6	4		4	4	4
Value # 7	3		4	5	5
Value # 8	3		3	5	3
Value # 9	5		5	4	1
Value # 10	5		3	5	5
Value # 11	1		4	5	3
Value # 12	5		4	4	1
Value # 13	4		5	3	4
Value # 14	5		5	4	4
Value # 15			4	4	5
Value # 16			4	2	5
Value # 17			3	5	5
Value # 18			5	5	5
Value # 19			3	4	1
Value # 20			3	4	5
Value # 21			5	1	5
Value # 22			4	4	5
Value # 23			5	4	3
Value # 24			4	4	4
Value # 25			5	2	5
Value # 26			4	4	4
Value # 27			5		4
Value # 28			4		4
Value # 29			4		5
Value # 30			5		2
Value # 31			4		2
Value # 32			5		3
Value # 33			1		4
Value # 34			4		2
Value # 35			5		5
Value # 36			5		4
Value # 37			5		
Value # 38			3		
Value # 39			4		
Value # 40			4		
Value # 41			4		
Value # 42			5		
Value # 43			4		
Value # 44			3		
Value # 45			5		
Value # 46			4		
Value # 47			3		
Value # 48			5		
Value # 49			4		
Value # 50			4		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:11

Datafile: \$6SCORES.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4		5	1	5
Value # 2	5		3	4	3
Value # 3	4		3	3	5
Value # 4	5		5	4	5
Value # 5	5		5	5	4
Value # 6	4		4	4	4
Value # 7	3		5	5	5
Value # 8	4		3	5	1
Value # 9	5		5	5	3
Value # 10	5		3	5	3
Value # 11	1		3	5	5
Value # 12	5		5	5	1
Value # 13	4		1	2	2
Value # 14	4		1	4	4
Value # 15			4	5	3
Value # 16			4	5	3
Value # 17			3	5	3
Value # 18			5	5	3
Value # 19			1	5	1
Value # 20			5	5	4
Value # 21			4	5	5
Value # 22			5	5	5
Value # 23			4	5	3
Value # 24			5	4	4
Value # 25			3	4	1
Value # 26			5	5	5
Value # 27			5		5
Value # 28			3		3
Value # 29			4		5
Value # 30			5		2
Value # 31			3		2
Value # 32			5		5
Value # 33			1		1
Value # 34			5		3
Value # 35			4		5
Value # 36			5		5
Value # 37			3		
Value # 38			4		
Value # 39			4		
Value # 40			5		
Value # 41			4		
Value # 42			4		
Value # 43			4		
Value # 44			4		
Value # 45			5		
Value # 46			5		
Value # 47			4		
Value # 48			5		
Value # 49			4		
Value # 50			5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:14

Datafile: \$7SCORES.SS0 Procedure: One-way ANOVA

	<20	20-40	40-60	>60
Value # 1	4	5	4	5
Value # 2	5	2	4	4
Value # 3	2	3	3	4
Value # 4	5	5	4	5
Value # 5	5	4	5	5
Value # 6	5	5	3	5
Value # 7	4	5	5	5
Value # 8	4	3	5	3
Value # 9	5	5	5	3
Value # 10	5	3	4	3
Value # 11	1	4	5	4
Value # 12	5	5	5	5
Value # 13	5	1	2	4
Value # 14	4	1	4	4
Value # 15		4	4	4
Value # 16		4	5	4
Value # 17		3	5	3
Value # 18		5	5	3
Value # 19		1	5	1
Value # 20		3	5	4
Value # 21		5	5	4
Value # 22		5	5	4
Value # 23		4	5	3
Value # 24		4	5	5
Value # 25		3	4	1
Value # 26		5	5	5
Value # 27		5		5
Value # 28		2		3
Value # 29		4		5
Value # 30		5		5
Value # 31		5		5
Value # 32		5		4
Value # 33		1		4
Value # 34		5		4
Value # 35		4		5
Value # 36		5		5
Value # 37		5		
Value # 38		4		
Value # 39		4		
Value # 40		3		
Value # 41		4		
Value # 42		5		
Value # 43		4		
Value # 44		4		
Value # 45		4		
Value # 46		4		
Value # 47		4		
Value # 48		4		
Value # 49		4		
Value # 50		5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:15

Datafile: \$8PTO.SS0

Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	4	4	5	5
Value # 2	5	4	4	3	5
Value # 3	2	5	5	3	5
Value # 4	5	5	5	4	3
Value # 5	5	4	4	5	4
Value # 6	3	2	4	4	2
Value # 7	3	4	4	5	4
Value # 8	3	4	4	5	2
Value # 9	5	4	4	4	5
Value # 10	5	3	3	4	3
Value # 11	1	3	3	5	5
Value # 12	5	5	5	5	4
Value # 13	4	3	3	2	4
Value # 14	4	2	2	5	3
Value # 15		3	3	4	4
Value # 16		5	5	3	4
Value # 17		4	4	4	3
Value # 18		4	4	5	3
Value # 19		1	1	4	1
Value # 20		5	5	5	3
Value # 21		5	5	5	4
Value # 22		4	4	5	4
Value # 23		3	3	3	2
Value # 24		5	5	4	4
Value # 25		3	3	4	4
Value # 26		5	5	4	5
Value # 27		4	4		2
Value # 28		4	4		1
Value # 29		3	3		5
Value # 30		5	5		4
Value # 31		5	5		4
Value # 32		5	5		4
Value # 33		1	1		4
Value # 34		4	4		4
Value # 35		4	4		5
Value # 36		5	5		4
Value # 37		4	4		
Value # 38		4	4		
Value # 39		4	4		
Value # 40		5	5		
Value # 41		5	5		
Value # 42		4	4		
Value # 43		4	4		
Value # 44		4	4		
Value # 45		4	4		
Value # 46		4	4		
Value # 47		4	4		
Value # 48		4	4		
Value # 49		4	4		
Value # 50		5	5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:17

Datafile: \$9XTRA.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	4	1	5	
Value # 2	5	4	4	3	
Value # 3	1	5	4	5	
Value # 4	5	5	4	4	
Value # 5	5	3	5	3	
Value # 6	4	2	4	2	
Value # 7	3	4	4	4	
Value # 8	3	4	5	1	
Value # 9	5	5	4	1	
Value # 10	4	3	4	2	
Value # 11	1	3	4	4	
Value # 12	5	5	4	3	
Value # 13	4	3	2	3	
Value # 14	5	3	4	3	
Value # 15		4	4	4	
Value # 16		3	3	4	
Value # 17		4	4	3	
Value # 18		4	5	3	
Value # 19		1	4	1	
Value # 20		5	4	3	
Value # 21		3	1	3	
Value # 22		4	2	3	
Value # 23		3	2	3	
Value # 24		4	4	4	
Value # 25		3	2	1	
Value # 26		5	4	3	
Value # 27		4		4	
Value # 28		4		1	
Value # 29		3		5	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		5		5	
Value # 33		1		1	
Value # 34		4		2	
Value # 35		3		5	
Value # 36		5		3	
Value # 37		1			
Value # 38		3			
Value # 39		4			
Value # 40		5			
Value # 41		4			
Value # 42		4			
Value # 43		4			
Value # 44		3			
Value # 45		5			
Value # 46		4			
Value # 47		3			
Value # 48		5			
Value # 49		4			
Value # 50		3			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:18

Datafile: \$10SOCIL.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	4	1	5	
Value # 2	5	3	3	4	
Value # 3	3	5	4	5	
Value # 4	5	5	4	4	
Value # 5	1	3	3	3	
Value # 6	4	2	4	3	
Value # 7	3	4	1	4	
Value # 8	2	5	5	1	
Value # 9	5	4	3	1	
Value # 10	4	3	4	2	
Value # 11	1	3	3	4	
Value # 12	5	5	4	4	
Value # 13	5	3	3	4	
Value # 14	5	4	3	3	
Value # 15		3	3	3	
Value # 16		4	5	3	
Value # 17		4	4	2	
Value # 18		4	5	3	
Value # 19		4	4	1	
Value # 20		4	4	3	
Value # 21		5	3	3	
Value # 22		5	4	3	
Value # 23		1	4	2	
Value # 24		2	3	4	
Value # 25		3	4	1	
Value # 26		5	4	2	
Value # 27		4		2	
Value # 28		3		1	
Value # 29		3		4	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		5		5	
Value # 33		1		3	
Value # 34		4		3	
Value # 35		3		5	
Value # 36		5		3	
Value # 37		1			
Value # 38		3			
Value # 39		5			
Value # 40		3			
Value # 41		4			
Value # 42		5			
Value # 43		4			
Value # 44		3			
Value # 45		4			
Value # 46		4			
Value # 47		3			
Value # 48		4			
Value # 49		3			
Value # 50		3			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:18

Datafile: \$11SPECL.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	5	3	4	
Value # 2	1	3	5	5	
Value # 3	5	1	3	5	
Value # 4	2	3	3	5	
Value # 5	3	1	1	3	
Value # 6	4	5	4	1	
Value # 7	4	3	1	3	
Value # 8	5	5	3	1	
Value # 9	5	4	5	4	
Value # 10		5	2	4	
Value # 11		5	3	1	
Value # 12		1	3	4	
Value # 13		1	1	2	
Value # 14		3	4	3	
Value # 15		3		1	
Value # 16		4		1	
Value # 17		1		2	
Value # 18		4		3	
Value # 19		4		5	
Value # 20		1		3	
Value # 21		5		5	
Value # 22		5			
Value # 23		5			
Value # 24		3			
Value # 25		5			
Value # 26		4			
Value # 27		5			
Value # 28		4			
Value # 29		5			
Value # 30		5			
Value # 31		3			
Value # 32		4			
Value # 33		3			
Value # 34		4			
Value # 35		5			
Value # 36		5			
Value # 37		3			
Value # 38		3			
Value # 39		5			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:19

Datafile: \$12TECH.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4		5	5	5
Value # 2	5		5	4	4
Value # 3	4		3	3	5
Value # 4	5		5	5	5
Value # 5	5		4	4	5
Value # 6	5		5	4	4
Value # 7	4		4	5	5
Value # 8	3		5	5	4
Value # 9	3		5	4	3
Value # 10	3		4	4	3
Value # 11	4		5	4	4
Value # 12	5		5	5	3
Value # 13	5		4	2	4
Value # 14	4		1	5	5
Value # 15			4	5	5
Value # 16			4	5	5
Value # 17			5	4	4
Value # 18			5	5	5
Value # 19			3	4	5
Value # 20			5	5	4
Value # 21			4	3	5
Value # 22			4	5	5
Value # 23			4	4	4
Value # 24			5	5	5
Value # 25			4	4	3
Value # 26			5	5	5
Value # 27			5		5
Value # 28			5		4
Value # 29			5		5
Value # 30			5		5
Value # 31			5		5
Value # 32			5		4
Value # 33			1		3
Value # 34			5		4
Value # 35			5		5
Value # 36			5		4
Value # 37			4		
Value # 38			4		
Value # 39			5		
Value # 40			5		
Value # 41			5		
Value # 42			5		
Value # 43			5		
Value # 44			5		
Value # 45			5		
Value # 46			5		
Value # 47			5		
Value # 48			5		
Value # 49			4		
Value # 50			5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:22

Datafile: \$13CLEAN.SS0 Procedure: One-way ANOVA

	<20	20-40	40-60	>60
Value # 1	4	5	5	5
Value # 2	5	3	4	5
Value # 3	5	4	4	3
Value # 4	5	5	5	5
Value # 5	5	4	5	4
Value # 6	4	5	4	5
Value # 7	4	4	5	5
Value # 8	3	5	5	5
Value # 9	5	5	4	4
Value # 10	4	4	4	4
Value # 11	4	4	2	5
Value # 12	5	4	5	5
Value # 13	4	4	4	4
Value # 14	5	4	4	5
Value # 15		4	5	4
Value # 16		4	4	4
Value # 17		5	3	3
Value # 18		5	5	4
Value # 19		4	4	5
Value # 20		4	5	4
Value # 21		4	4	5
Value # 22		4	5	5
Value # 23		5	4	4
Value # 24		5	4	4
Value # 25		4	5	4
Value # 26		4	5	5
Value # 27		5		4
Value # 28		3		4
Value # 29		5		5
Value # 30		5		4
Value # 31		4		4
Value # 32		5		4
Value # 33		1		3
Value # 34		4		4
Value # 35		4		5
Value # 36		5		4
Value # 37		3		
Value # 38		5		
Value # 39		5		
Value # 40		5		
Value # 41		5		
Value # 42		4		
Value # 43		4		
Value # 44		4		
Value # 45		5		
Value # 46		5		
Value # 47		4		
Value # 48		5		
Value # 49		4		
Value # 50		5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:20

Datafile: \$14RECOM.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4		4	4	5
Value # 2	3		3	4	4
Value # 3	5		4	3	3
Value # 4	3		5	4	4
Value # 5	2		2	5	4
Value # 6	1		4	2	2
Value # 7	3		5	5	3
Value # 8	3		4	5	3
Value # 9	5		4	3	3
Value # 10	4		3	5	4
Value # 11	1		4	4	4
Value # 12	5		5	4	5
Value # 13	4		5	4	4
Value # 14	4		4	4	4
Value # 15			3	5	4
Value # 16			5	5	4
Value # 17			5	3	4
Value # 18			5	5	3
Value # 19			5	2	1
Value # 20			3	5	4
Value # 21			5	4	3
Value # 22			5	5	3
Value # 23			4	3	3
Value # 24			2	4	4
Value # 25			5	2	1
Value # 26			5	5	4
Value # 27			4		1
Value # 28			3		5
Value # 29			4		5
Value # 30			5		4
Value # 31			5		4
Value # 32			5		4
Value # 33			1		5
Value # 34			4		5
Value # 35			4		1
Value # 36			5		3
Value # 37			3		
Value # 38			5		
Value # 39			5		
Value # 40			3		
Value # 41			3		
Value # 42			5		
Value # 43			3		
Value # 44			3		
Value # 45			4		
Value # 46			3		
Value # 47			3		
Value # 48			4		
Value # 49			5		
Value # 50			5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:23

Datafile: \$15REPUT.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	5	5	5	
Value # 2	4	5	4	5	
Value # 3	5	4	4	4	
Value # 4	5	5	4	5	
Value # 5	5	4	5	4	
Value # 6	4	5	4	5	
Value # 7	4	5	5	3	
Value # 8	3	5	5	5	
Value # 9	5	5	3	3	
Value # 10	5	5	5	4	
Value # 11	5	4	5	4	
Value # 12	5	5	5	5	
Value # 13	5	5	4	4	
Value # 14	5	4	4	4	
Value # 15		4	5	4	
Value # 16		5	5	4	
Value # 17		5	5	4	
Value # 18		5	5	4	
Value # 19		3	3	5	
Value # 20		4	5	4	
Value # 21		5	4	4	
Value # 22		5	5	4	
Value # 23		4	5	3	
Value # 24		5	3	5	
Value # 25		5	5	5	
Value # 26		5	5	5	
Value # 27		5		5	
Value # 28		5		5	
Value # 29		5		5	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		5		5	
Value # 33		1		5	
Value # 34		5		5	
Value # 35		4		4	
Value # 36		5		5	
Value # 37		3			
Value # 38		5			
Value # 39		5			
Value # 40		3			
Value # 41		5			
Value # 42		5			
Value # 43		4			
Value # 44		3			
Value # 45		5			
Value # 46		4			
Value # 47		3			
Value # 48		5			
Value # 49		5			
Value # 50		5			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:23

Datafile: \$16LEADR.SS0 Procedure: One-way ANOVA

	<20	20-40	40-60	>60
Value # 1	4	4	5	5
Value # 2	4	5	4	5
Value # 3	5	4	4	4
Value # 4	5	5	4	5
Value # 5	5	3	5	5
Value # 6	4	5	4	5
Value # 7	4	4	5	3
Value # 8	3	4	5	2
Value # 9	3	5	3	3
Value # 10	5	4	5	4
Value # 11	5	4	4	4
Value # 12	5	5	5	5
Value # 13	4	3	4	3
Value # 14	4	2	5	4
Value # 15		4	5	4
Value # 16		5	5	4
Value # 17		5	5	4
Value # 18		4	5	3
Value # 19		3	4	5
Value # 20		4	5	4
Value # 21		5	4	5
Value # 22		5	5	5
Value # 23		3	5	3
Value # 24		5	4	5
Value # 25		5	5	5
Value # 26		5	5	5
Value # 27		5		4
Value # 28		5		4
Value # 29		5		5
Value # 30		5		5
Value # 31		4		5
Value # 32		5		5
Value # 33		1		5
Value # 34		4		4
Value # 35		5		3
Value # 36		5		5
Value # 37		3		
Value # 38		5		
Value # 39		5		
Value # 40		5		
Value # 41		5		
Value # 42		5		
Value # 43		5		
Value # 44		4		
Value # 45		5		
Value # 46		4		
Value # 47		4		
Value # 48		5		
Value # 49		5		
Value # 50		5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 17:37

Datafile: \$17CLIMA.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	5	5	5	
Value # 2	5	5	4	5	
Value # 3	5	4	4	5	
Value # 4	5	5	4	5	
Value # 5	5	4	5	5	
Value # 6	4	5	5	5	
Value # 7	4	5	5	4	
Value # 8	3	4	5	5	
Value # 9	4	5	4	4	
Value # 10	5	4	5	5	
Value # 11	4	4	5	4	
Value # 12	5	5	5	5	
Value # 13	5	3	3	4	
Value # 14	5	4	5	4	
Value # 15		4	5	4	
Value # 16		5	5	4	
Value # 17		5	4	5	
Value # 18		5	5	5	
Value # 19		3	4	5	
Value # 20		4	5	5	
Value # 21		5	5	5	
Value # 22		5	5	5	
Value # 23		4	5	3	
Value # 24		5	5	5	
Value # 25		4	5	4	
Value # 26		5	5	5	
Value # 27		5		5	
Value # 28		5		4	
Value # 29		5		5	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		5		5	
Value # 33		1		5	
Value # 34		5		5	
Value # 35		5		4	
Value # 36		5		5	
Value # 37		5			
Value # 38		5			
Value # 39		4			
Value # 40		5			
Value # 41		5			
Value # 42		4			
Value # 43		5			
Value # 44		5			
Value # 45		5			
Value # 46		3			
Value # 47		5			
Value # 48		5			
Value # 49		4			
Value # 50		5			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:25

Datafile: \$18ACRED.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4	5	3	5	
Value # 2	4	5	4	5	
Value # 3	3	5	5	5	
Value # 4	5	5	4	5	
Value # 5	5	3	5	5	
Value # 6	4	5	1	5	
Value # 7	3	5	5	4	
Value # 8	4	3	5	3	
Value # 9	4	5	4	4	
Value # 10	5	4	4	4	
Value # 11	1	4	3	4	
Value # 12	5	1	5	5	
Value # 13	5	3	3	4	
Value # 14	5	2	5	3	
Value # 15		3	5	4	
Value # 16		5	5	4	
Value # 17		5	2	4	
Value # 18		5	5	4	
Value # 19		3	4	1	
Value # 20		4	5	3	
Value # 21		4	5	5	
Value # 22		4	5	5	
Value # 23		4	5	3	
Value # 24		5	4	4	
Value # 25		4	4	1	
Value # 26		5	5	5	
Value # 27		5		5	
Value # 28		5		4	
Value # 29		5		5	
Value # 30		5		5	
Value # 31		5		5	
Value # 32		5		5	
Value # 33		1		5	
Value # 34		5		4	
Value # 35		5		5	
Value # 36		5		5	
Value # 37		3			
Value # 38		4			
Value # 39		4			
Value # 40		3			
Value # 41		4			
Value # 42		5			
Value # 43		4			
Value # 44		4			
Value # 45		5			
Value # 46		3			
Value # 47		4			
Value # 48		4			
Value # 49		5			
Value # 50		5			

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:25

Datafile: \$19VALUS.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value # 1	4		5	5	5
Value # 2	4		5	4	5
Value # 3	5		5	5	5
Value # 4	5		5	5	4
Value # 5	5		4	5	5
Value # 6	4		5	4	3
Value # 7	3		4	5	4
Value # 8	3		4	5	3
Value # 9	4		5	4	4
Value # 10	5		5	5	4
Value # 11	1		4	3	4
Value # 12	5		5	5	5
Value # 13	5		3	3	3
Value # 14	5		2	5	4
Value # 15			3	5	3
Value # 16			4	5	3
Value # 17			5	4	5
Value # 18			5	5	4
Value # 19			3	4	3
Value # 20			4	5	3
Value # 21			5	5	5
Value # 22			5	5	5
Value # 23			4	5	3
Value # 24			5	5	5
Value # 25			5	5	1
Value # 26			5	5	5
Value # 27			5		5
Value # 28			5		4
Value # 29			5		5
Value # 30			5		5
Value # 31			5		5
Value # 32			5		5
Value # 33			1		5
Value # 34			5		4
Value # 35			4		5
Value # 36			5		5
Value # 37			5		
Value # 38			4		
Value # 39			5		
Value # 40			5		
Value # 41			5		
Value # 42			5		
Value # 43			5		
Value # 44			5		
Value # 45			5		
Value # 46			3		
Value # 47			5		
Value # 48			5		
Value # 49			5		
Value # 50			5		

STAT-STAR Data

Name: ragsdale

Date: 4/21/1996 Time: 16:26

Datafile: \$200THER.SS0 Procedure: One-way ANOVA

		<20	20-40	40-60	>60
Value #	1	4	5	5	4
Value #	2	5	5	5	4
Value #	3	2	5		
Value #	4		5		
Value #	5		5		
Value #	6		5		

APPENDIX D

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/1/1996 Time: 23:09

Datafile: LOCATION.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	69	4.000	1.285
CD	37	3.703	1.333
ACD	20	4.000	1.049

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	2.310	1.155	0.704	0.49648
W/I Gps	123	201.730	1.640		
Total	125	204.040			

Eta sq = 0.011

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/1/1996 Time: 23:57

Datafile: SAFETY.SS0

Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.577	0.725
CD	37	4.757	0.488
ACD	20	4.300	1.187

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	2.720	1.360	2.287	0.10582
W/I Gps	125	74.335	0.595		
Total	127	77.055			

Eta sq = 0.035

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 0:11

Datafile: QUALITY.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.676	0.645
CD	37	4.946	0.226
ACD	20	4.850	0.357

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	1.884	0.942	3.464	0.03435
W/I Gps	125	33.991	0.272		
Total	127	35.875			

Eta sq = 0.053

Mean Contrasts--Tukey's HSD

	CD	ACD
HSD	n/s	n/s
CD		n/s

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/3/1996 Time: 23:12

Datafile: QUALITY.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.676	0.645
CD	37	4.946	0.226

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	1.772	1.772	5.973	0.01617
W/I Gps	106	31.441	0.297		
Total	107	33.213			

Eta sq = 0.053

Mean Contrasts--Tukey's HSD

	CD
HSD	.05

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 0:23

Datafile: SIZE.SS0

Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	3.930	1.105
CD	37	3.568	1.152
ACD	20	3.400	1.497

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	5.963	2.982	2.064	0.13119
W/I Gps	125	180.529	1.444		
Total	127	186.492			

Rta sq = 0.032

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 0:37

Datafile: CLASSIZE.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	70	4.000	0.971
CD	37	3.973	0.944
ACD	20	4.100	1.411

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	0.219	0.110	0.098	0.90680
W/I Gps	124	138.773	1.119		
Total	126	138.992			

Eta sq = 0.002

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 1:07

Datafile: TESTSCOR.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.028	1.244
CD	37	3.892	1.203
ACD	20	3.650	1.276

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	2.306	1.153	0.735	0.48153
W/I Gps	125	196.061	1.568		
Total	127	198.367			

Eta sq = 0.012

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 1:14

Datafile: 7ACHIEVE.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.113	1.217
CD	37	4.162	0.855
ACD	20	3.900	0.943

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	0.949	0.475	0.396	0.67400
W/I Gps	125	149.926	1.199		
Total	127	150.875			

Eta sq = 0.006

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 1:23

Datafile: 8PTO.SS0

Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	3.845	1.134
CD	37	4.162	0.754
ACD	20	3.800	0.927

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	2.844	1.422	1.373	0.25726
W/I Gps	125	129.523	1.036		
Total	127	132.367			

Eta sq = 0.021

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/3/1996 Time: 23:24

Datafile: 8PT0.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	3.845	1.134
CD	37	4.162	0.754
ACD	20	3.800	0.927

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	2.844	1.422	1.373	0.25726
W/I Gps	125	129.523	1.036		
Total	127	132.367			

Eta sq = 0.021

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 5/10/1996 Time: 12:01

Datafile: 9XTRACUR.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	3.634	1.201
CD	37	3.676	1.296
ACD	20	3.100	0.889

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	5.113	2.557	1.772	0.17432
W/I Gps	125	180.387	1.443		
Total	127	185.500			

Eta sq = 0.028

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 1:39

Datafile: 10SOCIAL.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	3.690	1.146
CD	37	3.378	1.281
ACD	20	2.950	0.865

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	9.133	4.566	3.381	0.03716
W/I Gps	125	168.836	1.351		
Total	127	177.969			

Eta sq = 0.051

Mean Contrasts--Tukey's HSD

	CD	ACD
HSD	n/s	.05
CD		n/s

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/2/1996 Time: 0:40

Datafile: 11SPECPR.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	52	3.423	1.472
CD	21	3.571	1.256
ACD	13	3.000	1.359

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	2.723	1.361	0.665	0.51680
W/I Gps	83	169.835	2.046		
Total	85	172.558			

Eta sq = 0.016

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/1/1996 Time: 23:37

Datafile: 12COMPUT.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.366	0.908
CD	37	4.541	0.641
ACD	20	4.350	0.726

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	0.837	0.418	0.621	0.53912
W/I Gps	125	84.218	0.674		
Total	127	85.055			

Eta sq = 0.010

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/3/1996 Time: 23:45

Datafile: 13CLEANL.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.352	0.733
CD	37	4.405	0.591
ACD	20	4.200	0.748

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	0.559	0.279	0.561	0.57233
W/I Gps	125	62.316	0.499		
Total	127	62.875			

Eta sq = 0.009

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 0:00

Datafile: 14RECOMM.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	68	3.809	1.128
CD	37	3.811	1.182
ACD	20	3.700	0.843

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	0.202	0.101	0.081	0.92251
W/I Gps	122	152.390	1.249		
Total	124	152.592			

Eta sq = 0.001

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 0:12

Datafile: 15REPUTA.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	70	4.586	0.746
CD	37	4.514	0.721
ACD	20	3.700	0.843

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	12.610	6.305	10.795	5e-05
W/I Gps	124	72.429	0.584		
Total	126	85.039			

Eta sq = 0.148

Mean Contrasts--Tukey's HSD

	CD	ACD
HSD	n/s	.01
CD		.01

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 0:26

Datafile: 16LEADER.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	70	4.329	0.890
CD	37	4.541	0.641
ACD	20	4.200	0.748

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	1.774	0.887	1.344	0.26450
W/I Gps	124	81.832	0.660		
Total	126	83.606			

Eta sq = 0.021

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 0:34

Datafile: 17CLIMAT.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.563	0.746
CD	37	4.622	0.586
ACD	20	4.650	0.477

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	0.158	0.079	0.174	0.84086
W/I Gps	125	56.717	0.454		
Total	127	56.875			

Eta sq = 0.003

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 0:43

Datafile: 18ACCRED.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	69	4.319	1.000
CD	36	4.167	1.041
ACD	20	4.000	0.949

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	1.742	0.871	0.844	0.43262
W/I Gps	122	125.986	1.033		
Total	124	127.728			

Eta sq = 0.014

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 0:54

Datafile: 19VALUES.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	69	4.435	0.876
CD	35	4.686	0.785
ACD	20	4.050	0.805

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	5.155	2.578	3.567	0.03126
W/I Gps	121	87.449	0.723		
Total	123	92.605			

Eta sq = 0.056

Mean Contrasts--Tukey's HSD

	CD	ACD
HSD	n/s	n/s
CD		.05

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/4/1996 Time: 1:03

Datafile: 200THER.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	6	5.000	0.000
CD	2	4.500	0.500
ACD	3	4.333	0.471

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	2	1.015	0.508	3.481	0.08175
W/I Gps	8	1.167	0.146		
Total	10	2.182			

Eta sq = 0.465

Mean Contrasts--Tukey's HSD

APPENDIX E

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 0:09

Datafile: \$LOCATIO.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.714	1.332
20-40	50	3.920	1.294
40-60	26	4.000	1.144
>60	36	3.972	1.301

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	0.848	0.283	0.169	0.91686
W/I Gps	122	203.509	1.668		
Total	125	204.357			

Eta sq = 0.004

Mean Contrasts--Tukey's HSD

"

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 0:23

Datafile: \$SAFETY.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.571	0.623
20-40	50	4.560	0.726
40-60	26	4.731	0.592
>60	36	4.528	0.986

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	0.704	0.235	0.377	0.76956
W/I Gps	122	75.836	0.622		
Total	125	76.540			

Eta sq = 0.009

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 0:39

Datafile: \$QUALITY.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.786	0.410
20-40	50	4.680	0.705
40-60	26	4.885	0.319
>60	38	4.632	1.134

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	1.142	0.381	0.599	0.61653
W/I Gps	124	78.733	0.635		
Total	127	79.875			

Eta sq = 0.014

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:08

Datafile: \$SCHSIZE.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.357	0.811
>60	36	3.417	1.382

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	8.916	8.916	5.489	0.02333
W/I Gps	48	77.964	1.624		
Total	49	86.880			

Eta sq = 0.103

Mean Contrasts--Tukey's HSD

	>60
<20	.05

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 0:51

Datafile: \$\$SCHSIZE.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.357	0.811
20-40	50	3.840	1.065
40-60	26	3.692	1.264
>60	36	3.417	1.382

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	9.650	3.217	2.227	0.08845
W/I Gps	122	176.223	1.444		
Total	125	185.873			

Eta sq = 0.052

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 1:00

Datafile: \$CLSSIZE.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.071	1.100
20-40	50	4.120	0.816
40-60	26	3.923	1.071
>60	36	3.889	1.264

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	1.382	0.461	0.408	0.74728
W/I Gps	122	137.610	1.128		
Total	125	138.992			

Eta sq = 0.010

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 1:34

Datafile: \$6SCORES.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.143	1.059
20-40	50	3.980	1.157
40-60	26	4.423	1.007
>60	36	3.500	1.404

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	13.674	4.558	3.089	0.02973
W/I Gps	122	180.040	1.476		
Total	125	193.714			

Eta sq = 0.071

Mean Contrasts--Tukey's HSD

	20-40	40-60	>60
<20	n/s	n/s	n/s
20-40		n/s	n/s
40-60			n/s

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:12

Datafile: \$6SCORES.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
40-60	26	4.423	1.007
>60	36	3.500	1.404

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	12.864	12.864	7.929	0.00658
W/I Gps	60	97.346	1.622		
Total	61	110.210			

Eta sq = 0.117

Mean Contrasts--Tukey's HSD

	>60
40-60	.01

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 1:50

Datafile: \$7SCORES.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.214	1.206
20-40	50	3.920	1.181
40-60	26	4.462	0.796
>60	36	4.028	1.040

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	5.386	1.795	1.506	0.21646
W/I Gps	122	145.471	1.192		
Total	125	150.857			

Eta sq = 0.036

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 2:11

Datafile: \$8PT0.SS0

Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.857	1.245
20-40	50	3.960	0.979
40-60	26	4.192	0.833
>60	36	3.667	1.106

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	4.367	1.456	1.349	0.26182
W/I Gps	122	131.673	1.079		
Total	125	136.040			

Eta sq = 0.032

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 2:07

Datafile: \$9XTRA.SS0

Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.857	1.355
20-40	50	3.740	1.055
40-60	26	3.538	1.117
>60	36	3.167	1.302

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	8.418	2.806	1.959	0.12378
W/I Gps	122	174.796	1.433		
Total	125	183.214			

Eta sq = 0.046

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 2:21

Datafile: \$10SOCIL.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.714	1.436
20-40	50	3.680	1.085
40-60	26	3.538	0.970
>60	36	3.139	1.251

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	6.996	2.332	1.688	0.17305
W/I Gps	122	168.504	1.381		
Total	125	175.500			

Eta sq = 0.040

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 2:30

Datafile: \$11SPECL.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	9	3.667	1.333
20-40	39	3.667	1.384
40-60	14	2.929	1.280
>60	21	3.095	1.477

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	8.475	2.825	1.400	0.24902
W/I Gps	79	159.405	2.018		
Total	82	167.880			

Eta sq = 0.050

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 2:40

Datafile: \$12TECH.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.214	0.773
20-40	50	4.500	0.900
40-60	26	4.346	0.782
>60	36	4.389	0.718

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	1.060	0.353	0.517	0.67106
W/I Gps	122	83.297	0.683		
Total	125	84.357			

Eta sq = 0.013

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 2:49

Datafile: \$13CLEAN.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.429	0.623
20-40	50	4.320	0.760
40-60	26	4.346	0.731
>60	36	4.333	0.624

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	0.132	0.044	0.086	0.96734
W/I Gps	122	62.193	0.510		
Total	125	62.325			

Eta sq = 0.002

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 3:02

Datafile: \$14RECOM.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.357	1.288
20-40	50	4.040	0.999
40-60	26	4.000	1.000
>60	36	3.528	1.142

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	9.322	3.107	2.595	0.05563
W/I Gps	122	146.107	1.198		
Total	125	155.429			

Eta sq = 0.060

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:20

Datafile: \$14RECOM.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.357	1.288
20-40	50	4.040	0.999

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	5.100	5.100	4.324	0.04173
W/I Gps	62	73.134	1.180		
Total	63	78.234			

Eta sq = 0.065

Mean Contrasts--Tukey's HSD

<20	20-40	.05
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STAT-STAR Data Analysis

Name: ragsdale

Date: 4/6/1996 Time: 3:16

Datafile: \$15REPUT.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.571	0.623
20-40	50	4.520	0.830
40-60	26	4.500	0.693
>60	36	4.444	0.643

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	0.203	0.068	0.122	0.94675
W/I Gps	122	67.297	0.552		
Total	125	67.500			

Eta sq = 0.003

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:24

Datafile: \$16LEADR.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.286	0.700
20-40	50	4.380	0.892
40-60	26	4.577	0.567
>60	36	4.278	0.837

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	1.509	0.503	0.765	0.51580
W/I Gps	122	80.206	0.657		
Total	125	81.714			

Eta sq = 0.018

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:24

Datafile: \$17CLIMA.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.500	0.627
20-40	50	4.540	0.780
40-60	26	4.692	0.538
>60	36	4.667	0.527

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	0.700	0.233	0.533	0.66070
W/I Gps	122	53.458	0.438		
Total	125	54.159			

Eta sq = 0.013

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:25

Datafile: \$18ACRED.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.071	1.100
20-40	50	4.180	1.033
40-60	26	4.231	1.049
>60	36	4.222	1.030

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	0.282	0.094	0.084	0.96879
W/I Gps	122	137.146	1.124		
Total	125	137.429			

Eta sq = 0.002

Mean Contrasts--Tukey's HSD

STAT-STAR Data Analysis

Name: ragsdale

Date: 4/21/1996 Time: 16:26

Datafile: \$19VALUS.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.143	1.125
20-40	50	4.520	0.877
40-60	26	4.654	0.617
>60	36	4.194	0.967

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	3	4.822	1.607	1.966	0.12257
W/I Gps	122	99.718	0.817		
Total	125	104.540			

Eta sq = 0.046

Mean Contrasts--Tukey's HSD

Appendix F

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:22

Datafile: QUALITY.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	4.676	0.645
CD	37	4.946	0.226

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	1.772	1.772	5.973	0.01617
W/I Gps	106	31.441	0.297		
Total	107	33.213			

Eta sq = 0.053

Mean Contrasts--Tukey's HSD

	CD
HSD	.05

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:26

Datafile: 10SOCIAL.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	71	3.690	1.146
ACD	20	2.950	0.865

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	8.548	8.548	7.036	0.00946
W/I Gps	89	108.133	1.215		
Total	90	116.681			

Eta sq = 0.073

Mean Contrasts--Tukey's HSD

	ACD
HSD	.05

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:24

Datafile: 15REPUTA.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
HSD	70	4.586	0.746
ACD	20	3.700	0.843

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	12.203	12.203	20.191	2e-05
W/I Gps	88	53.186	0.604		
Total	89	65.389			

Eta sq = 0.187

Mean Contrasts--Tukey's HSD

	ACD
HSD	.01

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:25

Datafile: 15REPUTA.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
CD	37	4.514	0.721
ACD	20	3.700	0.843

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	8.592	8.592	14.130	0.00041
W/I Gps	55	33.443	0.608		
Total	56	42.035			

Eta sq = 0.204

Mean Contrasts--Tukey's HSD

	ACD
CD	.01

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:27

Datafile: 19VALUES.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
CD	35	4.686	0.785
ACD	20	4.050	0.805

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	5.144	5.144	7.903	0.00690
W/I Gps	53	34.493	0.651		
Total	54	39.636			

Eta sq = 0.130

Mean Contrasts--Tukey's HSD

	ACD
CD	.01

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:28

Datafile: \$SCHSIZE.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	4.357	0.811
>60	36	3.417	1.382

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	8.916	8.916	5.489	0.02333
W/I Gps	48	77.964	1.624		
Total	49	86.880			

Eta sq = 0.103

Mean Contrasts--Tukey's HSD

<20	>60
	.05

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:29

Datafile: \$6SCORES.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
40-60	26	4.423	1.007
>60	36	3.500	1.404

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	12.864	12.864	7.929	0.00658
W/I Gps	60	97.346	1.622		
Total	61	110.210			

Eta sq = 0.117

Mean Contrasts--Tukey's HSD

	>60
40-60	.01

STAT-STAR Data Analysis

Name: ragsdale

Date: 6/12/1996 Time: 21:30

Datafile: \$14RECOM.SS0 Procedure: One-way ANOVA

DESCRIPTIVE STATISTICS

Condit	N	Means	St Dev
<20	14	3.357	1.288
20-40	50	4.040	0.999

ANALYSIS OF VARIANCE SOURCE TABLE

Source	df	Sum of Squares	Mean Square	F	Prob
Bet Gps	1	5.100	5.100	4.324	0.04173
W/I Gps	62	73.134	1.180		
Total	63	78.234			

Eta sq = 0.065

Mean Contrasts--Tukey's HSD

	20-40
<20	.05

VITA

Patricia Neill Ragsdale was born August 22, 1955, in Birmingham, Alabama to Mr. and Mrs. Jack Neill. She attended public schools in Birmingham and graduated from Woodlawn High School in May, 1973. The following September she entered Auburn University in Auburn, Alabama. In May of 1977 she received the Bachelor of Science degree in Special Education.

In the fall of 1977, she was hired to teach in Anderson County, Tennessee. In that same year, she entered graduate school at the University of Tennessee in Knoxville. In August of 1979, she received the Master of Science degree in Special Education.

She taught special education for seven years. During that time she enrolled in the Department of Administration and Supervision and received her Administrative Certificate in 1984. She became principal of Fairview Elementary School in Anderson County in 1984 and earned Career Level III status in 1987.

She is currently the principal at Fairview Elementary School and is the Extended Contract Coordinator for Anderson County Schools. She expects to receive an Ed.D. in Leadership Studies in August, 1996.

She is married to Dave Vaccaro and she has one son, David Ragsdale.