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A STUDY OF THE RELATIONSHIP BETWEEN EDUCATIONAL PROGRAM LEVELS
IN ALBERTA SCHOOL SYSTEMS AND SELECTED MEASURES
OF FISCAL AND NON-FISCAL VARIABLES

BY

 LLOYD EDWIN SYMYROZUM

A THESIS

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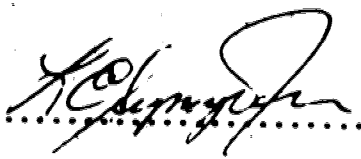
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ABSTRACT

The purpose of this study was to describe the relationship between the major curricular programs provided in Alberta school systems and selected measures of demographic, wealth, fiscal effort, revenue and expenditure related variables.

The data used in the study were drawn from records maintained by the Department of Education based on information supplied by public and separate school jurisdictions. Financial records used covered the 1977 and 1978 fiscal years, and the school program information used covered the 1978 to 1979 school year.

A District Program Index (DPI) was developed as a means to describe school curricular program offerings in selected major subject areas at each grade level on a district-wide basis. Calculation of the DPI took into consideration two factors: (1) the amount of scheduled instructional time in school courses offered in designated major subject areas at each grade level; and (2) the grade enrolment of individual schools within each district. The DPI was expressed in credit-equivalent units where one credit represented 25 hours of scheduled instructional time per year.

Generally, the findings of this study show that four factors accounted for approximately one-half of the variance noted in the total instructional time provided in major subject areas, grades one through twelve. These were jurisdiction type, senior high enrolment, per pupil expenditure for transportation, and ratio of School Grants Regulations

(SGR) payments received to total operational revenue.

Of the several implications of the study, two are considered to be of major importance. The first major implication was the development of a DPI that could be applied on a province-wide basis to monitor changes in district program levels from year to year. The second major implication was the application of a statistical procedure (i.e., multiple linear regression analysis) useful in determining which individual measures, from a set of fiscal and non-fiscal variables, in combination tend to account for the greatest amount of variance found in particular district program offerings. Use of this technique could provide a central funding authority with information concerning the influence of certain factors within and outside the control of the government, at both the provincial and local levels, on district program levels.

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Chapter 1

INTRODUCTION

...The creation of educational opportunity in which every child's aspirations are checked only by his or her limitations is the ideal to which we are all committed. (Fleischmann, 1973:225)

The provision of equality of educational opportunity in publicly supported systems of education has been the focal point of school finance reform for several decades now. The worth of receiving an education has been considered to be important from at least two major societal perspectives:

First, education is a major determinant to an individual's chances for economic and social success in our competitive society; second, education is a unique influence on a child's development as a citizen and his participation in political and community life. (Cited in Cohn, 1974:295)

Since education appears to have such widespread individual benefits and national implications, Jennings (1979:403) has noted that there is general agreement that the "state must provide equal educational opportunity to its students regardless of which fiscal devices it uses to fulfill that duty."

As the trend toward further decentralization of state government functions has continued to receive emphasis in public policy formation, there also seems to have been a corresponding centralization of major revenue sources at the state level to finance programs provided at the local level. Generally, the search for more equitable mechanisms to be

used by central authorities to distribute required resources among decentralized units has taken on added importance (Wilensky, 1970:10).

According to Levin et al. (1972) and Johns (1977), the relationship between the access of pupils to educational programs and various factors related to financing education has remained relatively unexplored in studies of school finance. The intent of this study was to examine this matter in the context of the Alberta school finance plan and the major curricular programs provided in elementary and secondary education throughout the province.

STATEMENT OF THE PROBLEM

The purpose of this study was to describe the relationship between the major curricular programs made available in school systems and certain measures of fiscal and non-fiscal variables. More specifically, this study sought to describe the extent to which any of the variation found in the amount of scheduled instruction time in major subject areas provided in Alberta school systems could be accounted for by a number of selected measures of demographic, wealth, fiscal effort, revenue and expenditure related variables. For this to be done, it was necessary to develop a District Program Index (DPI) by which school program data pertaining to instructional time allocated to various subjects offered in individual schools at the elementary, junior and senior high levels could be aggregated for each jurisdiction. Thirty-two predictor variables were delineated for examination in the study following a selected review of the literature pertaining to educational finance. To complete the study, the research problem was subdivided into four distinct parts as outlined below.

Statement of Problem 1

To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the elementary level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Sub-Problem 1.1. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas at the elementary level?

Sub-Problem 1.2. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas at the elementary level?

Sub-Problem 1.3. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the elementary grades?

Sub-Problem 1.4. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the elementary grades?

Sub-Problem 1.5. What is the nature and extent of variance of the DPI for the total instructional time provided at the elementary level?

Sub-Problem 1.6. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided at the elementary level?

Statement of Problem 2

To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the junior high level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Sub-Problem 2.1. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas at the junior high level?

Sub-Problem 2.2. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas at the junior high level?

Sub-Problem 2.3. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the junior high grades?

Sub-Problem 2.4. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the junior high grades?

Sub-Problem 2.5. What is the nature and extent of variance of the DPI for the total instructional time provided at the junior high level?

Sub-Problem 2.6. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided at the junior high level?

Statement of Problem 3

To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the senior high level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Sub-Problem 3.1. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas at the senior high level?

Sub-Problem 3.2. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas at the senior high level?

Sub-Problem 3.3. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the senior high grades?

Sub-Problem 3.4. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the senior high grades?

Sub-Problem 3.5. What is the nature and extent of variance of the DPI for the total instructional time provided at the senior high level?

Sub-Problem 3.6. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided at the senior high level?

Statement of Problem 4

To what extent may the variance of DPI's for the total instructional time provided in major subject areas, grades one through twelve, be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Sub-Problem 4.1. What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas, grades one through twelve?

Sub-Problem 4.2. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas, grades one through twelve?

Sub-Problem 4.3. What is the nature and extent of variance of the DPI for the total instructional time provided in grades one through twelve?

Sub-Problem 4.4. To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in grades one through twelve?

SIGNIFICANCE OF THE STUDY

Since the introduction of the Alberta school foundation program in 1961, a principal aim of the scheme has been to provide for greater fiscal equalization of school board revenues. While efforts to equalize educational expenditures on a per pupil basis have been made at the provincial level, Bumbarger and Ratsoy (1975:3) indicate that certain situational variables have often not allowed equal educational programs

to be provided by equal expenditure of funds. Levin et al. (1972:11) make the following observation with respect to this issue in school finance:

...While dollar disparities in per pupil spending for education among school districts have already been well documented by others, the real question is whether disparities in dollars mean equivalent disparities in educational resources.

According to Johns (1975:159), future methods of financing education will be directed toward more differentiated funding schemes based on program costs rather than simply on the continued use of a single proxy for "need" such as the number of students.

Previous studies (Pike, 1972; Deiseach, 1974; Richards, 1979; Meek, 1979; and Hanson, 1979) related to various aspects of the Alberta school finance plan have not centered, to any extent, on major factors related to educational program availability at the local level. This study, supported by Alberta Education, was designed as a first step in providing each of the following:

1. A means by which existing curricular program levels in school systems could be described for comparative purposes;
2. Provision of base line information concerning the nature and extent of variation found in program levels across the province for the 1978-79 school year; and,
3. Identification of factors considered relevant to the development of a more comprehensive approach to funding basic education (i.e., grades one through twelve) programs in the province.

In general, this study was intended to serve as a prototype model that might be considered as an alternative means to evaluation of state sys-

terms of school support in terms of three component parts: (1) data preparation, (2) aid allocation, and (3) data analysis.

DEFINITION OF TERMS

Most terms are defined in context throughout this study, but a few more important terms are defined below.

School Finance Plan

Constitutionally, ultimate control of education in Canada resides with the Legislative Assembly in each province subject only to the maintenance of guaranteed denominational rights. As a result, each province legislates and regulates its own system of taxation for, and financial support of, local school jurisdictions. In this study, a school finance plan refers to that aspect of public policy which deals with the raising, distributing and spending of public funds for basic education (Garms, et al. 1978:10).

Public Policy

Public policy refers to a "generalized statement of intent directed toward achievement in the public domain (Tymko, 1979:10)." It is formulated and receives expression through the political process, reflects the societal outcomes desired, and outlines the means by which these outcomes may be achieved.

School Foundation Program

A school foundation program denotes a type of grants-in-aid scheme by which a provincial government provides local school boards under its jurisdiction with support for the provision of a basic (foundation) level of educational services in public elementary and secondary schools

(Deiseach, 1974:9; Meek, 1979:15). The main features of a school foundation program are as follows:

1. The cost of a basic educational program is determined by the province.
2. A uniform tax rate on local property based on the equalized assessment is set as a compulsory levy in all school jurisdictions.
3. Where provincially-levied local property taxes are insufficient to meet the cost of the basic educational program supported, the balance is procured from the general revenues of the province.
4. The province then distributes the grants-in-aid to local school jurisdictions using various funding mechanisms usually based on some common unit of need (e.g., a pupil).
5. School jurisdictions willing to provide for expenditures beyond the basic level of support provided may do so through a supplementary requisition levy on local property.

School Foundation Program Fund (SFPF)

Since 1961, the major grants-in-aid program for local school jurisdictions in Alberta has been the School Foundation Program Fund. The nature and extent of funding provided each year to school boards is determined by an Order-in-Council of the Executive Council with the amount of the overall appropriation initially approved by the Legislative Assembly. SFPF regulations provide support to school boards in the following three major categories: (1) per pupil grants, (2) an administration allowance, and (3) transportation grants.

Categorical Grants

Categorical aid refers to a broad class of grants-in-aid through which a central funding authority responds to particular needs at the local level that are "neither equally nor randomly distributed among school districts and thus are not considered in general provisions for basic school support (Berke and Goettel, 1974:224)." Usually, categorical grants are determined in proportion to the need for a particular educational program (e.g., special education) and sometimes in an inverse relationship to local wealth.

School Grants Regulations (SGR)

In Alberta, "additional differentiated support which bear on the educational program and service dollars available, e.g., local wealth (MACSF, 1975:5)," are provided through funding mechanisms outlined in the School Grants Regulations (SGR) established through Order-in-Council.

Supplementary Requisition

Supplementary requisition refers to a local property tax levy, beyond the uniform provincial levy for the School Foundation Program Fund, which is required to provide desired educational services in excess of the "minimum" provincial program supported through SFPF grants and SGR grants.

School Jurisdiction Size

School system size refers to the total number of pupils enrolled in publicly supported schools who are eligible for provincial grants.

Wealth

In this study, wealth or ability to pay refers to the capacity of a school jurisdiction to raise property taxes for school support. The capacity of a school board to generate local revenues is proportional to the equalized assessment per pupil. The principle of ability to pay is often viewed as a universal standard of equity (fairness) in distribution of the tax burden (Deiseach, 1974:11). Hence, a school jurisdiction with a greater ability to pay should under most circumstances be required to raise more taxes for education than those with fewer fiscal resources.

Fiscal Effort

Fiscal effort or tax effort refers to the relative tax load assumed by property owners in a school jurisdiction for support of educational services. It is measured in mills based on the proportion of equalized assessment which is paid out in local property taxes or by the amount requisitioned per pupil through local taxation of property (Meek, 1979:19).

Curricular Program Area

Curricular program area refers to a group of related subjects or course content that are said to comprise a particular major subject area. For example, program offerings in arts, music and drama are referred to as the fine arts.

Index

An index is a number which "measures the value of a variable relative to its value at a base period (Moore, 1979:207)." The variable

selected may refer to an average of more than one quantity, with the weight given to each individual quantity remaining fixed over time.

Time Series

A time series refers to "a sequence of measurements of the same variable made at different times (Moore, 1979:217)." In most instances, the variable is measured at regular intervals of time in order to make meaningful comparisons of any changes that may be occurring in the value of the variable.

District Program Index (DPI)

In this study, a District Program Index refers to the total amount of instructional time provided in major subject areas outlined in the Junior-Senior High School Handbook (1978-79) issued under the authority of the Minister of Education pursuant to Section 12 of The School Act. It is expressed in credit-equivalent units where one credit represents 25 hours of scheduled instruction time per year. In the calculation of a particular DPI for an individual school jurisdiction, consideration was given to the grade enrolments of individual schools.

Equality of Educational Opportunity

In this study, equality of educational opportunity was viewed primarily as equality of pupil access to curricular programs offered in major subject areas outlined in the Alberta program of studies as well as those which had been developed locally. Equality of educational opportunity was not taken to mean equality of results or student outcomes.

School District

In Alberta, school systems having an elected board or one established through Ministerial appointment (in certain special circumstances) are classified as being either public or separate. Public school districts include school divisions and boards of education in counties where a number of individual school districts are considered as a single governing authority in each case. No differentiation is made per se between public and separate school districts in terms of any of the provincial grant entitlements. This is not the case with respect to private school authorities which operate in the province.

ASSUMPTIONS, DELIMITATIONS AND LIMITATIONS

The major assumptions made in this study are outlined below:

1. That the use of a linear regression model, where a correlation of zero is taken to mean a random relationship between variables, was a good fit to the data which were analyzed. The search for any curvilinear relationship which may have existed between certain predictor and criterion variables was considered to be beyond the scope of the study.
2. That the financial data pertaining to the 1977 fiscal year of school boards, being the mid-year of the three-year school finance plan in place from 1976 to 1978, inclusive, was a close approximation of that covering school board revenues and expenditures for the 1978-79 school year.
3. That the variation of the ability among school jurisdictions to support education tends to be reduced through a greater utilization of state resources with other things being equal such as local taxable wealth and fiscal effort.

4. That the average quantity of instruction time allocated to various subject areas within a school jurisdiction is a measure representative of the program level provided to students locally (Kemmerer, 1979).

Delimitations

The study was delimited as follows:

1. To deal with major curricular programs offered in Alberta public and separate school jurisdictions, excluding those provided in regional school districts and private schools.
2. To focus on the average total instructional time allocated to various major subject areas, grades one through twelve, and omitting particular reference to any instruction which may have been provided to learning disabled, handicapped, or disadvantaged pupils because of their uniqueness in individual school settings.
3. To isolate school jurisdictions, rather than individual schools, as the basic units of observation in order to emphasize interdistrict rather than intradistrict variance in program availability.
4. To make use of information collected annually by Alberta Education from each school system in the province.

Limitations

The major limitations of this study were two-fold. First, the study was designed to be cross-sectional in nature, i.e., covering a period of only the 1978-79 school year. Hence, generalizability of the findings for succeeding school years is restricted. Second, the study was not purported to deal per se with the extent of educational program equalization achieved under the Alberta school finance plan. Instead,

the focus of the study was aimed to a large extent at identifying which fiscal and non-fiscal factors tended to interact in combination and have the most bearing on curricular program levels in a given year in order to facilitate the conduct of future studies using the 1978-79 school year as the base year for comparative purposes.

ORGANIZATION OF THE STUDY

This chapter has presented (1) an introduction to the problem, (2) the statement of the problem, (3) the significance of the study, (4) the definition of terms used, and (5) the assumptions, delimitations and limitations of the study. The remainder of the thesis is outlined below.

Chapter 2 presents a selected review of the literature and sets out the analytical framework for the study.

Chapter 3 describes the research design and procedures used in the study.

Chapters 4, 5 and 6 report the findings of the study at the elementary, junior high and senior high levels, respectively.

Chapter 7 reports the findings of the study for major subject areas, grades one through twelve.

Chapter 8 contains a summary, the conclusions, and a statement of implications and suggestions for further study.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents a selected review of the literature viewed pertinent to the nature of the problem statements under study and an analytical framework. The review of literature is divided into two major parts. The first part provides an overview of some of the major conceptual developments in school finance, while the second part focuses on issues and research findings that relate to each of the five major categories of predictor variables examined in the study. An analytical framework for the study is then presented in the remaining section of the chapter.

MAJOR CONCEPTUAL DEVELOPMENTS IN SCHOOL FINANCE

Historical Perspective

Among the three levels of government in both Canada and the United States, primary responsibility for the provision of public education has rested with each of the provinces and states, respectively. Historically, the study and practice of school finance in Canada has been influenced and somewhat parallel to that found in the United States because of geographical proximity, cultural similarity, and adoption of similar organizational structures for providing public education at state and local levels. In large part, much of the state responsibility and authority for the management and operation of publicly supported schools has been shared with, and delegated to school districts under

the direct control of locally-elected school boards. Generally, the bulk of school district revenues have been derived from two major services: (1) local property taxes, and (2) state grants-in-aid. While traditionally the major objective of state support for public education has been geared to enhancing the degree of educational opportunity provided at the local level, Wilensky (1970:14) points out that this has often been "interpreted to mean the avoidance of unacceptable differences in the availability of educational services."

Since the turn of the twentieth century, a number of principles and theories of school finance have been advanced as means by which state aid to support public education might be conceptualized and examined on a continued basis. Some of the major principles and alternate models of state school support found in the literature are discussed below.

Principles of State School Support

Throughout much of the literature in school finance, a number of principles have been enunciated and generally perceived as being basic to the development of alternate models of state school financing. While there are modifications or some variances in the listing of such principles, there appear to be at least five core principles embedded in most state school finance plans. Each of these principles is explicated below.

Equal Educational Opportunity. Concern for the provision of equal educational opportunity has been a dominant theme in the study and practice of school finance. Though the idea of equal educational opportunity has carried a favorable connotation, precise definition of the term remains somewhat "ambiguous and encompasses many complicated concepts"

(Fleischmann, 1973:53). Nonetheless, as the Phi Delta Kappa Commission on Alternate Designs for Funding Education (1973:9) has indicated, there is a strong belief that "State school finance plans should not create fiscal imbalances which deny equal educational opportunity."

Garms et al. (1978:21-24) outline three major conceptualizations of equal educational opportunity: (1) equal access to education, (2) equal educational treatment, and (3) equality of educational outcome. Equal access to education has been taken to mean that students must be provided with a minimum level of school resources, i.e., a foundation level, to ensure equality of educational opportunity. Equal educational treatment has been based on the premise that students differ widely in abilities and characteristics, from which it follows, that available school services should be tailored to each student's specific circumstances. By this definition, minimally adequate school services would at least include provision for special educational services for the learning disabled and handicapped as well as compensatory education for the disadvantaged. Equality of educational outcomes has stemmed from the observation that academic achievement is crucial for personal success and hence, equal student learning should be assured at least in terms of minimum or basic skills. By implication, schools should be responsible for achieving such minimal outcomes regardless of the resource level necessary.

To a large extent, incorporation of each of these separate, but related dimensions of equal educational opportunity in state school finance plans has taken the form of general recognition rather than complete, direct adoption because of at least three major constraints. First, there are limits to the amount of available funds which may be

appropriated for support of public education. Second, a minimum level of education is difficult to define in terms of specific educational objectives and necessary program resources. Finally, there is a general lack of consensus with respect to appropriate measures and levels of student achievement.

While attempting to clarify the directions the school finance plan should take in Alberta, the Minister's Committee on School Finance (1975:4) preferred to view equality of educational opportunity as "equality of access of students to programs and services rather than equality of outcomes." The Committee further took the position that fiscal equalization among school jurisdictions was only a first approximation of equality of access. In their view, an equitable finance plan designed to enhance the notion of equality of educational opportunity has essentially two components: (1) an adequate foundation level of funding distributed on a common unit of need such as a pupil; and, (2) additional differentiated support levels based on local factors which bear on the program resources available such as local wealth and cost differences.

Equity of Tax Burden. Generally, economists have examined the question of equity in taxation from the standpoint of two main standards: (1) benefit, and (2) ability to pay. Benson (1978:271) distinguishes between each of these standards as follows:

The benefit principle relates tax burden on the household to the amount of benefits received from government, while the principle of ability to pay relates tax burden to economic capacity. Under either principle, the tax instrument should provide 'equal treatment of equals.' Persons who are in relevant respects equal should be dealt with in approximately the same way.

The benefit principle has been associated with the long-standing rule of business that an individual, household, or corporation "should pay for goods and services according to the amount they use" (Brown, 1980:35). However, as Brown (1980:36) notes, this argument has been refuted in the case of a number of social services provided by government, especially those that relate to provision of elementary and secondary education. There has been political consensus, in large part, that benefits of receiving an education do not accrue solely to individuals, but to society as a whole. As Garms et al. (1978:19) indicate, education is one of the prime instruments through which society may promote and maximize the three strongly held values of liberty, equality, and efficiency. Consequently, and historically, the criterion of ability to pay has become the focal point of discussion when questions concerning equity of tax burden have been raised in school finance.

In general terms, ability to pay is interpreted to mean the economic well-being or standard of living enjoyed by the individual or corporate taxpayer. Brown (1980:37) identifies three basic measures of ability to pay: (1) income received, (2) assets or wealth possessed, and (3) income spent. Although income received, in particular, is viewed as one of the more important determinants of economic well-being, ability to pay in school finance has traditionally been based on assessed valuation of real property. Real property has been defined as "land and those improvements attached firmly to it" (Garms et al., 1980:133).

While the notion of "equal treatment of equals" is commonly accepted as a basic principle in school finance, the equitable treatment of unequals has been a much more complex and contentious issue. Setting aside problems associated with defining and applying criteria for deter-

mination of assessed valuation of real property, the degree to which state programs of school finance should make provision for equalization of local wealth has not been a clear-cut issue. Garms et al. (1978:201-207) point out, need equalization and cost equalization are two other dimensions which also should be assessed in relation to wealth equalization.

Simplicity of Design and Comparability. In order to ensure comparability from year to year for the purpose of assessing the impact of adjustments made to school finance programs, the Commission on School Finance in Saskatchewan (1976:33) emphasized that:

The system should be straightforward and constant in application so that whatever formulas are used will produce information that is predictable and constant.

Basic computation of grant entitlements should be simple and number of adjustments small. The adequacy of basic rates should reflect average expenditures for the preceding year and make provision for rising costs that are anticipated due to inflation. While "save-harmless" provisions may be necessary during the phase-in period of any new grant system, efforts to encourage efficiency of operation should not be disregarded at the same time.

In commenting on the design of systems of state school finance, Garms et al. (1978:239-240) make the observation that greater emphasis should be placed on structural characteristics relating to actual distribution of revenues among the districts rather than on use of terms implying some ideal distribution such as power equalizing and pupil weighting. Some of the structural characteristics suggested by Garms et al.

(1978:240) that may be useful in assessing trends in school support at the state level are as follows:

1. Total state aid (including categorical aid) provided as a percentage of total state-local school revenue. In some cases, the ratio of state aid may in fact be more important than the form of the formula in the provision of local programs.
2. Amount of unequalized local taxation as a percentage of total state-school revenues. This descriptor would tend to indicate the effectiveness of expenditure or tax limits, as well as of the extent of equalization provided through the state program of school support.
3. The coefficient of variation (standard deviation divided by the mean) of equalized expenditures per weighted pupil. Generally, the value of the coefficient should be larger where an effective power equalization program was in effect than in the case of a foundation-type program.
4. The coefficient of variation of equalized expenditures per unweighted pupil. In combination with the preceding measure, this descriptor would tend to gauge the extent to which weighting programs were effective.
5. The coefficient of variation of local property tax rates for school purposes. This measure would indicate the degree of differences in local fiscal effort among school districts.
6. State categorical aid as a percentage of total state-local revenue. This measure would show the extent to which available state funds were being "earmarked" rather than provided as general aid from year to year.

Local Autonomy. Basic to the development of a school finance plan at the state level is the attention given to local autonomy. According to Cohen et al. (1973:21), the issue of local autonomy is perhaps the single most important question raised in discussions of educational finance reform because it relates directly to the preservation of political identity of local communities. Cohen et al. (1973:21) make the following comment:

Local citizen control over school officials and the setting of spending levels are considered the few remaining areas of effective citizen participation in education and government generally.

The Minister's Advisory Committee on School Finance in Alberta (1975:6) expressed the following view with respect to local fiscal autonomy:

Local school jurisdictions should have the opportunity to raise money for the financing of public education when such financing is not provided for in a provincial plan of school support.

While most states delegate authority to school boards to supplement the amount of state-aid received through taxation of local property, two main issues often arise with respect to local fiscal autonomy. First, is the matter related to the degree to which available state funds are apportioned in the form of general-purpose grants as opposed to those which are allocated only as categorical grants. Second, is the matter related to limits that might be imposed by the state on local spending or taxation for school purposes. The Commission on School Finance in Saskatchewan (1976:35) made this observation with respect to both these issues:

Trustees feel strongly that the unconditional grant and the authority to determine the rate of local property tax are essential to the maintenance of local autonomy and initiative in education.

In addition to issues raised concerning the types of state-aid available and extent of local taxation permitted or spending allowed, there also has been some contention that substantial, increased state funding (e.g., in full-state funding schemes) interferes with local autonomy. However, as an Urban Institute study (cited in Cohen et al., 1973:21) has shown, there appears to be "no consistent correlation between the percentage of state funding and the degree of local autonomy."

Stimulation and Control. If it is acknowledged that the state government has constitutional responsibility for education, it follows that a central authority

...should provide leadership toward the improvement of the educational services, and, to this end, should provide monies, over and above the level of the (state) province's financial plan, for development grants and in support of selected programs (MACSF, 1975:7).

However, as the Commission on School Finance in Saskatchewan (1976:35) has pointed out, once experimental and trial stages are past, such programs should fall into place without further special assistance and be provided at local discretion. However, as this Commission (1976:35) also indicated

...the province has a further responsibility to exercise control beyond the initial and experimental stages of school programs if boards should choose to support programs below the level considered mandatory in the interests of the province or nation as a whole.

Alternative Models of State School Support

According to Garms et al. (1978:187-201), the following five basic approaches to state school support have been conceptualized as a means

to reduce the impact of local wealth on school district expenditure levels: (1) flat grant programs, (2) foundation programs, (3) percentage equalizing, (4) power equalizing, and (5) full state funding. The basic premise and distinguishing features of each of these alternative models of school finance are outlined below.

Flat Grant Programs. Historically, when state governments began to provide support for school purposes at the local level, grants took the form of equal amounts of money to each community, regardless of the number of pupils or ability to raise money locally. Subsequently, state funds were distributed on the basis of equal amounts per pupil to each district. The assumption was made that a minimum level of education should be guaranteed to every pupil and "that the state in its wisdom can determine the costs of this minimum education and will allocate that dollar amount as a flat grant" (Garms et al., 1978:188). It was held that educational services provided beyond this minimum level should be paid out of local revenues as the benefits of such education accrued to the individual concerned or the community in which he or she resided.

As early as 1905, Ellwood P. Cubberley (cited in Garms et al., 1978:188), one of the first to write persuasively of the problems of school finance, expressed concern about the practice of apportioning available state funds to local school districts on the basis of equal dollars per pupil. Since per pupil grants seemed to favor the school centres where larger class sizes were possible, Cubberley's solution was to allocate to each district an amount for each teacher employed. Cubberley (cited in Johns, 1973:160-161) proposed the following theory of state support:

Theoretically all the children of the state are equally important and are entitled to have the same advantages; practically this can never be quite true. The duty of the state is to secure for all as high a minimum of good instruction as is possible, but not to reduce all to this minimum; to equalize the advantages to all as nearly as can be done with the resources at hand; to place a premium on those local efforts which will enable communities to rise above the legal minimum as far as possible; and to encourage communities to extend their educational energies to new and desirable undertakings.

Johns (1973:161) summarized Cubberley's principles of state support as follows:

1. That due to the unequal distribution of wealth, the demands set by the states for maintaining minimum standards cause very unequal burdens. What one community can do with ease is often an excessive burden to another.
2. That the excessive burden of communities borne in large part for the common good should be equalized by the state.
3. That a state school tax best equalizes the burdens.
4. That any form of state taxation for schools fails to accomplish the ends for which it was created unless a wise system of distribution is provided.

These principles of state school support led to the formulation of the foundation program concept first described in 1923 by George D. Strayer and Robert M. Haig (cited in Garms et al. (1978:190)).

Foundation Programs. In large part, the fiscal limitation of state governments to generate sufficient revenue on their own to finance flat grant programs adequate to provide minimum levels of education locally, led to the formulation and acceptance of the foundation program concept. George D. Strayer and Robert M. Haig (cited in Johns, 1973:162)

credited with the initial explication of the foundation program concept in 1923, set forth the following argument in support of the approach:

There exists and has existed for many years a movement which has come to be known as the 'equalization of school support.' These phrases are interpreted in various ways. In its most extreme form the interpretation is somewhat as follows: The state should insure equal education facilities to every child within its borders at a uniform effort throughout the state in terms of the burden of taxation; the tax burden of education should throughout the state be uniform in relation to taxpaying ability, and the provision for schools should be uniform in relation to the educable population desiring education. Most of the supporters of this proposition, however, would not preclude any particular community from offering at its own expense a particularly rich and costly educational program. They would insist that there be an adequate minimum offered everywhere, the expense of which should be considered a prior claim on the state's economic resources.

As Garms et al. (1978:190) have noted, the proposed system of state school support had the "effect of capturing a portion of the local property tax for state purposes, without that being openly evident." The basic premise of the foundation program concept, just as with the flat grant program approach, is that the state would specify a dollar amount per student that each district would receive to provide a minimum level of education (i.e., foundation level), but with one major exception. Under the foundation program concept, a state normally would compute a district's contribution at a fixed rate on the assessed valuation of local property and provide only the difference between the amount computed and the guaranteed expenditure level. As Garms et al. (1978:192) note, a flat grant scheme "is simply a special case of the foundation program, in which the required local tax is zero."

Although Strayer and Haig were first to conceptualize the basic notion of a foundation program, it was Paul Mort (cited in Johns,

1973:163) that developed the technology for implementing the concept which was adopted for use in some forty-two states by 1971-72. In operationalizing the concept, Mort (cited in Meek, 1979:32) addressed the issue of "satisfactory minimum offering" on the basis of a "weighted pupil" measure as a way of allowing for differentials in pupil needs. Using average expenditure data accumulated on "typical" school districts, Mort (cited in Meek, 1979:33) found that the average high school pupil cost was twice that of an elementary pupil. The end result has been that weighting factor coefficients included in foundation-type programs of school support generally reflect "average practice" in terms of program per pupil costs.

In 1971, Jones (cited in Meek, 1979:33-34) summarized Mort's concept of a foundation program and his sponsorship of local program initiatives by consolidating them to six distinct phases listed below.

Phase 1. A given level of educational service and given level of state school support are in existence.

Phase 2. One or more local school districts perceive a need to provide some new educational service beyond the state minimum. If necessary, they tax themselves above the amount required by the state to provide this educational service.

Phase 3. The adaptation developed in the lighthouse districts is disseminated to other localities. They too raise their local tax rates to institute the adaptation.

Phase 4. The adaptation gradually becomes accepted practice throughout the state. Eventually, the state provides for the adaptation in all local districts, possibly through the institution of a categorical state grant for the purpose.

Phase 5. The adaptation is required by state law, and state financial support for the adaptation is incorporated into the Strayer-Haig minimum foundation program.

Phase 6. The extra state support allows the original lighthouse districts to reduce their tax burdens; hence, they become more receptive to the possibility of still newer adaptations.

Percentage Equalizing. The concept of percentage equalizing is not a new concept. In 1922, about the time the Strayer-Haig foundation program concept was advanced, Harlan Updegraff and Leroy A. King (cited in Garms et al., 1978:195) urged the adoption of percentage equalizing in state systems of school finance. In general terms, it was proposed that the state should share in the financing of education by providing a fixed percentage of each school district's expenditures, with the overall amount of education provided to be decided at the local level.

The mathematical expression, noted by Garms et al. (1978:193), used to determine the state "aid ratio" is usually written in the form indicated below:

$$\left(1 - f \frac{Y_i}{\bar{y}}\right)$$

where Y_i is the assessed valuation per pupil of the district:

\bar{y} is the assessed valuation per student of the state as a whole, and

f is a scaling factor that is usually set somewhere between 0 and 1.

While the flat grant and the foundation plan have the same philosophical underpinning (i.e., each pupil should receive a minimum level of education and the state should guarantee this on an equal basis), percentage equalizing has a different philosophical base described by Garms et al. (1978:193) as follows:

Essentially, it defines equity as access to education on the same terms, and it also holds that the amount of education to be purchased by a community should be determined by that community.

A practical problem associated with implementation of percentage equalizing plans has been the need to place fiscal limits on the expenditure per pupil that will be equalized by the state. Just as the flat grant may be considered a special case of the foundation plan, Garms et al. (1978:196) note the following:

...the foundation plan is simply a special case of the percentage equalizing plan in which the budget to be participated in by the state is set at a particular figure instead of being allowed to fluctuate.

Power Equalizing. The concept of power equalizing has the same philosophical base as percentage equalizing, i.e., the ability to raise money should be equalized, but the decision as to the amount raised should be left to local districts. Power equalizing was formally enunciated by John E. Coons, William H. Clune, and Stephen D. Sugarman (1970) in their book Private Wealth and Public Education, which argued strongly that public education expenditures should not be a function of local wealth, but of the wealth of the state as a whole. According to Garms et al. (1978:197), "this formed a substantial part of the legal reasoning exhibited in Serrano and other school finance 'equal protection' cases."

In operational terms, power equalizing involves the establishment of a schedule of tax rates to be imposed locally on the assessed valuation of real property, with an amount per pupil guaranteed by the state to a district for each level of tax. While power equalizing seems identical to percentage equalizing, Garms et al. (1978:199) suggest that:

...power equalizing is more general than percentage equalizing because it is not necessary to have a linear schedule that is implied by the guarantee of an amount per mill per student.

Hence, percentage equalizing may be viewed as a special case of power equalizing.

Full State Funding. According to Garms et al. (1978:199-201), full state funding was first espoused by Henry C. Morrison in 1930 with the basic intent being that pupils in each district, other things being equal, would be recipients of equal monetary provision supported by statewide taxation, including property taxes at the local level. As the Fleischmann Commission Report (1973:63) pointed out, under full state funding:

The state shall determine a defensible basis of distributing money to school districts. Equal sums of money shall be made available for each student, unless a valid educational reason can be found for spending some different amount.

By not allowing local supplementary requisitions to be levied, problems related to tax and expenditure discrepancies among districts may be overcome as evident in the practical application of other plans of state school support. However, as Garms et al. (1978:201) suggest, the high degree of equity envisioned under full state funding may have a net result of necessary, increased state monitoring of individual educational programs provided locally since students in different programs generate different amounts of state money. As a consequence, this may take some of the initiative away from local school districts and their officials.

From a philosophical perspective, full state funding tends to be much closer to that of the flat grant and foundation plans than it is to the percentage and power equalizing plans. Garms et al. (1978:200) support this point of view as follows:

One merely specifies that no local taxation is allowed (in the case of the flat grant program), or that the district may only tax at the required rate (for the foundation program).

RELATED RESEARCH FINDINGS AND ISSUES

This section discusses some of the related research findings and issues that pertain to various measures of demographic, wealth, fiscal effort, revenue, and expenditure variables examined in the study.

Population Shifts and Declining Enrolment

Population shifts from rural to urban areas as well as from inner city cores to suburban areas, combined with continued evidence of enrolment declines, have been the major demographic changes of the last decade (Meek, 1979:74; Odden, 1978:146). In a recent study by Meek (1979:179), it was found that in the period extending from 1970 to 1974 school boards in Alberta were not able to adjust expenditures downward to match declining-enrolment revenue losses. This study also showed that smaller jurisdictions and those where the district size exceeded 4,500 pupils were less able to reduce expenditures in the face of the same percentage of declining-enrolment revenue losses.

Size of School Districts

In a review of the research that has been done with respect to the optimal size of school districts, Garms et al. (1978) and Webb (1979) make the observation that most studies related to this question have examined cost-size relationships to determine the extent to which economies of scale operate in the educational enterprise. Generally, the response to the question of what should be the minimum, maximum, or optimum size of school districts (or even schools) still remains

unresolved. However, as Hickey (cited in Webb, 1979:343) has aptly pointed out:

The obvious conclusion...is that size must be viewed as a variable and not as an absolute factor. Situational variables are strong and may profoundly influence the size/quality relationship in a district.

If the assumption is accepted that each school district within a state has a legitimate reason for its existence, then the notion of keeping educational program disparities and fiscal inequities amongst such districts to reasonable levels of tolerance becomes important in the design of state school finance plans.

Garms et al. (1978:94) note that a number of studies have shown "significant economies of scale up to about 1,500 to 2,000 students in a district and significant diseconomies of scale when districts are comprised of more than 20,000 students." G. Alan Hickrod (cited in Garms, 1978:94) found that the greatest efficiency was achieved, amongst districts studied in Illinois, where the average daily attendance was about 2,432. These findings would seem to indicate that school system size is an important variable to consider in both the formulation as well as evaluation of the distributional impact of various forms of state school support at the local level.

Wealth and Fiscal Effort

With the realization that the burden of financing education is heavier for some districts than for others because of differences in local wealth, the means by which states obtain and distribute fiscal resources for support of public education are now being changed. As Augenblick (1979:1-2) has noted, some form of a fiscal equalizing com-

ponent has been added to a growing number of state school finance systems such that less wealthy districts have received more state support than very wealthy districts.

Although the standard measure of district wealth has been assessed valuation per pupil, Odden (1977:356) notes that two criticisms of the measure have been leveled and alternate measures have been proposed. First, it is contended that assessed valuation per pupil is a biased measure. The argument has been put forth that assessed valuation per capita should be used instead since it is biased neither for nor against educational services and provides a neutral measure of the ability of any given area to finance all local governmental expenditures from property taxation, educational or otherwise. The second criticism relates to the fact that property value is no longer an accurate measure of wealth for either school districts or individuals. Income, on the other hand, may not only be a better measure of district wealth but also may be more important in explaining certain aspects of fiscal behavior. Although these two alternate measures of wealth have been proposed, Odden (1977:359) makes the observation that 37 states have continued to use assessed valuation per pupil as the measure of local wealth in their school finance systems.

Resource and Expenditure Differences

The notion of "average" per pupil cost has been an important consideration in the establishment of support levels in state school finance systems. To a large extent, it has been assumed that total operational revenues received by a district (i.e., those excluding any capital or debt servicing grant entitlements) are equal to total opera-

tional expenditures made, except for accumulated deficits or surpluses. Generally, it is common practice in state financial reporting and accounting systems to break down total revenues according to source and to require that total expenditures be accounted for in terms of use of revenues received. What sometimes is overlooked in analyses made of state equalization efforts is the rate and extent to which districts make transfers from the current account (i.e., the operating revenue fund) to the capital account (i.e., the capital fund). Carroll (1979:22) makes the following observation:

All states preclude transfers from capital account to current account, but most permit transfers from current account to capital account.

Thus, the choice between revenue-orientated measures and expenditure-orientated measures may be of significance in the analyses of state support should the rate at which districts transfer funds from the current to capital account be related to their per pupil revenues.

Resources Costs and Equity

While state efforts have been made to improve the equity with which educational funds are distributed to local school districts, Chambers (1980:262) has pointed out that:

...these efforts to equalize should not be limited to improving the distribution of nominal differences in school spending, but rather should be directed toward improving the distribution of 'real' educational services. Indeed, from this perspective, some nominal variations in school spending may be justified on the basis of differing needs of student populations and uncontrollable variations in the prices of school resources.

Taking the argument somewhat further, Matthews (1979:334) contends that adjusting funding formulas to compensate for cost differences without

consideration of program levels provided may, in fact, magnify inequities rather than move toward equality of educational opportunity. In some instances, districts may be successful in receiving a disproportionately higher level of state aid because of a variety of other factors such as identifying pupils with special needs, securing services of specialist teachers, meeting facility requirements for categorical programs, and developing special educational programs; while others are not as able to secure such funds.

Levels of Program Offering

According to Augenblick (1979:7), the move to incorporate some recognition of minimum or basic levels of education in school finance systems has resulted from at least two major perspectives. The first concern relates to the public demand for increased accountability with regard to the utilization of governmental resources for education and the need to develop appropriate measures to gauge the effectiveness and efficiency of school and system operations. The second concern centres around the fact that a number of state school finance systems have been found by the courts to be a violation of constitutional provisions relating to ensuring some degree of equal educational opportunity to all citizens regardless of factors related to wealth or location.

While states have tended to spell out program requirements for hours of instruction, days and length of the school year, and types of curriculum to be taught, the overall nature and extent of variation in district program levels has not been extensively reported upon. However, in a study completed in 1968 by Thomas (cited in Johns, 1977:499) of educational programs provided in both elementary and high

schools in different types of districts, it was found that program variations were primarily due to variation in fiscal resources. In later studies conducted by Barro and Carroll in 1975, and Kirst in 1976 (cited in Carroll, 1979:33) it was shown that:

...about 80 per cent of each new state dollar was used to provide additional services for students; although about 20 per cent of each new dollar was used to raise teachers' salaries, the raises were in general less than those of other districts in the region.

ANALYTICAL FRAMEWORK

Recently, there appears to be increasing reliance on data analysis to identify imperfections in state systems to raise and distribute resources for public education. The assumption has been made that, to some extent, existing inequities are systematic rather than unique to individual districts. As Moskowitz and Sherman (1979:323) point out, the documentation of such claims is facilitated through "an investigation of the relationships among a number of key finance and demographic variables." The four major types of fiscal variables which have been examined are as follows: (1) property wealth, (2) equalized tax rates, (3) expenditures, and (4) state aid. Generally, it has been shown that:

1. A wide range of values in property wealth, tax effort, and expenditures exists across a state.
2. School district wealth (defined as equalized property valuation per pupil) is the primary determinant of a school district's expenditures for education.
3. Property-poor districts which exert above average tax rates are able to provide only below average expenditures.
4. State equalization aid, often intended to compensate for wealth-based expenditure dispari-

ties, is insufficient to fully equalize access to educational revenues (Moskowitz and Sherman, 1979:324).

According to Hickrod and Sabulao (1969:5), research efforts "are undertaken because individuals have unanswered questions that have arisen from their reading, and from their observation of society which surrounds them." This exploratory study was undertaken for two main purposes. First, to determine the nature and extent of variation that might exist with respect to district curricular program levels as measured by the amount of instructional time provided in major subject areas at individual grade levels in Alberta school systems. Second, to determine the extent of variation which could be accounted for in terms of a set of selected measures of demographic, wealth, fiscal effort, revenue, and expenditure related variables using stepwise multiple linear regression analysis.

SUMMARY OF CHAPTER 2

This chapter has presented a review of the literature considered of importance to the nature of the problem statements investigated in the study as well as the analytical framework adopted to complete the study. The review of literature focussed on: (1) major conceptual developments in school finance, and (2) a number of research findings and issues related to the broad categories of predictor variables examined in the study.

In the first part of the review of literature, five core principles embedded in most state school finance plans were identified and five alternate models of state school support were outlined. The principles of state school support discussed were as follows: (1) equal educational

opportunity, (2) equity of tax burden, (3) simplicity of design and comparability, (4) local autonomy, and (5) stimulation and control. The alternate models of state school support described were as follows: (1) flat grant programs, (2) foundation programs, (3) percentage equalizing, (4) power equalizing, and (5) full state funding. The final part of the review of literature dealt with related research findings and issues that related to each of the following: (1) population shifts and declining enrolment, (2) size of districts, (3) wealth and fiscal effort, (4) resource and expenditure differences, (5) resource costs and equity, and (6) levels of program offering.

The analytical framework adopted for the study consisted of using stepwise multiple linear regression to investigate the relationship between district curricular program levels in Alberta school systems and a number of selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables.

Chapter 3

RESEARCH DESIGN AND PROCEDURES

This chapter contains a description of the research design and procedures used in the study. In brief, the study consisted of three major phases:

1. Describing the nature and extent of variation found in district program levels (DPI's) in major subject areas, grades one through twelve, as shown in Appendix A;
2. Computing district values for each of the 32 predictor variables examined in the study as reported in Appendix A; and,
3. Determining the extent of variation which could be accounted for in each of the DPI's by the set of predictor variables examined in the study as indicated in Appendix B.

These are dealt with separately in each of the sections which follow.

CONCEPTUALIZATION OF THE DISTRICT PROGRAM INDEX (DPI)

Introduction

The need to identify an appropriate means by which curricular program levels in Alberta schools could be described has been of concern in school finance for some time. The Minister's Advisory Committee on

'School Finance in Alberta (1975:25) made this observation:

...At the present time, the programs of study provide a partial outline of 'what ought to be.' Without a description of 'what is,' the definition of the educational 'gap' and any subsequent grants

designed to minimize this difference, become an educated guess at best.

In Alberta, the curricular program requirements mandated province-wide by the Minister of Education vary quite substantially at each of the elementary, junior high and senior high levels along two major dimensions:

1. In the degree of content specification for both required and elective subjects; and,
2. In the amount of scheduled instructional time which is to be provided in required and elective subjects taught.

At the elementary level, students are required to receive instruction in designated core subject areas but no specific regulations or guidelines are provided with regard to instructional time requirements. At the junior high level, minimum time allotments for instruction in core subjects have been provided through regulation. However, guidelines only are provided for allotments of instruction time in elective courses. At the senior high level, "credit" values have been assigned to each subject which may be offered. Although variable credits have been assigned to each of a number of courses, it has been required that a total of at least 25 hours per credit be scheduled for purposes of instruction.

At present, no study has been made of the nature and extent to which students in Alberta have access to major curricular programs (i.e., excluding special education programs) at all grade levels in individual school jurisdictions. However, an earlier study by Downey (1965) reported the total credit offering in senior high schools across the province. In general, this study showed that high schools with fewer than 200 students offered inadequate programs (Downey, 1965:57).

Although no provincial study has been made of curricular programs offered in all schools, school evaluation reports prepared by the Department of Education have made reference to various subjects taught in individual schools. Comparisons also have been made of school program levels within individual school jurisdictions with respect to (1) the nature of subjects taught, and (2) the number of course offerings or instructional time provided within major subject areas. A significant part of the research problem addressed in this study related to the development of a quantitative measure which could be employed to describe curricular program levels in Alberta school jurisdictions from information available in the data base maintained by the Department of Education.

Calculation of the District Program Index

According to Wiley (1977) and Kemmerer (1978), the allocation of instructional time has been assumed to be of importance in determining student outcomes. Although findings in this respect have been inconclusive, student access to curricular programs has been viewed as one of the prerequisites to enhancing equal educational opportunity (MACSF, 1975:4).

In order to complete this study, a District Program Index (DPI) was developed as a means to aggregate school curricular program offerings in major subject areas at each grade level on a district-wide basis. Following consultation with senior officials of Alberta Education, it was considered that the calculation of the DPI should include each of the following two factors:

1. The total amount of scheduled instructional time provided in individual courses offered within a major subject area at each grade taught as a measure of school program level;
2. The grade enrolment at each school within a jurisdiction as a measure of student access to a curricular program offering.

It also was considered that DPI's should be expressed in credit-equivalents where one credit represented 25 hours of scheduled instructional time per year. In its most general form, a DPI may be expressed in mathematical terms as follows:

$$\text{DPI} = \frac{\sum_{s=1}^n \sum_{c=1}^m T_{sc} E_s}{\sum_{s=1}^n E_s}$$

where E_s = enrolment for grade under consideration in school s
 T_{sc} = scheduled instructional time for course c in school s
 n = number of schools in district
 m = number of courses in subject area

To compute the DPI for language arts at the elementary level, for example, the DPI for language arts at each of the elementary grade levels was determined and then added together. To arrive at the DPI for an individual grade level, the separate DPI's calculated for each of the major subject areas offered at the grade level were added together. Calculation of the DPI is illustrated in Appendix A.

Subject Area Groupings. The major subject area groupings selected for the study were in accordance with those outlined in the Junior-Senior High School Handbook (1978-79) issued under the authority of the Minister of Education pursuant to Section 12 of The School Act (1970). The grade levels for which each of these subjects area groupings were applicable is summarized below:

<u>Subject Area</u>	<u>Grades Applicable</u>
Language Arts	1-12
Mathematics	1-12
Social Studies	1-12
Science	1-12
Personal Development	1-12
Fine Arts	1-12
Second Languages	1-12
Business Education	7-12
Home Economics	7-12
Industrial Ed. (General)	7-12
Industrial Ed. (Vocational)	10-12

DPI's Examined in the Study. Although 176 DPI's were calculated to complete the study, only those indicated below were directly reported upon. The criterion variable number assigned to each DPI examined in the study is given below:

1. Subject Areas DPI's Examined:

	<u>Elementary</u>	<u>Jr. High</u>	<u>Sr. High</u>	<u>All Grades</u>
Language Arts	C7	C11	C15	C16
Mathematics	C23	C27	C31	C32
Social Studies	C39	C43	C47	C48
Science	C55	C59	C63	C69
Personal Development	C71	C75	C79	C80
Fine Arts	C87	C91	C95	C96
Second Languages	C103	C107	C111	C112
Business Education		C116	C120	C121
Home Economics		C125	C129	C130
Industrial Ed. (General)		C134	C138	C139
Industrial Ed. (Vocational)				C144
Other Subjects		C155	C143	C160
TOTAL	C167	C171	C175	C176

2. Grade DPI's Examined:

1 - C161	7 - C168
2 - C162	8 - C169
3 - C163	9 - C170
4 - C164	10 - C172
5 - C165	11 - C173
6 - C166	12 - C174

The mean and standard deviation for each of the above criterion variables (DPI's) is found in Appendix A.

Strengths and Limitations of the DPI. In summary, the DPI is a means by which the total amount of scheduled instructional time provided in major subject areas for each grade at the school level may be quantified on a district-wide basis taking into consideration the number of students that have access to the program. Its major strengths are as follows:

1. The DPI is additive, i.e., individual subject area DPI's may be added together at particular grade levels or across grade levels.
2. The DPI is a standard measure of instructional time provided in schools that may be of direct use in monitoring district program levels in various subject areas or grade levels. In essence, it provides a measure of the availability of purchased resources at the district level when questions related to the distribution of revenues for schooling may wish to be considered (Kemmerer, 1978:1).
3. The DPI may be calculated from data readily acquired from the school program information stored in files and records maintained by the Department of Education.

The major limitation of the DPI is that it has an enrolment bias. While the DPI reflects student access to curricular program availability in a general sense at each school within a school jurisdiction, it does not include actual participation rates in individual courses within a given subject area.

PREDICTOR VARIABLES EXAMINED IN THE STUDY

Five major categories of predictor variables were examined in the study. These categories were as follows: (1) demographic characteris-

tics, (2) wealth related measures, (3) fiscal effort related measures, (4) total revenues from provincial grants and other sources, and (5) selected district expenditures. A brief description of the nature of each predictor variable selected within each of the above categories is given below. The identification code used in the analysis for each of these measures is shown in parentheses.

Demographic Characteristics

According to Sparkman (1977:346-347), the cost of educational services and the amount of local support provided for education have each been shown to be related to a variety of demographic characteristics. Since school jurisdictions in Alberta differ with respect to a number of demographic characteristics, several of these were selected for examination in the study. Those selected were as follows: (1) district size, (2) regional location, (3) jurisdiction type, (4) degree of urbanization, (5) sparsity of population, and (6) extent of school building utilization.

District Size. The following four measures of district size were examined in the study:

1. Elementary enrolment (P21),
2. Junior high enrolment (P22),
3. Senior high enrolment (P23), and
4. Total enrolment (P24).

As Garms et al. (1978) and Webb (1979) have indicated, a number of studies in school finance have focussed on determining cost-size relationships. Generally, economies of scale have been associated with

larger district size. However, the relationship between the extent of curricular program offering and district size has not been reported upon in any detail.

Regional Location. An attempt was made in this study to ascertain whether regional location of school jurisdictions related to any of the variation found in district program levels. For purposes of the analysis, the following service areas assigned to Regional Offices of Alberta Education were considered as separate geographical areas:

1. Grande Prairie (R1),
2. Edmonton Rural North (R2),
3. Edmonton Rural South (R3),
4. Red Deer (R4),
5. Calgary Rural (R5),
6. Lethbridge (R6), and
7. Large Urban - Edmonton and Calgary (R7).

Regions one through six also are coterminous with the Zone Associations established provincially by the Alberta School Trustees' Association.

In the analysis, region was considered a dichotomous variable and presence was equated as one and non-presence as zero.

Jurisdiction Type. In Alberta, local school authorities having elected boards of trustees are classified as public or separate school districts. Public school districts include both school divisions and county boards of education. During the 1978-79 school year, about 18 percent of the total pupil population in Alberta attended separate schools. Except in the larger urban areas, separate school districts are usually much smaller in size and have a lower equalized assessment

per pupil. In the analysis, jurisdiction type (JUR) was considered a dichotomous variable where public school districts were equated as zero and separate school districts were equated as one.

Degree of Urbanization. As Meek (1979:74) and Odden (1978:146) have pointed out, the population shift from rural to urban areas has been one of the major demographic changes of the last decade. Recognizing that further consolidation of educational services outside the large urban centres of Alberta has remained relatively unchanged during this time, an attempt was made in this study to discern if the urban pupil ratio had impact on district program levels. The urban pupil ratio (P2) was defined as follows:

$$\frac{(\text{Total Enrolment}) - (\text{Eligible Rural Pupils Transported})}{(\text{Total Enrolment})}$$

Eligible rural pupils transported referred to those rural pupils for whom a school jurisdiction was eligible to receive transportation allowances provided under the School Foundation Program Regulations.

Sparsity of Population. In this study, sparsity of pupil population was considered as a possible factor contributing to additional local costs for educational programs provided because of diseconomies of scale resulting from smaller pupil numbers. Sparsity of pupil population was measured by the following ratio:

$$\frac{(\text{Daily Rural Route Eligible Distance for School Bus Fleet}) \quad \times \quad (\text{Total No. of Eligible Pupils Transported})}{\text{Total Enrolment}}$$

Extent of School Building Utilization. The extent to which school facilities are used to capacity had been of major concern to policy

makers at both local and provincial levels for some time. Generally, it is acknowledged that operation and maintenance costs per pupil tend to increase more rapidly the greater the proportion of available student places within a school jurisdiction. For purposes of this study, the extent of school building utilization within a jurisdiction was defined as the following ratio:

$$\frac{\text{Total Enrolment}}{\text{Total Available Student Places}}$$

The assumption was made that lower school building utilization ratios were more likely the result of enrolment decline rather than "over provision" of school facilities.

Wealth Related Measures

The tax burden of financing education is heavier for some districts than others because of differences in local wealth. Generally, the standard measure of district wealth has been the assessed valuation per pupil (Odden, 1977:356). In this study, the following two contrasting measures of wealth were examined: (1) the amount of equalized assessment per pupil (P4), and (2) the unsupported debt mill rate levied to cover previous capital costs (P6).

Equalized Assessment Per Pupil. In Alberta, procedures for assessment of real property are standardized on a province-wide basis. Each year the provincial "Assessment Equalization Board" calculates the equalized assessment for each municipal tax collecting authority based mainly on the "live" or actual assessment for the previous year. From this listing, the total equalized assessment for each school district is

determined. In 1978, a Supplementary Requisition Equalization Grant was paid to less wealthy districts on the first 13.2 mills levied. Since equalized assessments per pupil varied substantially across the province and most districts levied a mill rate of over 20 mills (i.e., based on the equalized assessment), an attempt was made in this study to ascertain the impact of differences in local taxable wealth on district program levels. A limitation of using equalized assessment per pupil as a measure of taxable wealth in any given year is that actual property taxes paid are based on current assessments and hence, the tax burden will be less for growth areas and more for those areas experiencing economic decline.

Unsupported Debt Mill Rate. Because of variations in price, some districts are faced with larger capital costs to provide needed facilities and equipment. As a result, such districts find it necessary to use a greater proportion of the supplementary requisition levied to repay unsupported debenture and short-term loan payments. In this study, the unsupported debt mill rate based on the equalized assessment of districts was used as a measure of the additional tax burden experienced by some districts in providing local educational services. A weakness of this measure is that average unsupported capital costs to be paid by districts in any given year is dependent to some extent on the debt retirement period selected by individual boards.

Fiscal Effort Related Measures

As Sparkman (1977:340) has noted, fiscal effort may be viewed from at least the following three perspectives:

...(a) a measure of tax performance as determined by comparative tax collections among different taxing jurisdictions; (b) a measure of tax severity showing the tax burdens falling upon taxpayers by relating taxes paid to a measure of taxpaying ability, usually income; or the (c) the relative sum of fiscal capacity indicating the degree of utilization of available tax sources.

In this study, three alternate measures of fiscal effort based on the concept of the relative use of tax capacity (i.e., local wealth) were examined:

1. Net supplementary requisition mill rate (P5). ("Net" indicates that provincial grants received in lieu of taxes on electric power lines and pipelines were subtracted).
2. Ratio of supplementary requisition levied to total operational revenue (P9).
3. Amount of supplementary requisition levied per pupil (P20).

In summary, each of these selected measures addressed the following aspects of fiscal effort:

1. The net supplementary requisition mill rate indicates district tax rates set irrespective of the amounts of local wealth available for taxation purposes.
2. The ratio of supplementary requisition levied to total operational revenue indicates the overall proportion of educational services provided directly through local funding.
3. The amount of supplementary requisition levied per pupil provides some indication of additional average pupil costs at the local level over and beyond all other revenue sources for individual districts.

Revenues from Provincial Grants and Total Sources

The operation of public and separate school jurisdictions in Alberta is dependent mainly on two major revenue sources outlined below:

1. A provincial system of school support in the form of largely general-purpose grants outlined in the School Foundation Program Fund (SFPF) regulations and special-purpose grants contained in the School Grants Regulations (SGR). Since 1971, SFPF grants have been made up of weighted per pupil grants for instruction, allowances to offset administration and transportation costs, and recognized capital debt retirement grants (excluded from examination in this study). In the years 1977 and 1978, SGR grants were made up of 23 special-purpose type grants ranging from support of special and vocational education to declining enrolment and supplementary requisition equalization grants.
2. A local supplementary requisition levied on the assessed valuation of real property.

In the years 1977 and 1978, school board expenditures in the province were supported as follows:

	<u>1977 (%)</u>	<u>1978 (%)</u>
1. Provincial Contribution		
SFPF	57.6	55.4
SGR and other grants	8.2	8.6
TOTAL	65.8	64.0
2. Local Contribution		
SFPF	8.7	9.0
Supplementary Requisition	20.7	24.4
TOTAL	29.4	31.4
3. Other Revenues	4.8	4.6

The revenue measures examined in this study consisted of the following:

1. Ratio of SFPF grants received to total operational revenue (P7).
2. Ratio of SGR grants received to total operational revenue (P8).
3. Total SFPF grants received per pupil (P18).
4. Total SGR grants received per pupil (P19).
5. Total operational revenue per pupil (P10).

Since the study was of an exploratory nature, no effort was made to differentiate amongst the variety of grants made available under each of the SFPF and SGR grant structures. However, an attempt was made to examine the overall impact of each of these major grant categories on district program levels.

Selected District Expenditures

Since 1974, Alberta has had a standardized, provincially-mandated Program Accounting and Budgeting (PAB) system which consists of thirteen standard expenditure categories. For purposes of this study, measures of the following seven major expenditure categories were selected:

1. Per pupil expenditure for elementary instruction (P11).
2. Per pupil expenditure for junior high instruction (P12).
3. Per pupil expenditure for senior high instruction (P13).
4. Per pupil expenditure for administration (P14).
5. Per pupil expenditure for operation and maintenance (P15).
6. Per pupil expenditure for transportation (P16).
7. Total operational expenditure per pupil (P17).

As indicated, both instructional and non-instructional categories of expenditures were examined in the study to determine their relationship, if any, to district program levels.

ANALYSIS OF DATA

Nature and Source of Data Used

The data used in this study were drawn from records maintained by the Alberta Department of Education using information supplied by public and separate school jurisdictions in the province. Financial records used covered the 1977 and 1978 fiscal years, and the school program information used covered the 1978-79 school year.

Population

In computing any measure for any variable, available data from all public and separate school districts, school divisions and counties were included. There were, however, a few instances where the data required to calculate one or another of the variables for a district were missing or were clearly erroneous and correct information could not be obtained. In such cases, that district was omitted in calculating the measure for that variable.

Generally, the data from 121 school jurisdictions which had operating schools were used to complete the study. Regional school districts and private schools were excluded from the study.

Treatment of Data

Phase One. The first phase of the study consisted of calculating the DPI's for each major subject area at each grade level for all public and separate school districts in Alberta which had operating schools during the 1978-79 school year. The mean and standard deviation of all DPI's calculated is found in Appendix A.

Phase Two. The second phase of the study consisted of computing district values for each of the predictor variables examined in the study. The mean and standard deviation for each of these predictors are found in Appendix A.

Phase Three. The final phase of the study consisted of using a stepwise multiple regression procedure (SPSS Manual, 1975:353) to determine the extent to which the variation found in various DPI's could be accounted for in terms of the set of predictor variables examined in the study. Regression equation results were only reported where: (1) the R^2 change was at least 0.010 (i.e., at least 1 percent), and (2) the level of significance for the overall F ratio was less than 0.01. The correlation coefficients for all variables examined in the study and the regression results for each criterion variable (DPI) are shown in Appendix B.

Statistical Limitation of the Results. Because of the possible high intercorrelation among some or all of the predictor variables, the variance accounted for by the first predictor may be overstated, i.e., the problem of multicollinearity referred to in the SPSS Manual (1975:340) and by Benson (1978:197) may be in existence.

SUMMARY OF CHAPTER 3

This chapter has detailed the research design and procedures used in the study. Each of the following were outlined: (1) calculation of District Program Index (DPI), (2) the nature and source of data collected for the population studies (including the complete listing of all criterion and predictor variables examined in the study), (3) the treatment of data, and (4) the statistical limitation of results obtained.

The study was conducted in three distinct phases. First, the nature and extent of variation in district curricular program levels (DPI's) was determined for 121 public and separate school jurisdictions in Alberta which had operating schools during the 1978-79 school year. Second, district values were computed for each of the 32 predictor variables examined in the study and finally, stepwise multiple linear regression was used to determine the relationship between district curricular program levels and various measures of demographic, wealth, fiscal effort, revenue and expenditure variables.

Chapter 4

ANALYSIS AND FINDINGS AT THE ELEMENTARY LEVEL

This chapter presents the results of the data analysis and provides a discussion of the findings with respect to Sub-problems 1.1 through 1.6 of Problem 1. Problem 1 was stated as follows: To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the elementary level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN MAJOR SUBJECT AREAS AT THE ELEMENTARY LEVEL

This section reports the results of the data analysis and provides a discussion of findings with regard to Sub-problem 1.1.

Statement of Sub-Problem 1.1

Sub-problem 1.1 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas at the elementary level?

Findings

The mean and standard deviation of the DPI for the total instructional time provided in each of the major subject areas at the elementary level are shown in Table 4.1. The major findings noted were as follows:

Table 4.1

Variation of DPI's for the Total Instructional Time Provided
in Major Subject Areas at the Elementary Level

Major Subject Areas	Percentage of Total Program	DPI	
		Mean	Standard Deviation
Language Arts	41.1	94.00	11.09
Mathematics	15.3	35.16	4.13
Social Studies	9.5	22.80	4.17
Science	7.2	16.37	3.72
Personal Development	11.4	26.27	5.34
Fine Arts	8.9	20.28	3.19
Second Languages	1.7	3.89	6.29
Other Subject Areas	4.8	10.90	11.24
Total Program	100.00	228.67	13.70

1. The greatest proportion of the instructional program at the elementary level was devoted to language arts (41.1 percent), followed by mathematics (15.4 percent), personal development (11.4 percent), social studies (9.5 percent), fine arts (8.9 percent), second languages (1.7 percent), and other subjects (4.8 percent).
2. Except in the case of second languages, the standard deviation of each DPI tended to vary directly with the mean.
3. Slightly more than one-half of the total instructional program provided at the elementary level was devoted to the study of language arts and mathematics.

Discussion of the Findings

Each of the major subject areas listed in Table 4.1, except the category designated second languages, represented components of the core

curriculum outlined in the provincially prescribed program of studies. Thus, any program offering in second languages or those indicated as "other subject areas" in Table 4.1 were provided as a result of local option to do so.

PREDICTORS OF VARIANCE OF DPI'S FOR TOTAL INSTRUCTIONAL TIME PROVIDED IN SUBJECT AREAS AT THE ELEMENTARY LEVEL

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 1.2.

Statement of Sub-Problem 1.2

Sub-Problem 1.2 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas at the elementary level?

Findings

Language Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in language arts at the elementary level are displayed in Table 4.2. Seven variables entered the regression equation which had an overall F ratio of 4.203 significant at the 0.001 level. The multiple R for these variables was 0.556 and R^2 was 0.309. The first two variables selected accounted for 20.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for junior high instruction, (3) Region 5, (4) Region 3, (5) amount of equalized

Table 4.2

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Language Arts at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.405	0.164	-0.405	-0.341
Per pupil expenditure for junior high instruction	0.427	0.182	-0.171	-0.083
Region 5	0.459	0.210	0.181	0.190
Region 3	0.473	0.224	0.140	0.176
Amount of equalized assessment per pupil	0.481	0.231	0.134	-0.210
Per pupil expenditures for operation and maintenance	0.491	0.241	0.231	0.214
Total SGR grants received per pupil	0.504	0.254	-0.154	-0.151

F ratio = 4.125 Probability = 0.001

^a Only includes predictors where the R² change was at least 0.010.

assessment per pupil, (6) per pupil expenditure for operation and maintenance, and (7) total SGR grants received per pupil.

Table 4.2 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in language arts at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in either Region 3 or 5;
2. Wealth
 - a. higher if the amount of equalized assessment per pupil was low;
3. Revenue
 - a. higher if the total SGR grants received per pupil was low;
4. Expenditure
 - a. higher if the per pupil expenditure for junior high instruction was low; and,
 - b. higher if the per pupil expenditure for operation and maintenance was high.

Mathematics. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in mathematics at the elementary level are shown in Table 4.3. Five variables entered the regression equation which had an overall F ratio of 4.511 significant at the 0.001 level. The multiple R for these variables was 0.454 and R^2 was 0.206. The first three vari-

Table 4.3

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Mathematics at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.267	0.072	-0.267	-0.279
Region 1	0.371	0.138	0.182	0.276
Per pupil expenditure for administration	0.410	0.168	-0.200	-0.263
Ratio of SFPF grants received to total operational revenue	0.438	0.191	-0.126	-0.175
Net supplementary requisition mill rate	0.454	0.206	-0.052	-0.123

F ratio = 4.511 Probability = .001

^a Only includes predictors where the R² change was at least 0.010.

ables selected accounted for 16.8 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) Region 1, (3) per pupil expenditure for administration, (4) ratio of SFPF grants received to total operational revenue, and (5) net supplementary requisition mill rate.

Table 4.3 reveals that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in mathematics at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was low;
3. Revenue
 - a. higher if the ratio of SFPF grants received to total operational revenue was low; and,
4. Expenditure
 - a. higher if the per pupil expenditure for administration was low.

Social Studies. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in social studies at the elementary level are reported in Table 4.4. Nine variables entered the regression equation which had an overall F ratio of 3.532 significant at the 0.001 level. The multiple R for these variables was 0.526 and R^2 was 0.277.

Table 4.4

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Social Studies at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.333	0.111	-0.333	-0.210
Region 6	0.365	0.134	-0.127	-0.167
Senior high enrolment	0.390	0.152	0.194	2.982
Elementary enrolment	0.445	0.198	0.169	-2.521
Region 7	0.468	0.219	0.099	-0.394
Unsupported debt mill rate	0.485	0.235	0.031	0.162
Ratio of SGR grants received to total operational revenue	0.504	0.254	-0.207	-0.147
Per pupil expenditure for elementary instruction	0.515	0.265	0.183	0.143
Per pupil expenditure for junior high instruction	0.526	0.277	-0.093	-0.119

F ratio = 3.532

Probability = 0.001

^a Only includes predictors where the R² change was at least 0.010.

The first four variables selected accounted for 19.8 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) Region 6, (3) senior high enrolment, (4) elementary enrolment, (5) Region 7, (6) unsupported debt mill rate, (7) ratio of SGR grants received to total operational revenue, (8) per pupil expenditure for elementary instruction, and (9) per pupil expenditure for junior high instruction.

Table 4.4 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in social studies at the elementary level tended to be as follows:

1. Demographic characteristics^o
 - a. higher if the jurisdiction was a public school district;
 - b. lower if the jurisdiction was located in either Region 6 or 7;
 - c. higher if the senior high enrolment was high;
 - d. higher if the elementary enrolment was low;
2. Wealth
 - a. higher if the unsupported debt mill rate was high;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
4. Expenditure
 - a. higher if the per pupil expenditure for elementary instruction was high; and,
 - b. higher if the per pupil expenditure for junior high instruction was low.

Science. The regression results for the most important set of predictor variables of variance found in the DPI for total instructional time provided in science at the elementary level, are displayed in Table 4.5. Nine variables entered the regression equation which had an overall F ratio of 4.358 significant at the 0.000 level. The multiple R was 0.566 and R^2 was 0.321. The first three variables selected accounted for 22.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) Region 3, (2) urban pupil ratio, (3) Region 1, (4) Region 2, (5) Region 3, (6) Region 6, (7) sparsity of pupil population, (8) ratio of SFPF grants received to total operational revenue, and (9) unsupported debt mill rate.

Table 4.5 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in science at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in either Region 1, 2, 3, 4 or 6;
 - b. higher if the urban pupils ratio was low;
 - c. lower the greater the degree of sparsity of pupil population;
2. Wealth
 - a. higher if the unsupported debt mill rate as low; and,
3. Revenue
 - a. higher if the ratio of SFPF grants received to total operational revenue was high.

Table 4.5

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Science at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Region 4	0.379	0.143	0.379	0.549
Urban pupil ratio	0.437	0.191	-0.268	-0.383
Region 1	0.472	0.223	0.080	0.365
Region 2	0.500	0.250	0.055	0.290
Region 3	0.517	0.268	-0.074	0.221
Region 6	0.530	0.281	-0.185	0.148
Sparsity of pupil population	0.541	0.292	0.145	-0.187
Ratio of SFPF grants received to total operational revenue	0.553	0.306	0.129	0.153
Unsupported debt mill rate	0.566	0.321	0.123	0.134

F ratio = 4.358 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Personal Development. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in personal development at the elementary level are shown in Table 4.6. Seven variables entered the regression equation which had an overall F ratio of 4.3777 significant at the 0.000 level. The multiple R for these variables was 0.515 and R^2 was 0.265. The first three variables selected accounted for 15.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) school building utilization ratio, (2) per pupil expenditure for elementary instruction, (3) urban pupil ratio, (4) total SFPF grants received per pupil, (5) Region 6, (6) Region 2, and (7) Region 3.

Table 4.6 indicates that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in personal development at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in either Region 2, 3 or 6;
 - b. higher if the school building utilization ratio was low;
 - c. higher if the urban pupil ratio was low;
2. Expenditure
 - a. higher if the per pupil expenditure for elementary instruction was low.

Fine Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the total instruc-

Table 4.6

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Personal Development at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
School building utilization ratio	0.259	0.067	-0.259	-0.362
Per pupil expenditure for elementary instruction	0.343	0.118	-0.154	-0.192
Urban pupil ratio	0.391	0.153	-0.248	-0.349
Total SFPF grants received per pupil	0.446	0.199	-0.032	-0.314
Region 6	0.481	0.231	0.128	0.249
Region 2	0.497	0.2457	0.018	0.178
Region 3	0.515	0.265	0.053	0.146
F ratio = 4.577		Probability = 0.000		

^a Only includes predictors where the R² change was at least 0.010.

tional time provided in fine arts at the elementary level are displayed in Table 4.7. Ten variables entered the regression equation which had an overall F ratio of 4.412 significant at the 0.000 level. The multiple R for these variables was 0.591 and R^2 was 0.350. The first four variables selected accounted for 26.4 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) sparsity of pupil population, (3) amount of supplementary requisition levied per pupil, (4) net supplementary requisition mill rate, (5) urban pupil ratio, (6) unsupported debt mill rate, (7) ratio of SFPF grants received to total operational revenue, (8) per pupil expenditure for junior high instruction, (9) ratio of supplementary requisition levied to total operational revenue, and (10) per pupil expenditure for administration.

Table 4.7 reveals that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in fine arts at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was sparsely populated;
 - b. higher if the urban pupil ratio was low;
2. Wealth
 - a. higher if the unsupported debt mill rate was high;
3. Fiscal efforts
 - a. higher if the amount of supplementary requisition levied per pupil was low;

Table 4.7

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Fine Arts at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.387	0.150	-0.387	-0.433
Sparsity of pupil population	0.437	0.191	0.319	0.048
Amount of supplementary requisition levied per pupil	0.478	0.229	0.035	-0.736
Net supplementary requisition mill rate	0.514	0.264	0.202	0.234
Urban pupil ratio	0.534	0.285	-0.308	-0.283
Unsupported debt mill rate	0.549	0.302	-0.052	-0.224
Ratio of SFPF grants received to total operational revenue	0.563	0.317	0.315	0.142
Per pupil expenditure for junior high instruction	0.572	0.328	-0.081	0.126
Ratio of supplementary requisition levied to total operational revenue	0.581	0.338	0.140	0.468
Per pupil expenditure for administration	0.591	0.350	-0.220	0.137

F ratio = 4.412 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- b. higher if the net supplementary requisition mill rate was high;
4. Revenue
- a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the ratio of SPPF grants received to total operational revenue was high;
 - c. higher if the ratio of supplementary requisition levied to total operational revenue was high;
5. Expenditure
- a. higher if the per pupil expenditure for junior high instruction was high; and
 - b. higher if the per pupil expenditure for administration was high.

Second Languages. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in second languages at the elementary level are reported in Table 4.8. Nine variables entered the regression equation which had an overall F ratio of 4.730 significant at the 0.000 level. The multiple R for these variables was 0.582 and R^2 was 0.339. The first four variables selected accounted for 26.8 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) Region 2, (3) unsupported debt mill rate, (4) school building utilization ratio, (5) per pupil expenditure for elementary instruction, (6) ratio of supplementary requisition levied to total operational revenue, (7) total SGR grants received per pupil, (8) amount of equal-

Table 4.8

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Second Languages at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SFPF grants received to total operational revenue	0.336	0.113	0.336	-0.298
Region 2	0.397	0.157	0.242	0.090
Unsupported debt mill rate	0.446	0.199	-0.027	-0.499
School building utilization ratio	0.517	0.268	0.229	0.432
Per pupil expenditure for elementary instruction	0.538	0.289	-0.004	0.207
Ratio of supplementary requisition levied to total operational revenue	0.548	0.300	-0.288	-0.378
Total SGR grants received per pupil	0.563	0.317	0.297	0.741
Amount of equalized assessment per pupil	0.573	0.329	-0.217	0.236
Per pupil expenditure for operation and maintenance	0.582	0.339	-0.167	-0.168

F ratio = 4.730

Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

ized assessment per pupil, and (9) per pupil expenditure for operation and maintenance.

Table 4.8 shows that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in second languages at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in Region 2;
 - b. higher if the school building utilization ratio was high;
2. Wealth
 - a. higher if the unsupported mill rate was low;
 - b. higher if the amount of equalized assessment per pupil was high;
3. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was low;
4. Revenue
 - a. higher if the ratio of SGR grants to total operational revenues was low;
5. Expenditure
 - a. higher if the per pupil expenditure for elementary instruction was high; and,
 - b. higher if the per pupil expenditure for operation and maintenance was low.

Other Subject Areas. The regression results for the most important set of predictor variables of variance found in the DPI for the total

instructional time provided in other subject areas at the elementary level are displayed in Table 4.9. Five variables entered the regression equation which had an overall F ratio of 15.945 significant at the 0.000 level. The multiple R for these variables was 0.692 and R^2 was 0.478. The first two variables selected accounted for 41.2 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) ratio of supplementary requisition levied to total operational revenue, (3) per pupil expenditure for administration, (4) Region 1, and (5) per pupil expenditure for transportation.

Table 4.9 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the BPI for the total instructional time provided in other subject areas at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a separate school district;
 - b. lower if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was low;
3. Expenditure
 - a. higher if the per pupil expenditure for administration was high; and,
 - b. higher if the per pupil expenditure for transportation was low.

Table 4.9

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Other Subject Areas at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.621	0.385	0.621	0.383
Ratio of supplementary requisition levied to total operational revenue	0.642	0.412	-0.467	-0.232
Per pupil expenditure for administration	0.662	0.438	0.289	0.251
Region 1	0.680	0.462	0.077	-0.163
Per pupil expenditure for transportation	0.692	0.498	-0.420	-0.171

F ratio = 15.945 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Discussion of the Findings

In summary, the findings of this study indicated that the total instructional time provided in each of the major subject areas at the elementary level varied along three dimensions outlined below.

1. In the total amount of variation that could be accounted for in terms of the set of predictor variables examined in the study. The total amount of variance explained in the DPI for each of the major subject area groupings was as follows:
 - a. 35.0 percent for fine arts;
 - b. 33.9 percent for second languages;
 - c. 32.1 percent for science;
 - d. 27.7 percent for social studies;
 - e. 26.5 percent for personal development;
 - f. 25.4 percent for language arts;
 - g. 20.6 percent for mathematics; and,
 - h. 47.8 percent for other subjects offered.

2. In regard to the nature and extent to which the most important single predictor accounted for the variance found in each DPI. The following results were noted:
 - a. Jurisdiction type accounted for 16.4 percent of the variance found in the DPI for language arts, 7.2 percent of the variance found in the DPI for mathematics, and 11.1 percent of the variance found in the DPI for social studies.
 - b. The ratio of SGR grants received to total operational revenue accounted for 15.0 percent of the variance found in the DPI for fine arts, and 11.3 percent of the variance found in the DPI for second languages.

- c. Location in Region 4 accounted for 14.3 percent of the variance found in the DPI for science.
 - d. The school building utilization ratio accounted for 6.7 percent of the variance found in the DPI for personal development.
3. In the impact that certain measures (i.e., when the values of other predictors were held constant) from each of the five categories of predictor variables had on various DPI's. These are summarized below:
- a. Demographic characteristics
 - i. The DPI tended to be higher for language arts in Regions 3 and 5, mathematics in Region 1, science in Regions 2, 3, 4 and 6, second languages in Region 2, and social studies in Regions 1, 2, 3, 4 and 5.
 - ii. The DPI for each of language arts, mathematics and social studies tended to be higher if a jurisdiction was a public school district.
 - iii. The DPI for second languages tended to be higher while that for science tended to be lower in sparsely populated jurisdictions.
 - iv. The DPI for each of personal development and fine arts tended to be higher if the urban pupil ratio was low.
 - v. The DPI for social studies tended to be higher if the elementary enrolment was low and the senior high enrolment was high.

b. Wealth

1. The DPI for social studies tended to be higher while that for fine arts tended to be lower if the unsupported debt mill rate was high.
- ii. The DPI for each of language arts and fine arts tended to be lower if the amount of equalized assessment per pupil was high.

c. Fiscal effort

1. The DPI for mathematics tended to be lower while that for fine arts tended to be higher if the net supplementary requisition mill rate was high.
- ii. The DPI for fine arts tended to be higher while that for second languages lower if the ratio of supplementary requisition levied to total operational revenue was high.
- iii. The DPI for fine arts tended to be lower if the amount of supplementary requisition levied per pupil was high.

d. Revenue

1. The DPI for each of language arts, social studies, fine arts and second languages tended to be higher if the ratio of SGR grants received to total operational revenue was low.
- ii. The DPI for science and fine arts tended to be higher while that for mathematics tended to be lower if the ratio of SFPF grants received to total operational revenue was high.

e. Expenditure

- i. The DPI for each of social studies and second languages tended to be higher while that for personal development tended to be lower if the per pupil expenditure for elementary instruction was high.
- ii. The DPI for each of language arts and social studies tended to be higher while that for fine arts tended to be lower if the per pupil expenditure for junior high instruction was low.
- iii. The DPI for mathematics tended to higher while that for fine arts tended to be lower if the per pupil expenditure for administration was low.
- iv. The DPI for language arts tended to be higher while that for second languages tended to be lower if the per pupil expenditure for operation and maintenance was high.

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL
TIME PROVIDED AT ELEMENTARY GRADE LEVELS

This section outlines the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 1.3.

Statement of Sub-Problem 1.3

Sub-problem 1.3 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the elementary grades?

Findings

The nature and extent of variance of the DPI for the total instructional time provided in each of the elementary grades are shown in Table 4.10.

The following were the major findings noted:

1. The average amount of instructional time provided in each of the elementary grades ranged from about 37 credit-equivalent units in grade one to over 38 credit-equivalent units in grades two through six.
2. Although the DPI was lowest at the grade one level, there was a slightly greater degree of variation found at this level than at each of the other elementary grade levels.

Discussion of the Findings

The slightly lower DPI at the grade one level as well as the somewhat greater degree of variation noted in this index was due most likely to two factors. First, some jurisdictions designate a shorter instructional day for grade one pupils. Second, some jurisdictions also designate a shorter instructional year for these pupils in order to facilitate the holding of orientation programs for beginning pupils at the close of each school year.

PREDICTORS OF VARIANCE OF DPI'S FOR TOTAL INSTRUCTIONAL TIME PROVIDED AT ELEMENTARY GRADE LEVELS

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 1.4.

Table 4.10
 Variation of DPI's for the Total Instructional
 Time Provided at Elementary Grade Levels

Grade	Percentage of Total Program	DPI	
		Mean	Standard Deviation
1	16.16	36.95	3.21
2	16.70	38.19	2.27
3	16.69	38.16	2.42
4	16.75	38.31	2.55
5	16.81	38.44	2.51
6	16.89	38.62	2.56
<hr/>			
Total Program	100.00	228.67	13.70

Statement of Sub-Problem 1.4

Sub-problem 1.4 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the elementary grades?

Findings

Grade One. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade one level are displayed in Table 4.11. Seven variables entered the regression equation which had an overall F ratio of 5.423 significant at the 0.000 level. The multiple R for these variables was 0.556 and R^2 was 0.309. The first two variables selected accounted for 20.7 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) urban pupil ratio, (2) ratio of supplementary requisition levied to total operational revenue, (3) Region 6, (4) per pupil expenditure for senior high instruction, (5) Region 2, (6) Region 6, and (7) per pupil expenditure for junior high instruction.

Table 4.11 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade one level tended to be as follows:

1. Demographic characteristics

- a. higher if the urban pupil ratio was low;
- b. lower if the jurisdiction was located in either Region 6 or

Table 4.11

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided at the Grade One Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Urban pupil ratio	0.286	0.082	-0.286	-0.300
Ratio of supplementary requisition levied to total operational revenue	0.455	0.207	-0.256	-0.273
Region 6	0.483	0.232	-0.250	-0.177
Per pupil expenditure for senior high instruction	0.503	0.254	-0.176	-0.212
Region 2	0.532	0.283	0.217	0.191
Region 7	0.545	0.297	-0.323	-0.132
Per pupil expenditure for junior high instruction	0.556	0.309	-0.006	0.110

F ratio = 5.423 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- c. higher if the jurisdiction was located in Region 2;
2. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was low;
 3. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low; and,
 - b. higher if the per pupil expenditure for junior high instruction was high.

Grade Two. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade two level are displayed in Table 4.12. Nine variables entered the regression equation which had an overall F ratio of 4.203 significant at the 0.000 level. The multiple R for these variables was 0.560 and R^2 was 0.313. The first two variables selected accounted for 16.8 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount supplementary requisition levied per pupil, (2) jurisdiction type, (3) Region 6, (4) per pupil expenditure for transportation, (5) urban pupil ratio, (6) total operational expenditure per pupil, (7) ratio of SGR grants received to total operational revenue, (8) per pupil expenditure for administration, and (9) Region 1.

Table 4.12 reveals that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade two level tended to be as follows:

Table 4.12

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Two Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.377	0.142	-0.377	-0.625
Jurisdiction type	0.410	0.168	0.046	-0.108
Region 6	0.430	0.185	-0.168	-0.144
Per pupil expenditure for transportation	0.448	0.201	-0.293	-0.716
Urban pupil ratio	0.480	0.230	-0.007	-0.365
Total operational expenditure per pupil	0.504	0.254	-0.232	0.506
Ratio of SGR grants received to total operational revenue	0.534	0.286	0.085	-0.281
Per pupil expenditure for administration	0.546	0.298	-0.085	0.159
Region 1	0.560	0.313	-0.009	-0.138
F ratio = 4.203		Probability = 0.000		

^a Only includes predictors where the R² change was at least 0.010.

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. lower if the jurisdiction was located in either Region 1 or 6;
 - c. higher if the urban ratio was low;
2. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
4. Expenditure
 - a. higher if the per pupil expenditure for transportation was low;
 - b. higher if the total operational expenditure per pupil was high; and,
 - c. higher if the per pupil expenditure for administration was high.

Grade Three. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade three level are shown in Table 4.13. Ten variables entered the regression equation which had an overall F ratio of 2.604 significant at the 0.009 level. The multiple R for these variables was 0.491 and r^2 was 0.241. The first three variables selected accounted for 12.1 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount of supplementary requisition levied per pupil, (2) jurisdiction type, (3) school building utilization ratio, (4) Region 1, (5) per pupil

expenditure for administration, (6) Region 6, (7) per pupil expenditure for transportation, (8) total expenditure per pupil, (9) unsupported debt mill rate, and (10) urban pupil ratio.

Table 4.13 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade three level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building was high;
 - c. lower if the jurisdiction was located in either Region 1 or 6;
 - d. higher if the urban pupil ratio was low;
2. Wealth
 - a. higher if the unsupported debt mill rate was low;
3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
4. Expenditure
 - a. higher if the per pupil expenditure for administration was high;
 - b. higher if the per pupil expenditure for transportation was low; and,
 - c. higher if the total operational expenditure per pupil was high.

Grade Four. The regression results for this most important set of predictor variables of variance found in the DPI the total instruc-

Table 4.13

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Three Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.242	0.059	-0.242	-0.480
Jurisdiction type	0.304	0.092	-0.040	-0.223
School building utilization ratio	0.348	0.121	0.219	0.296
Region 1	0.370	0.137	-0.090	-0.198
Per pupil expenditure for administration	0.397	0.157	-0.021	0.126
Region 6	0.417	0.174	-0.124	-0.102
Per pupil expenditure for transportation	0.432	0.186	-0.198	-0.507
Total operational expenditure per pupil	0.453	0.205	-0.124	0.525
Unsupported debt mill rate	0.477	0.228	0.035	-0.239
Urban pupil ratio	0.491	0.241	0.015	-0.216

F ratio = 2.604 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

ditional time provided at the grade four level are displayed in Table 4.14. Ten variables entered the regression equation which had an overall F ratio of 3.042 significant at the 0.003 level. The multiple R for these variables was 0.520 and R^2 was 0.271. The first two variables selected accounted for 11.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount of supplementary requisition levied per pupil, (2) jurisdiction type, (3) school building utilization ratio, (4) net supplementary requisition mill rate, (5) per pupil expenditure for transportation, (6) urban pupil ratio, (7) per pupil expenditure for transportation, (8) total operational expenditure per pupil, (9) unsupported debt mill rate, and (10) sparsity of pupil population.

Table 4.14 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the values of the other predictors were held constant, the DPI for the total instructional time provided at the grade four level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. higher if the urban pupil ratio was low;
 - d. lower if the jurisdiction was sparsely populated;
2. Wealth
 - a. higher if the unsupported debt mill rate was low;
3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;

Table 4.14

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Four Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.260	0.068	-0.260	-0.371
Jurisdiction type	0.336	0.113	-0.056	-0.217
School building utilization ratio	0.363	0.132	0.193	0.301
Net supplementary requisition mill rate	0.382	0.146	-0.129	-0.107
Per pupil expenditure for transportation	0.401	0.161	-0.206	-0.684
Urban pupil ratio	0.430	0.185	-0.044	-0.586
Per pupil expenditure for administration	0.461	0.212	-0.035	0.089
Total operational expenditure per pupil	0.471	0.222	-0.146	0.479
Unsupported debt mill rate	0.505	0.256	0.020	-0.297
Sparsity of pupil population	0.520	0.271	-0.005	-0.220

F ratio = 3.042 Probability = 0.003

^a Only includes predictors where the R² change was at least 0.010.

- b. higher if the net supplementary requisition mill rate was low;
4. Expenditure
- a. higher if the per pupil expenditure for transportation was low;
 - b. higher if the per pupil expenditure for administration was high; and,
 - c. higher if the total operational expenditure per pupil was high.

Grade Five. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade five level are displayed in Table 4.15. Twelve variables entered the regression equation which had an overall F ratio of 3.075 significant at the 0.001 level. The multiple R for these variables was 0.562 and R^2 was 0.316. The first three variables selected accounted for 14.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount of supplementary requisition levied per pupil, (2) jurisdiction type, (3) net supplementary requisition mill rate, (4) school building utilization ratio, (5) per pupil expenditure for administration, (6) ratio of the supplementary requisition levied to total operational expenditure, (7) urban pupil ratio, (8) per pupil expenditure for transportation, (9) unsupported debt mill rate, (10) total operational expenditure per pupil, (11) ratio of SFPF grants received to total operational revenue, and (12) sparsity of pupil population.

Table 4.15 indicates that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the

Table 4.15

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Five Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.281	0.079	-0.281	-0.932
Jurisdiction type	0.353	0.125	-0.048	-0.169
Net supplementary requisition mill rate	0.382	0.146	-0.163	-0.113
School building utilization ratio	0.405	0.164	0.191	0.338
Per pupil expenditure for administration	0.423	0.179	0.000	0.184
Ratio of supplementary requisition levied to total operational revenue	0.446	0.199	-0.226	0.411
Urban pupil ratio	0.465	0.217	-0.088	-0.554
Per pupil expenditure for transportation	0.490	0.241	-0.173	-0.573
Unsupported debt mill rate	0.505	0.255	0.000	-0.300
Total operational expenditure per pupil	0.530	0.281	-0.164	0.658
Ratio of SFPF grants received to total operational revenue	0.551	0.304	0.130	0.191
Sparsity of pupil population	0.562	0.316	0.045	-0.204

F ratio = 3.075 Probability = 0.001

^a Only includes predictors where the R² change was at least 0.010.

DPI for the total instructional time provided at the grade five level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. higher if the urban pupil ratio was low;
 - d. lower if the jurisdiction was sparsely populated;
2. Wealth
 - a. higher if the unsupported debt mill rate was low;
3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
 - b. higher if the net supplementary requisition mill rate was low;
 - c. higher if the ratio of supplementary requisition levied to total operational expenditure was high;
4. Revenue
 - a. higher if the ratio of SFPF grants received to total operational revenue was high;
5. Expenditure
 - a. higher if the per pupil expenditure for administration was high;
 - b. higher if the per pupil expenditure for transportation was low; and,
 - c. higher if the total operational expenditure per pupil was high.

Grade Six. The regression results for the most important set of predictor variables of variance found in the DPI for the total instruc-

tional time provided at the grade six level are displayed in Table 4.16. Ten variables entered the regression equation which had an overall F ratio of 2.911 significant at the 0.003 level. The multiple R for these variables was 0.512 and R^2 was 0.262. The first three variables selected accounted for 13.9 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount of supplementary requisition levied per pupil, (2) jurisdiction type, (3) school building utilization ratio, (4) per pupil expenditure for administration, (5) ratio of SGR grants received to total operational revenue, (6) per pupil expenditure for senior high instruction, (7) urban pupil ratio, (8) per pupil expenditure for transportation, (9) total operational expenditure per pupil, and (10) unsupported debt mill rate.

Table 4.16 reveals that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade six level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. higher if the urban pupil ratio was low;
2. Wealth
 - a. higher if the unsupported debt mill rate was low;
3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;

Table 4.16

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Six Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.281	0.079	-0.281	-0.616
Jurisdiction type	0.333	0.111	-0.017	-0.184
School building utilization ratio	0.372	0.139	0.226	0.305
Per pupil expenditure for administration	0.407	0.165	0.021	0.248
Ratio of SGR grants received to total operational revenue	0.431	0.186	0.032	-0.250
Per pupil expenditure for senior high instruction	0.450	0.202	0.007	0.103
Urban pupil ratio	0.462	0.213	-0.062	-0.347
Per pupil expenditure for transportation	0.481	0.231	-0.156	-0.444
Total operational expenditures per pupil	0.493	0.243	-0.161	0.428
Unsupported debt mill rate	0.512	0.262	0.013	-0.211

F ratio = 2.911 Probability = 0.003

^a Only includes predictors where the R² change was at least 0.010.

4. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;

5. Expenditure

- a. higher if the per pupil expenditure for administration was high;
- b. higher if the per pupil expenditure for senior high instruction was high;
- c. higher if the per pupil expenditure for transportation was low; and,
- d. higher if the total operational expenditure per pupil was high.

Discussion of the Findings

In summary, the findings of this study generally indicated that the total instructional time provided at each of the elementary grade levels did not vary substantially between successive grade levels. Overall, only 25 to 32 percent of the variance found in each of the DPI's could be accounted for in terms of the predictor variables examined in the study. It was noted that the amount of supplementary requisition levied per pupil was the most important single predictor of variance found in the DPI at each of the grade levels, except grade one.

On the whole, there was a fair degree of consistency noted in the relationship between the total instructional time provided at each of the elementary grade levels and a certain number of measures (i.e., when the effects of other predictors were held constant) from each of the

five categories of predictor variables examined in the study. The findings were as follows:

1. Demographic characteristics
 - a. The DPI for each of the elementary grades tended to be higher if the urban pupil ratio was low.
 - b. Except for grade one, the DPI for each of the other elementary grades tended to be higher if the jurisdiction was a public school district.
 - c. Except for grades one and two, the DPI for each of the other elementary grades tended to be higher if the school building utilization ratio was high.
 - d. The DPI for each of grades four and five tended to be lower in sparsely populated jurisdictions.
 - e. The DPI tended to be lower for grade one in Regions 6 and 7, and higher in Region 2; and lower for each of grades two and three in Regions 1 and 8.
2. Wealth
 - a. Except for grades one and two, the DPI for each of the other elementary grades tended to be higher if the unsupported debt mill rate was low.
3. Fiscal effort
 - a. Except for grade one, the DPI for each of the other elementary grades tended to be higher if the amount of supplementary requisition levied per pupil was low.
 - b. The DPI for each of grades four and five tended to be higher if the net supplementary requisition mill rate was low.

- c. The DPI for grade one tended to be higher while that for grade five tended to be lower if the ratio of the supplementary requisition levied to total operational revenue was low.

4. Revenue

- a. The DPI for each of grades two and six tended to be higher if the ratio of SGR grants received to total operational revenue was low.
- b. The DPI for grade five tended to be higher if the ratio of SFPF grants to total operational revenue was high.

5. Expenditure

- a. Except for grade one, the DPI for each of the other elementary grades tended to be higher
 - i. the per pupil expenditure for administration was high;
 - ii. the per pupil expenditure for transportation was low;
 - and,
 - iii. the total operational expenditure per pupil was high.

VARIATION OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT THE ELEMENTARY LEVEL

This section presents the results of the data analysis and provides a discussion of the findings with regard to Sub-problem 1.5.

Statement of Sub-Problem 1.5

Sub-problem 1.5 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided at the elementary level?

Findings

As shown previously in Table 4.10, the DPI for the total instructional time provided at the elementary level had a mean of 228.7 credit-equivalent units and a standard deviation of 13.7.

Discussion of the Findings

With reference to the overall elementary DPI, the findings of the study generally indicate that there was not a substantial amount of variation noted among school jurisdictions in Alberta in total program offering at the elementary level. While actual program content may vary among jurisdictions, the total amount of scheduled instructional time does not appear to vary to any significant extent.

PREDICTORS OF VARIANCE OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT THE ELEMENTARY LEVEL

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 1.6.

Statement of Sub-Problem 1.6

Sub-problem 1.6 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided at the elementary level?

Findings

The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the elementary level are shown in Table 4.17. Eleven variables entered the regression equation which had an overall F ratio of

3.293 significant at the 0.001 level. The multiple R for these variables was 0.556 and R^2 was 0.309. The first two variables selected accounted for 14.5 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount of supplementary requisition levied per pupil, (2) jurisdiction type, (3) per pupil expenditure for administration, (4) Region 6, (5) Region 1, (6) school building utilization ratio, (7) urban pupil ratio, (8) per pupil expenditure for transportation, (9) total operational expenditure per pupil, (10) unsupported debt mill rate, and (11) ratio of SGR grants received to total operational revenue.

Table 4.17 indicates that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the elementary level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. lower if the jurisdiction was located in either Region 1 or 6;
 - c. higher if the school building utilization ratio was high;
 - d. higher if the urban pupil ratio was low;
2. Wealth
 - a. higher if the unsupported debt mill rate was low;
3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;

Table 4.17

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Elementary Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.309	0.095	-0.309	-0.687
Jurisdiction type	0.381	0.145	-0.042	-0.164
Per pupil expenditure for administration	0.404	0.163	-0.014	0.193
Region 6	0.424	0.180	-0.155	-0.109
Region 1	0.441	0.194	-0.014	-0.117
School building utilization ratio	0.453	0.205	0.170	0.260
Urban pupil ratio	0.468	0.219	-0.101	-0.403
Per pupil expenditure for transportation	0.497	0.247	-0.161	-0.576
Total operational expenditure per pupil	0.509	0.259	-0.145	-0.613
Unsupported debt mill rate	0.544	0.296	0.006	-0.248
Ratio of SGR grants received to total operational revenue	0.556	0.309	0.071	-0.181

F ratio = 3.293 Probability = 0.001

^a Only includes predictors where the R² change was at least 0.010.

4. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;

5. Expenditure

- a. higher if the per pupil expenditure for administration was high;
- b. higher if the per pupil expenditure for transportation was low; and,
- c. higher if the total operational expenditure per pupil was high.

Discussion of the Findings

Although there was not a substantial degree of variation found in the overall DPI, public school districts which had a low supplementary requisition on a per pupil basis tended to provide more extensive curricular offerings at the elementary level.

SUMMARY OF CHAPTER 4

The findings of this study indicate that the total instructional time provided in major subject areas at each of the elementary grade levels did not vary substantially among Alberta school jurisdictions. Only about 30 percent of the variation found in the DPI at each elementary grade level could be accounted for by the set of predictor variables examined in the study. Except at the grade one level, the most important single predictor of variance in the DPI at each elementary grade level was the amount of supplementary requisition levied per pupil.

The findings of the study also indicate that the DPI's representative of the total instructional time provided in each of the major subject areas at the elementary level varied along four major dimensions. First, in the total amount of instructional time which generally was provided in each of the major subject areas. It was noted, for example, that the greatest proportion of the elementary program was devoted to the study of language arts (41.4 percent) while the least was devoted to the study of second languages (1.7 percent). Second, in the amount of variation found in the DPI for each of the major subject areas which could be accounted for in terms of the predictor variables examined in the study. The amount of explained variation for each of the major subject areas ranged from 20.6 percent for mathematics to 35.0 percent for fine arts. Third, in the nature of the predictor variable which was found to account for the greatest proportion of variance of the DPI for each of the major subject areas. Jurisdiction type, the predictor selected first most often, was found to be the most important single predictor of variance accounted for in the DPI for each of language arts, mathematics and science. Fourth, in the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five broad categories of predictor variables had on various subject area DPI's. A total of 21 of the 32 predictor variables examined in the study entered one or more of the regression equations.

With reference to the DPI representative of the total instructional time provided in major subject areas at all elementary grade levels, it was found that the amount of supplementary requisition levied per pupil and the jurisdiction type accounted for 14.5 percent of the 30.9 percent of variance noted. In general, public school districts which had a low

supplementary requisition on a per pupil basis tended to provide more extensive curricular program offerings at the elementary level.

Chapter 5

ANALYSIS AND FINDINGS AT THE JUNIOR HIGH LEVEL

This chapter presents the results of the data analysis and provides a discussion of the findings with respect to Sub-problems 2.1 through 2.6 of Problem 2. Problem 2 was stated as follows: To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the junior high level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN MAJOR SUBJECT AREAS AT THE ELEMENTARY LEVEL

This section reports the results of the data analysis and provides a discussion of findings with regard to Sub-problem 2.1.

Statement of Sub-Problem 2.1

Sub-problem 2.1 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas at the junior high level?

Findings

The mean and standard deviation of the DPI for the total instructional time provided in each of the major subject areas at the junior high level are shown in Table 5.1. The major findings noted were as follows:

Table 5.1

Extent of Variation in DPI's for the Total Instructional Time
Provided in Major Subject Areas at the Junior High Level

Major Subject Areas	Percentage of Total Program	DPI	
		Mean	Standard Deviation
Language Arts	21.32	32.37	7.12
Mathematics	12.77	19.39	3.57
Social Studies	15.78	23.95	5.84
Science	13.67	20.75	6.71
Personal Development	13.56	20.59	5.77
Fine Arts	9.97	15.14	10.04
Second Languages	4.47	6.79	6.05
Business Education	1.26	1.91	2.21
Home Economics	3.52	5.35	4.06
Industrial Education (General)	3.22	4.89	3.84
Other Subject Areas	0.43	0.66	1.33
Total Program	100.00	151.79	27.02

1. The greatest proportion of the instructional program at the junior high level was devoted to language arts (21.1 percent), followed by social studies (15.8 percent), science (13.7 percent), personal development (13.6 percent), mathematics (12.8 percent), fine arts (10.0 percent), second languages (4.5 percent), home economics (3.5 percent), industrial education general (3.2 percent), business education (1.3 percent) and other subjects (0.4 percent).
2. Slightly more than one-third of the total instructional program at the junior high level was devoted to instruction in language arts and social studies.
3. About 13 percent of the instructional program at the junior high level was devoted to personal development, science and mathematics.
4. The extent of the instructional program provided in second lan-

guages, home economics and industrial education (general) amount to less than 4 percent of the overall program.

5. Generally, there was much less variation in the DPI for the total instructional time provided in each of language arts, mathematics, social studies, science, and personal development than in each of the remaining major subject areas.

Discussion of the Findings

The bulk (about 87 percent) of the instructional program offered at the junior high level was devoted to those subject area categories which stemmed from the core curriculum outlined in the provincially prescribed program of studies, i.e., language arts, mathematics, social studies, science, personal development and fine arts. The remaining part (about 13 percent) of the instructional program was offered in second languages, business education, home economics, industrial education (general) and other subject areas considered to be optional.

PREDICTORS OF VARIANCE OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN MAJOR SUBJECT AREAS AT THE JUNIOR HIGH LEVEL

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 2.2.

Statement of Sub-Problem 2.2

Sub-problem 2.2 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas at the junior high level?

Findings

Language Arts. As indicated in Table 5.2, the regression results for the variation found in the DPI for the total instructional time provided in language arts at the junior high level were not considered significant as the probability for the overall F ratio was 0.022. The single best predictor was the ratio of SGR grants received to total operational revenue which had a correlation coefficient (simple R) of -0.226 and R^2 of 0.051.

Mathematics. As shown in Table 5.3, the regression results for the prediction of variance in the DPI for the total instructional time provided in mathematics at the junior high level were not considered significant as the probability for the overall F ratio was 0.087. The single best predictor was jurisdiction type which had a correlation coefficient (simple R) of -0.187 and R^2 of 0.035.

Social Studies. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in social studies at the junior high level are shown in Table 5.4. Nine variables entered the regression equation which had an overall F ratio of 6.489 significant at the 0.000 level. The multiple R for those variables was 0.642 and R^2 was 0.413. The first three variables selected accounted for 26.4 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) urban pupil ratio, (2) Region 3, (3) per pupil expenditure for operation and maintenance, (4) school building utilization ratio, (5) per pupil expenditure for senior high instruction, (6) Region 2, (7) Region 7, (8) ratio of the supplementary requisition levied to total operational revenue, and (9) jurisdiction type.

Table 5.2

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Language Arts at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.226	0.051	-0.226	-0.130
School building utilization ratio	0.282	0.080	0.138	0.209
Region 6	0.327	0.107	0.190	0.172
Jurisdiction type	0.355	0.126	-0.190	-0.143
Per pupil expenditure for senior high instruction	0.372	0.138	-0.172	-0.116

F ratio = 2.793 Probability = 0.022

^a Only includes predictors where the R² change was at least 0.010.

Table 5.3

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Mathematics at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.187	0.035	-0.187	-0.145
Region 4	0.234	0.055	0.154	0.133
Per pupil expenditure for transportation	0.266	0.071	-0.179	-0.131

F ratio = 2.260 Probability = 0.087

^a Only includes predictors where the R² change was at least 0.010.

Table 5.4

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Social Studies at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Urban pupil ratio	0.398	0.158	0.398	0.284
Region 3	0.453	0.205	-0.207	-0.248
Per pupil expenditure for operation and maintenance	0.513	0.264	-0.317	-0.120
School building utilization ratio	0.541	0.292	0.268	0.164
Per pupil expenditure for senior high instruction	0.566	0.320	-0.140	-0.300
Region 2	0.582	0.339	0.204	0.217
Region 7	0.596	0.355	-0.076	-0.185
Ratio of the supplementary requisition levied to total operational revenue	0.616	0.379	-0.128	0.282
Jurisdiction type	0.642	0.413	0.352	0.291

F ratio = 6.489 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Table 5.4 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. The relationship between each predictor within each of these categories and the criterion variable when the values of the other predictors were held constant is summarized below. That is to say, the DPI for the total instructional time provided in social studies at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the urban pupil ratio was high;
 - b. lower if the jurisdiction was located in either Region 3 or 7;
 - c. higher if the jurisdiction was located in Region 2;
 - d. higher if the school building utilization ratio was high;
 - e. higher if the jurisdiction was a separate school district;
2. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was high;
3. Expenditure
 - a. higher if the per pupil expenditure for operation and maintenance was low; and,
 - b. higher if the per pupil expenditure for senior high instruction was low.

Science. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in science at the junior high level are shown in Table 5.5. Six variables entered the regression equation which had an overall F ratio of 3.849 significant at the 0.002 level. The multiple R for these variables was 0.460 and R^2 was 0.212. The first three vari-

Table 5.5

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Science at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.308	0.095	-0.308	-0.381
Net supplementary requisition mill rate	0.337	0.114	0.110	0.153
Per pupil expenditure for transportation	0.374	0.140	-0.034	-0.495
Total operational expenditure per pupil	0.403	0.163	-0.011	0.426
Ratio of SFPF grants received to total operational revenue	0.440	0.194	0.224	0.233
Region 2	0.460	0.212	0.095	0.135

F ratio = 3.849 Probability = 0.002

^a Only includes predictors where the R² change was at least 0.010.

ables selected accounted for 14.0 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) net supplementary requisition mill rate, (3) per pupil expenditure for transportation, (4) total expenditure per pupil, (5) ratio of SFPF grants received to total operational revenue, and (6) Region 2.

Table 5.5 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in science at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in Region 2;
2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was low;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the ratio of SFPF grants received to total operational revenue was high;
4. Expenditure
 - a. higher if the per pupil expenditure for transportation was low, and;
 - b. higher if the total operational expenditure per pupil was high.

Personal Development. The regression results for the most important set of predictor variables of variance found in the DPI for the

total instructional time provided in personal development at the junior high level are shown in Table 5.6. Thirteen variables entered the regression equation which had an overall F ratio of 1.034 significant at the 0.010 level. The multiple R for these variables was 0.530 and R^2 was 0.281. The first four variables selected accounted for 14.2 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) per pupil expenditure for senior high instruction, (2) Region 2, (3) per pupil expenditure for elementary instruction, (4) amount of equalized assessment per pupil, (5) amount of supplementary requisition levied per pupil, (6) per pupil expenditure for operation and maintenance, (7) total operational revenue per pupil, (8) total operational expenditure per pupil, (9) Region 1, (10) Region 4, (11) per pupil expenditure for junior high instruction, (12) sparsity of pupil population and per pupil expenditure for administration.

Table 5.6 indicates that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in personal development at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in either Region 1, 2, or 4;
 - b. lower the greater the degree of sparsity of pupil population;
2. Wealth
 - a. higher if the amount of equalized assessment per pupil was high;

Table 5.6

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Personal Development at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Per pupil expenditure for senior high instruction	0.216	0.047	-0.216	-0.321
Region 2	0.290	0.084	0.128	0.349
Per pupil expenditure for elementary instruction	0.328	0.108	-0.134	-0.304
Amount of equalized assessment per pupil	0.376	0.142	0.074	0.334
Amount of supplementary requisition levied per pupil	0.399	0.159	-0.049	0.025
Per pupil expenditure for operation and maintenance	0.416	0.173	-0.020	0.159
Total operational revenue per pupil	0.434	0.188	-0.116	-1.301
Total operational expenditure per pupil	0.464	0.215	-0.079	1.261
Region 1	0.479	0.229	-0.015	0.213
Region 4	0.492	0.243	0.083	0.145
Per pupil expenditure for junior high instruction	0.503	0.253	-0.141	-0.150
Sparsity of pupil population	0.520	0.270	-0.047	-0.197
Per pupil expenditure for administration	0.530	0.281	-0.111	-0.138

F ratio = 1.034

Probability = 0.010

^a Only includes predictors where the R² change was at least 0.010.

3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was high;
4. Revenue
 - a. higher if the total operational revenue per pupil was low;
5. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low;
 - b. higher if the per pupil expenditure for elementary instruction was low;
 - c. higher if the per pupil expenditure for operation and maintenance was high;
 - d. higher if the total operational expenditure per pupil was high;
 - e. higher if the per pupil expenditure for junior high instruction was low, and;
 - f. higher if the per pupil expenditure for administration was low.

Fine Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the instructional time provided in fine arts at the junior high level are shown in Table 5.7. Six variables entered the regression equation which had an overall F ratio of 7.062 significant at the 0.000 level. The multiple R for these variables was 0.575 and R^2 was 0.330. The first three variables selected accounted for 26.7 of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for transportation, (3) amount of equal-

Table 5.7

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Fine Arts at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.343	0.117	-0.343	-0.405
Per pupil expenditure for transportation	0.430	0.185	-0.033	-0.447
Amount of equalized assessment per pupil	0.516	0.267	0.285	0.291
Region 5	0.535	0.286	-0.079	-0.148
Ratio of SGR grants received to total operational revenue	0.553	0.306	-0.334	-0.221
Per pupil expenditure for senior high instruction	0.575	0.330	0.047	0.166

F ratio = 7.062 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

ized assessment per pupil, (4) Region 5, (5) ratio of SGR grants received to total operational revenue, and (6) per pupil expenditure for senior high instruction.

Table 5.7 shows that the above predictors were measured from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in fine arts at the junior high level tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. lower if the jurisdiction was located in Region 5;

2. Wealth

- a. higher if the amount of equalized assessment per pupil was high;

3. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;

4. Expenditure

- a. higher if the per pupil expenditure for transportation was low, and;
- b. higher if the per pupil expenditure for senior high instruction was high.

Second Languages. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in second languages at the junior high level are shown in Table 5.8. Nine variables entered the regression equation which had an overall F ratio of 6.443 significant at the 0.000 level.

Table 5.8

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Second Languages at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Region 2	0.379	0.144	-0.379	0.407
Per pupil expenditure for transportation	0.459	0.211	-0.263	-0.344
Amount of equalized assessment per pupil	0.508	0.259	-0.049	0.485
Region 3	0.540	0.292	0.129	0.148
Ratio of SGR grants received to total operational revenue	0.566	0.321	0.177	0.272
Jurisdiction type	0.605	0.367	-0.045	-0.440
Per pupil expenditures for operation and maintenance	0.622	0.387	-0.184	-0.185
Ratio of supplementary requisition levied to total operational revenue	0.633	0.400	-0.115	-0.240
Urban pupil ratio	0.641	0.411	0.228	0.185

F ratio = 6.443 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

The multiple R for these variables was 0.641 and R^2 was 0.411. The first three variables selected accounted for 25.9 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) Region 2, (2) per pupil expenditure for transportation, (3) amount of equalized assessment per pupil, (4) Region 3, (5) ratio of SGR grants received to total operational revenue, (6) jurisdiction type, (7) per pupil expenditure for operation and maintenance, (8) ratio of supplementary requisition levied to total operational revenue, and (9) urban pupil ratio.

Table 5.8 shows that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in second languages at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in either Region 2 or 3;
 - b. higher if the jurisdiction was a public school district;
 - c. higher if the urban pupil ratio was high;
2. Wealth
 - a. higher if the amount of equalized assessment per pupil was high;
3. Fiscal effort
 - a. higher if the ratio of the supplementary requisition levied to total operational revenue was low;

4. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was high;

5. Expenditure

- a. higher if the per pupil expenditure for transportation was low;
- b. higher if the per pupil expenditure for operation and maintenance was low.

Business Education. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in business education at the junior high level are shown in Table 5.9. Eight variables entered the regression equation which had an overall F ratio of 2.601 significant at the 0.014 level. The multiple R for these variables was 0.446 and R^2 was 0.199. The first two variables selected accounted for 11.2 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) per pupil expenditure for administration, (2) Region 4, (3) urban pupil ratio, (4) total SFPF grants received per pupil, (5) Region 1, (6) school building utilization ratio, (7) unsupported debt mill rate, and (8) total operational expenditure per pupil.

Table 5.9 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in business education at the junior high level tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was located in Region 4;

Table 5.9

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Business Education at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Per pupil expenditure for administration	0.287	0.082	0.287	0.413
Region 4	0.335	0.112	0.148	0.094
Urban pupil ratio	0.356	0.127	-0.099	-0.236
Total SFPF grants received per pupil	0.385	0.148	-0.027	-0.181
Region 1	0.401	0.160	-0.055	-0.169
School building utilization ratio	0.410	0.168	-0.139	-0.224
Unsupported debt mill rate	0.433	0.187	0.061	0.225
Total operational expenditure per pupil	0.446	0.199	0.098	-0.166

F ratio = 2.601

Probability = 0.014

^a Only includes predictors where the R² change was at least 0.010.

- b. lower if the jurisdiction was located in Region 1;
 - c. higher if the urban pupil ratio was low;
 - d. higher if the school building utilization was low;
2. Wealth
- a. higher if the unsupported debt mill rate was high;
3. Revenue
- a. higher if the total SFPF grants received per pupil was low;
4. Expenditure
- a. higher if the per pupil expenditure for administration was high, and;
 - b. higher if the total operational expenditure per pupil was low.

Home Economics. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in home economics at the junior high level as shown in Table 5.10. Eleven variables entered the regression equation which had an overall F ratio of 5.555 significant at the 0.000 level. The multiple R for these variables was 0.657 and R^2 was 0.430. The first three variables selected accounted for 23.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for transportation, (3) ratio of SGR grants received to total operational revenue, (4) total operational expenditure per pupil, (5) amount of supplementary requisition levied per pupil, (6) Region 5, (7) per pupil expenditure for senior high instruction, (8) urban pupil ratio, (9) ratio of supplementary requisition levied to total operational revenue, (10) total operational revenue per pupil, and (11) total SGR grants received per pupil.

Table 5.10

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Home Economics at the Junior High Level

Predictor ^a	Multiple R.	R ²	Simple R	Beta
Jurisdiction type	0.353	0.125	-0.353	-0.402
Per pupil expenditure for transportation	0.452	0.205	-0.048	-0.135
Ratio of SGR grants received to total operational revenue	0.485	0.236	-0.284	0.294
Total operational expenditure per pupil	0.521	0.271	0.037	0.296
Amount of supplementary requisition levied per pupil	0.554	0.307	0.079	-2.894
Region 5	0.578	0.334	-0.145	-1.173
Per pupil expenditure for senior high instruction	0.597	0.356	0.027	0.170
Urban pupil ratio	0.612	0.375	-0.003	0.442
Ratio of supplementary requisition levied to total operational revenue	0.627	0.393	0.170	1.661
Total operational revenue per pupil	0.637	0.406	0.017	1.483
Total SGR grants received per pupil	0.656	0.430	-0.222	-1.120

F ratio = 5.555 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Table 5.10 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in home economics at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. lower if the jurisdiction was located in Region 5;
 - c. higher if the urban pupil ratio was high;
2. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
 - b. higher if the ratio of supplementary requisition levied to total operational revenue was high;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was high;
 - b. higher if the total operational revenue per pupil was high;
 - c. higher if the total SGR grants received per pupil was low;
4. Expenditure
 - a. higher if the per pupil expenditure for transportation was low;
 - b. higher if the total operational expenditure per pupil was high, and;
 - c. higher if the per pupil expenditure for senior high instruction was high.

Industrial Education (General). The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in industrial education (general) at the junior high level are shown in Table 5.11. Ten variables entered the regression equation which had an overall F ratio of 4.356 significant at the 0.000 level. The multiple R for these variables was 0.589 and R^2 was 0.347. The first two variables selected accounted for 21.4 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for transportation, (3) unsupported debt mill rate, (4) ratio of the supplementary requisition to total operational revenue, (5) amount of supplementary requisition levied per pupil, (6) per pupil expenditure for elementary instruction, (7) sparsity of pupil population, (8) per pupil expenditure for senior high instruction, (9) ratio of SGR grants received to total operational revenue, and (10) total operational revenue per pupil.

Table 5.11 indicates that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in industrial education (general) at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. lower the greater the degree of sparsity of pupil population;
2. Wealth
 - a. higher if the unsupported debt mill rate was high;

Table 5.11

Proportion of Variance Predicted in the DPI for the
Total Instructional Time Provided in Industrial
Education (General) at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.407	0.166	-0.407	-0.382
Per pupil expenditure for transportation	0.462	0.214	0.035	0.134
Unsupported debt mill rate	0.484	0.234	0.104	0.149
Ratio of supplementary requisition levied to total operational revenue	0.501	0.251	0.242	1.470
Amount of supplementary requisition levied per pupil	0.519	0.270	0.140	-2.031
Per pupil expenditure for elementary instruction	0.534	0.286	0.182	0.172
Sparsity of pupil population	0.550	0.303	0.107	-0.272
Per pupil expenditure for senior high instruction	0.565	0.319	0.014	0.144
Ratio of SGR grants received to total operational revenue	0.575	0.331	-0.197	-0.284
Total operational revenue per pupil	0.589	0.347	0.078	0.505

F ratio = 4.356

Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

3. Fiscal effort

- a. higher if the ratio of supplementary requisition levied to total operational revenue was high;
- b. higher if the amount of supplementary requisition levied per pupil was low;

4. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;
- b. higher if the total operational revenue per pupil was high;

5. Expenditure

- a. higher if the per pupil expenditure for transportation was high;
- b. higher if the per pupil expenditure for elementary instruction was high, and;
- c. higher if the per pupil expenditure for senior high instruction was high.

Other Subject Areas. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in other subject areas at the junior high level are shown in Table 5.12. Six variables entered the regression equation which had an overall F ratio of 3.357 significant at the 0.005 level. The multiple R for these variables was 0.437 and R^2 was 0.190. The first three variables selected accounted for 11.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) total SGR grants received per pupil, (2) net supplementary requisition mill rate, (3) ratio of supplementary requisition

Table 5.12

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Other Subject Areas at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Total SGR grants received per pupil	0.223	0.050	0.223	0.286
Net supplementary requisition mill rate	0.283	0.080	0.150	0.234
Ratio of supplementary requisition levied to total operational revenue	0.336	0.113	-0.003	-0.352
Jurisdiction type	0.391	0.153	-0.207	-0.225
Region 1	0.412	0.170	-0.131	-0.177
Region 3	0.436	0.190	-0.136	-0.146

F ratio = 3.357 Probability = 0.005

^a Only includes predictors where the R² change was at least 0.010.

tion levied to total operational revenue, (4) jurisdiction type, (5) Region 1, and (6) Region 3.

Table 5.12 shows that the above predictors were measures from only two of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in other subject areas at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. lower if the jurisdiction was located in either Region 1 or 3;
2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was higher, and;
 - b. higher if the ratio of supplementary requisition levied to total operational revenue was low.

Discussion of the Findings

In summary, the findings of this study related to the DPI for the total instructional time provided in each of the major subject areas at the junior high level varied significantly in terms of three dimensions outlined below:

1. In the total amount of variation that could be accounted for in terms of the set of predictor variables examined in the study. The amount of variance that was explained in each DPI is summarized below:
 - a. 43.0 percent for home economics;
 - b. 41.3 percent for social studies;

- c. 41.1 percent for second languages;
 - d. 34.7 percent for industrial education (general);
 - e. 33.0 percent for fine arts;
 - f. 28.1 percent for personal development;
 - g. 21.2 percent for science;
 - h. 19.9 percent for business education;
 - i. 5.1 percent for language arts, and;
 - j. 3.5 percent for mathematics.
2. In the extent to which the most important predictor variable selected accounted for the variance found in each DPI. The findings noted were as follows:
- a. Jurisdiction type accounted for:
 - i. 16.6 percent of the variation found in industrial education (general);
 - ii. 12.5 percent of the variation found in home economics;
 - iii. 11.7 percent of the variation found in fine arts, and;
 - iv. only 3.5 percent of the variation found in mathematics.
 - b. The ratio of SGR grants received to total operational revenue accounted for 9.5 percent of the variation found in science.
 - c. The urban pupil ratio accounted for 15.8 percent of the variation found in social studies.
 - d. The per pupil expenditure for senior high instruction accounted for 4.7 percent of the variation found in personal development.
 - e. Location in Region 2 accounted for 14.4 percent of the variation found in second languages.

- f. The per pupil expenditure for administration accounted for 8.2 percent of the variation found in business education.
3. In the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five categories of predictor variables had on various DPI's. These are summarized below in terms of each major category:
 - a. Demographic characteristics
 - i. The DPI for each of mathematics, social studies, fine arts, second languages, home economics and industrial education (general) tended to be higher if the jurisdiction was a public school district.
 - ii. The DPI for each of social studies, second languages and home economics tended to be higher while that for business education tended to be lower if the urban pupil ratio was high.
 - iii. The DPI for each of personal development and industrial education (general) tended to be lower the greater the degree of sparsity of pupil population.
 - iv. The DPI for social studies tended to be higher while that for business education tended to be lower if the school building utilization ratio was high.
 - v. The DPI for personal development tended to be higher and that for business education tended to be lower in Region 1.
 - vi. The DPI for each of social studies, science, personal development and second languages tended to higher in Region 2.

- vii. The DPI for social studies tended to be lower while that for second languages tended to be higher in Region 3.
- viii. The DPI for each of personal development and business education tended to be higher in Region 4.
- ix. The DPI for each of fine arts and home economics tended to be lower in Region 5.
- x. The DPI for social studies tended to be lower in Region 7.

b. Wealth

- i. The DPI for each of personal development, fine arts and second languages tended to be higher if the amount of equalized assessment per pupil was high.
- ii. The DPI for each of business education and industrial education (general) tended to be higher if the unsupported debt mill rate was high.

c. Fiscal effort

- i. The DPI for each of social studies, home economics and industrial education (general) tended to be higher while that for second languages tended to be lower if the ratio of supplementary requisition levied to total operational revenue was high.
- ii. The DPI for each of home economics and industrial education (general) tended to be higher while that for personal development tended to be lower if the amount of supplementary requisition levied per pupil was low.
- iii. The DPI for science tended to be lower if the net supplementary requisition mill rate was high.

4. Revenue

- i. The DPI for each of language arts, science, fine arts and industrial education (general) tended to be higher while that for each of second languages and home economics tended to be lower if the ratio of SGR grants received to total operational revenue was low.
- ii. The DPI for industrial education (general) tended to be higher while that for home economics tended to be lower if the total SGR grants received per pupil was high.
- iii. The DPI for personal development tended to be higher while that for home economics tended to be lower if the total operational revenue per pupil was low.
- iv. The DPI for science tended to be higher if the ratio of SFPF grants received to total operational revenue was high.
- v. The DPI for business education tended to be higher if the total SFPF grants received per pupil was low.

e. Expenditure

- i. The DPI for each of social studies and personal development tended to be higher while that for each of fine arts, home economics and industrial education (general) tended to be lower if the per pupil expenditure for senior high instruction was low.
- ii. The DPI for each of science, fine arts, second languages and home economics tended to be higher while that for industrial education (general) tended to be lower if the per pupil expenditure for transportation was low.

- iii. The DPI for each of social studies and second languages tended to be higher while that for each of personal development and business education tended to be lower if the per pupil expenditure for operation and maintenance was low.
- iv. The DPI for each of science, personal development and home economics tended to be higher while that for business education tended to be lower if the total operational expenditure per pupil was high.
- v. The DPI for personal development tended to be higher while that for industrial education tended to be lower if the per pupil expenditure for elementary instruction was low.
- vi. The DPI for personal development tended to be higher if the per pupil expenditure for junior high instruction was low.
- vii. The DPI for personal development tended to be higher while that for business education tended to be lower if the per pupil expenditure for administration was low.

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT JUNIOR HIGH GRADE LEVELS

This section outlines the results of the data analysis and provided a discussion of the findings with respect to Sub-problem 2.3.

Statement of Sub-Problem 2.3

Sub-problem 2.3 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the junior high grades?

Findings

The nature and extent of variance of the DPI for the total instructional time provided in each of the junior high grades are shown in Table 5.13. The major findings noted were as follows:

1. The mean of the DPI for the total amount of instructional time provided in each of the junior high grades ranged from 49.6 credit-equivalent units at the grade seven level to 51.8 credit-equivalent units at the grade nine level.
2. The standard deviation of the index was 9.3 at the grade seven level and increased slightly to 10.7 at the grade nine level.

Discussion of Findings

To a large extent, there seemed to be little difference in the average amount and extent of variation in the DPI for the total instructional time provided at each junior high grade level. However, it should be noted that school jurisdictions generally provided about 32 percent more instruction at each of the junior high grade levels than at each of the elementary grade levels.

PREDICTORS OF VARIANCE OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT JUNIOR HIGH GRADE LEVELS

This section reports the results of the data analysis and provides a discussion of the findings with respect of Sub-problem 2.4.

Table 5.13

Extent of Variation in DPI's For Individual
Grades at the Junior High Level

Grade	Percentage of Total Program	DPI	
		Mean	Standard Deviation
7	32.65	49.56	9.34
8	33.25	50.47	9.47
9	34.10	51.76	10.66
Total Program	100.00	151.79	27.02

Statement of Sub-Problem 2.4

Sub-problem 2.4 was stated as follows: To what extent to certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the junior high grades?

Findings

Grade Seven. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade seven level are shown in Table 5.14. Eight variables entered the regression equation which had an overall F ratio of 5.201 significant at the 0.000 level. The multiple R for these variables was 0.576 and R^2 was 0.331. The first three variables selected accounted for 22.8 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) per pupil expenditure for transportation; (3) jurisdiction type, (4) Region 2, (5) sparsity of pupil population, (6) per pupil expenditure for senior high instruction, (7) total operational revenue per pupil, and (8) per pupil expenditure for elementary instruction.

Table 5.14 indicates that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade seven level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in Region 2;

Table 5.14

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided at the Grade Seven Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.297	0.088	-0.297	-0.390
Per pupil expenditure for transportation	0.402	0.161	-0.168	-0.622
Jurisdiction type	0.478	0.228	-0.215	-0.306
Region 2	0.517	0.267	0.175	0.258
Sparsity of pupil population	0.544	0.295	-0.103	-0.147
Per pupil expenditure for senior high instruction	0.551	0.304	-0.159	-0.170
Total operational revenue per pupil	0.562	0.316	-0.116	0.394
Per pupil expenditure for elementary instruction	0.576	0.331	-0.020	-0.171

F ratio = 5.201 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- c. lower the greater the degree of sparsity of pupil population;
2. Revenue
- a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the total operational revenue per pupil was high;
3. Expenditure
- a. higher if the per pupil expenditure for transportation was low;
 - b. higher if the per pupil expenditure for senior high instruction was low, and;
 - c. higher if the per pupil expenditure for elementary instruction was low.

Grade Eight. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade eight level are shown in Table 5.15. Seven variables entered the regression equation which had an overall F ratio of 5.953 significant at the 0.000 level. The multiple R for these variables was 0.574 and R^2 was 0.329. The first three variables selected accounted for 23.2 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) per pupil expenditure for transportation, (3) jurisdiction type, (4) Region 2, (5) amount of equalized assessment per pupil, (6) ratio of supplementary requisition levied to total operational revenue and (7) total operational expenditure per pupil.

Table 5.15 shows that the above predictors were measures from all five of the broad categories of predictor variables examined in the

Table 5.15

Proportion of Variance Predicted in the DPI Encompassing
All Subject Areas at the Grade Eight Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SCR grants received to total operational revenue	0.307	0.095	-0.307	-0.371
Per pupil expenditure for transportation	0.380	0.145	-0.121	-0.662
Jurisdiction type	0.482	0.232	-0.269	-0.383
Region 2	0.517	0.267	0.165	0.207
Amount of equalized assessment per pupil	0.544	0.296	0.169	0.397
Ratio of supplementary requisition levied to total operational revenue	0.564	0.318	0.156	-0.354
Total operational expenditure per pupil	0.574	0.329	-0.068	0.211

F ratio = 5.953

Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade eight level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in Region 2;
2. Wealth
 - a. higher if the amount of equalized assessment per pupil was high;
3. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was low;
4. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
5. Expenditure
 - a. higher if the per pupil expenditure for transportation was low, and;
 - b. higher if the total operational expenditure per pupil was high.

Grade Nine. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade nine level are shown in Table 5.16. The variables entered the regression equation which had an overall F ratio of 5.713 significant at the 0.000 level. The multiple R for these variables was 0.040 and R^2 was 0.411. The first three variables selected accounted for 28.3 percent of the variance noted. The pre-

Table 5.16
 Proportion of Variance Predicted in the DPI Encompassing
 All Subject Areas at the Grade Nine Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.345	0.119	-0.345	-0.355
Per pupil expenditure for transportation	0.426	0.182	-0.135	-0.322
Jurisdiction type	0.532	0.283	-0.292	-0.321
Region 2	0.565	0.319	0.165	-0.248
Amount of equalized assessment per pupil	0.597	0.356	0.193	0.368
Region 6	0.605	0.367	0.133	0.089
Amount of supplementary requisition levied per pupil	0.613	0.376	0.090	-1.253
Total operational expenditure per pupil	0.624	0.390	-0.084	0.446
Ratio of supplementary requisition levied to total operational revenue	0.632	0.400	0.226	0.729
Urban pupil ratio	0.640	0.411	0.055	0.214

F ratio = 5.713 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

dictor variables in order to relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) per pupil expenditure for transportation, (3) jurisdiction type, (4) Region 2, (5) amount of equalized assessment per pupil, (6) Region 6, (7) amount of supplementary requisition levied per pupil, (8) total operational expenditure per pupil, (9) ratio of supplementary requisition levied to total operational revenue, and (10) urban pupil ratio.

Table 5.16 shows that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade nine level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in either Region 2 or 6;
 - c. higher if the urban pupil ratio was high;
2. Wealth
 - a. higher if the amount of equalized assessment was high;
3. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was high;
4. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;

5. Expenditure

- a. higher if the per pupil expenditure for transportation was low, and;
- b. higher if the total operational expenditure per pupil was high.

Discussion of Findings

The regression results for variation found in the DPI for the total instructional time provided at each junior high grade level indicated that:

1. The most important single predictor of variance at each junior high grade level was the ratio of SGR grants received to total operational revenue.
2. The following four predictor variables entered each of the three regression equations:
 - a. the ratio of SGR grants received to total operational revenue;
 - b. Region 2;
 - c. jurisdiction type;
 - d. per pupil expenditure for transportation.
3. The following two predictors were found to be important at only the grade eight and nine levels:
 - a. amount of equalized assessment per pupil;
 - b. total operational expenditure per pupil.
4. In each instance where the predictor variables listed above (in #2 and #3) entered a regression equation and the effects of other predictors were held constant, the DPI tended to be higher if the following was evident:

- a. the ratio of SGR grants received to total operational revenue was low;
- b. the jurisdiction was located in Region 2;
- c. the jurisdiction was a public school district;
- d. the per pupil expenditure for transportation was low;
- e. the amount of equalized assessment per pupil was high, and;
- f. the total operational expenditure per pupil was high.

VARIATION OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT THE JUNIOR HIGH LEVEL

This section presents the results of the data analysis and provides a discussion of findings with regard to Sub-problem 2.5.

Statement of Sub-Problem 2.5

Sub-problem 2.5 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided at the junior high level?

Findings

As indicated previously in Table 5.13, the DPI for the total instructional time provided at the junior high level had a mean of 151.8 credit-equivalent units and a standard deviation of 27.0.

Discussion of the Findings

The standard deviation of the DPI for the total instructional time provided at the junior high level was approximately three times as great as the standard deviation of the index for each junior high grade. This would suggest that there was as much variation among jurisdictions in

the overall junior high DPI as there was at each of the junior high grade levels.

PREDICTORS OF VARIANCE OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT THE JUNIOR HIGH LEVEL

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 2.6.

Statement of Sub-Problem 2.6

Sub-problem 2.6 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided at the junior high level?

Findings

The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the junior high level are shown in Table 5.17. Six variables entered the regression equation which had an overall F ratio of 8.814 significant at the 0.000 level. The multiple R for these variables was 0.617 and R^2 was 0.381. The first three variables selected accounted for 29.5 percent of the variance noted. The predictor variables noted in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) per pupil expenditure for transportation, (3) jurisdiction type, (4) Region 2, (5) amount of equalized assessment per pupil, and (5) ratio of supplementary requisition levied to total operational revenue.

Table 5.17

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Junior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.347	0.120	-0.347	-0.309
Per pupil expenditure for transportation	0.440	0.193	-0.154	-0.586
Jurisdiction type	0.543	0.295	-0.284	-0.399
Region 2	0.582	0.338	0.184	0.242
Amount of equalized assessment per pupil	0.607	0.369	0.169	0.395
Ratio of supplementary requisition levied to total operational revenue	0.617	0.381	0.187	-0.217

F ratio = 8.814 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Table 5.17 indicates that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the junior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in Region 2;
2. Wealth
 - a. higher if the amount of equalized assessment was high;
3. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was low;
4. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low, and;
5. Expenditure
 - a. higher if the per pupil expenditure for transportation was low.

Discussion of the Findings

The findings of the study seem to indicate that public school districts characterized by low ratios of SGR grants received to total operational revenue, and lower per pupil expenditures for transportation, were able to provide more extensive curricular program offerings at the junior high level. Generally, districts with a low equalized assessment per pupil received a large proportion of SGR grants mainly

due to eligibility for supplementary requisition equalization grant entitlements. The results of this study suggest that although a fiscal equalization program was in effect, districts with low equalized assessments per pupil still remained somewhat disadvantaged.

SUMMARY OF CHAPTER 5

The findings of this study indicate that the total instructional time provided in major subject areas at each of the junior high grade levels varied substantially among Alberta school jurisdictions. In terms of the set of predictor variables examined in the study, approximately 33 percent of the variation found could be accounted for at each of the grade seven and eight levels while approximately 41 percent could be accounted for at the grade nine level. The results of the study show that the overall DPI for each of the junior high grades tended to be higher for public school districts which had (1) a low ratio of SGR grants received to total operational revenue, and (2) a low per pupil expenditure for transportation.

The findings of the study also indicate that the DPI's representative of the total instructional time provided in each of the major areas at the junior high level varied along four major dimensions. First, in the total amount of instructional time which generally was provided in each of the major subject areas. It was noted that the greatest proportion of the junior high program was devoted to the study of language arts (21.3 percent) while the least was devoted to the study of business education (1.2 percent). Second, in the amount of variation found in the DPI for each of the major subject areas which could be accounted for in terms of the set of predictor variables examined in the study. The

amount of explained variation for each of the DPI's ranged from 7.1 percent for mathematics to 43.0 percent for home economics. Third, in the nature of the predictor which was found to account for the greatest proportion of variance found in each of the DPI's. Jurisdiction type was found to be the most important single predictor of variance accounted for in the DPI for each of industrial education (general), home economics, fine arts, and mathematics. Fourth, in the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five broad categories of predictor variables had on various subject area DPI's. A total of 26 of the 32 predictor variables examined in the study entered one or more of the regression equations.

In summary, the findings of the study seem to indicate that public school districts characterized by low ratios of SGR grants received to total operational revenue, and low per pupil expenditures for transportation, were able to provide more extensive curricular program offerings at the junior high level. Generally, districts with a low equalized assessment per pupil received a large portion of SGR grants mainly due to eligibility for supplementary requisition grant entitlements. The results of this study suggest that although a fiscal equalization program is in effect, districts with low equalized assessments per pupil remain somewhat disadvantaged.

Chapter 6

ANALYSIS AND FINDINGS AT THE SENIOR HIGH LEVEL

This chapter presents the results of the data analysis and provides a discussion of the findings with respect to Sub-problems 3.1 through 3.6 of Problem 1. Problem 1 was stated as follows: To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the senior high level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED
IN MAJOR SUBJECT AREAS AT THE SENIOR HIGH LEVEL

This section reports the results of the data analysis and provides a discussion of findings with regard to Sub-problem 3.1.

Statement of Sub-Problem 3.1

Sub-problem 3.1 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas at the senior high level?

Findings

The mean and standard deviation of the DPI for the total instructional time provided in each of the major subject areas at the senior high level are reported in Table 6.1. The major findings were noted as follows:

Table 6.1

Extent of Variation in DPI's for the Total Instructional Time
 Provided in Major Subject Areas at the Senior High Level

Major Subject Areas	Percentage of Total Program	DPI	
		Mean	Standard Deviation
Language Arts	10.47	24.77	14.56
Mathematics	11.45	27.09	16.78
Social Studies	8.80	20.81	12.71
Science	11.11	26.28	15.39
Personal Development	4.44	10.51	6.79
Fine Arts	7.49	17.71	18.95
Second Languages	5.56	13.16	11.57
Business Education	13.96	33.03	22.95
Home Economics	4.95	11.72	12.03
Industrial Education (General)	3.58	8.47	8.85
Industrial Education (Vocational)	11.48	27.16	66.53
Other Subject Areas	6.68	15.81	11.35
Total Program	100.00	236.53	175.56

1. Generally, the greatest proportion of the instructional program at the senior high level was devoted to business education (14.0 percent), followed by industrial education (vocational - 11.5 percent), mathematics (11.4 percent), science (11.1 percent), language arts (10.5 percent), social studies (8.8 percent), fine arts (7.5 percent), second languages (5.6 percent), home economics (5.0 percent), personal development (4.4 percent), industrial education (general - 3.6 percent) and other subjects (6.7 percent).
2. In each of language arts, mathematics, social studies, science, personal development and business education, the standard deviation of the DPI ranged from about one-half to two-thirds of the value of the mean. In each of remaining subject areas, the standard deviation of the DPI was almost equal to or greater than the value of the mean, thus indicating a highly skewed distribution.

Discussion of the Findings

In summary, there was much greater variation in the extent of instructional program offering at the senior high level than previously noted at the elementary or junior high levels. As might be expected, the scope and depth of the overall provincial program of studies is considerably more extensive at the senior high level allowing for greater differentiation and specialization in student programming and vocational preparation.

PREDICTORS OF VARIANCE OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN MAJOR SUBJECT AREAS AT THE SENIOR HIGH LEVEL

This section outlines the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 3.2.

Statement of Sub-Problem 3.2

Sub-problem 3.2 was stated as follows: To what extent do certain measures of demographic wealth, fiscal effort, revenue and expenditure variables amount for the variance of the DPI for the total instructional time provided in each of the major subject areas at senior high level?

Findings

Language Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in language arts at the senior high level are shown in Table 6.2. Seven variables entered the regression equation which had an overall F ratio of 20.614 significant at the 0.000 level. The multiple R for these variables was 0.793 and R^2 was 0.629. The first two variables selected accounted for 48.5 percent of the variance noted. The predictor variables in order of relative importance were as

Table 6.2

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Language Arts at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.557	0.311	-0.557	-0.348
Per pupil expenditure for senior high instruction	0.697	0.485	-0.517	-0.496
School building utilization ratio	0.723	0.523	0.064	0.286
Total SFPF grants received per pupil	0.754	0.569	0.317	0.284
Net supplementary requisition mill rate	0.775	0.601	0.115	0.182
Senior high enrolment	0.786	0.618	0.216	0.121
Region 1	0.793	0.629	-0.206	-0.113

F ratio = 20.614 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) school building utilization ratio, (4) total SFPF grants received per pupil, (5) net supplementary requisition mill rate (6) senior high enrolment, and (7) Region 1.

Table 6.2 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in language arts at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. higher if the senior high enrolment was high;
 - d. lower if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the net supplementary requisition was high;
3. Revenue
 - a. higher if the total SFPF grants received per pupil was high; and,
4. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low.

Mathematics. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in mathematics at the senior high level as shown in Table 6.3. Ten variables entered the regression equation which had an overall F ratio of 12.754 significant at the 0.000 level. The multiple

Table 6.3

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Mathematics at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.536	0.287	-0.536	-0.253
Per pupil expenditure for senior high instruction	0.626	0.391	-0.420	-0.423
Ratio of SGR grants received to total operational revenue	0.668	0.447	-0.497	-0.119
School building utilization ratio	0.688	0.474	0.032	0.208
Total SFPF grants received per pupil	0.706	0.398	0.331	0.392
Per pupil expenditure for transportation	0.735	0.539	0.113	-0.264
Net supplementary requisition mill rate	0.750	0.563	0.155	0.158
Region 1	0.760	0.577	-0.277	-0.166
Per pupil expenditure for operation and maintenance	0.770	0.593	0.130	0.192
Per pupil expenditure for administration	0.780	0.609	-0.334	-0.151

F ratio = 12.754 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

R for these variables was 0.780 and R^2 was 0.609. The first three variables selected accounted for 47.4 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) ratio of SGR grants received to total operational revenue, (4) school building utilization ratio, (5) total SFPF grants received per pupil, (6) per pupil expenditure ~~for transportation~~, (7) net supplementary requisition mill rate, (8) Region 1, (9) per pupil expenditure for operation and maintenance and per pupil expenditure for administration.

Table 6.3 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in mathematics at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. lower if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the net supplementary requisition was high;
3. Revenue
 - a. higher if the SGR grants received to total operational revenue was low;
4. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low;

- b. higher if the per pupil expenditure for transportation was low;
- c. higher if the per pupil expenditure for operation and maintenance was high; and,
- d. higher if the per pupil expenditure for administration was low.

Social Studies. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in social studies at the senior high level are shown in Table 6.4. Ten variables entered the regression equation which had an overall F ratio of 16.362 significant at the 0.000 level. The multiple R for these variables was 0.816 and R^2 was 0.666. The first three variables selected accounted for 45.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) net supplementary requisition millrate, (4) total SFPF grants received per pupil, (5) school building utilization ratio, (6) senior high enrolment, (7) Region 1, (8) per pupil expenditure for operation and maintenance, (9) ratio of SFPF grants received to total operational revenue, and (10) Region 5.

Table 6.4 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in social studies at the senior high level tended to be as follows:

- 1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;

Table 6.4

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Social Studies at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.543	0.295	-0.543	-0.183
Per pupil expenditure for senior high instruction	0.638	0.407	-0.432	-0.462
Net supplementary requisition mill rate	0.673	0.453	0.186	0.246
Total SFPF grants received per pupil	0.710	0.504	0.374	0.242
School building utilization ratio	0.746	0.557	0.018	0.240
Senior high enrolment	0.773	0.597	0.283	0.167
Region 1	0.791	0.626	-0.277	-0.242
Per pupil expenditure for operation and maintenance	0.799	0.638	0.197	0.299
Ratio of SFPF grants received to total operational revenue	0.810	0.655	0.265	0.202
Region 5	0.816	0.666	-0.001	-0.111

F ratio = 16.362 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- b. higher if the school building utilization ratio was high;
 - c. higher if the senior high enrolment was high;
 - d. lower if the jurisdiction was located in either Region 1 or 5;
2. Fiscal effort
- a. higher if the net supplementary requisition mill rate was high;
3. Revenue
- a. higher if the total SFPF grants received per pupil was high;
 - b. higher if the total SFPF grants received to total operational revenue was high;
4. Expenditure
- a. higher if the per pupil expenditure for senior high instruction was low; and,
 - b. higher if the per pupil expenditure for operation and maintenance was high.

Sciences. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in science at the senior high level are shown in Table 6.5. Seven variables entered the regression equation which has an overall F ratio of 29.031 significant at the 0.000 level. The multiple R for these variables was 0.840 and R^2 was 0.705. The first two variables selected accounted for 51.2 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) total SFPF grants received per pupil, (4) school building utilization ratio, (5) net supplementary requisition millrate, (6) Region 1, and (7) senior high enrolment.

Table 6.5

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Science at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.577	0.333	-0.577	-0.291
Per pupil expenditure for senior high instruction	0.716	0.521	-0.526	-0.523
Total SFPF grants received per pupil	0.758	0.575	0.428	0.393
School building utilization ratio	0.789	0.622	-0.014	0.245
Net supplementary requisition mill rate	0.812	0.659	0.113	0.198
Region 1	0.833	0.694	-0.287	-0.188
Senior high enrolment	0.840	0.705	0.202	0.106

F ratio = 29.031 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Table 6.5 reveals that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in science at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. lower if the jurisdiction was located in Region 1;
 - d. higher if the senior high enrolment was high;
2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was high;
3. Revenue
 - a. higher if the total SFPF grants received per pupil was high; and,
4. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low.

Personal Development. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in personal development at the senior high level are shown in Table 6.6. Ten variables entered the regression equation which had an overall F ratio of 10.049 significant at the 0.000 level. The multiple R for these variables was 0.742 and R^2 was 0.551. The first two predictors selected accounted for 39.6 percent of the variance noted. The predictor variables in order of relative importance

Table 6.6

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Personal Development at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.585	0.343	-0.585	-0.416
Per pupil expenditure for senior high instruction	0.629	0.396	-0.339	-0.257
Net supplementary requisition mill rate	0.651	0.424	0.149	0.154
Total SFPF grants received per pupil	0.668	0.447	0.340	0.197
School building utilization ratio	0.692	0.478	-0.007	0.198
Senior high enrolment	0.702	0.492	0.208	2.143
Sparsity of pupil population	0.709	0.502	0.408	0.339
Junior high enrolment	0.723	0.523	0.202	-2.045
Urban pupil ratio	0.735	0.540	-0.328	0.270
Region 1	0.742	0.551	-0.208	-0.111

F ratio = 10.049 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) net supplementary requisition mill rate, (4) total SFPF grants received per pupil, (5) school building utilization ratio, (6) senior high enrolment, (7) sparsity of pupil population, (8) junior high enrolment, (9) urban pupil ratio, and (10) Region 1.

Table 6.6 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in personal development at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. higher if the senior high enrolment was high;
 - d. higher if the jurisdiction was sparsely populated;
 - e. higher if the junior high enrolment was low;
 - f. higher if the urban pupil ratio was high;
 - g. lower if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was high;
3. Revenue
 - a. higher if the SFPF grants received per pupil was high; and,
4. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low.

Fine Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in fine arts at the senior high level are shown in Table 6.7. Six variables entered the regression equation which had an overall F ratio of 10.784 significant at the 0.000 level. The multiple R for these variables was 0.655 and R^2 was 0.429. The first three variables selected accounted for 37.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) senior high enrolment, (2) jurisdiction type, (3) per pupil expenditure for transportation, (4) ratio of SGR grants received to total operational revenue, (5) Region 6, and (7) total SFPF grants received per pupil.

Table 6.7 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in fine arts at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the senior high enrolment was high;
 - b. higher if the jurisdiction was a public school district;
 - c. higher if the jurisdiction was located in Region 6;
2. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the SFPF grants received per pupil was high; and,

Table 6.7

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Fine Arts at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Senior high enrolment	0.450	0.202	0.450	0.334
Jurisdiction type	0.560	0.313	-0.397	-0.439
Per pupil expenditure for transportation	0.613	0.376	-0.062	-0.413
Ratio of SGR grants received to total operational revenue	0.635	0.403	-0.316	-0.135
Region 6	0.647	0.418	0.160	0.113
Total SFPF grants received per pupil	0.655	0.429	0.123	0.150

F ratio = 10.784 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

3. Expenditure

- a. higher if the per pupil expenditure for transportation was low.

Second Languages. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in second languages at the senior high level are shown in Table 6.8. Nine variables entered the regression equation which had an overall F ratio of 6.812 significant at the 0.000 level. The multiple R for these variables was 0.651 and R^2 was 0.425. The first four variables selected accounted for 34.5 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) senior high enrolment, (2) jurisdiction type, (3) ratio of SFPF grants received to total operational revenue, (4) urban pupil ratio, (5) net supplementary requisition mill rate, (6) Region 3, (7) junior high enrolment, (8) school building utilization ratio, and (9) per pupil expenditure for elementary instruction.

Table 6.8 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in second languages at the senior high level tended to be as follows:

1. Demographic characteristics

- a. higher if the senior high enrolment was high;
- b. higher if the jurisdiction was a public school district;
- c. higher if the urban pupil ratio was high;
- d. higher if the jurisdiction was located in Region 3;
- e. higher if the junior high enrolment was low;

Table 6.8

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Second Languages at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Senior high enrolment	0.422	0.178	0.422	2.869
Jurisdiction type	0.513	0.263	-0.352	-0.344
Ratio of SFPF grants received to total operational revenue	0.563	0.317	0.229	0.253
Urban pupil ratio	0.587	0.345	-0.045	0.063
Net supplementary requisition mill rate	0.603	0.364	0.172	0.127
Region 3	0.618	0.382	0.160	0.172
Junior high enrolment	0.633	0.401	0.408	-2.519
School building utilization ratio	0.643	0.414	0.045	0.156
Per pupil expenditure for elementary instruction	0.651	0.425	0.092	0.120

F ratio = 6.812 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- f. higher if the school building utilization ratio was high;
- 2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was high;
- 3. Revenue
 - a. higher if the ratio of SFPF grants received to total operational revenue was high; and,
- 4. Expenditure
 - a. higher if the per pupil expenditure for elementary instruction was high.

Business Education. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in business education at the senior high level are shown in Table 6.9. Eleven variables entered the regression equation which had an overall F ratio of 11.191 significant at the 0.000 level. The multiple R for these variables was 0.777 and R^2 was 0.603. The first three variables selected accounted for 44.5 percent of the variance noted. The predictor variables in order of relative importance were as follows; (1) jurisdiction type, (2) senior high enrolment, (3) ratio of SGR grants received to total operational revenue, (4) net supplementary requisition mill rate, (5) per pupil expenditure for senior high instruction, (6) school building utilization ratio, (7) per pupil expenditure for junior high instruction, (8) ratio of SFPF grants received to total operational revenue, (9) total SGR grants received per pupil, (10) urban pupil ratio, and (11) per pupil expenditure for administration.

Table 6.9

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Business Education at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.549	0.301	-0.549	-0.414
Senior high enrolment	0.617	0.381	0.362	1.942
Ratio of SGR grants received to total operational revenue	0.667	0.445	-0.478	-0.890
Net supplementary requisition mill rate	0.689	0.474	0.212	0.145
Per pupil expenditure for senior high instruction	0.711	0.505	-0.308	-0.191
School building utilization ratio	0.724	0.524	0.018	0.735
Per pupil expenditure for junior high instruction	0.739	0.546	0.351	-1.135
Ratio of SFPP grants received to total operational revenue	0.748	0.559	0.232	0.223
Total SGR grants received per pupil	0.761	0.579	-0.390	0.775
Urban pupil ratio	0.769	0.591	-0.352	0.182
Per pupil expenditure for administration	0.777	0.603	-0.352	-0.134

F ratio = 11.191 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

Table 6.9 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in business education at the senior high level tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. higher if the senior high enrollment was high;
- c. higher if the school building utilization ratio was high;
- d. higher if the urban pupil ratio was high;

2. Fiscal effort

- a. higher if the net supplementary requisition mill rate was high;

3. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;
- b. higher if the ratio of SFPF grants received to total operational revenue was high;
- c. higher if the SGR grants received per pupil was high;

4. Expenditure

- a. higher if the per pupil expenditure for senior high instruction was low;
- b. higher if the per pupil expenditure for junior high instruction was low; and,
- c. higher if the per pupil expenditure for administration was low.

Home Economics. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in home economics at the senior high level are shown in Table 6.10. Nine variables entered the regression equation which had an overall F ratio of 0.669 significant at the 0.000 level. The multiple R for these variables was 0.669 and R^2 was 0.448. The first two variables selected accounted for 31.1 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) per pupil expenditure for administration, (4) Region 6, (5) school building utilization ratio, (6) elementary enrolment, (7) Region 3, (8) sparsity of pupil population, and (9) urban pupil ratio.

Table 6.10 indicates that the above predictors were measures from only two of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in home economics at the senior high level tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. higher if the senior high enrolment was high;
- c. higher if the jurisdiction was located in either Region 3 or 6;
- d. higher if the school building utilization ratio was high;
- e. higher if the elementary enrolment was low;
- f. higher if the jurisdiction was sparsely populated;
- g. higher if the urban pupil ratio was high; and,

Table 6.10

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Home Economics at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.436	0.190	-0.436	-0.416
Senior high enrolment	0.558	0.311	0.410	1.457
Per pupil expenditure for administration	0.579	0.335	-0.323	-0.122
Region 6	0.600	0.360	0.154	0.171
School building utilization ratio	0.613	0.375	0.153	0.119
Elementary enrolment	0.625	0.390	0.397	-1.155
Region 3	0.634	0.402	0.061	0.108
Sparsity of pupil population	0.642	0.413	0.229	0.368
Urban pupil ratio	0.669	0.448	-0.094	0.379

F ratio = 7.476 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

2. Expenditure

- a. higher if the per pupil expenditure for administration was low.

Industrial Education (General). The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in industrial education (general) at the senior high level are shown in Table 6.11. Seven variables entered the regression equation which had an overall F ratio of 7.140 significant at the 0.000 level. The multiple R for these variables was 0.609 and R^2 was 0.370. The first variable selected accounted for 24.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) ratio of SGR grants received to total operational revenue, (3) Region 5, (4) Region 4, (5) sparsity of pupil population, (6) urban pupil ratio, and (7) unsupported debt mill rate.

From Table 6.11, it was shown that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. The relationship between each predictor within each of these categories and the criterion variable when the values of the other predictors were held constant is summarized below. That is to say, the DPI for the total instructional time provided in industrial education (general) at the senior high level tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. lower if the jurisdiction was located in either Region 3 or 5;
- c. higher if the jurisdiction was sparsely populated;

Table 6.11

Proportion of Variance Predicted in the DPI for the
Total Instructional Time Provided in Industrial
Education (General) at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.496	0.246	-0.496	-0.448
Ratio of SGR grants received to total operational revenue	0.518	0.269	-0.347	-0.237
Region 5	0.542	0.294	-0.076	-0.181
Region 4	0.567	0.321	-0.086	-0.136
Sparsity of pupil population	0.579	0.335	0.360	0.352
Urban pupil population	0.599	0.359	-0.267	0.316
Unsupported debt mill rate	0.609	0.370	-0.014	0.119

F ratio = 7.140 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- d. higher if the urban pupil ratio was high;
- 2. Wealth
 - a. higher if the unsupported debt mill rate was high; and,
- 3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low.

Industrial Education (Vocational). The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in industrial education (vocational) at the senior high level are shown in Table 6.12. Eight variables entered the regression equation which had an overall F ratio of 9.188 significant at the 0.000 level. The multiple R for these variables was 0.683 and R^2 was 0.467. The first four variables selected accounted for 38.5 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) senior high enrolment, (2) junior high enrolment, (3) jurisdiction type, (4) per pupil expenditure for transportation, (5) elementary enrolment, (6) Region 4, and (7) amount of equalized assessment per pupil.

Table 6.12 indicates that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in industrial education (vocational) at the senior high level tended to be as follows:

- 1. Demographic characteristics
 - a. higher if the senior high enrolment was high;
 - b. higher if the junior high enrolment was low;

Table 6.12

Proportion of Variance Predicted in the DPI for the
Total Instructional Time Provided in Industrial
Education (Vocational) at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Senior high enrolment	0.441	0.195	0.441	4.870
Junior high enrolment	0.529	0.279	0.417	-7.939
Jurisdiction type	0.567	0.321	-0.239	-0.329
Per pupil expenditure for transportation	0.620	0.385	-0.183	-0.356
Elementary enrolment	0.664	0.440	0.172	0.159
Region 4	0.674	0.454	0.206	0.176
Amount of equalized assessment per pupil	0.683	0.467	0.201	0.115

F ratio = 9.188 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- c. higher if the jurisdiction was a public school district;
- d. higher if the elementary enrolment was high;

2. Wealth

- a. higher if the amount of equalized assessment per pupil was high; and,

3. Expenditure

- a. higher if the per pupil expenditure for transportation was low.

Other Subject Areas. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in other subject areas at the senior high level are shown in Table 6.13. Eleven variables entered the regression equation which had an overall F ratio of 4.476 significant at the 0.000^o level. The multiple R for these variables was 0.615 and R² was 0.378. The first three variables selected accounted for 20.1 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SFPF grants received to total operational revenue, (2) jurisdiction type, (3) per pupil expenditure for senior high instruction, (4) school building utilization ratio, (5) Region 7, (6) Region 6, (7) ratio of supplementary requisition levied to total operational revenue, (8) total SFPF grants received per pupil, (9) per pupil expenditure for transportation, (10) ratio of SGR grants received to total operational revenue, and (11) total operation revenue per pupil.

Table 6.13 reveals that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held

Table 6.13

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Other Subject Areas at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SFPF grants received to total operational revenue	0.310	0.096	0.310	0.258
Jurisdiction type	0.410	0.168	-0.283	-0.340
Per pupil expenditure for senior high instruction	0.448	0.201	-0.287	-0.181
School building utilization ratio	0.480	0.230	0.097	0.179
Region 7	0.501	0.251	0.131	0.183
Region 6	0.514	0.264	0.126	0.107
Ratio of the supplementary requisition levied to total operational revenue	0.526	0.277	0.063	-0.477
Total SFPF grants received per pupil	0.545	0.297	0.212	0.226
Per pupil expenditure for transportation	0.569	0.324	-0.002	-0.519
Ratio of SGR grants received to total operational revenue	0.588	0.345	-0.301	-0.354
Total operational revenue per pupil	0.615	0.378	-0.061	0.498

F ratio = 4.476 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

constant, the DPI for the total instructional time provided in other subject areas at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. higher if the jurisdiction was located in either Region 6 or 7;
2. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was low;
3. Revenue
 - a. higher if the ratio of SFPF grants received to total operational revenue was high;
 - b. higher if the ratio of SGR grants received to total operational revenue was low;
 - c. higher if the total SGPF grants received per pupil was high;
 - d. higher if the total operational revenue per pupil was high;
4. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low; and,
 - b. higher if the per pupil expenditure for transportation was low.

Discussion of the Findings

In summary, the findings of the study related to the DPI for the total instructional time provided in each of the major subject areas at the senior high level varied significantly in terms of the total amount

of variation that was accounted for by the set of predictor variables examined in the study. The total amount of variation accounted for in each DPI was as follows:

1. 70.5 percent for science;
2. 66.6 percent for social studies;
3. 62.9 percent for language arts;
4. 60.9 percent for mathematics;
5. 60.3 percent for business education;
6. 55.1 percent for personal development;
7. 46.7 percent for industrial education (vocational);
8. 44.8 percent for home economics;
9. 42.9 percent for fine arts;
10. 42.5 percent for second languages, and
11. 37.0 percent for industrial education (general).

On the other hand, there was a considerable degree of consistency found in the regression results obtained for each of the DPI's with respect to the following two dimensions:

1. In the number of instances and the extent to which the same predictor variable was found to have the most predictive value in relation to various DPI's. The following was noted:

a. Jurisdiction type accounted for

- i. 34.3 percent of the variation found in personal development;
- ii. 33.3 percent of the variation found in science;
- iii. 31.1 percent of the variation found in language arts;
- iv. 30.1 percent of the variation found in business education;

- v. 29.5 percent of the variation found in social studies;
- vi. 28.7 percent of the variation found in mathematics;
- vii. 24.6 percent of the variation found in industrial education (general); and,
- viii. 19.0 percent of the variation found in home economics.

b. Senior high enrolment accounted for

- 1. 20.2 percent of the variation found in fine arts;
 - ii. 19.5 percent of the variation found in industrial education (vocational); and,
 - iii. 17.8 percent of the variation found in second languages.
2. In the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five categories of predictor variables had on various DPI's. These are summarized below in terms of each major category:

a. Demographic characteristics

- i. The DPI for each of the major subject areas at the senior high level tended to be higher if the jurisdiction was a public school district.
- ii. Except for mathematics and industrial education (general), the DPI for each of the remaining nine major subject areas tended to be higher if the senior high enrolment was high.
- iii. Except for fine arts and industrial education (general), the DPI for each of the remaining nine major subject areas tended to be higher if the school building utilization ratio was high.

- iv. The DPI for each of personal development, second languages, business education, home economics and industrial education (general) tended to be higher if the urban pupil ratio was high.
- v. The DPI for each of home economics and industrial education (general) tended to be higher if the jurisdiction was sparsely populated.
- vi. The DPI for home economics tended to be higher while that for industrial education (vocational) tended to be lower if the elementary enrolment was low.
- vii. The DPI for each of language arts, mathematics, social studies, science and personal development tended to be lower in Region 1.
- viii. The DPI for each of second languages and industrial education (general) tended to be lower while that of home economics tended to be higher in Region 3.
- ix. The DPI for each of social studies and industrial arts (general) tended to be lower in Region 5.
- x. The DPI for each of fine arts and home economics tended to be higher in Region 6.

b. Wealth

- i. The DPI for industrial education (vocational) tended to be higher if the amount of equalized assessment per pupil was high.
- ii. The DPI for industrial education (general) tended to be higher if the unsupported debt mill rate was high.

c. Fiscal effort

- i. The DPI for each of language arts, mathematics, social studies, science, personal development, second languages and business education tended to be higher if the net supplementary requisition mill rate was high.

d. Revenue

- i. The DPI for each of language arts, social studies, second languages and business education tend to be higher if the ratio of SFPF grants received to total operational revenue was high.
- ii. The DPI for each of mathematics, fine arts, business education and industrial education (general) tended to be higher if the ratio of SGR grants received to total operational revenue was low.
- iii. The DPI for each of social studies, science, personal development and fine arts tended to higher if the total SFPF grants received per pupil was high.
- iv. The DPI for business education tended to be higher if the total SGR grants received per pupil was high.

e. Expenditure

- i. The DPI for each of language arts, mathematics, social studies, science, personal development and business education tended to be higher if the per pupil expenditure for senior high instruction was low.
- ii. The DPI for each of mathematics, business education, home economics, industrial education (general), and

- industrial education (vocational) tended to be higher, the per pupil expenditure for administration was low.
- iii. The DPI for each of mathematics and fine arts tended to be higher if the per pupil expenditure for transportation was low.
 - iv. The DPI for each of mathematics and social studies tended to be higher if the per pupil expenditure for operation and maintenance was high.
 - v. The DPI for second languages tended to be higher if the per pupil expenditure for elementary instruction was high.
 - vi. The DPI for business education tended to be higher if the per pupil expenditure for junior high instruction was low.

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT SENIOR HIGH GRADE LEVELS

This section outlines the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 3.3.

Statement of Sub-Problem 3.3

Sub-problem 3.3 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the senior high grades?

Findings

The nature and extent of variance of the DPI for the total instructional time provided in each of the senior high grades are shown in Table 6.14.

The following major findings were noted:

1. There was a slightly greater proportion of instructional time provided at the grade eleven (36.6 percent) level than at either the grade ten (30.3 percent) or twelve (33.1 percent) levels.
2. There was considerably less variation in the overall DPI at the grade ten level than that found in the overall DPI at each of the grade eleven and twelve levels.

Discussion of the Findings

Generally, there was a substantial greater amount of instructional time provided at each of the senior high grade levels than in each of the other grades at the elementary and junior high grade levels. As well, the amount of variation found in the DPI at each senior grade level tended to increase proportionately as did the mean.

PREDICTORS OF VARIANCE OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT SENIOR HIGH GRADE LEVELS

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 3.4.

Statement of Sub-Problem 3.4

Sub-problem 3.4 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the senior high grades?

Table 6.14

Extent of Variation in DPI's For Individual
Grades at the Senior High Level

Grade	Percentage of Total Program	DPI	
		Mean	Standard Deviation
10	30.32	71.72	45.88
11	36.57	86.49	67.70
12	33.11	78.32	65.94
Total Program	100.00	236.53	175.56

Findings

Grade Ten. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade ten level are shown in Table 6.15. Seven variables entered the regression equation which had an overall F ratio of 17.599 significant at the 0.000 level. The multiple R for these variables was 0.769 and R^2 was 0.592. The first three variables selected accounted for 47.4 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) per pupil expenditure for senior high instruction, (4) school building utilization ratio, (5) ratio of SFPF grants received to total operational revenue, (6) net supplementary requisition mill rate, and (6) junior high enrolment.

Table 6.15 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade ten level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the senior high enrolment was high;
 - c. higher if the school building utilization ratio was high;
 - d. higher if the junior high enrolment was low;
2. Fiscal effort
 - a. higher if the net supplementary requisition mill rate was high;

Table 6.15

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Ten Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.560	0.313	-0.560	-0.520
Senior high enrolment	0.636	0.404	0.383	2.035
Per pupil expenditure for senior high instruction	0.689	0.474	-0.372	-0.226
School building utilization ratio	0.716	0.512	0.076	0.231
Ratio of SFPF grants received to total operational revenue	0.742	0.551	0.252	0.199
Net supplementary requisition mill rate	0.758	0.575	0.147	0.138
Junior high enrolment	0.760	0.592	0.373	-1.744

F ratio = 17.599 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

3. Revenue

- a. higher if the ratio of SFPF grants received to total operational revenue was high; and,

4. Expenditure

- a. higher if the per pupil expenditure for senior high instruction was low.

Grade Eleven. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the grade eleven level are shown in Table 6.16. Nine variables entered the regression equation which had an overall F ratio of 10.623 significant at the 0.000 level. The multiple R for these variables was 0.732 and R^2 was 0.535. The first three variables selected accounted for 42.0 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) junior high enrolment, (4) per pupil expenditure for transportation, (5) ratio of SGR grants received to total operational revenue, (6) unsupported debt mill rate, (7) total SFPF grants received per pupil, (8) school building utilization ratio, and (9) Region 2.

Table 6.16 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the grade eleven level tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
b. higher if the senior high enrolment was high;

Table 6.16

**Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Eleven Level**

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.494	0.244	-0.494	-0.517
Senior high enrolment	0.597	0.356	0.406	2.906
Junior high enrolment	0.648	0.420	0.388	-2.644
Per pupil expenditure for transportation	0.673	0.453	0.031	-0.279
Ratio of SGR grants received to total operational revenue	0.696	0.484	-0.375	-0.136
Unsupported debt mill rate	0.707	0.499	0.218	0.135
Total SFPF grants received per pupil	0.715	0.511	0.211	0.188
School building utilization ratio	0.725	0.525	0.007	0.161
Region 2	0.732	0.535	-0.136	-0.106

F ratio = 10.623 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- c. higher if the junior high enrolment was low;
 - d. higher if the school building utilization ratio was high;
 - e. lower if the jurisdiction was located in Region 2;
2. Wealth
- a. higher if the unsupported mill rate was high;
3. Revenue
- a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the total SFPF grants received per pupil was high;
- and,
4. Expenditure
- a. higher if the per pupil expenditure for transportation was low.

Grade Twelve. The regression results for the most important set of predictor variables of variance found in the DPI encompassing all subject areas at the grade twelve level are shown in Table 6.17. Six variables entered the regression equation which had an overall F ratio of 14.723 significant at the 0.000 level. The multiple R for these variables was 0.712 and R^2 was 0.507. The first three variables selected accounted for 42.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) junior high enrolment, (4) per pupil expenditure for transportation, (5) ratio of SGR grants received to total operational revenue, and (6) elementary student enrolment.

Table 6.17 reveals that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held

Table 6.17

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Grade Twelve Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.465	0.217	-0.465	-0.487
Senior high enrolment	0.602	0.362	0.447	4.216
Junior high enrolment	0.650	0.423	0.430	-6.208
Per pupil expenditure for transportation	0.679	0.461	-0.003	-0.246
Ratio of SGR grants received to total operational revenue	0.703	0.495	-0.372	-0.221
Elementary enrolment	0.712	0.507	0.423	2.315

F ratio = 14.723 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

constant, the DPI for the total instructional time provided at the grade twelve level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the senior high enrolment was high;
 - c. higher if the junior high enrolment was low;
 - d. higher if the elementary enrolment was high;
2. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low; and,
3. Expenditure
 - a. higher if the per pupil expenditure for transportation was low.

Discussion of the Findings

In summary, the findings of the study related to the DPI for the total instructional time provided at each of the senior high levels were similar in terms of the proportion of the variance that was accounted for by the set of predictor variables examined in the study. The amount of variation accounted for in each DPI was as follows:

1. 59.2 percent at the grade ten level;
2. 53.5 percent at the grade eleven level; and,
3. 50.7 percent at the grade twelve level.

The most important single predictor variable at each grade level was jurisdiction type. The amount of variation accounted for by this predictor at each grade level is indicated below:

1. 31.3 percent at the grade ten level;

2. 24.4 percent at the grade eleven level; and,
3. 21.7 percent at the grade twelve level.

The following is a summary of the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five categories of predictor variables had on various DPI's:

1. Demographic characteristics

- a. The DPI for each of the senior high grades tended to be higher if:

- i. the jurisdiction was a public school district;
- ii. the junior high enrolment was low; and,
- iii. the senior high enrolment was high.

- b. The DPI for each of grades ten and eleven tended to be higher if the school building utilization ratio was high.

- c. The DPI for grade eleven tended to be lower in Region 1.

- d. The DPI for grade twelve tended to be higher if the elementary enrolment was high.

2. Wealth

- a. The DPI for grade eleven tended to be higher if the unsupported mill debt rate was high.

3. Fiscal effort

- a. The DPI for grade ten tended to be higher if the net supplementary requisition mill rate was high.

4. Revenue

- a. The DPI for each of grades ten and eleven tended to be higher if the ratio of SFPP grants received to total operational revenue was high.

- b. The DPI for each of grades eleven and twelve tended to be higher if the ratio of SGR grants [REDACTED] to total operational revenue was low.

5. Expenditure

- a. The DPI for each of grades eleven and twelve tended to be higher if the per pupil expenditure for transportation was low.
- b. The DPI for grade ten tended to be higher if the per pupil expenditure for senior high instruction was low.

VARIATION OF THE DPI FOR THE TOTAL INSTRUCTIONAL
TIME PROVIDED AT THE SENIOR HIGH LEVEL

This section presents the results of the data analysis and provides a discussion of the findings with regard to Sub-problem 3.5.

Statement of Sub-Problem 3.5

Sub-problem 3.5 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided at the senior high level?

Findings

As indicated previously in Table 6.14, the DPI for the total instructional time provided at the senior high level had a mean of 236.5 credit-equivalent units and a standard deviation of 175.6.

Discussion of the Findings

The standard deviation of the DPI for the total instructional time provided at the senior high level was almost the same as the sum of the standard deviation of the DPI for the total instructional time provided

at each of the senior high grades. This would seem to suggest that those jurisdictions which had a lower DPI in any one of the senior high grades, also had a similar lower DPI in each of the remaining two senior high grades.

PREDICTORS OF VARIANCE OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED AT THE SENIOR HIGH LEVEL

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 3.6.

Statement of Sub-Problem 3.6

Sub-problem 3.6 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided at the senior high level?

Findings

The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided at the senior high level are shown in Table 6.18. Nine variables entered the regression equation which had an overall F ratio of 11,997 significant at the 0.000 level. The multiple R for these variables was 0.752 and R^2 was 0.565. The first three variables selected accounted for 43.9 percent of the variance noted. The predictor variables, in order of relative importance, were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) junior high enrolment, (4) per pupil expenditure for transportation, (5) ratio of SGR grants received to total operational revenue, (6) school building utilization ratio, (7)

Table 6.18

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided at the Senior High Level

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.512	0.262	-0.512	-0.488
Senior high enrolment	0.621	0.385	0.424	2.524
Junior high enrolment	0.662	0.439	0.408	-2.235
Per pupil expenditure for transportation	0.686	0.471	0.042	-0.275
Ratio of SGR grants received to total operational revenue	0.714	0.510	-0.403	-0.136
School building utilization ratio	0.725	0.525	0.028	0.167
Total SFPF grants received per pupil	0.734	0.538	0.218	0.217
Net supplementary requisition mill rate	0.743	0.551	0.200	0.139
Per pupil expenditure for senior high instruction	0.752	0.565	-0.264	-0.131

F ratio = 11.997. Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

total SFPF grants received per pupil, (8) net supplementary requisition mill rate, and (9) per pupil expenditure for senior high instruction.

Table 6.18 shows that the above predictors were measured from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided at the senior high level tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the senior high enrolment was high;
 - c. higher if the junior high enrolment was low;
 - d. higher if the school building utilization ratio was high;
2. Fiscal effort
 - a. higher if the net supplementary requisition was high;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the total SFPF grants received per pupil was high;
4. Expenditure
 - a. higher if the per pupil expenditure for transportation was low; and,
 - b. higher if the per pupil expenditure for senior high instruction was low.

Discussion of the Findings

The findings of this study indicate that approximately one-half of the variation found in the overall DPI at the senior high level could be

accounted for in terms of five predictor variables. The first two predictors selected, jurisdiction type and senior high enrolment, interacted in combination to account for approximately 39 percent of the variance noted. Generally, public school districts characterized by a high proportion of senior high students and a low proportion of junior high students, a low per pupil expenditure for transportation, and a low ratio of SGR grants received to total operational revenue were able to provide more extensive curricular programs at the senior high level.

SUMMARY OF CHAPTER 6

The results of this study indicate that the total instructional time provided in major subject areas at each of the senior high grade levels varied substantially, among Alberta school jurisdictions. In terms of the set of predictor variables examined in the study, the proportion of variation which could be accounted for in each of the grade DPI's ranged from approximately 51 percent at the grade twelve level to 59 percent at the grade ten level. Jurisdiction type and number of senior high students accounted for over one-third of the variation found at each of the senior high grade levels.

The findings of the study also show that the DPI's for each of the major subject areas at the senior high level varied along four major dimensions. First, in the total amount of instructional time which generally was provided in each of the major subject areas. It was noted that the greatest proportion of the senior high program was devoted to the study of business education (13.4 percent) while the least was devoted to the study of general industrial education (3.8 percent). Second, in the amount of variation found in the DPI for each of the

major subject areas which could be accounted for in terms of the set of predictor variables examined in the study. The amount of explained variation for each of the DPI's ranged from 37.0 percent for general industrial education to 70.5 percent for science. Third, in the nature of the predictor which was found to account for the greatest proportion of variance noted in each of the DPI's. Jurisdiction type was found to be the most important single predictor of variance accounted for in the DPI for each of language arts, mathematics, social studies, science, personal development, business education, home economics, and industrial education (general). Senior high enrolment had the most predictive value for variance accounted for in the DPI for each of fine arts, industrial education (vocational), and second languages. Fourth, in the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five broad categories of predictor variables had on various subject area DPI's. A total of 23 of the 32 predictor variables examined in the study entered one or more of the regression equations.

In summary, public school districts characterized by a high proportion of senior high students and a low proportion of junior high students, a low per pupil expenditure for transportation, and a low ratio of SGR grants received to total operational revenue were able to provide more extensive curricular programs at the senior high level.

Chapter 7

ANALYSIS AND FINDINGS FOR MAJOR SUBJECT AREAS IN GRADES ONE THROUGH TWELVE

This chapter presents the results of the data analysis and provides a discussion of the findings with respect to Sub-problems 4.1 through 4.4 of Problem 4. Problem 4 was stated as follows: To what extent may the variance of DPI's for the total instructional time provided in major subject areas, grades one through twelve, be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

VARIATION OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN MAJOR SUBJECT AREAS IN GRADES ONE THROUGH TWELVE

This section reports the results of the data analysis and provides a discussion of findings with regard to Sub-problem 4.1.

Statement of Sub-Problem 4.1

Sub-problem 4.1 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in each of the major subject areas, grades one through twelve?

Findings

Table 7.1 presented below gives a summary of the nature and extent of variation found in the DPI for the total instructional time provided

in each of the major subject areas, grades one through twelve. It was found that the overall allocation of instructional time to various subject areas, grades one through twelve, was approximately as follows: (1) 25 percent for language arts, (2) 34 percent for mathematics, social studies and science, (3) 18 percent for personal development and fine arts, (4) 15 percent for business education, home economics and industrial education, and (5) 8 percent for second languages and other subjects. There was considerably less variation in the DPI's for each of language arts, mathematics, social studies, science and personal development than for each of the remaining subject areas.

Table 7.1

Variation of DPI's for the Total Instructional Time Provided
in Major Subject Areas in Grades One Through Twelve

Major Subject Areas	Grades Applicable	Percentage of Total Program	DPI	
			Mean	Standard Deviation
Language Arts	1-12	24.50	151.15	23.91
Mathematics	1-12	13.23	81.64	19.18
Social Studies	1-12	10.79	66.56	14.22
Science	1-12	10.28	63.40	19.09
Personal Development	1-12	9.30	57.36	11.14
Fine Arts	1-12	8.61	53.13	27.39
Second Languages	1-12	3.86	23.84	15.96
Business Education	7-12	5.66	34.95	22.89
Home Economics	7-12	2.77	17.07	14.33
Industrial Education (General)	7-12	2.17	13.36	11.13
Industrial Education (Vocational)	10-12	4.40	27.16	66.53
Other Subject Areas	1-12	4.8	27.37	13.74
Total Program	1-12	100.00	617.00	191.02

Discussion of the Findings

Generally, the DPI's for the total instructional time provided in each of the major subject areas, grades one through twelve, were much higher and were found to vary considerably less in those subject areas considered as the prescribed core curriculum at the elementary level (i.e., language arts, mathematics, social studies, science, personal development and fine arts).

PREDICTORS OF VARIANCE OF DPI'S FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN MAJOR SUBJECT AREAS IN GRADES ONE THROUGH TWELVE

This section reports the results of the data analysis and provides a discussion of the findings with regard to Sub-problem 4.2.

Statement of Sub-Problem 4.2

Sub-problem 4.2 was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in each of the major subject areas, grades one through twelve?

Findings

Language Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in language arts in grades one through twelve are shown in Table 7.2. Eleven variables entered the regression equation which had an overall F ratio of 9.670 significant of the 0.000 level. The multiple R for these variables was 0.758 and R^2 was 0.575. The first four variables selected accounted for 48.4 percent of the variance noted. The predictor variables in order of relative importance

Table 7.2

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Language Arts in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.584	0.341	-0.584	-0.444
Per pupil expenditure for senior high instruction	0.632	0.399	-0.349	-0.242
School building utilization ratio	0.667	0.446	0.086	0.251
Ratio of SGR grants received to total operational revenue	0.695	0.483	-0.458	-0.303
Ratio of SFPF grants received to total operational revenue	0.702	0.493	0.232	0.312
Per pupil expenditure for operation and maintenance	0.718	0.516	0.206	0.205
Per pupil expenditure for transportation	0.729	0.531	0.202	-0.415
Total operational revenue per pupil	0.735	0.541	0.119	0.641
Amount of supplementary requisition levied per pupil	0.744	0.553	0.245	-0.303
Unsupported debt mill rate	0.751	0.565	-0.076	-0.172
Per pupil expenditure for junior high instruction	0.758	0.575	-0.207	-0.123

F ratio = 9.670 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) school building utilization ratio, (4) ratio of SGR grants received to total operational revenue, (5) ratio of SFPP grants received to total operational revenue, (6) per pupil expenditure for operation and maintenance, (7) per pupil expenditure for transportation, (8) total operational revenue per pupil, (9) amount of supplementary requisition levied per pupil, (10) unsupported debt mill rate, and (11) per pupil expenditure for junior high instruction.

Table 7.2 shows that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in language arts, grades one through twelve, tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
2. Wealth
 - a. higher if the unsupported debt mill rate was low;
3. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
4. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the ratio of SFPP grants received to total operational revenue was high;
 - c. higher if the total operational revenue per pupil was high;

5. Expenditure

- a. higher if the per pupil expenditure for senior high instruction was low;
- b. higher if the per pupil expenditure for operation and maintenance was high;
- c. higher if the per pupil expenditure for transportation was low; and,
- d. higher if the per pupil expenditure for junior high instruction was low.

Mathematics. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in mathematics in grades one through twelve are shown in Table 7.3. Ten variables entered the regression equation which had an overall F ratio of 11.620 significant at the 0.000 level. The multiple R for these variables was 0.766 and R^2 was 0.586. The first three variables selected accounted for 44.8 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) per pupil expenditure for administration, (4) ratio of SGR grants received to total operational revenue, (5) total SGR grants received per pupil, (6) per pupil expenditure for transportation, (7) ratio of SFPF grants received to total operational revenue, (8) school building utilization ratio, (9) senior high enrolment, and (10) junior high enrolment.

Table 7.3 indicates that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held

Table 7.3

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Mathematics in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.561	0.315	-0.571	-0.337
Per pupil expenditure for senior high instruction	0.626	0.392	-0.380	-0.265
Per pupil expenditure for administration	0.670	0.448	-0.369	-0.192
Ratio of SGR grants received to total operational revenue	0.688	0.474	-0.473	-1.146
Total SGR grants received per pupil	0.709	0.503	-0.376	1.032
Per pupil expenditure for transportation	0.724	0.524	0.165	-0.128
Ratio of SFPPF grants to total operational revenue	0.739	0.546	0.238	0.196
School building utilization ratio	0.746	0.557	0.039	0.161
Senior high enrolment	0.753	0.567	0.253	2.023
Junior high enrolment	0.766	0.586	0.246	-1.923

F ratio = 11.620 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

constant, the DPI for the total instructional time provided in mathematics in grades one through twelve tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. higher if the school building utilization ratio was high;
- c. higher if the senior high enrolment was high;
- d. higher if the junior high enrolment was low;

2. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;
- b. higher if the SGR grants received per pupil was high;
- c. higher if the SFPF grants received to total operational revenue was high;

3. Expenditure

- a. higher if the per pupil expenditure for senior high instruction was low;
- b. higher if the per pupil expenditure for administration was low; and,
- c. higher if the per pupil expenditure for transportation was low.

Social Studies. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in social studies in grades one through twelve are shown in Table 7.4. Fourteen variables entered the regression equation which had an F ratio of 13.744 significant at the 0.000 level. The multiple R for these variables was 0.844 and R^2 was 0.712. The first four variables selected accounted for 48.8 percent of the

Table 7.4

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Social Studies in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Per pupil expenditure for senior high instruction	0.484	0.234	-0.484	-0.564
Ratio of supplementary requisition levied to total operational revenue	0.612	0.375	0.375	0.999
Per pupil expenditure for administration	0.664	0.441	-0.281	-0.190
School building utilization ratio	0.698	0.488	0.115	0.229
Total SFPF grants received per pupil	0.734	0.539	0.278	0.404
Net supplementary requisition mill rate	0.764	0.584	0.225	0.199
Region ²	0.775	0.600	0.002	0.139
Urban pupil ratio	0.786	0.618	-0.117	0.379
Jurisdiction type	0.803	0.644	-0.439	-0.111
Per pupil expenditure for operation and maintenance	0.809	0.654	0.090	0.090
Amount of supplementary requisition levied per pupil	0.818	0.669	0.267	-1.249
Total operational expenditure per pupil	0.827	0.684	0.064	0.660
Total SGR grants received per pupil	0.837	0.701	-0.390	-0.209
Per pupil expenditure for junior high instruction	0.844	0.712	-0.188	-0.125

F ratio = 13.744 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

variance noted. The predictor variables in order of relative importance were as follows: (1) per pupil expenditure for senior high instruction, (2) ratio of the supplementary requisition levied to total operational revenue, (3) per pupil expenditure for administration, (4) school building utilization ratio, (5) total SFPF grants received per pupil, (6) net supplementary requisition mill rate, (7) Region 2, (8) urban pupil ratio, (9) jurisdiction type, (10) per pupil expenditure for operation and maintenance, (11) amount of supplementary requisition levied per pupil, (12) total operational expenditure per pupil, (13) total SGR grants received per pupil, and (14) per pupil expenditure for junior high instruction.

Table 7.4 shows that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in social studies in grades one through twelve tended to be as follows:

1. Demographic characteristics
 - a. higher if the school building utilization ratio was high;
 - b. higher if the jurisdiction was located in Region 2;
 - c. higher if the urban pupil ratio was high;
 - d. higher if the jurisdiction was a public school district;
2. Fiscal effort
 - a. higher if the ratio of supplementary requisition levied to total operational revenue was high;
 - b. higher if the net supplementary requisition mill rate was high;

- c. higher if the amount of supplementary requisition levied per pupil was low;
3. Revenue
- a. higher if the total SFPF grants received per pupil was high;
 - b. higher if the total SGR grants received per pupil was low;
4. Expenditure
- a. higher if the per pupil expenditure for senior high instruction was low;
 - b. higher if the per pupil expenditure for administration was low;
 - c. higher if the per pupil expenditure for operation and maintenance was high;
 - d. higher if the total operational expenditure per pupil was high; and,
 - e. higher if the per pupil expenditure for junior high instruction was low.

Science. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in science in grades one through twelve are shown in Table 7.5. Twelve variables entered the regression equation which had an overall F ratio of 11.987 significant at the 0.000 level. The multiple R for these variables was 0.802 and R^2 was 0.643. The first five variables selected accounted for 54.0 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) ratio of SGR grants received to total operational revenue, (2) jurisdiction type, (3) per pupil expenditure for senior high instruction, (4) total SFPF grants received per pupil, (5) school build-

Table 7.5

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Science in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Ratio of SGR grants received to total operational revenue	0.544	0.296	-0.544	-0.378
Jurisdiction type	0.623	0.388	-0.506	-0.271
Per pupil expenditure for senior high instruction	0.674	0.455	-0.421	-0.389
Total SFPF grants received per pupil	0.701	0.492	0.423	0.262
School building utilization ratio	0.735	0.540	0.009	0.212
Per pupil expenditure for transportation	0.749	0.561	0.249	-0.461
Total operational expenditure per pupil	0.754	0.569	0.137	0.781
Ratio of SFPF grants received to total operational expenditure	0.769	0.591	0.371	0.231
Amount of supplementary requisition levied per pupil	0.779	0.607	0.277	-0.308
Per pupil expenditure for elementary instruction	0.786	0.618	0.055	-0.160
Net supplementary requisition mill rate	0.794	0.631	0.048	0.139
Region 1	0.802	0.643	-0.260	-0.126

F ratio = 11.987

Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

ing utilization ratio, (6) per pupil expenditure for transportation, (7) total operational expenditure per pupil, (8) ratio of SFPF grants received to total operational expenditure, (9) amount of supplementary requisition levied per pupil, (10) per pupil expenditure for elementary instruction, (11) net supplementary requisition mill rate, and (12) Region 1.

Table 7.5 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in science in grades one through twelve tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the school building utilization ratio was high;
 - c. lower if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
 - b. higher if the net supplementary requisition mill rate was high;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the total SFPF grants received per pupil was high;
 - c. higher if the ratio of SFPF grants received to total operational revenue was high;

4. Expenditure

- a. higher if the per pupil expenditure for senior high instruction was low;
- b. higher if the per pupil expenditure for transportation was low;
- c. higher if the total operational expenditure per pupil was high; and,
- d. higher if the per pupil expenditure for elementary instruction was low.

Personal Development. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in personal development in grades one through twelve are shown in Table 7.6. Eight variables entered the regression equation which had an overall F ratio of 6.736 significant at the 0.000 level. The first three variables selected accounted for 30.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) per pupil expenditure for elementary instruction, (4) per pupil expenditure for administration, (5) total operational expenditure per pupil, (6) total operational revenue per pupil, (7) Region 5, and (8) ratio of SGR grants received to total operational revenue.

Table 7.6 indicates that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in personal development in grades one through twelve tended to be as follows:

Table 7.6

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Personal Development in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.455	0.207	-0.455	-0.262
Per pupil expenditure for senior high instruction	0.514	0.264	-0.322	-0.281
Per pupil expenditure for elementary instruction	0.554	0.306	-0.100	-0.337
Per pupil expenditure for administration	0.570	0.325	-0.272	-0.246
Total operational expenditure per pupil	0.584	0.341	0.033	0.920
Total operational revenue per pupil	0.602	0.363	0.008	-0.633
Region 5	0.615	0.379	-0.049	-0.151
Ratio of SGR grants received to total operational revenue	0.625	0.391	-0.363	-0.130

F ratio = 6.736 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. lower if the jurisdiction was located in Region 5.
2. Revenue
 - a. higher if the total operational revenue per pupil was low;
 - b. higher if the ratio of SGR grants received to total operational revenue was low;
3. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was low;
 - b. higher if the per pupil expenditure for elementary instruction was low;
 - c. higher if the per pupil expenditure for administration was low; and,
 - d. higher if the total operational expenditure per pupil was high.

Fine Arts. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in fine arts in grades one through twelve are shown in Table 7.7. Six variables entered the regression equation which had an overall F ratio of 11.457 significant at the 0.000 level. The multiple R for these variables was 0.667 and R^2 was 0.444. The first three variables selected accounted for 36.0 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) per pupil expenditure for senior high instruction, (3) per pupil expenditure for transportation, (4) ratio of

Table 7.7

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Fine Arts in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.423	0.179	-0.423	-0.288
Per pupil expenditure for senior high instruction	0.542	0.294	0.399	0.288
Per pupil expenditure for transportation	0.600	0.360	-0.044	-0.316
Ratio of SGR grants received to total operational revenue	0.645	0.416	-0.387	-0.230
Region 6	0.655	0.429	0.169	0.149
Region 3	0.667	0.444	0.117	0.128

F ratio = 9.030 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

SGR grants received to total operational revenue, (5) Region 6, and (6) Region 3.

Table 7.7 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in science in grades one through twelve tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the jurisdiction was located in either Region 3 or 6;
2. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was low;
3. Expenditure
 - a. higher if the per pupil expenditure for senior high instruction was high; and,
 - b. higher if the per pupil expenditure for transportation was low.

Second Languages. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in second languages in grades one through twelve are shown in Table 7.8. Thirteen variables entered the regression equation which had an overall F ratio of 5.278 significant at the 0.000 level. The multiple R for these variables was 0.682 and R^2 was 0.464. The first four variables selected accounted for 26.1 percent of the variance noted. The predictor variables in order of relative impor-

Table 7.8

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Second Languages in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Senior high enrolment	0.355	0.126	0.355	2.699
Region 2	0.417	0.174	0.192	0.146
Region 3	0.473	0.224	0.153	0.186
Junior high enrolment	0.511	0.261	0.344	-2.380
Jurisdiction type	0.536	0.287	-0.204	-0.403
Per pupil expenditure for transportation	0.592	0.350	-0.208	-0.524
Region 5	0.600	0.360	-0.218	-0.121
Total operational expenditure per pupil	0.608	0.370	-0.084	0.800
Per pupil expenditure for operation and maintenance	0.630	0.397	-0.105	-0.192
School building utilization ratio	0.642	0.411	0.173	-0.301
Unsupported debt mill rate	0.654	0.428	-0.095	-2.289
Amount of supplementary requisition levied per pupil	0.673	0.453	-0.024	-0.322
Ratio of SPPF grants received to total operational revenue	0.682	0.464	0.079	0.145

F ratio = 5.278 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

tance were as follows: (1) senior high enrolment, (2) Region 2, (3) Region 3, (4) junior high enrolment, (5) jurisdiction type, (6) per pupil expenditure for transportation, (7) Region 5, (8) total operational expenditure per pupil, (9) per pupil expenditure for operation and maintenance, (10) school building utilization ratio, (11) unsupported debt mill rate, (12) amount of supplementary requisition levied per pupil, and (13) ratio of SFPF grants received to total operational revenue.

Table 7.8 indicates that the above predictors were measures from all five of the broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in second languages in grades one through twelve tended to be as follows:

1. Demographic characteristics

- a. higher if the senior high enrolment was high;
- b. higher if the jurisdiction was located in either Region 2 or 3;
- c. higher if the junior high enrolment was low;
- d. higher if the jurisdiction was a public school district;
- e. lower if the jurisdiction was located in Region 5;
- f. higher if the school building utilization ratio was high;

2. Wealth

- a. higher if the unsupported debt mill rate was low;

3. Fiscal effort

- a. higher if the amount of supplementary requisition levied per pupil was low;

4. Revenue

- a. higher if the ratio of SFPF grants received to total operational revenue was high;

5. Expenditure

- a. higher if the per pupil expenditure for transportation was low;
- b. higher if the total operational expenditure per pupil was high; and,
- c. higher if the per pupil expenditure for operation and maintenance was low.

Business Education. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in business education in grades seven through twelve are shown in Table 7.9. Nine variables entered the regression equation which had an overall F ratio of 12.071 significant at the 0.000 level. The multiple R for these variables was 0.753 and R^2 was 0.567. The first three variables selected accounted for 43.4 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) ratio of SGR grants received to total operational revenue, (4) junior high enrolment, (5) school building utilization ratio, (6) net supplementary requisition mill rate, (7) per pupil expenditure for senior high instruction, (8) ratio of SFPF grants received to total operational revenue, and (9) total operational expenditure per pupil.

Table 7.9 reveals that the above predictors were measures from only four of the five broad categories of predictor variables examined in the

Table 7.9

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Business Education in Grades Seven Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.546	0.298	-0.546	-0.367
Senior high enrolment	0.612	0.374	0.356	2.503
Ratio of SGR grants received to total operational revenue	0.659	0.434	-0.470	-0.674
Junior high enrolment	0.683	0.466	0.344	-2.247
School building utilization ratio	0.702	0.493	0.004	0.175
Net supplementary requisition mill rate	0.716	0.512	0.202	0.174
Per pupil expenditure for senior high instruction	0.733	0.537	-0.321	-0.185
Ratio of SFPF grants received to total operational revenue	0.740	0.547	0.222	0.198
Total operational expenditure per pupil	0.753	0.567	-0.382	0.543

F ratio = 12.071 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in business education in grades one through twelve tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. higher if the senior high enrolment was high;
- c. higher if the junior high enrolment was low;
- d. higher if the school building utilization was high;

2. Fiscal effort

- a. higher if the net supplementary requisition mill rate was high;

3. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;
- b. higher if the ratio of SFPF grants received to total operational revenue was high;

4. Expenditure

- a. higher if the per pupil expenditure for senior high instruction was low; and,
- b. higher if the total operational expenditure per pupil was high.

Home Economics. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in home economics in grades seven through twelve are shown in Table 7.10. Nine variables entered the regression equation which had an overall F ratio of 8.486 significant at the 0.000 level. The multiple R for these variables 0.692 and R^2 was 0.479. The

Table 7.10

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Home Economics in Grades Seven Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.466	0.217	-0.466	-0.433
Senior high enrolment	0.568	0.322	0.392	2.019
Urban pupil ratio	0.600	0.361	-0.080	0.479
Sparsity of pupil population	0.629	0.396	0.198	0.327
Region 5	0.647	0.418	-0.131	-0.182
Ratio of SGR grants received to total operational revenue	0.664	0.441	-0.344	-0.498
Per pupil expenditure for administration	0.675	0.455	-0.338	-0.178
Junior high enrolment	0.685	0.469	0.385	-1.807
Total SGR grants received per pupil	0.692	0.479	-0.271	0.367

F ratio = 8.486 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

first three variables selected accounted for 36.1 percent of the variance noted. The predictor variables in order of relative importance were as follows; (1) jurisdiction type, (2) senior high enrolment, (3) urban pupil ratio, (4) sparsity of pupil population, (5) Region 5, (6) ratio of SGR grants received to total operational revenue, (7) per pupil expenditure for administration, (8) junior high enrolment, and (9) total SGR grants received per pupil.

Table 7.10 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in home economics in grades one through twelve tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was a public school district;
 - b. higher if the senior high enrolment was high;
 - c. higher if the urban pupil ratio was high;
 - d. higher the greater the degree of sparsity of pupil population;
 - e. lower if the jurisdiction was located in Region 5;
 - f. higher if the junior high enrolment was low;
2. Revenue
 - a. higher if the ratio of SGR grants to total operational revenue was low;
 - b. higher if the SGR grants received per pupil was high; and,
3. Expenditure
 - a. higher if the per pupil expenditure for administration was low.

Industrial Education (General). The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in industrial education (general) in grades seven through twelve are shown in Table 7.11. Eight variables entered the regression equation which had an overall F ratio of 7.202 significant at the 0.000 level. The multiple R for these variables was 0.638 and R^2 was 0.407. The first variables selected accounted for 31.3 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) Region 5, (3) ratio of SGR grants received to total operational revenue, (4) unsupported debt mill rate, (5) per pupil expenditure for transportation, (6) Region 4, (7) per pupil expenditure for elementary instruction, and (8) sparsity of pupil population.

Table 7.11 indicates that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in industrial education (general) in grades seven through twelve tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. lower if the jurisdiction was located in either Region 4 or 5;
- c. higher the greater the degree of sparsity of pupil population;

2. Wealth

- a. higher if the unsupported debt mill rate was high;

Table 7.11

Proportion of Variance Predicted in the DPI for the Total
Instructional Time Provided in Industrial Education
(General) in Grades Seven Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.534	0.285	-0.534	-0.484
Region 5:	0.559	0.313	-0.100	-0.185
Ratio of SGR grants received to total operational revenue	0.579	0.336	-0.343	-0.257
Unsupported debt mill rate	0.597	0.357	0.024	0.138
Per pupil expenditure for transportation	0.609	0.371	0.174	-0.218
Region 4	0.620	0.384	-0.047	-0.112
Per pupil expenditure for elementary instruction	0.629	0.395	0.212	0.122
Sparsity of pupil population	0.638	0.407	0.322	0.141

F ratio = 7.202 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

3. Revenue

- a. higher if the ratio of SGR grants received to total operational revenue was low;

4. Expenditure

- a. higher if the per pupil expenditure for transportation was low; and,
- b. higher if the per pupil expenditure for elementary instruction was high.

Other Subject Areas. The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in other subject areas in grades one through twelve are shown in Table 7.12. Eleven variables entered the regression equation which had an overall F ratio of 4.747 significant at the 0.000 level. The multiple R for these variables was 0.626 and R^2 was 0.392. The first five variables selected accounted for 24.6 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) amount of supplementary requisition levied per pupil, (2) per pupil expenditure for operation and maintenance, (3) per pupil expenditure for administration, (4) ratio of SGR grants received to total operational revenue, (5) Region 7, (6) school building utilization ratio, (7) total SPPF grants received per pupil, (8) Region 1, (9) per pupil expenditure for transportation, (10) total operational expenditure per pupil, and (11) total SGR grants received per pupil.

Table 7.12 reveals that the above predictors were measures from only four of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in other

Table 7.12

Proportion of Variance Predicted in the DPI for the Total Instructional Time Provided in Other Subject Areas in Grades One through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Amount of supplementary requisition levied per pupil	0.341	0.117	-0.342	-0.845
Per pupil expenditure for operation and maintenance	0.389	0.151	-0.332	-0.119
Per pupil expenditure for administration	0.419	0.176	0.085	0.265
Ratio of SGR grants received to total operational revenue	0.457	0.209	0.026	0.407
Region 7	0.496	0.246	0.063	0.180
School building utilization ratio	0.515	0.266	0.231	0.238
Total SFPF grants received per pupil	0.542	0.294	-0.109	0.323
Region 1	0.560	0.313	-0.085	-0.153
Per pupil expenditure for transportation	0.576	0.332	-0.331	-0.497
Total operational expenditure per pupil	0.610	0.372	-0.279	0.831
Total SGR grants received per pupil	0.626	0.392	-0.060	-0.885

F ratio = 4.747 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

subject areas in grades one through twelve tended to be as follows:

1. Demographic characteristics
 - a. higher if the jurisdiction was located in Region 7;
 - b. higher if the school building utilization ratio was high;
 - c. lower if the jurisdiction was located in Region 1;
2. Fiscal effort
 - a. higher if the amount of supplementary requisition levied per pupil was low;
3. Revenue
 - a. higher if the ratio of SGR grants received to total operational revenue was high;
 - b. higher if the total SFPF grants received per pupil was high;
 - c. higher if the total SGR grant received per pupil was low;
4. Expenditures
 - a. higher if the per pupil expenditure for operation and maintenance was low;
 - b. higher if the per pupil expenditure for administration was high;
 - c. higher if the per pupil expenditure for transportation was low; and,
 - d. higher if the total operational expenditure per pupil was low.

Discussion of the Findings

Generally, the findings of the study related to the DPI's for the total instructional time provided in major subject areas, grades one through twelve, indicated that:

1. There were some differences in the extent to which the variance found in each of the DPI's could be accounted for in terms of the predictor variables examined in the study. The amount of variance accounted for in each case was as follows:
 - a. 71.2 percent in social studies;
 - b. 64.3 percent in science;
 - c. 58.6 percent in mathematics;
 - d. 57.5 percent in language arts;
 - e. 56.7 percent in business education;
 - f. 47.9 percent in home economics;
 - g. 46.9 percent in industrial education (vocational);
 - h. 46.4 percent in second languages;
 - i. 44.4 percent in fine arts;
 - j. 40.7 percent in industrial education (general); and,
 - k. 39.1 percent for personal development.
2. The most amount of explained variance in each DPI was due to one of four predictor variables. It was found that:
 - a. Jurisdiction type accounted for
 - i. 34.1 percent of the variation found in language arts;
 - ii. 31.5 percent of the variation found in mathematics;
 - iii. 29.8 percent of the variation found in business education;
 - iv. 28.5 percent of the variation found in industrial education (general);
 - v. 21.7 percent of the variation found in home economics;
 - vi. 20.7 percent of the variation found in personal development; and,

- vii. 17.9 percent of the variation found in fine arts.
 - b. Senior high enrolment accounted for
 - i. 19.5 percent of the variation found in industrial education (vocational); and,
 - ii. 12.6 percent of the variation found in second languages.
 - c. The ratio of SGR grants received to total operational revenue accounted for 29.6 percent of the variation found in science.
 - d. The per pupil expenditure for senior high instruction accounted for 23.4 percent of the variation found in social studies.
3. There was a substantial degree of consistency noted in the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five categories of predictor variables had on various DPI's. The findings relative to each predictor within each category were as follows:
- a. Demographic characteristics
 - i. The DPI for each of the major subject areas tended to be higher if the jurisdiction was a public school district.
 - ii. The DPI for each of language arts, mathematics, social studies, science, second languages and business education tended to be higher if the school building utilization ratio was high.
 - iii. The DPI for each of mathematics, second languages, business education and home economics tended to be higher if the junior high enrolment was low and the senior high enrolment was high.

- iv. The DPI for each of home economics and industrial education (general) tended to be higher the greater the degree of sparsity of pupil population.
- v. The DPI for social studies tended to be higher if the urban pupil ratio was high.
- vi. The DPI for science tended to be lower in Region 1.
- vii. The DPI for each of social studies and second languages tended to be higher in Region 2.
- viii. The DPI for each of fine arts and second languages tended to be higher in Region 3.
- ix. The DPI for industrial education (general) tended to be lower in Region 4.
- x. The DPI for each of personal development, second languages, home economics and industrial education (general) tended to be lower in Region 5.
- xi. The DPI for fine arts tended to be higher in Region 6.

b. Wealth

1. The DPI for each of language arts, industrial education (general) and industrial education (vocational) tended to be higher while that of second languages tended to be lower if the unsupported mill rate was high.

c. Fiscal effort

1. The DPI for each of social studies, science and business education tended to be higher if the net supplementary requisition mill rate was high.
- 125 The DPI for each of language arts, social studies, science and second languages tended to be higher if the

amount of supplementary requisition levied per pupil was low.

- iii. The DPI for social studies tended to be higher if the ratio of the supplementary requisition levied to total operational revenue was high.

d. Revenue

- i. Except for second languages, the DPI for each of the major subject areas tended to be higher if the ratio of SGR grants received to total operational revenue was low.
- ii. The DPI for each of language arts, mathematics, social studies, science, second languages and business education tended to be higher if the ratio of SFPF grants received to total operational revenue was high.
- iii. The DPI for each of mathematics and home economics tended to be higher if the total SGR grants received per pupil were high.
- iv. The DPI for language arts tended to be higher while that for personal development tended to be lower if the total operational revenue per pupil was high.
- v. The DPI for science tended to be higher if the total SFPF grants received per pupil was high.

e. Expenditure

- i. The DPI for each of language arts, mathematics, science, fine arts, second languages and industrial education (both general and vocational) tended to be higher if the per pupil expenditure for transportation was low.

- ii. The DPI for each of language arts, mathematics, social studies, science, personal development and business education tended to be higher while that for fine arts tended to be lower if the per pupil expenditure for senior high instruction was low.
- iii. The DPI for each of social studies, science, personal development, second languages and business education tended to be higher if the total operational expenditure per pupil was high.
- iv. The DPI for each of mathematics, social studies, personal development and home economics tended to be higher if the per pupil expenditure for administration was low.
- v. The DPI for each of language arts and social studies tended to be higher while that for second languages tended to be lower if the per pupil expenditure for operation and maintenance was high.
- vi. The DPI for each of science and personal development tended to be higher while that for industrial education (general) tended to be lower if the per pupil expenditure for elementary education was low.
- vii. The DPI for each of language arts and social studies tended to be higher if the per pupil expenditure for junior high instruction was low.

VARIATION OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN GRADES ONE THROUGH TWELVE

This section presents the results of the data analysis and provides a discussion of the findings with regard to Sub-problem 4.3.

Statement of Sub-Problem 4.3

Sub-problem 4.3 was stated as follows: What is the nature and extent of variance of the DPI for the total instructional time provided in grades one through twelve?

Findings

As indicated previously in Table 7.1, the DPI for the total instructional time provided in grades one through twelve had a mean of 617.0 credit-equivalent units and a standard deviation of 191.0.

Discussion of the Findings

The standard deviation of the DPI for the total instructional time provided in grades one through twelve was slightly greater than that noted at the senior high level (191 as compared to 175), and substantially greater than that noted at the junior high level (27.0) or the elementary level (13.7). This would seem to suggest that to some extent those jurisdictions which tended to have a lower DPI at one divisional level (i.e., elementary, junior or senior high) also had a lower DPI at each of the other divisional levels.

PREDICTORS OF VARIANCE OF THE DPI FOR THE TOTAL INSTRUCTIONAL TIME PROVIDED IN GRADES ONE THROUGH TWELVE

This section reports the results of the data analysis and provides a discussion of the findings with respect to Sub-problem 4.3.

Statement of Sub-Problem 4.4

Sub-problem 4.4. was stated as follows: To what extent do certain measures of demographic, wealth, fiscal effort, revenue and expenditure variables account for the variance of the DPI for the total instructional time provided in grades one through twelve?

Findings

The regression results for the most important set of predictor variables of variance found in the DPI for the total instructional time provided in grades one through twelve are shown in Table 7.13. Seven variables entered the regression equation which had an overall F ratio of 14.941 significant at the 0.000 level. The multiple R for these variables was 0.743 and R^2 was 0.552. The first four variables selected accounted for 39.1 percent of the variance noted. The predictor variables in order of relative importance were as follows: (1) jurisdiction type, (2) senior high enrolment, (3) per pupil expenditure for transportation, (4) ratio of SGR grants received to total operational revenue, (5) junior high enrolment, (6) school building utilization ratio, and (7) total SFPF grants received per pupil.

Table 7.13 shows that the above predictors were measures from only three of the five broad categories of predictor variables examined in the study. When the effects of the other predictors were held constant, the DPI for the total instructional time provided in grades one through twelve tended to be as follows:

1. Demographic characteristics

- a. higher if the jurisdiction was a public school district;
- b. higher if the senior high enrolment was high;
- c. higher if the junior high was low;

Table 7.13

Proportion of Variance Predicted^a in the DPI for the Total Instructional Time Provided in Grades One Through Twelve

Predictor ^a	Multiple R	R ²	Simple R	Beta
Jurisdiction type	0.513	0.264	-0.513	-0.554
Senior high enrolment	0.611	0.373	0.404	2.814
Per pupil expenditure for transportation	0.664	0.440	0.005	-0.345
Ratio of SGR grants received to total operational revenue	0.701	0.491	-0.414	-0.216
Junior high enrolment	0.723	0.523	0.389	-2.560
School building utilization ratio	0.735	0.541	0.056	0.167
Total SPPF grants received per pupil	0.743	0.552	0.185	0.154

F ratio = 14.941 Probability = 0.000

^a Only includes predictors where the R² change was at least 0.010.

- d. higher if the school building utilization ratio was high;
2. Revenue
- a. higher if the ratio of SGR grants received to total operational revenue was low;
 - b. higher if the total SFPF grants received per pupil was high;
- and,
3. Expenditure
- a. higher if the per pupil expenditure for transportation was low.

Discussion of the Findings

The findings of the study show that approximately one-half of the variation noted in the overall DPI, grades one through twelve, could be accounted for in terms of four predictor variables examined in study. Generally, public school districts characterized by large senior high enrolments, low per pupil expenditures for transportation, and low ratios of SGR grants received to total operational revenue, were able to provide more extensive curricular programs in grades one through twelve. These findings suggest that: (1) economics of scale are operative within school jurisdictions that have large numbers of senior high students; (2) the transportation allowances provided under the School Foundation Program Regulation may not be sufficient to cover essential expenditures for conveyance of pupils; and, (3) further fiscal equalization may need to be provided under the Supplementary Requisition Equalization Grant entitlements found in the School Grant Regulations.

SUMMARY OF CHAPTER 7

The results of this study indicate that the DPI's representative of the total instructional time provided in each of the major subject areas, grades one through twelve, varied substantially among Alberta school jurisdictions along four major dimensions. First, in the total amount of instructional time which generally was provided in each of the major subject areas, grades one through twelve. It was noted that the greatest proportion of total instructional program was devoted to the study of language arts (24.5 percent) while the least was devoted to the study of general industrial education (2.2 percent). Second, in the amount of variation found in the DPI for each of the major subject areas which could be accounted for in terms of the set of predictor variables examined in the study. The amount of explained variation for each of the DPI's ranged from approximately 39.1 percent for personal development to 71.2 percent for social studies. Third, in the nature of the predictor which was found to account for the greatest proportion of variance noted in each of the DPI's. Jurisdiction type was found to be the most important single predictor of variance accounted for in the DPI for each of language arts, mathematics, business education, industrial education (general), home economics, personal development, and fine arts. Fourth, in the impact that certain measures (i.e., when the effects of other predictors were held constant) from each of the five broad categories of predictor variables had on various subject area DPI's. A total of 27 of the 32 predictor variables examined in the study entered one or more of the regression equations.

In summary, public school districts characterized by large senior high enrolments, low per pupil expenditures for transportation, and low

ratios of SGR grants received to total operational revenue, were able to provide more extensive curricular programs in grades one through twelve.

Chapter 8

SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This final chapter contains a review of the study reported in earlier chapters. The review is organized in four sections. The first section summarizes the purpose of the study, problem statements examined, and the research design. The second section outlines the major findings and conclusions of the study. The third section contains implications of the study for future development of policy in educational finance. The final section makes suggestions for further research.

REVIEW OF THE PROBLEM AND RESEARCH DESIGN

Statement of the Problem

The purpose of this study was to describe the relationship between the major curricular programs provided in Alberta school systems and selected measures of demographic, wealth, fiscal effort, revenue and expenditure related variables. More specifically, this study sought to describe the extent to which any of the variation found in the amount of scheduled instruction time in major subject areas provided in public and separate school jurisdictions could be accounted for in terms of thirty-two predictor variables which were delineated for examination in the study. To complete the study, the research problem was subdivided into four distinct parts as outlined below:

Problem 1: To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the elementary level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Problem 2: To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the junior high level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Problem 3: To what extent may the variance of DPI's for the total instructional time provided in major subject areas and grades at the senior high level be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Problem 4: To what extent may the variance of DPI's for the total instructional time provided in major subject areas, grades one through twelve, be accounted for by selected measures of demographic, wealth, fiscal effort, revenue and expenditure variables?

Research Design

This study was designed as a first step in providing each of the following:

1. A means by which existing curricular program levels in Alberta school systems could be described for comparative purposes;

2. Provision of base line information concerning the nature and extent of variation found in program levels across the province for the 1978-79 school year; and,
3. Identification of factors considered relevant to the development of a more comprehensive approach to funding basic education (i.e., grades one through twelve) programs in the province.

Conceptualization of the District Program Index. To complete the study, a District Program Index (DPI) was developed as a means to describe school curricular program offerings in selected major subject areas at each grade level on a district-wide basis. Calculation of the DPI took into consideration two factors: (1) the amount of scheduled instructional time in school courses offered in designated major subject areas at each grade level; and, (2) the grade enrolment of individual schools within each district. The DPI was expressed in credit-equivalent units where one credit represented 25 hours of scheduled instructional time per year. In its most general form, a DPI at an individual grade level for a particular major subject area may be expressed as follows:

$$DPI = \frac{\sum_{s=1}^n \sum_{c=1}^m T_{sc} E_s}{\sum_{s=1}^n E_s}$$

where E_s = enrolment for grade under consideration
in school s
 T_{sc} = scheduled instruction time for course c
in school s
 n = number of schools in district
 m = number of courses in subject area

In summary, the DPI was conceptualized as a means by which the total amount of scheduled instructional time provided in designated sub-

ject areas for each grade at the school level could be quantified on a district-wide basis taking into consideration the number of students who had access to the program. The major strength of the DPI is that it is additive, i.e., individual subject area DPI's may be added together at particular grade levels or across grade levels. The major limitation of the DPI is that it has a school enrolment bias. While the DPI reflects general student access to curricular program availability on a district basis, it does not account for actual participation rates in individual courses within a given subject area.

Analysis of the Data. The data used in the study were drawn from records maintained by the Alberta Department of Education based on information supplied by public and separate school jurisdictions. Financial records used covered the 1977 and 1978 fiscal years, and the school program information used covered the 1978 to 1979 school year.

The study was conducted in three distinct phases. The first phase of the study consisted of calculating the DPI for each major subject area at each grade level for all public and separate school districts which had operating schools during the 1978 to 1979 school year. Regional school districts and private school authorities were excluded from the study. The second phase of the study consisted of determining district values for each of the 32 predictor variables detailed in Chapter 3. The final phase of the study consisted of using a stepwise multiple regression procedure outlined in the SPSS Manual (1975:353) to determine the extent to which the variation found in selected DPI's could be accounted for in terms of the predictor variables examined in the study.

SUMMARY OF FINDINGS AND CONCLUSIONS

The findings of the study show that compared to the average amount of instructional time provided in major subject areas at each of the senior high grade levels, 48.3 percent of that amount was provided at each of the elementary grade levels, and 64.2 percent of that amount was provided at each of the junior high grade levels. As Tables 8.1 and 8.2 indicate, substantially more variation was found in DPI's at the senior high level than was found in those at the elementary and junior high levels. The findings related to each of the four problem statements addressed in this study are outlined below.

Findings Related to Problem One

Elementary Program Levels. Generally, the greatest proportion of the instructional program provided at the elementary level was devoted to the study of language arts (41.1 percent), followed by mathematics (15.4 percent), personal development (11.4 percent), social studies (9.5 percent), fine arts (8.9 percent), science (7.2 percent), second languages (1.7 percent), and other subjects (4.8 percent). While there appeared to be appreciable variation in the DPI for the total instructional time provided in each of the major subject areas at the elementary level, there was not any substantial variation noted in the DPI for the total instructional time provided at each of the grade levels.

Related Program Factors. As Table 8.3 indicates, the DPI for the total instructional time provided in a number of elementary subject areas and grade levels tended to be higher when each of the following was evident:

1. the urban pupil ratio was low;
2. the school building utilization ratio was high;
3. the jurisdiction was a public school district;

Table 8.1

Proportion of the Variation Accounted for in DPI's for the Total Instructional Time Provided in Major Subject Areas at Various Divisional Levels and Grades One Through Twelve

Major Subject Areas	Elementary				Junior High				Senior High				All Grades			
	DPI		V.A.F. ^a		DPI		V.A.F.		DPI		V.A.F.		DPI		V.A.F.	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
Language Arts	94.0	11.1	25.4	32.4	7.1	13.8	24.8	14.6	62.9	151.2	23.9	57.5				
Mathematics	35.2	4.1	20.6	19.4	3.6	7.1	27.1	16.8	60.9	81.6	19.2	58.6				
Social Studies	22.8	4.2	27.7	24.0	5.8	41.3	20.8	12.7	66.6	66.6	14.22	71.2				
Science	16.4	3.7	32.1	20.8	6.7	21.2	26.3	15.4	70.5	63.4	19.1	64.3				
Personal Development	26.3	5.3	26.5	20.6	5.8	28.1	10.5	6.8	55.1	57.4	11.1	39.1				
Fine Arts	20.3	3.2	35.0	15.1	10.0	33.0	17.7	19.0	42.9	53.1	27.4	44.4				
Second Languages	3.9	6.3	33.9	6.8	6.1	41.1	13.2	11.6	42.5	23.8	16.0	46.4				
Business Education	-	-	-	1.9	2.2	19.9	33.0	23.0	60.3	35.0	22.9	56.7				
Home Economics	-	-	-	5.4	4.1	43.0	11.7	12.0	44.8	17.1	14.3	47.9				
Industrial Ed. (Gen.)	-	-	-	4.9	3.8	34.7	8.5	8.9	37.0	13.4	11.1	40.7				
Industrial Ed. (Voc.)	-	-	-	-	-	-	27.2	66.5	46.7	27.2	66.5	46.7				
Other Subjects	10.9	11.2	49.8	0.7	1.3	19.0	15.8	11.4	37.8	27.4	13.7	39.2				
Total Program	228.7	13.7	30.9	151.8	27.0	38.1	236.5	175.6	56.5	617.0	191.0	55.2				

^a % V.A.F. denotes percentage variation accounted for

Table 8.2

Proportion of the Variation Accounted for in the DPI's for the Total Instructional Time Provided in Major Subject Areas at Individual Grade and Divisional Levels

Grade Level	DPI		Z
	\bar{X}	S.D.	V.A.F. ^a
1	37.0	3.2	30.9
2	38.2	2.3	31.3
3	38.2	2.4	24.1
4	38.3	2.6	27.1
5	38.4	2.5	31.6
6	38.6	2.6	26.2
Elementary	228.7	13.7	30.9
7	49.6	9.3	33.1
8	50.5	9.5	32.9
9	51.8	10.7	41.1
Junior High	151.8	27.0	38.1
10	71.7	45.9	59.2
11	86.5	67.7	53.5
12	78.3	65.9	50.7
Senior High	236.5	175.6	56.5
All Grades	617.0	191.0	55.2

^a Z V.A.F. denotes percentage variation accounted for.

Table 8.3
 A Summary of the Effects of Various Predictor Variables on the DPI's for the
 Total Instructional Time Provided in Major Subject Areas and Grades
 at the Elementary Level

Predictors ^a	Lang. Arts		Math		Sci.		Social Studies		Art		Music		Physical Education		Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Demographic Characteristics																
Density of pupil population																
Urban pupil ratio																
Elementary enrollment																
Junior high enrollment																
Senior high enrollment																
Total enrollment																
Student building utilization ratio																
Age																
1																
2																
3																
4																
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^a Effects of predictors indicated as follows: (1) negative by minus sign (-) (2) positive by plus sign (+)

4. the unsupported debt mill rate was low;
5. the amount of supplementary requisition levied per pupil was low;
6. the per pupil expenditure for administration was high; and,
7. the per pupil expenditure for transportation was low.

Overall Elementary DPI. The DPI for the total instructional time provided at the elementary level had a mean of 228.7 credit-equivalent units and a standard deviation of 13.7. While only 30.9 percent of the variation noted in the overall DPI could be accounted for in terms of 11 predictor variables examined in the study, two of these predictors in combination explained 14.5 percent of the variance found. These were jurisdiction type, and the amount of supplementary requisition levied per pupil. In general, public school districts which had a low supplementary requisition on a per pupil basis tended to provide more extensive curricular offerings at the elementary level.

Findings Related to Problem Two

Junior High Program Levels. The findings of the study indicate that, generally, the greatest proportion of the instructional program at the junior high level was devoted to language arts (21.1 percent), followed by social studies (15.8 percent), science (13.7 percent), personal development (13.6 percent), mathematics (12.8 percent), fine arts (10.0 percent), second languages (4.5 percent), home economics (3.5 percent), general industrial education (3.2 percent), business education (1.3 percent), and other subjects (0.4 percent). Generally, a substantial degree of variation was found in the DPI for the instructional time provided in each of the major subject areas. An appreciable variation in the DPI for the instructional time provided at each of the grade levels was found as well.

Related Program Factors. As Table 8.4 shows, the DPI for the total instructional time provided in a number of junior high subject areas and grade levels tended to be higher when each of the following was evident:

1. the jurisdiction was located in Region 2;
2. the jurisdiction was a public school district;
3. the amount of equalized assessment per pupil was high;
4. the ratio of SGR grants to total operational revenue was low; and,
5. the per pupil expenditure for transportation was low.

Overall Junior High DPI. The DPI for the total instructional time provided at the junior high level had a mean of 151.8 credit-equivalent units and a standard deviation of 27.0. While only 38.1 percent of the variation noted in the overall DPI could be accounted for in terms of six of the predictor variables examined in the study, three of these predictors in combination explained 29.5 percent of the variation present. These were jurisdiction type, ratio of SGR grants received to total operational revenue, and per pupil expenditure for transportation. In general, public school districts characterized by a low ratio of SGR grants to total operational revenue, and low per pupil expenditures for transportation were able to provide more extensive curricular offerings at the junior high level.

Findings Related to Problem Three

Senior High Program Levels. Generally, the greatest proportion of the instructional program at the senior high level was devoted to business education (14.0 percent), followed by industrial education (vocational-- 11.5 percent), mathematics (11.4 percent), science (11.1 percent), language arts (10.5 percent), social studies (8.8 percent), fine arts (7.5 percent), second languages (5.6 percent), home economics (5.0 percent), personal

Table 8.4

A Summary of the Effects of Various Predictor Variables on DPI's for the Total Instructional Time Provided in Major Subject Areas and Grades at the Junior High Level

Predictors ^a	Lang. Arts	Math	Soc. Stud.	Science	Pers. Dev.	Fine Arts	Sec. Lang.	Bus. Ed.	H.Zc.	I.A. Can.	Grade			Total J.H.S.
											7	8	9	
Demographic Characteristics														
Sparsity of pupil population														
Urban pupil ratio														
Elementary enrollment														
Junior high enrollment														
Senior high enrollment														
Total enrollment														
School building utilization ratio														
Region														
1														
2														
3														
4														
5														
6														
7														
Jurisdiction type														
Public														
Separate														
Health														
Amount of equalized assessment per pupil														
Unsupported debt mill rate														
Fiscal Effect														
Net supplementary requisition mill rate														
Ratio of supplementary requisition to total operational revenue														
Amount of supplementary requisition levied per pupil														
Debt service														
Ratio of SFF to total operational revenue														
Ratio of SCR to total operational revenue														
Total operational revenue														
Total SFF per pupil														
Total SCR per pupil														
Expenditure (per pupil)														
Elementary instruction														
Junior high instruction														
Senior high instruction														
Administration														
Operation and maintenance														
Transportation														
Total Operations														

^a Effects of predictors indicated as follows: (1) negative by minus sign (-) (2) positive by plus sign (+)

development (4.4 percent), industrial education (general--3.6 percent), and other subjects (6.7 percent). A substantial amount of variation was found in the DPI for the instructional time provided in each of the major subject areas. An appreciable variation in the DPI for the instructional time allocated at each of the grade levels was noted also.

Related Program Factors. As Table 8.5 reveals, the DPI for the total instructional time provided in a number of senior high subject areas and grade levels tended to be higher when each of the following was evident:

1. the urban pupil ratio was high;
2. the senior high enrolment was high in proportion to the junior high enrolment;
3. the school building utilization ratio was high;
4. the jurisdiction was a public school district;
5. the net supplementary requisition mill rate was high;
6. the ratio of SFPP grants to total operational revenue was high;
7. the ratio of SGR grants to total operational revenue was low;
8. the total SFPP grants received per pupil was high;
9. the per pupil expenditure for senior high instruction was low;
10. the per pupil expenditure for transportation was low; and,
11. the total operational expenditure per pupil was low.

Overall Senior High DPI. The DPI for the total instructional time offered at the senior high level had a mean of 236.5 credit-equivalent units and a standard deviation of 175.6. A total of 56.5 percent of the variation found in the overall DPI could be accounted for in terms of nine predictor variables examined in the study. Five of these predictors in combination explained 51.0 percent of the variation noted. These were jurisdiction type, senior high enrolment, junior high enrolment, per pupil

Table 8.5

A Summary of the Effects of Various Predictor Variables on DPI's for the Total Instructional Type Provided in Major Subject Areas and Grades at the Senior High Level

Predictors	Lang. Arts	Math	Sec. Stud.	Science	Pers. Dev.	Fine Arts	Sec. Lang.	Bus. Ed.	H.Ec.	I.A. Can.	I.A. Voc.	Grade			Total S.M.S.
												10	11	12	
Demographic Characteristics															
Sparsity of pupil population															
Urban pupil ratio															
Elementary enrollment															
Junior high enrollment															
Senior high enrollment															
Total enrollment															
School building utilization ratio															
Region															
1															
2															
3															
4															
5															
6															
7															
Jurisdiction type															
Public															
Separate															
Health															
Amount of equalized assessment per pupil															
Unsupported debt mill rate															
Fiscal Effort															
Net supplementary requisition mill rate															
Ratio of supplementary requisition to total operational revenue															
Amount of supplementary requisition levied per pupil															
Revenue															
Ratio of SFR to total operational revenue															
Ratio of SFR to total operational revenue															
Total operational revenue per pupil															
Total SFR per pupil															
Total SGR per pupil															
Expenditure (per pupil)															
Elementary instruction															
Junior high instruction															
Senior high instruction															
Administration															
Operations and maintenance															
Transportation															
Total operational															

Effects of predictors indicated as follows: (1) negative by minus sign (-) (2) positive by plus sign (+)

expenditure for transportation, and ratio of SGR grants received to total operational revenue. In general, public school districts characterized by a high proportion of senior high pupils, a low proportion of junior high pupils, a low per pupil expenditure for transportation, and a low ratio of SGR grants to total operational revenue were able to provide more extensive curricular program offerings at the senior high level.

Findings Related to Problem Four

Total Program Offering in Grades One through Twelve. In grades one through twelve, the greatest proportion of the instructional program was generally devoted to language arts (24.5 percent), followed by mathematics (13.2 percent), social studies (10.8 percent), science (10.3 percent), personal development (9.3 percent), fine arts (8.6 percent), business education (5.7 percent), vocational education (4.4 percent), second languages (3.9 percent), home economics (2.8 percent), general industrial education (2.2 percent), and other subjects (4.8 percent). As Table 8.1 indicates, a substantial degree of variation was found in the DPI for the instructional time provided in each of the major subject areas.

Related Program Factors. As Table 8.6 indicates, the DPI for the total instructional time provided in a number of subject areas, grades one through twelve, tended to be higher when each of the following was evident:

1. the senior high enrolment was high in proportion to the junior high enrolment;
2. the school building utilization ratio was high;
3. the ratio of SFPF grants to total operational revenue was high;
4. the ratio of SGR grants to total operational revenue was low;
5. the per pupil expenditure for senior high instruction was low;

Table 6.6

A Summary of the Effects of Various Predictor Variables on the DPI's for the Total Instructional Time Provided in Major Subject Areas Grades One through Twelve

Predictors ^a	Lang. Arts	Math	Soc. Stud.	Science	Pers. Dev.	Fine Arts	Sec. Lang.	Mus. Zl.	H. Ec.	I. A. Gen.	I. A. Voc.	All Subjects
Demographic Characteristics												
Sparsity of pupil population			+						+			+
Urban pupil ratio									+			
Elementary enrollment												
Junior high enrollment												+
Senior high enrollment												-
Total enrollment												+
School building utilization ratio												+
Region												
1												
2												
3												
4												
5												
6												
7												
Jurisdiction type												
Public												
Separate												
Health												
Amount of equalized assessment per pupil												
Unsupported debt mill rate												
Fiscal effort												
Net supplementary requisition mill rate												
Ratio of supplementary requisition to total operational revenue												
Amount of supplementary requisition levied per pupil												
Revenue												
Ratio of SPP to total operational revenue												
Ratio of SPP to total operational revenue												
Total operational revenue per pupil												
Total SPP per pupil												
Total SPP per pupil												
Expenditure (per pupil)												
Elementary instruction												
Junior high instruction												
Senior high instruction												
Administration												
Operations and maintenance												
Transportation												
Total operational												

^a Effects of predictors indicated as follows: (1) negative by minus sign (-) (2) positive by plus sign (+)

6. the per pupil expenditure for transportation was low; and,
7. the total operational expenditure per pupil was high.

Overall DPI for Grades One through Twelve. The DPI for the total instructional time provided in grades one through twelve had a mean of 617.0 credit-equivalent units and a standard deviation of 191.0. A total of 55.2 percent of the variation found in the overall DPI could be accounted for in terms of seven predictor variables examined in the study. Four of these predictor variables in combination explained 49.1 percent of the variance noted. These were jurisdiction type, senior high enrolment, per pupil expenditure for transportation, and ratio of SGR grants received to total operational revenue. In general, public school districts characterized by a large number of senior high pupils, low per pupil expenditure for transportation, and a low ratio of SGR grants to total operational revenue were able to provide a more extensive curricular program offering in grades one through twelve.

IMPLICATIONS OF THE STUDY

This study was directed at the development of a suitable means by which district curricular program levels could be described. Its purpose was to examine the extent to which any of the variation found in district curricular program offerings could be accounted for in terms of a selected number of measures of fiscal and non-fiscal variables. The major implications of the study for future policy development in educational finance are outlined below.

Monitoring Changes in District Program Levels

A major concern in the development and study of school finance plans has been the provision of equal educational opportunity. To a large extent, the principle of fiscal equalization (i.e., fiscal neutrality) has been applied as a first approximation of student access to programs and services. Equal access to education has been taken to mean that students must be provided with a minimum level of resources, usually termed a foundation level, to ensure equality of educational opportunity. However, as Garms et al. (1978:89) point out, the major difficulty has been "that there is no way of knowing how much education is minimally necessary."

Up to the present time, no studies have been found in which an attempt was made to describe the nature and extent of variation in major curricular programs offered, grades one through twelve, among local school districts. A major contribution of this study was the development of a District Program Index (DPI) which could be applied on a province-wide basis to monitor changes in district program levels from year to year.

Explaining Variation in District Program Levels

Another major implication of the present study was the application of a statistical procedure (i.e., multiple linear regression analysis) useful

in determining which individual measures, from a set of fiscal and non-fiscal variables, in combination tend to account for the greatest amount of variance found in particular district program offerings. Use of this technique could provide a central funding authority with information concerning the influence of certain factors within and outside the control of government, at both provincial and local levels, on district program levels. Generally, the findings of this study show that four factors accounted for approximately one-half of the variance noted in the total instructional time provided in major subject areas, grades one through twelve. These were jurisdiction type, senior high enrolment, per pupil expenditure for transportation, and ratio of SGR grants received to total operational revenue. The implications of each of these factors for school finance in Alberta are discussed below.

Jurisdiction Type. In general, public school districts provided more extensive curricular program offerings at each grade level than did separate school districts. From the data analyzed in this study, it was apparent that, generally, separate school districts have a smaller number of students as well as a smaller local property taxation base. Recognizing that separate school districts exist within the provincial educational system and receive grant entitlements the same as public school districts, further consideration needs to be given to special means to counteract the negative effects associated with low enrolments and low taxation bases. An initial point of discussion on this provincial policy matter might centre on consolidation and expansion of boundaries for separate school districts. This suggestion is put forth with the caveat that should substantial additional funding be made available to smaller jurisdictions, it be applied equally to both public and separate school jurisdictions.

Senior High Enrolment. The number of senior high students appears to have a significant impact on the overall DPI for a school jurisdiction. Generally, districts with a large number of senior high students were able to provide more extensive curricular program offerings in grades one through twelve. Under the Alberta School Foundation Program, a large proportion of general-purpose grants are paid on a weighted per pupil basis for each elementary, junior high, and senior high pupil. The findings of this study would suggest that if curricular program disparities are to be reduced additional funding needs to be made available for senior high students where enrolments tend to be low.

Transportation Allowances. The findings of the study generally indicate that where per pupil expenditure for transportation was low, the overall DPI's at all divisional levels tended to be higher. This would suggest that additional allowances paid for transportation require further consideration should greater equalization of curricular program levels among districts be desired.

SGR Grants Provided. The results of this study show that the overall DPI for grades one through twelve, as well as the DPI's for several subject areas at each of the divisional levels, tended to be higher if the ratio of SGR grants received to total operational revenue was low. In 1978, the average ratio of SGR grants to SFPF grants collected by local school jurisdictions was 1:13. Since compensatory components of the SGR grants (i.e., provisions for equalizing supplementary requisitions and declining enrolments) were not isolated for examination in the study, it is suggested that a separate analysis be made of their effects on district program levels. Nearly 25 percent of the total SGR grants paid in 1978 were of a compensatory nature.

Reclassifying the Provincial Grant Structure

As a final observation, it is suggested that consideration be given to reclassifying the total provincial grant structure into three major components: (1) a set of general-purpose grants, (2) a set of special-purpose or categorical grants, and (3) a set of compensatory grants. This may have the effect of presenting a clearer picture of the provincial grants-in-aid program in force from year to year and for comparisons to be made in studies of the impact of the finance program in place.

SUGGESTIONS FOR FURTHER RESEARCH

As a consequence of the present study, the following suggestions are put forth for further research:

1. While fiscal equalization remains a desirable objective, it is doubtful that its achievement necessarily removes interdistrict disparities with regard to curricular programs offered. In fact, a movement toward further equalization of district program levels could result in more noted incidences of fiscal inequality. This anomaly should be more fully explored to study its implications.
2. If the findings from a study of this nature are to be used as a basis for policy decisions, then time series analyses should be undertaken to assess the impact of any policy changes made.
3. The present study did not include consideration of specialized programs provided at the local level for learning disabled, handicapped and disadvantaged students. As the resources necessary to implement such programs have direct bearing on available district revenues, further study should be made of the impact of these programs on major curricular programs offered to regular students.

4. One impediment to extended research in school finance is the unavailability of an appropriate data base from which needed information may be drawn. In this regard, further study should be made of means to regularize the reporting function of school jurisdictions to the Alberta Department of Education with regard to programs and services provided to elementary and secondary students.

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APPENDIX A

CALCULATION OF THE DISTRICT PROGRAM INDEX (DPI)

In its most general form, a DPI may be expressed in mathematical terms as follows:

$$DPI = \frac{\sum_{s=1}^n \sum_{c=1}^m T_{sc} E_s}{\sum_{s=1}^n E_s}$$

where E_s = enrolment for grade under consideration in school s
 T_{sc} = scheduled instructional time for course c in school s
 n = number of schools in district
 m = number of courses in subject area

To illustrate the calculation of the DPI, the following example is provided:

A school district offers the following program in language arts at the grade ten level in each of its two schools:

School	Total Grade 10		Course	Credit Value
	Enrolment			
A	100		English 10	5
B	400		English 10	5
			English 13	5
			Reading 10	3

The DPI for language arts at the grade ten level is calculated as follows:

$$\begin{aligned} DPI &= \frac{(5 \times 100) + [(5 + 5 + 3)(400)]}{(100 + 400)} \\ &= \frac{500 + 13(400)}{500} \\ &= \frac{500 + 5200}{500} \\ &= 11.4 \text{ credit equivalent units} \end{aligned}$$

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
ELEMENTARY ONLY
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

PAGE 8

University of Alberta

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C39	21.7955	4.1708	121
C66	16.3672	3.7158	121
C71	26.2689	5.3439	121
C87	20.2775	3.1866	121
C103	3.8951	6.2896	121
C151	10.9017	11.2480	121
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P2	0.5875	0.3361	121
P3	0.7267	0.1676	120
P4	11684.8639	6695.4526	121
P5	25.2781	5.6158	121
P6	2.4364	5.0700	121
P7	0.6842	0.0896	121
P8	0.1001	0.0569	121
P9	0.1423	0.0660	121
P10	1798.0715	322.9920	121
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P13	1760.2729	4109.4379	94
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SENIOR HIGH ONLY
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C85	17.7137	18.9463	121
C111	13.1582	11.5668	121
C120	33.0331	22.9458	121
C129	11.7211	12.0317	121
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P23	773.9917	2511.1787	121
P24	3177.9669	9534.5266	121
JUR	0.3368	0.4753	121
R1	0.1818	0.3873	121
R2	0.1488	0.3573	121
R3	0.2066	0.4066	124
R4	0.1570	0.3653	121
R5	0.0892	0.3001	121
R6	0.1818	0.3873	121
R7	0.0248	0.1561	121

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC, *1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

VARIABLE	MEAN	STANDARD DEV	CASES
C161	36.8557	3.2064	121
C162	38.1842	2.2703	121
C163	38.1588	2.4200	121
C164	38.3093	2.5467	121
C165	38.4383	2.5057	121
C166	38.6184	2.5551	121
C167	228.6748	13.6985	121
C168	49.5563	9.3402	121
C169	50.4741	9.4669	121
C170	51.7628	10.6618	121
P1	1605.3203	2147.6591	121
P2	0.6875	0.3361	121
P3	0.7057	0.1676	120
P4	11684.8639	6695.4526	121
P5	25.2791	5.6158	121
P6	2.4364	5.0700	121
P7	0.6842	0.0886	121
P8	0.1001	0.0569	121
P9	0.1423	0.0660	121
P10	1799.0715	322.9920	121
P11	1020.8367	162.3686	121
P12	1113.0333	174.7885	121
P13	1760.2729	4109.4379	94
P14	108.2411	42.4952	121
P15	204.4040	71.6511	121
P16	132.3645	140.7312	121
P17	1760.2280	319.1153	121
P18	1229.9061	240.4994	121
P19	181.0687	119.0130	121
P20	266.9163	164.8212	121
P21	1541.4380	4533.2713	121
P22	862.5372	2504.0477	121
P23	773.9917	2511.1787	121
P24	3177.9669	9534.5266	121
JUR	0.3388	0.4753	121
R1	0.1818	0.3873	121
R2	0.1488	0.3573	121
R3	0.2086	0.4066	121
R4	0.1570	0.3653	121
R5	0.0992	0.3001	121
R6	0.1818	0.3873	121
R7	0.0248	0.1561	121

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC=-1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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VARIABLE	MEAN	STANDARD DEV	CASES
C171	151.7933	27.0182	121
C172	71.7205	45.8781	121
C173	86.4907	67.7005	121
C174	78.3234	65.9415	121
C175	236.5345	175.5581	121
C176	617.0025	191.0794	124
P1	1605.3203	2147.6581	121
P2	0.6875	0.3361	121
P3	0.7057	0.1676	120
P4	11684.8638	6695.4526	121
P5	25.2781	5.6158	121
P6	2.4364	5.0700	121
P7	0.6842	0.0896	121
P8	0.1001	0.0569	121
P9	0.1423	0.0660	121
P10	1789.0715	322.9920	121
P11	1020.9367	112.3686	121
P12	1113.0333	174.7885	121
P13	1760.2729	4109.4379	94
P14	108.2411	42.4852	121
P15	204.4040	71.6511	121
P16	132.3645	140.7312	121
P17	1760.2280	319.1153	121
P18	1229.9061	240.4994	121
P19	181.0687	119.0130	121
P20	266.9163	164.8212	121
P21	1541.4380	4533.2713	121
P22	862.5372	2504.0471	121
P23	773.9817	2511.1787	121
P24	3177.9668	9534.5266	121
JUR	0.3388	0.4753	121
R1	0.1818	0.3873	121
R2	0.1488	0.3873	121
R3	0.2066	0.4066	121
R4	0.1570	0.3653	121
R5	0.0992	0.3001	121
R6	0.1818	0.3873	121
R7	0.0248	0.1561	121

APPENDIX B

(PAIRWISE DELETION) R1 TO R7-T REGIONS, JUR=0-PUBLIC--1-SEP
ELEMENTARY ONLY (CREATION DATE = 06/25/80)
FILE NONAME

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DEPENDENT VARIABLE C7
VARIABLE(S) ENTERED ON STEP NUMBER 7 P18
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 1

MULTIPLE R 0.50360 ANALYSIS OF VARIANCE
R SQUARE 0.25361 REGRESSION 7
ADJUSTED R SQUARE 0.19214 RESIDUAL 88
STANDARD ERROR 9.96533
SUM OF SQUARES 2868.13047
MEAN SQUARE 409.73292
F 4.12589
P 0.0006

VARIABLES IN THE EQUATION					VARIABLES NOT IN THE EQUATION				
VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
JUR	-7.964470	-0.34142	2.78015	8.207	P1	0.03643	0.03474	0.67875	0.102
P12	-0.5257692E-02	-0.08289	0.00684	0.590	P2	0.00426	0.00379	0.59080	0.001
RS	7.019444	0.19002	3.77402	3.459	P3	0.03886	0.03924	0.76132	0.130
R3	4.812264	0.17646	2.82617	2.889	P5	0.01537	0.01719	0.93311	0.025
P4	-0.3485629E-03	-0.21049	0.00032	2.450	P6	-0.09360	-0.08385	0.59911	0.595
P5	0.3314129E-01	0.21417	0.02116	2.452	P7	0.04238	0.03765	0.58898	0.119
P19	-0.1411604E-01	-0.15152	0.01186	1.416	P8	-0.04307	-0.01064	0.04555	0.010
(CONSTANT)	100.7207				P9	-0.02096	-0.01223	0.25424	0.013
					P10	0.01696	0.00983	0.25078	0.008
					P11	0.06924	0.06910	0.74329	0.403
					P13	0.03003	0.03185	0.83937	0.485
					P14	0.02324	0.02285	0.72149	0.044
					P16	-0.04426	-0.03704	0.52293	0.115
					P17	0.01062	0.00632	0.26409	0.003
					P18	0.07707	0.07065	0.62724	0.421
					P20	-0.01788	-0.00950	0.21080	0.008
					P21	0.06921	0.07619	0.90450	0.491
					P22	0.06604	0.07257	0.97121	0.445
					P23	0.06128	0.06723	0.89856	0.381
					P24	0.06641	0.07300	0.90201	0.450
					R1	-0.04346	-0.04241	0.71069	0.151
					R2	0.02555	0.02715	0.84264	0.062
					R4	-0.00829	-0.00896	0.87241	0.007
					R6	-0.01079	-0.01146	0.84212	0.011
					R7	0.07330	0.08100	0.91133	0.555

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-0-PUBLIC--1-SEP
ELEMENTARY ONLY (CREATION DATE = 08/25/80)
FILE NONAME

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DEPENDENT VARIABLE C7
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 1

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.40471	0.16379	0.16379	-0.40471	-0.776959	-0.37625
P12	0.42740	0.18267	0.01888	-0.14095	-0.3474427E-02	-0.05477
R5	0.45875	0.21046	0.02179	0.16119	7.567862	0.20487
R3	0.47278	0.22352	0.01307	0.13991	6.182041	0.22669
P4	0.48069	0.23106	0.00754	0.13425	-0.2052982E-03	-0.12398
P15	0.49110	0.24118	0.01012	0.23096	0.5137420E-01	0.33200
P19	0.50360	0.25361	0.01243	-0.15460	-0.4920895E-01	-0.52822
P6	0.50878	0.25886	0.00525	-0.05621	-0.4284105	-0.19590
P3	0.51500	0.26523	0.00637	0.01333	11.95792	0.18076
P18	0.52227	0.27276	0.00754	0.17921	0.8638882E-02	0.19173
P11	0.52876	0.27959	0.00682	0.08997	0.1250742E-01	0.18317
P20	0.53492	0.28614	0.00655	-0.15565	-0.7724340E-02	-0.11483
P21	0.53843	0.29099	0.00485	0.08625	-0.6659228E-02	2.72278
P24	0.54363	0.29575	0.00476	0.08072	-0.3254380E-02	-2.79863
R7	0.54689	0.29909	0.00334	0.02129	14.03823	0.19770
R4	0.54828	0.30061	0.00152	-0.05799	1.756059	0.05786
P14	0.54984	0.30232	0.00171	-0.13823	0.2819723E-01	0.10807
P5	0.55185	0.30454	0.00221	0.03046	0.1116523	0.05655
P8	0.55418	0.30712	0.00258	-0.21995	64.72611	0.33188
P13	0.55511	0.30815	0.00103	-0.07433	0.8979620E-04	0.03328
P16	0.55571	0.30881	0.00066	0.17926	-0.1677683E-01	-0.21295
P10	0.55807	0.31144	0.00263	0.13318	0.114404E-01	0.33328
P1	0.56003	0.31363	0.00219	0.27204	0.3796987E-03	0.07355
R6	0.56115	0.31488	0.00125	-0.06077	1.003418	0.03505
P17	0.56210	0.31596	0.00107	0.12365	-0.8039573E-02	-0.23140
P2	0.56249	0.31640	0.00044	-0.27696	-2.077461	-0.06298
P9	0.56300	0.31697	0.00057	0.17639	-37.57091	-0.22356
P7	0.56319	0.31718	0.00021	0.05341	4.292712	0.03469
R1	0.56340	0.31742	0.00024	-0.15095	-0.7707456	-0.02692
(CONSTANT)					56.57191	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1=SEP
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DEPENDENT VARIABLE C23

VARIABLE(S) ENTERED ON STEP NUMBER 5 P5

VARIABLE LIST 1
REGRESSION LIST 2

MULTIPLE R 0.45373
R SQUARE 0.20887
ADJUSTED R SQUARE 0.16023
STANDARD ERROR 3.78843

ANALYSIS OF VARIANCE
REGRESSION 5
RESIDUAL 87

SUM OF SQUARES
323.69492
1248.63969

MEAN SQUARE
64.73898
14.35218

F 4.51074
P 0.0011

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-2.423225	-0.27859	0.88193	7.548
R1	2.947792	0.27616	1.07841	7.472
P14	-0.2861823E-01	-0.26334	0.01045	6.009
P7	-8.094066	-0.17542	4.72431	2.935
P6	-0.9082841E-01	-0.12338	0.07235	1.576
(CONSTANT)	48.09486			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.09165	0.08371	0.66247	0.607	
P2	-0.09878	-0.08405	0.57494	0.612	
P3	0.03523	0.03809	0.92795	0.125	
P4	0.02792	0.02550	0.66217	0.056	
P6	0.08022	0.08257	0.84121	0.590	
P8	-0.01945	-0.01718	0.61914	0.025	
P9	0.10649	0.09475	0.62857	0.779	
P10	-0.06318	-0.05018	0.50090	0.217	
P11	-0.05396	-0.05490	0.82201	0.260	
P12	0.06517	0.07012	0.91820	0.425	
P13	0.02089	0.02212	0.89063	0.042	
P15	0.02863	0.02404	0.52291	0.050	
P16	-0.08210	-0.07011	0.57915	0.425	
P17	-0.00574	-0.00463	0.51620	0.002	
P18	-0.04756	-0.04093	0.58821	0.144	
P19	0.02495	0.02152	0.59105	0.040	
P20	-0.00003	-0.00003	0.62189	0.000	
P21	0.04147	0.04458	0.91776	0.171	
P22	0.03765	0.04051	0.91941	0.141	
P23	0.04283	0.04622	0.92489	0.184	
P24	0.04089	0.04401	0.91996	0.167	
R2	-0.08755	-0.08523	0.93959	0.787	
R3	-0.00383	-0.00425	0.93018	0.002	
R4	0.04771	0.05226	0.95288	0.236	
R5	0.02401	0.02625	0.94929	0.059	
R6	0.02141	0.02276	0.89756	0.045	
R7	-0.00007	-0.00007	0.95596	0.000	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ELEMENTARY ONLY (CREATION DATE = 08/25/80)
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DEPENDENT VARIABLE C23

SUMMARY TABLE

VARIABLE LIST 1
REGRESSION LIST 2

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.26744	0.07152	0.07152	-0.26744	-0.8395161	-0.09652
R1	0.37089	0.13756	0.06604	0.18161	3.148387	0.29485
P14	0.41008	0.16847	0.03060	-0.19980	-0.2081098E-01	-0.21382
P7	0.43759	0.19148	0.02332	-0.12647	-4.799165	-0.10401
P8	0.45373	0.20587	0.01439	-0.05194	-0.1450086	-0.19698
R2	0.46160	0.21307	0.00720	-0.09948	-0.7820389E-01	-0.00676
P6	0.46897	0.21993	0.00686	0.16534	0.7268432E-01	0.08914
P1	0.47561	0.22620	0.00627	0.23951	0.3652748E-03	0.18876
P16	0.48840	0.23854	0.01234	0.04102	0.1373144E-02	0.04674
P8	0.50085	0.25085	0.01232	0.11005	52.14526	0.83217
P20	0.53173	0.28274	0.03189	0.04052	-0.1661220E-01	-0.66231
P17	0.54868	0.30105	0.01831	0.08745	0.1111698E-01	0.85814
P11	0.55934	0.31286	0.01181	0.06685	-0.3605560E-02	-0.14161
P12	0.56385	0.31793	0.00907	0.03857	0.3349000E-03	0.01416
P10	0.56752	0.32208	0.00415	0.07226	-0.8948598E-02	0.69922
P2	0.57110	0.32616	0.00408	-0.23003	-2.690725	-0.21877
R7	0.57221	0.32743	0.00127	0.02710	-3.508909	-0.13242
P23	0.57853	0.33470	0.00727	0.11330	0.1103775E-01	6.70470
P22	0.59644	0.35574	0.02105	0.11452	-0.1948153E-01	-11.80619
P21	0.61360	0.37650	0.02076	0.12053	0.4834812E-02	5.30167
P15	0.61935	0.38360	0.00710	0.21875	-0.1606944E-01	-0.27851
P18	0.62464	0.39017	0.00658	-0.03311	-0.5298484E-02	-0.30824
P13	0.62635	0.39232	0.00214	-0.03639	0.9287127E-04	-0.09232
P8	0.62723	0.39342	0.00110	-0.02001	-60.72577	-0.83508
P19	0.63545	0.40380	0.01038	0.05896	0.3175036E-01	0.91404
R5	0.63618	0.40473	0.00093	0.03408	0.5885477	0.04273
P4	0.63650	0.40513	0.00040	0.04215	-0.2878837E-04	-0.04662
R6	0.63667	0.40535	0.00032	-0.06511	0.1927362	0.01806
(CONSTANT)					52.96047	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--3-SEP
 ELEMENTARY ONLY
 FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C39
 VARIABLE(S) ENTERED ON STEP NUMBER 9: P12
 MULTIPLE REGRESSION
 VARIABLE LIST 1
 REGRESSION LIST 3

MULTIPLE R 0.82825 ANALYSIS OF VARIANCE
 R SQUARE 0.27694 REGRESSION 9
 ADJUSTED R SQUARE 0.19853 RESIDUAL 83
 STANDARD ERROR 3.73388
 SUM OF SQUARES 443.20491
 MEAN SQUARE 49.24499
 F 3.53217
 P 0.0010

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-1.836516	-0.20928	0.87544	3.545
R6	-1.803006	-0.16744	1.03818	3.016
P23	0.4853021E-02	2.98216	0.00147	11.407
P21	-0.2230220E-02	-2.52187	0.00074	9.822
R7	-10.52651	-0.39408	6.17357	2.907
P6	0.1332501	0.16198	0.08230	2.084
P8	-10.77314	-0.14684	8.68499	1.539
P11	0.3663185E-02	0.14261	0.00264	1.930
P12	-0.2838914E-02	-0.11897	0.00242	1.380
(CONSTANT)	22.82316			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.03167	0.02854	0.62886	0.072
P2	-0.08039	-0.06778	0.51402	0.378
P3	-0.01722	-0.01537	0.57605	0.019
P4	0.01475	0.01262	0.52939	0.013
P5	-0.03987	-0.03374	0.91671	0.093
P7	0.10381	0.10218	0.70055	0.865
P9	0.09010	0.06561	0.38342	0.355
P10	-0.01697	-0.01358	0.46316	0.015
P13	-0.06878	-0.07621	0.88784	0.479
P14	-0.02535	-0.02653	0.79175	0.058
P15	-0.02715	-0.02388	0.55946	0.047
P16	-0.00395	-0.00354	0.58106	0.001
P17	-0.00230	-0.00176	0.42472	0.000
P18	0.04763	0.04579	0.66807	0.172
P19	0.32568	0.09302	0.05898	0.716
P20	0.02231	0.01713	0.42616	0.024
P22	2.63798	0.08646	0.00078	0.618
P24	10.04451	0.08646	0.00005	0.618
R1	0.01960	0.02046	0.78834	0.034
R2	-0.02122	-0.02404	0.92756	0.047
R3	-0.01434	-0.01540	0.83427	0.019
R4	0.00255	0.00279	0.87059	0.001
R5	0.01980	0.02158	0.85869	0.038

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-O-PUBLIC--1-SEP
ELEMENTARY ONLY (CREATION DATE - 08/25/80)
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DEPENDENT VARIABLE: C98
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 3

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.33347	0.11120	0.11120	-0.33347	-0.8814939	-0.10045
R6	0.36542	0.13353	0.02233	-0.12716	-2.263378	-0.21018
P23	0.38971	0.15188	0.01834	0.19356	0.5200301E-02	3.13104
P21	0.44482	0.19795	0.04608	0.16851	-0.2460509E-02	-2.67436
R7	0.46783	0.21886	0.02091	0.08889	-11.92983	-0.44662
P8	0.48498	0.23521	0.01634	0.03095	0.8225689E-01	-0.09899
P6	0.50437	0.25439	0.01919	-0.20699	-93.51898	-1.27472
P11	0.51470	0.26491	0.01052	0.18481	0.2308383E-02	0.08987
P12	0.52625	0.27694	0.01202	-0.09344	-0.3564573E-02	-0.14938
P7	0.53337	0.28449	0.00755	0.10556	11.19418	0.24047
P19	0.54696	0.29873	0.01424	-0.12980	-0.5050495E-01	-0.19002
P14	0.55576	0.30887	0.01015	0.17825	-0.3295292E-02	1.44116
P13	0.55977	0.31334	0.00447	-0.18547	-0.1035506E-03	-0.10203
P8	0.56571	0.32003	0.00668	0.26905	2.787320	-0.04425
P10	0.56836	0.32303	0.00300	0.13194	-0.4140132E-02	-0.32062
P2	0.57118	0.32624	0.00321	-0.20718	-2.186772	-0.17623
P1	0.57369	0.32913	0.00288	0.17242	-0.2114601E-03	-0.10889
R2	0.57539	0.33108	0.00195	-0.00032	0.1838948E-01	-0.00158
P5	0.57706	0.33300	0.00192	0.00494	-0.4796730E-01	-0.06459
P14	0.57834	0.33448	0.00148	-0.16686	-0.5392584E-02	-0.05494
R3	0.57924	0.33551	0.00103	0.01488	-0.8864504	-0.08441
P18	0.58018	0.33661	0.00109	0.14935	-0.488227E-02	-0.08404
R4	0.58128	0.33789	0.00128	0.05326	-0.7036623	-0.06164
P3	0.58180	0.33849	0.00060	-0.02637	-1.321085	-0.05309
P20	0.58247	0.33927	0.00078	0.21894	0.9334291E-02	0.36887
P4	0.58271	0.33955	0.00028	0.20773	-0.2650984E-04	-0.04256
R1	0.58287	0.33974	0.00019	-0.03970	-0.2553523	-0.02371
P16	0.58301	0.33990	0.00016	0.13146	-0.1182987E-02	-0.04025
(CONSTANT)					31.70668	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ELEMENTARY ONLY (CREATION DATE - 08/25/80)
FILE MNAME (CREATION DATE - 08/25/80)

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VARIABLE LIST 1
REGRESSION LIST 4

DEPENDENT VARIABLE CBS
VARIABLE(S) ENTERED ON STEP NUMBER 9 P6

MULTIPLE R	0.56647	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
R SQUARE	0.32088	REGRESSION	9	407.61201	45.29022	4.35753	0.0001
ADJUSTED R SQUARE	0.24725	RESIDUAL	83	862.66463	10.39355		
STANDARD ERROR	3.22390						

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
R4	5.579822	0.54860	1.27864	19.043
P2	-4.234650	0.38306	1.78883	5.842
R1	3.501062	0.36491	1.28583	7.413
R2	2.011518	0.28960	1.30286	5.345
R3	2.024191	0.22147	1.22053	2.750
R6	1.421984	0.14821	1.24843	1.287
P1	-0.3234045E-03	-0.18692	0.00028	1.333
P7	6.341041	0.15290	4.03414	2.471
P6	0.9821726E-01	0.13401	0.07279	1.821
(CONSTANT)	12.58210			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P3	0.07414	0.06981	0.60201	0.402
P4	0.02991	0.02908	0.64196	0.069
P5	0.04166	0.04890	0.93862	0.197
P8	0.01765	0.01621	0.57313	0.022
P8	0.00661	0.00871	0.69593	0.006
P10	0.07863	0.07078	0.55033	0.413
P11	-0.03885	-0.04296	0.83060	0.152
P12	0.00397	0.00431	0.80074	0.002
P13	-0.04971	-0.05624	0.86930	0.260
P14	0.07440	0.08128	0.81048	0.545
P15	-0.04840	-0.04028	0.47095	0.133
P16	0.02827	0.02243	0.42764	0.041
P17	0.07826	0.07162	0.56878	0.423
P18	0.08278	0.08835	0.61574	0.645
P19	0.03691	0.03166	0.49964	0.082
P20	0.01912	0.01931	0.69278	0.031
P21	-0.05154	-0.05716	0.83534	0.269
P22	-0.04831	-0.05346	0.83178	0.235
P23	-0.04340	-0.04784	0.82635	0.188
P24	-0.04864	-0.05383	0.83181	0.238
JUR	-0.06323	-0.05702	0.55233	0.267
R5	0.13617	0.07594	0.21123	0.476
R7	-0.07084	-0.07594	0.76046	0.476

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
ELEMENTARY ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: CSS
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
R4	0.37853	0.14329	0.14329	0.37853	5.462924	0.53711
P2	0.43658	0.19060	0.04732	-0.26775	-4.018327	-0.36349
R1	0.47177	0.22257	0.03187	0.08013	3.346477	0.34880
R2	0.48954	0.24854	0.02697	0.05830	2.168025	0.20849
R3	0.51721	0.26751	0.01796	-0.07366	1.422578	0.15565
R6	0.53032	0.28124	0.01373	-0.18461	1.028938	0.10725
P1	0.54083	0.29248	0.01126	0.14503	-0.4316936E-03	-0.24951
P7	0.55316	0.30899	0.01349	0.12852	-0.4059235	-0.00979
P6	0.56647	0.32088	0.01490	0.12341	0.5154185E-01	0.07032
P3	0.57113	0.32619	0.00530	0.14441	0.3988134E-02	0.25812
P15	0.57776	0.33381	0.00762	0.00703	3.693315	0.16659
JUR	0.58187	0.33858	0.00477	-0.00340	-0.1072469E-01	-0.20680
R7	0.58537	0.34266	0.00408	-0.13020	-0.2869740E-01	-0.00367
P17	0.58888	0.34678	0.00412	-0.21836	-4.383921	-0.18422
P17	0.59124	0.34957	0.00279	0.07771	0.7967615E-02	0.68426
P20	0.59653	0.35885	0.00628	-0.05438	-0.2587352E-01	-1.14766
P5	0.60208	0.36251	0.00666	-0.01987	0.5247578E-01	0.07931
P11	0.60522	0.36629	0.00379	-0.07927	-0.4388981E-02	-0.19178
P16	0.60974	0.37178	0.00549	-0.14456	-0.5238702E-02	-0.18841
P13	0.61478	0.37796	0.00618	-0.07114	-0.9223806E-04	-0.10201
P9	0.61594	0.37938	0.00142	-0.08247	40.95781	0.72720
P12	0.61710	0.38091	0.00143	-0.03970	-0.1363250E-02	-0.06413
P23	0.61768	0.38177	0.00096	-0.18895	-0.8093009E-03	0.54693
P21	0.62091	0.38553	0.00376	-0.19221	-0.3438883E-03	-0.41954
P10	0.62110	0.38576	0.00023	0.06717	0.5297932E-02	0.46051
P19	0.62160	0.38639	0.00063	0.04182	-0.2876463E-01	-0.92129
P8	0.62929	0.39601	0.00961	0.02117	51.41686	0.78665
P14	0.62957	0.39636	0.00036	0.00942	-0.2600122E-02	-0.02974
(CONSTANT)					-4.199878	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS .VUR=0=PUBLIC-+1=SEP
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..... MULTIPLE REGRESSION VARIABLE LIST 1
DEPENDENT VARIABLE CT1
VARIABLE(S) ENTERED ON STEP NUMBER 7 R3
REGRESSION LIST 5

MULTIPLE R 0.51474 ANALYSIS OF VARIANCE DF SUM OF SQUARES MEAN SQUARE F P
R SQUARE 0.26485 REGRESSION 7 696.08691 99.44242 4.37701 0.0003
ADJUSTED R SQUARE 0.20442 RESIDUAL 85 1831.13678 22.71926
STANDARD ERROR 4.76647

----- VARIABLES IN THE EQUATION -----
----- VARIABLES NOT IN THE EQUATION -----

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P3	-11.52702	-0.36153	3.44227	11.214	P1	-0.02128	-0.01398	0.31714	0.016
P11	-0.6310268E-02	-0.19173	0.00327	3.733	P4	-0.05964	-0.05393	0.60112	0.245
P2	-5.546093	-0.34885	1.76663	9.856	P5	-0.03915	-0.04442	0.94647	0.166
P18	-0.6973864E-02	-0.31386	0.00258	7.280	P6	0.10021	0.09786	0.70094	0.812
R6	3.434393	0.24891	1.40209	6.000	P7	-0.03935	-0.03791	0.68189	0.121
R2	2.656893	0.17766	1.53872	2.978	P8	-0.03154	-0.03289	0.79931	0.091
R3	1.922178	0.14624	1.33967	2.039	P9	-0.02751	-0.02461	0.58797	0.051
(CONSTANT)	51.81883				P10	-0.02040	-0.01596	0.44972	0.021
					P12	0.00548	0.00537	0.70479	0.002
					P13	-0.01198	-0.01323	0.89541	0.015
					P14	-0.07905	-0.08877	0.92675	0.667
					P15	-0.03183	-0.03076	0.68644	0.080
					P16	-0.03724	-0.02434	0.31408	0.050
					P17	-0.03517	-0.02625	0.40943	0.058
					P18	-0.00033	-0.00036	0.85033	0.000
					P20	-0.03166	-0.02529	0.46917	0.054
					P21	-0.07340	-0.08306	0.94114	0.584
					P22	-0.07499	-0.08498	0.94379	0.611
					P23	-0.07905	-0.08933	0.93871	0.676
					P24	-0.07539	-0.08532	0.94145	0.616
					VUR	0.04550	0.03925	0.54692	0.130
					R1	0.04492	0.04331	0.68339	0.158
					R4	0.07816	0.07813	0.73455	0.516
					R5	-0.07406	-0.07848	0.82538	0.521
					R7	-0.09876	-0.11153	0.91870	1.058

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC-1=SEP
ELEMENTARY ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C71
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P3	0.25912	0.06714	0.06714	-0.26912	-15.06889	-0.47324
P11	0.34287	0.11756	0.05042	-0.15373	-0.8301498E-02	-0.25223
P2	0.39127	0.15309	0.03553	-0.24784	-5.534871	-0.34814
P18	0.44625	0.19914	0.04605	-0.03156	-0.6524721E-02	-0.29364
R6	0.48050	0.23088	0.03174	0.13843	2.856644	0.20704
R2	0.49714	0.24715	0.01627	0.01834	3.028010	0.20248
R3	0.51474	0.26495	0.01780	0.05278	1.755140	0.13353
R7	0.52354	0.27410	0.00914	-0.20458	-8.223400	-0.24028
P14	0.53305	0.28415	0.01005	-0.14056	-0.2394730E-01	-0.19043
R5	0.53985	0.29143	0.00729	-0.11251	-1.644160	-0.09234
P7	0.54691	0.29911	0.00767	0.01383	-2.489379	-0.04174
P5	0.55210	0.30481	0.00671	-0.03358	-0.8327461E-01	-0.08751
JUR	0.55546	0.30853	0.00372	-0.10530	-91.93686	-0.14214
P8	0.55960	0.31315	0.00462	-0.08193	-1.598193	-0.09786
P19	0.56921	0.32400	0.01085	-0.08528	0.4714030E-01	1.04986
P13	0.57158	0.32670	0.00270	-0.05473	-0.1167106E-03	-0.08975
P20	0.57428	0.32981	0.00311	-0.08229	0.2440812E-01	0.75282
P17	0.57834	0.33447	0.00468	-0.06908	-0.5074728E-02	-0.30304
P6	0.58062	0.33712	0.00265	-0.10925	0.8327326E-01	0.07901
P9	0.58275	0.33860	0.00248	-0.06477	-27.17102	-0.33545
P10	0.58425	0.34254	0.00175	-0.07419	-0.4780031E-02	-0.28891
P12	0.58527	0.34344	0.00119	-0.00779	0.1887818E-02	0.06175
P4	0.58604	0.34344	0.00090	-0.06267	-0.7027397E-04	-0.08805
P15	0.58642	0.34389	0.00045	-0.02704	0.7519313E-02	0.10082
P1	0.58655	0.34404	0.00015	0.15846	-0.2762868E-03	-0.11104
P22	0.58666	0.34418	0.00013	-0.16527	0.9030274E-02	4.23144
P21	0.58815	0.34592	0.00174	-0.16703	-0.2748448E-02	-2.37154
P23	0.58258	0.35115	0.00623	-0.17230	-0.3918078E-02	-1.84118
(CONSTANT)					74.77667	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC-1=SEP
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..... MULTIPLE REGRESSION
DEPENDENT VARIABLE... C07
VARIABLE(S) ENTERED ON STEP NUMBER 10. P14
VARIABLE LIST 1
REGRESSION LIST 6

MULTIPLE R	0.59145	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
R SQUARE	0.34981	REGRESSION	10	326.79493	32.67949	4.41177	0.0001
ADJUSTED R SQUARE	0.27092	RESIDUAL	82	607.40258	7.40735		
STANDARD ERROR	2.72164						

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P8	-24.25049	-0.43264	7.94423	9.318
P1	0.7198618E-04	0.04812	0.00024	0.089
P20	-0.1422816E-01	-0.73583	0.00622	5.237
P5	0.1326276	0.23373	0.05472	5.875
P2	-2.683037	-0.28301	1.59352	2.835
P6	0.1410205	0.22437	0.06662	4.480
P7	5.044009	0.14182	3.84776	1.718
P12	0.8305647E-02	0.12647	0.00184	1.568
P9	22.59377	0.46778	15.18886	2.213
P14	0.1027475E-01	0.13702	0.00846	1.477
(CONSTANT)	14.18097			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P3	-0.09477	-0.08657	0.54248	0.612
P4	0.10554	0.05854	0.20004	0.279
P10	-0.06845	-0.02231	0.06906	0.040
P11	0.03371	-0.03247	0.60336	0.086
P13	0.07780	0.08855	0.84236	0.640
P15	-0.07731	-0.06091	0.40359	0.302
P16	-0.01438	-0.00612	0.11768	0.003
P17	0.09550	0.04078	0.11857	0.135
P18	-0.05169	-0.03544	0.30560	0.102
P19	-0.12629	-0.03258	0.04327	0.086
P21	0.07181	0.08392	0.75441	0.574
P22	0.08140	0.08776	0.75575	0.629
P23	0.08534	0.09184	0.75315	0.689
P24	0.08092	0.08715	0.75419	0.620
JUR	0.05209	0.04274	0.43759	0.148
R1	-0.06822	-0.07323	0.74929	0.437
R2	-0.02983	-0.03559	0.92535	0.103
R3	0.03919	0.04444	0.83603	0.160
R4	0.01702	0.02023	0.91934	0.033
R5	-0.06170	-0.07086	0.85760	0.409
R6	0.05912	0.06874	0.88946	0.389
R7	0.04823	0.05402	0.81554	0.237

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
ELEMENTARY ONLY (CREATION DATE = 08/25/80)
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DEPENDENT VARIABLE MULTIPLE REGRESSION VARIABLE LIST 1
REGRESSION LIST 6

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P8	0.38710	0.14985	0.14985	-0.38710	-27.78802	-0.49575
P1	0.43666	0.19067	0.04082	0.31913	-0.1795780E-03	0.12103
P20	0.47812	0.22860	0.03793	0.03452	-0.1347379E-01	-0.69691
P5	0.51415	0.26435	0.03575	0.20234	0.1262688	0.22253
P2	0.53402	0.28518	0.02083	-0.30782	-3.212945	-0.33891
P6	0.54941	0.30185	0.01667	-0.05233	0.1971123	0.31361
P7	0.56299	0.31696	0.01511	0.31467	5.085321	0.14298
P12	0.57249	0.32774	0.01078	-0.08102	0.1235168E-02	0.06775
P8	0.58147	0.33810	0.01036	-0.13992	19.51352	0.40400
P14	0.59145	0.34981	0.01171	-0.21982	0.9579235E-02	0.12775
P23	0.59607	0.35530	0.00548	0.03105	-0.2825485E-02	2.22662
P13	0.60160	0.36192	0.00562	-0.08997	0.9529834E-04	0.12280
P3	0.60631	0.36762	0.00570	-0.09508	-1.753745	-0.09224
P15	0.61148	0.37391	0.00629	-0.10445	-0.8452503E-02	-0.19006
P22	0.61526	0.37854	0.00463	0.03357	-0.3107922E-02	-2.44223
R6	0.61873	0.38283	0.00429	0.12238	0.9108029	0.11070
P18	0.62280	0.38788	0.00505	0.14459	-0.2101352E-02	0.15859
R3	0.62620	0.39213	0.00425	-0.04360	0.6648853	0.08483
P17	0.62989	0.39677	0.00463	-0.09187	0.5360088E-02	0.53677
R7	0.63188	0.39927	0.00250	-0.03181	-2.584850	0.12665
P11	0.63313	0.40085	0.00158	-0.10487	-0.1369162E-02	-0.06976
P10	0.63451	0.40261	0.00175	-0.12648	-0.2916708E-02	-0.29564
JUR	0.63541	0.40375	0.00115	-0.19667	0.3845117	0.05884
R4	0.63605	0.40456	0.00081	0.09147	0.3295760	0.03779
P21	0.63627	0.40483	0.00027	0.102804	0.3267830E-03	0.46489
R1	0.63635	0.40494	0.00010	-0.14401	0.1203838	0.01453
(CONSTANT)					18.37204	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC=-1=SEP
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DEPENDENT VARIABLE C103
VARIABLE(S) ENTERED ON STEP NUMBER 9 P15
MULTIPLE REGRESSION
REGRESSION LIST 1
REGRESSION LIST 7

MULTIPLE R 0.58224 ANALYSIS OF VARIANCE
R SQUARE 0.33901 REGRESSION 9
ADJUSTED R SQUARE 0.26734 RESIDUAL 83
SUM OF SQUARES
STANDARD ERROR 5.38360 2405.58745
MEAN SQUARE
137.08683
28.98310
F 4.72989
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P8	-32.93336	-0.29768	48.28471	0.465
R2	1.578143	0.08966	1.69453	0.867
P6	-0.6190286	-0.49839	0.16887	13.421
P3	16.21309	0.43209	4.51282	12.911
P11	0.8032950E-02	0.20738	0.00454	3.137
P9	-36.03350	-0.37797	18.38386	3.842
P18	0.3916858E-01	0.74116	0.02355	2.765
P4	0.2220455E-03	0.23638	0.00016	1.872
P15	-0.1478710E-01	-0.16846	0.01901	1.292
(CONSTANT)	-12.71495			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	-0.05614	-0.06045	0.76882	0.301	0.571
P2	0.03947	0.03981	0.67227	0.130	0.721
P5	-0.04581	-0.04980	0.78117	0.204	0.621
P7	0.00475	0.00434	0.55226	0.002	0.998
P10	0.00246	0.00123	0.16557	0.000	1.000
P12	0.01042	0.01108	0.74703	0.010	0.910
P13	-0.04424	-0.04731	0.75613	0.184	0.664
P14	0.04395	0.04766	0.77725	0.187	0.661
P16	-0.12250	-0.10268	0.46440	0.874	0.386
P17	0.00397	0.00194	0.15753	0.000	1.000
P18	0.05956	0.05103	0.48524	0.214	0.636
P20	-0.23980	-0.07928	0.07235	0.519	0.481
P21	0.08595	0.09816	0.86209	0.798	0.412
P22	0.08799	0.10052	0.86268	0.837	0.383
P23	0.09648	0.10999	0.85908	0.837	0.383
P24	0.08938	0.10204	0.86140	0.863	0.363
JUR	-0.08042	-0.07416	0.56216	0.454	0.526
R1	0.05755	0.05846	0.68198	0.281	0.591
R3	-0.00324	-0.00368	0.85206	0.001	1.000
R4	0.02815	0.03293	0.90436	0.089	0.761
R5	-0.06783	-0.07702	0.85225	0.489	0.412
R6	-0.05234	-0.06166	0.91717	0.313	0.564
R7	0.08783	0.10237	0.89806	0.869	0.373

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
ELEMENTARY ONLY (CREATION DATE = 08/25/80)
FILE NOMNAME

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DEPENDENT VARIABLE C103
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 7

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P8	0.33609	0.11295	0.11295	0.33609	63.81792	0.57684
R2	0.39653	0.15723	0.04428	0.24187	-0.9425296	-0.05355
P6	0.44588	0.19881	0.04158	-0.03662	-0.6380305	-0.51431
P3	0.51739	0.26769	0.06888	0.22912	18.33768	0.48866
P11	0.53764	0.28906	0.02137	-0.00418	0.6129765E-02	0.15824
P9	0.54800	0.30030	0.01124	-0.28836	78.25652	0.82087
P18	0.56325	0.31725	0.01695	0.28697	-0.2800236E-01	-0.52987
P4	0.57334	0.32872	0.01147	-0.21658	0.1935098E-03	0.20600
P15	0.58224	0.33901	0.01029	-0.16653	-0.2647389E-01	-0.30159
P23	0.58907	0.34701	0.00800	0.02158	0.2960677E-02	1.18209
P22	0.59640	0.35569	0.00869	0.01747	-0.5074668E-02	-2.02037
JUR	0.60017	0.36030	0.00451	0.17422	-1.079628	-0.08158
P14	0.60993	0.36715	0.00695	0.16370	0.1097368E-01	0.07414
P16	0.61080	0.37308	0.00594	-0.24411	-0.7786654E-02	-0.17423
P10	0.61515	0.37840	0.00532	-0.08600	0.2495298E-01	1.28143
P20	0.63116	0.39836	0.01995	-0.26509	-0.7429490E-01	-1.94694
P18	0.63722	0.40605	0.00769	-0.16726	0.6619305E-02	0.25311
P5	0.64009	0.40971	0.00366	-0.14675	-2.966991	-0.14159
R1	0.64236	0.41262	0.00291	-0.08874	-0.8874417E-01	-0.07924
P1	0.64471	0.41565	0.00303	0.12598	-0.3455596	-0.07128
P7	0.64813	0.42007	0.00443	-0.19159	-0.3459713E-03	-0.11814
R6	0.65132	0.42421	0.00414	-0.13943	-9.011749	-0.12838
P21	0.65241	0.42564	0.00142	-0.14082	-2.403015	-0.14797
P12	0.65284	0.42619	0.00055	0.01631	0.1261171E-02	0.90900
R3	0.65312	0.42657	0.00038	-0.02259	-0.1242497E-02	-0.03453
P13	0.65358	0.42716	0.00058	-0.03073	-1.989635	-0.12861
R4	0.65384	0.42751	0.00034	0.06605	0.4181960E-04	0.02732
(CONSTANT)	0.65399	0.42770	0.00019	-0.08524	-1.481757	-0.08607
					-44.05307	

(PAIRWISE DELETION): R1 TO R7=7 REGIONS. JUR=0=PUBLIC-1=SEP
ELEMENTARY ONLY
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DEPENDENT VARIABLE: CIB1
VARIABLE(S) ENTERED ON STEP NUMBER 5: P16
MULTIPLE R REGRESSION
R SQUARE R SQUARE ADJUSTED R SQUARE
STANDARD ERROR 8.38539

ANALYSIS OF VARIANCE
REGRESSION
RESIDUAL
DF 5 87
SUM OF SQUARES 5565.94462 6073.68825
MEAN SQUARE 1113.18892 69.81251
F 15.94541 0.0000
P

VARIABLES IN THE EQUATION
VARIABLE B BETA STD ERROR B F
JUR 9.071596 0.38332 2.87972 12.266
P8 -39.50617 -0.23172 16.62476 5.647
P14 0.668326E-01 0.25136 0.02351 8.010
R1 -4.722821 -0.16262 2.42713 3.786
P16 -0.1367182E-01 -0.17106 0.00826 2.739
(CONSTANT) 8.816320

VARIABLES NOT IN THE EQUATION
VARIABLE BETA IN PARTIAL TOLERANCE F
P1 -0.06748 -0.06783 0.52715 0.397
P2 0.06070 0.04801 0.72646 0.199
P3 0.05713 0.07320 0.85677 0.463
P4 0.16147 0.11125 0.24768 1.078
P5 -0.09034 -0.11686 0.87316 1.191
P6 -0.04147 -0.05438 0.89789 0.255
P7 -0.00096 -0.00123 0.86971 0.000
P8 -0.03854 -0.03923 0.54053 0.133
P10 -0.04662 -0.03608 0.31245 0.112
P11 0.02585 0.03134 0.76113 0.085
P12 0.06418 0.08382 0.89004 0.608
P13 0.08313 0.11122 0.93401 1.077
P15 -0.07556 0.62414 0.494 0.494
P17 0.02557 0.01984 0.31411 0.034
P18 -0.05612 -0.05392 0.48172 0.251
P19 -0.05004 -0.05622 0.65857 0.273
P20 0.16057 0.04934 0.04926 0.210
P21 -0.02298 -0.02838 0.79598 0.069
P22 -0.02267 -0.02797 0.79447 0.067
P23 -0.02916 -0.03587 0.78938 0.111
P24 -0.02457 -0.03029 0.78331 0.078
R2 0.08365 0.10913 0.88811 1.036
R3 -0.06583 -0.08762 0.92446 0.665
R4 -0.06412 -0.08658 0.95138 0.650
R5 0.07070 0.08326 0.90796 0.755
R6 -0.00539 -0.00720 0.93248 0.004
R7 0.02369 0.03032 0.85531 0.079

VARIABLE B BETA STD ERROR B F
P1 0.06748 0.06783 0.52715 0.397
P2 0.06070 0.04801 0.72646 0.199
P3 0.05713 0.07320 0.85677 0.463
P4 0.16147 0.11125 0.24768 1.078
P5 -0.09034 -0.11686 0.87316 1.191
P6 -0.04147 -0.05438 0.89789 0.255
P7 -0.00096 -0.00123 0.86971 0.000
P8 -0.03854 -0.03923 0.54053 0.133
P10 -0.04662 -0.03608 0.31245 0.112
P11 0.02585 0.03134 0.76113 0.085
P12 0.06418 0.08382 0.89004 0.608
P13 0.08313 0.11122 0.93401 1.077
P15 -0.07556 0.62414 0.494 0.494
P17 0.02557 0.01984 0.31411 0.034
P18 -0.05612 -0.05392 0.48172 0.251
P19 -0.05004 -0.05622 0.65857 0.273
P20 0.16057 0.04934 0.04926 0.210
P21 -0.02298 -0.02838 0.79598 0.069
P22 -0.02267 -0.02797 0.79447 0.067
P23 -0.02916 -0.03587 0.78938 0.111
P24 -0.02457 -0.03029 0.78331 0.078
R2 0.08365 0.10913 0.88811 1.036
R3 -0.06583 -0.08762 0.92446 0.665
R4 -0.06412 -0.08658 0.95138 0.650
R5 0.07070 0.08326 0.90796 0.755
R6 -0.00539 -0.00720 0.93248 0.004
R7 0.02369 0.03032 0.85531 0.079

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=1=SEP
 ELEMENTARY ONLY (CREATION DATE = 08/25/80)
 FILE NONAME

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VARIABLE LIST 1
 REGRESSION LIST 8

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.62075	0.38532	0.38532	0.62075	3.534362	0.14934
P8	0.64289	0.41280	0.02747	-0.46725	-125.0380	-0.73340
P14	0.66190	0.43811	0.02532	0.28885	0.7032288E-01	0.26534
R1	0.67853	0.46176	0.02365	0.07702	-1.088495	-0.03748
P16	0.69151	0.47819	0.01643	-0.42029	-0.1465841E-01	-0.18340
P5	0.69865	0.48532	0.00713	-0.14567	-0.4159502E-01	-0.02077
P13	0.70237	0.49332	0.00800	0.17383	0.3773461E-03	0.13786
P15	0.70769	0.50083	0.00751	-0.36448	-0.1878691E-01	-0.11967
R6	0.71169	0.50651	0.00568	-0.05343	3.735313	0.08967
P1	0.71652	0.51340	0.00689	-0.44894	-0.7243585E-03	-0.13831
P18	0.71923	0.51730	0.00390	-0.37424	-0.3682225E-02	-0.07895
P11	0.72138	0.52039	0.00309	-0.20548	0.6160667E-02	0.08893
P8	0.72463	0.52509	0.00470	0.34100	-38.07329	-0.19243
R7	0.72667	0.52805	0.00296	-0.04614	23.13281	0.32112
P23	0.73471	0.53980	0.01175	-0.17973	-0.8067160E-02	-1.80104
P22	0.73732	0.54364	0.00385	-0.18152	0.9672047E-02	2.15320
P4	0.73983	0.54735	0.00370	-0.34950	0.2995245E-03	0.17829
R6	0.74132	0.54956	0.00221	-0.01876	1.265026	0.04356
P3	0.74302	0.55208	0.00252	0.20365	7.196380	0.10723
P12	0.74520	0.55532	0.00324	0.04661	0.4515846E-02	0.07017
P10	0.74735	0.55853	0.00321	-0.38210	-0.2531673E-01	-0.72698
P17	0.74856	0.56034	0.00181	-0.30273	0.1205502E-01	0.34201
P20	0.74971	0.56206	0.00172	-0.42874	0.3847797E-01	0.56383
R2	0.75042	0.56312	0.00106	0.12542	1.172910	0.03726
P21	0.75088	0.56382	0.00070	-0.18038	-0.1669203E-02	-0.67274
P2	0.75132	0.56449	0.00067	0.47155	-2.812843	-0.08406
P6	0.75183	0.56524	0.00075	0.03076	-0.1026167	-0.04625
P19	0.75228	0.56594	0.00069	0.20943	0.2081364E-01	0.22023
(CONSTANT)					27.47874	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1=SEP
JUNIOR HIGH ONLY
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DEPENDENT VARIABLE: C11
VARIABLE(S) ENTERED ON STEP NUMBER 5: P13
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 1

MULTIPLE R 0.37190 ANALYSIS OF VARIANCE DF 5
R SQUARE 0.13831 REGRESSION 5
ADJUSTED R SQUARE 0.08879 RESIDUAL 87
STANDARD ERROR 6.79889

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P8	-16.32168	-0.13028	14.28760	1.303
P3	8.901907	0.20947	4.33768	4.211
P6	3.168706	0.17231	1.86753	2.879
JUR	-2.143326	-0.14303	1.87497	1.637
P13	-0.2013083E-03	-0.11618	0.00018	1.252
(CONSTANT)	28.22842			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	-0.09481	-0.08372	0.67202	0.607	
P2	0.06382	0.06710	0.55222	0.389	
P4	0.00540	0.00445	0.58444	0.002	
P5	-0.00617	-0.00648	0.95114	0.004	
P6	-0.10426	-0.08787	0.61206	0.669	
P7	0.02719	0.02642	0.81388	0.060	
P8	-0.04134	-0.03164	0.50468	0.086	
P10	-0.02793	-0.02503	0.69163	0.054	
P11	0.04271	0.04368	0.90129	0.164	
P12	-0.04449	-0.04284	0.79879	0.158	
P14	-0.04512	-0.04512	0.86163	0.175	
P15	0.03337	0.03004	0.69805	0.078	
P16	-0.11876	-0.10058	0.61805	0.879	
P17	-0.03200	-0.02859	0.68772	0.070	
P18	-0.09110	-0.07911	0.64969	0.542	
P19	-0.13379	-0.04254	0.08710	0.156	
P20	-0.06168	-0.05078	0.58392	0.222	
P21	-0.05557	-0.05874	0.96264	0.298	
P22	-0.05191	-0.05485	0.96209	0.259	
P23	-0.05313	-0.05628	0.96666	0.273	
P24	-0.05404	-0.05715	0.96371	0.282	
R1	0.02950	0.02819	0.78719	0.068	
R2	-0.03882	-0.03826	0.83710	0.126	
R3	-0.02483	-0.02573	0.82521	0.057	
R4	0.02818	0.02846	0.87896	0.070	
R5	0.03531	0.03647	0.91935	0.115	
R7	-0.04579	-0.04906	0.98914	0.208	

F 2.79294

P 0.0218

MEAN SQUARE 129.10334

46.22486

SUM OF SQUARES 645.91671

4021.96290

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1=SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C11
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 1

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P8	0.22592	0.05104	0.05104	-0.22592	100.4359	0.80166
P3	0.28235	0.07972	0.02868	0.13796	15.26031	0.35910
R6	0.32727	0.10711	0.02739	0.19026	3.150069	0.17129
JUR	0.35484	0.12591	0.01880	-0.19027	-1.004726	-0.06705
P13	0.37190	0.13831	0.01240	-0.17208	-0.2747048E-03	-0.15850
P16	0.38345	0.14703	0.00872	-0.02920	-0.1194095E-01	-0.23594
P21	0.39086	0.15277	0.00574	-0.01899	-0.9215395E-02	-5.86539
P15	0.39917	0.15933	0.00656	0.02766	0.2530550E-01	0.25457
P6	0.41227	0.16986	0.01063	-0.07811	-0.3481294	-0.24781
P7	0.41795	0.17468	0.00471	0.10461	8.316883	0.10462
P11	0.42666	0.18204	0.00736	0.03298	0.3861561E-02	0.08803
P18	0.43169	0.18635	0.00431	-0.01108	0.2718079E-02	0.09178
P10	0.43846	0.19225	0.00590	-0.04379	0.3627686E-01	1.64510
P20	0.44540	0.19839	0.00614	0.04957	-0.8714197E-01	-2.01656
P4	0.45256	0.20481	0.00643	0.07610	0.1167526E-03	0.10975
P17	0.45629	0.20820	0.00339	-0.04786	-0.6491224E-02	-0.29083
P9	0.45951	0.21115	0.00295	0.10889	125.0827	1.15872
P19	0.46654	0.21766	0.00651	-0.21776	-0.7242492E-01	-1.21019
P1	0.47001	0.22091	0.00325	0.01677	-0.1318043E-02	-0.39743
R2	0.47458	0.22523	0.00432	-0.05798	-2.842189	-0.14259
P22	0.47693	0.22747	0.00224	-0.01682	0.3256289E-01	1.44819
R7	0.52470	0.27531	0.04784	-0.01926	-0.1582870E-01	-5.58077
R3	0.52777	0.27854	0.00323	-0.05125	-8.075986	-0.17705
R14	0.53049	0.28142	0.00288	-0.02951	-1.343366	-0.07668
R5	0.53275	0.28382	0.00240	-0.12961	-0.1433267E-01	-0.08552
R5	0.53345	0.28487	0.00074	0.02078	-0.7786380	-0.03281
P5	0.53382	0.28486	0.00039	-0.12914	-0.3372192E-01	-0.02659
P12	0.53409	0.28525	0.00029	-0.12159	-0.9589663E-03	-0.02353
P2	0.53423	0.28540	0.00016	-0.01890	-0.6753858	-0.03187
(CONSTANT)					-35.15134	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC=-1=SEP
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DEPENDENT VARIABLE C27
VARIABLE(S) ENTERED ON STEP NUMBER 3 P14
MULTIPLE R 0.28606
R SQUARE 0.07078
ADJUSTED R SQUARE 0.03947
STANDARD ERROR 3.48786

ANALYSIS OF VARIANCE
REGRESSION 3
RESIDUAL 88
SUM OF SQUARES 82.95457
MEAN SQUARE 27.65152
F 2.26004
P 0.0869

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-1.086633	-0.14471	0.79458	1.870
R4	1.286476	0.13271	1.00280	1.671
P14	-0.1096539E-01	-0.13056	0.00680	1.519
(CONSTANT)	20.74087			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	-0.08253	-0.07189	0.70521	0.457	
P2	0.01922	0.01544	0.59887	0.021	
P3	0.08120	0.07939	0.88815	0.558	
P4	0.04001	0.03552	0.73204	0.111	
P5	-0.08544	-0.08661	0.95492	0.665	
P6	-0.03424	-0.03508	0.97549	0.108	
P7	-0.07105	-0.06976	0.89586	0.430	
P8	-0.08448	-0.07737	0.77926	0.530	
P9	0.05698	0.04981	0.71005	0.219	
P10	-0.06294	-0.04998	0.58594	0.220	
P11	-0.02926	-0.02912	0.92025	0.075	
P12	-0.01045	-0.01038	0.91754	0.009	
P13	-0.06398	-0.06509	0.96178	0.374	
P15	0.08264	0.07353	0.73576	0.478	
P16	-0.05327	-0.04250	0.59148	0.159	
P17	-0.04966	-0.03933	0.58272	0.136	
P18	-0.09227	-0.08389	0.76803	0.624	
P19	-0.07800	-0.07414	0.83963	0.486	
P20	0.02917	0.02474	0.66868	0.054	
P21	0.04913	0.04915	0.92982	0.213	
P22	0.04731	0.04732	0.92936	0.197	
P23	0.05049	0.05065	0.92489	0.226	
P24	0.04910	0.04914	0.93091	0.213	
R1	-0.01075	-0.01049	0.88595	0.010	
R2	0.04624	0.04695	0.85795	0.194	
R3	-0.05017	-0.05073	0.94893	0.227	
R5	0.09375	0.09541	0.96236	0.808	
R6	-0.06586	-0.06659	0.95013	0.392	
R7	0.02905	0.02965	0.96802	0.077	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC-*1=SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C27
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 2

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.18721	0.03505	0.03505	-0.18721	-0.1224836	-0.01631
R4	0.23437	0.05493	0.01988	0.15358	1.873946	0.19183
P14	0.26606	0.07079	0.01586	-0.17858	-0.1153190E-01	-0.13731
R5	0.28151	0.07925	0.00846	0.09138	1.487986	0.12513
P18	0.28802	0.08882	0.00957	-0.01642	-0.1656508E-03	-0.01116
P8	0.31219	0.09746	0.00864	-0.18109	-17.14568	-0.27311
P5	0.32361	0.10472	0.00726	-0.06263	-0.6555057E-01	-0.10314
P15	0.33723	0.11373	0.00900	0.10240	0.1108554E-01	0.22255
P10	0.34763	0.12085	0.00712	-0.02959	-0.9903580E-02	-0.17249
R2	0.36127	0.13052	0.00967	0.03174	1.722837	0.17249
P20	0.37273	0.13892	0.00841	0.07025	0.9036471E-02	0.41727
P13	0.38214	0.14603	0.00711	-0.09998	-0.9415217E-04	-0.10841
P7	0.38641	0.14932	0.00329	-0.00557	-4.733432	-0.11883
R1	0.38846	0.15090	0.00159	-0.09886	0.7493899	0.08132
P11	0.39083	0.15275	0.00184	-0.01391	-0.1593402E-02	-0.07249
P17	0.39453	0.15565	0.00291	-0.02219	0.4665332E-02	0.41714
P4	0.39622	0.15699	0.00134	0.08202	-0.5507589E-04	-0.10332
P1	0.39737	0.15781	0.00091	0.05714	-0.2045417E-03	-0.12308
P2	0.40022	0.16018	0.00227	-0.11675	-1.855847	-0.17478
P19	0.40268	0.16215	0.00198	-0.16544	0.9767136E-02	0.32570
P6	0.40451	0.16363	0.00147	-0.06928	-0.7875627E-01	-0.11188
P3	0.40854	0.16690	0.00328	0.02610	1.894306	0.08896
R3	0.40951	0.16770	0.00079	-0.07303	0.3201572	0.03647
P23	0.40985	0.16806	0.00036	0.09009	0.1887218E-02	1.31379
R7	0.41289	0.17048	0.00242	0.03948	-2.618769	-0.11457
P22	0.41445	0.17177	0.00129	0.08844	-0.2887156E-02	-2.02566
P21	0.41539	0.17255	0.00078	0.08870	0.6663072E-03	0.84633
P12	0.41565	0.17276	0.00021	-0.02890	-0.4052010E-03	-0.01984
(CONSTANT)					39.18277	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC-1=SEP
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DEPENDENT VARIABLE C43
VARIABLE(S) ENTERED ON STEP NUMBER 9 JUR
MULTIPLE R 0.64269
R SQUARE 0.41300
ADJUSTED R SQUARE 0.34935
STANDARD ERROR 4.70828

ANALYSIS OF VARIANCE
REGRESSION 9
RESIDUAL 83
SUM OF SQUARES 1294.93630
MEAN SQUARE 143.83737
F 6.48854
P 0.0000

VARIABLES IN THE EQUATION
VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P2	4.932929	0.28407	1.96751	6.286	P1	0.10568	0.07555	0.29880	0.471	
R3	-3.565957	-0.24838	1.30428	7.475	P4	0.08867	0.06056	0.27387	0.302	
P18	-0.979876E-02	-0.12030	0.00860	1.297	P5	0.10044	0.12644	0.93018	1.332	
P3	5.720456	0.16426	3.23551	3.126	P6	-0.13875	-0.12985	0.51491	1.408	
P13	-0.4258694E-03	-0.29983	0.00014	9.606	P7	-0.00760	-0.00804	0.62243	0.005	
R2	3.548929	0.21728	1.61969	4.801	P8	-0.04859	-0.04368	0.47423	0.157	
R7	-6.934203	-0.18548	3.37863	4.212	P10	-0.11286	-0.08003	0.29512	0.529	
P9	24.97331	0.28227	9.58539	6.788	P11	-0.00774	-0.00795	0.61896	0.005	
JUR	3.568495	0.29087	1.62559	4.819	P12	-0.03657	-0.04013	0.70710	0.132	
(CONSTANT)	14.88771				P14	-0.05034	-0.05728	0.76012	0.270	
					P16	-0.16456	-0.12040	0.31381	1.206	
					P17	-0.07416	-0.05391	0.31012	0.239	
					P18	-0.06976	-0.06767	0.55233	0.377	
					P19	-0.05408	-0.05014	0.50449	0.207	
					P20	-0.32781	-0.12432	0.08443	1.287	
					P21	0.04432	0.02581	0.19912	0.055	
					P22	0.05802	0.03201	0.17868	0.084	
					P23	0.03371	0.01775	0.16276	0.026	
					P24	0.04587	0.02557	0.18232	0.054	
					R1	0.06531	0.07019	0.67792	0.406	
					R4	-0.03217	-0.03827	0.83057	0.120	
					R5	0.03194	0.03860	0.85726	0.122	
					R6	-0.05339	-0.06191	0.77396	0.309	

VARIABLE LIST 1
REGRESSION LIST 3

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1=SEP
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DEPENDENT VARIABLE C43
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 3

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P2	0.39791	0.15833	0.15833	0.39791	4.393831	0.25302
R3	0.45324	0.20542	0.04709	-0.20694	-3.525170	-0.24594
P18	0.51349	0.26367	0.06825	0.31722	0.4961477E-02	0.06090
P3	0.54073	0.29239	0.02872	0.26807	9.113535	0.26168
P13	0.56579	0.32012	0.02773	-0.13971	-0.5691577E-03	-0.40071
R2	0.58245	0.33924	0.01813	0.20375	3.785141	0.23172
R7	0.59563	0.35477	0.01553	-0.07627	-10.20078	-0.27287
P9	0.61556	0.37892	0.02414	0.12829	73.73419	0.83340
JUR	0.64265	0.41300	0.03408	0.35200	4.718753	0.38423
P6	0.65032	0.42291	0.00991	0.08019	-0.1783637	-0.18579
P16	0.65719	0.43189	0.00898	-0.35826	-0.1156730E-01	-0.27889
P4	0.66195	0.43818	0.00629	0.15737	0.2345459E-03	0.26904
P8	0.67249	0.45224	0.01406	0.13936	0.1783718	0.26904
R1	0.45826	0.45826	0.00602	0.10506	1.129970	0.17157
P17	0.67806	0.46112	0.00285	-0.27992	0.7981570E-02	0.47636
P20	0.68397	0.46781	0.00669	-0.18419	-0.3871671E-01	-0.10709
P19	0.68529	0.46962	0.00181	0.09698	-0.4134445E-01	-0.84299
P8	0.68572	0.47159	0.00196	-0.00764	71.79478	0.69926
P1	0.68736	0.47246	0.00088	-0.28037	-0.2910520E-03	-0.01411
P10	0.68777	0.47303	0.00057	-0.28529	0.5258212E-02	0.29102
P14	0.68800	0.47334	0.00031	0.04148	-0.6385572E-02	-0.04649
P11	0.68834	0.47381	0.00047	-0.02844	-0.2503399E-02	-0.06864
R6	0.68847	0.47399	0.00017	-0.09856	0.2745829E-01	0.00141
P22	0.68857	0.47412	0.00014	-0.08516	0.1793167E-01	7.69263
P23	0.68882	0.48277	0.00865	-0.09302	-0.9541938E-02	-4.10912
P21	0.70352	0.49494	0.01217	-0.09765	-0.4600453E-02	-3.57293
P18	0.70603	0.49848	0.00353	-0.26677	0.4207482E-02	0.17336
P7	0.70713	0.50003	0.00155	0.02312	-5.276325	-0.08099
R6	0.70721	0.50015	0.00012	0.03829	-0.2368607	-0.07572
P12	0.70730	0.50027	0.00012	-0.03516	0.5055760E-03	0.01514
(CONSTANT)					-14.90806	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1=SEP
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DEPENDENT VARIABLE CS9
VARIABLE(S) ENTERED ON STEP NUMBER 6 R2
MULTIPLE R REGRESSION
R SQUARE 0.21169
ADJUSTED R SQUARE 0.15670
STANDARD ERROR 6.16325

ANALYSIS OF VARIANCE
REGRESSION 6
RESIDUAL 86
SUM OF SQUARES 877.26465
MEAN SQUARE 146.21077
37.98559
F 3.84911
P 0.0019

VARIABLES IN THE EQUATION
VARIABLE B BETA STD ERROR B F

VARIABLE	B	BETA	STD ERROR B	F
P8	-45.03454	-0.38147	13.37489	11.337
P6	-0.1830854	-0.15321	0.11777	2.417
P16	-0.236028E-01	-0.49487	0.00842	7.864
P17	0.8988208E-02	0.42894	0.00384	5.441
P7	17.43813	0.23280	8.20412	3.590
R2	2.532634	0.13484	1.80880	1.960
(CONSTANT)	4.930075			

VARIABLES NOT IN THE EQUATION
VARIABLE BETA IN PARTIAL TOLERANCE

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.02295	0.02041	0.62332	0.035	0.072
P2	-0.03976	-0.02911	0.42270	0.201	0.201
P3	0.04852	0.04861	0.78146	0.973	0.242
P4	-0.15290	-0.10637	0.38151	0.242	0.462
P5	0.05509	0.05339	0.74024	0.462	0.001
P6	-0.11072	-0.07512	0.36292	0.001	0.426
P9	-0.01269	-0.00263	0.03392	0.001	0.028
P10	-0.08896	-0.07061	0.48661	0.105	0.105
P11	0.01794	0.01830	0.81087	0.658	0.658
P12	-0.03482	-0.03513	0.80281	0.587	0.587
P13	0.03699	0.03575	0.73611	0.007	0.675
P14	0.08749	0.06067	0.37807	0.675	0.675
P15	0.01540	0.00933	0.28901	0.675	0.675
P18	0.42540	0.08874	0.03430	0.658	0.658
P19	-0.15242	-0.08290	0.23317	0.678	0.678
P20	-0.08356	-0.09027	0.92000	0.587	0.587
P21	-0.08226	-0.08896	0.92212	0.587	0.587
P22	-0.07751	-0.06353	0.91549	0.258	0.258
P23	-0.08176	-0.08829	0.81927	0.174	0.174
P24	0.06204	0.05500	0.61956	0.631	0.631
JUR	0.04514	0.04524	0.78171	0.067	0.067
R3	-0.07937	-0.08587	0.92272	0.547	0.547
R4	-0.02854	-0.02799	0.84627	0.224	0.224
R5	0.07525	0.07994	0.88962	0.224	0.224
R6	0.04763	0.05122	0.81158	0.704	0.704
R7	-0.08327	-0.09065	0.93428		

VARIABLE LIST 1
REGRESSION LIST 4

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1=SEP
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DEPENDENT VARIABLE C58
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P8	0.30761	0.09462	0.09462	-0.30761	-89.24363	-0.75595
P6	0.33709	0.11363	0.01800	-0.11021	-0.2147659	-0.17971
P16	0.37419	0.14002	0.02639	-0.03441	-0.2321115E-01	-0.48671
P17	0.40316	0.16254	0.02252	-0.01069	0.1125700E-01	0.53525
P7	0.44014	0.19373	0.03119	0.22387	30.07446	0.26789
R2	0.46010	0.21169	0.01797	0.09547	2.268658	0.17403
P4	0.46969	0.22061	0.00892	0.09043	-0.1654876E-03	-0.16609
P18	0.47730	0.22781	0.00720	0.11233	1.743967	0.07799
R6	0.48197	0.23229	0.00448	-0.28277	0.1963969E-01	0.34827
R5	0.48582	0.23602	0.00373	0.06218	0.8059126	0.04651
JUR	0.48909	0.23921	0.00319	-0.04255	2.505389	0.17742
P11	0.49172	0.24179	0.00258	0.01990	-0.4122211E-02	-0.09973
P13	0.49469	0.24472	0.00293	-0.07343	0.1041356E-03	-0.06376
P15	0.49645	0.24646	0.00175	-0.03689	0.6980385E-02	-0.07452
R7	0.49863	0.24863	0.00216	-0.02113	-8.668989	-0.20168
P9	0.50057	0.25057	0.00194	0.12331	27.08901	0.26629
R3	0.50170	0.25170	0.00113	-0.08863	-0.5415628	-0.03281
P23	0.50273	0.25274	0.00104	0.00600	0.3971004E-02	-0.03281
P24	0.50855	0.25862	0.00588	-0.00071	-0.9437693E-03	-1.48580
P20	0.51006	0.26016	0.00154	0.07941	-0.8512185E-02	-0.20904
P3	0.51069	0.26080	0.00064	0.05523	1.135294	0.02835
P2	0.51115	0.26128	0.00047	-0.00756	-0.9836392	-0.04926
P16	0.51128	0.26141	0.00013	0.14019	-0.8132972E-03	-0.02914
R4	0.51143	0.26156	0.00015	-0.01010	-0.3235252	-0.01756
(CONSTANT)					3.926200	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
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DEPENDENT VARIABLE C75
VARIABLE(S) ENTERED ON STEP NUMBER 13 P14
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

MULTIPLE R 0.52987 ANALYSIS OF VARIANCE
R SQUARE 0.28076 REGRESSION 13
ADJUSTED R SQUARE 0.16241 RESIDUAL 79
STANDARD ERROR 5.28016
SUM OF SQUARES 859.79771 MEAN SQUARE 66.13829
2202.54596 27.88033 F 2.37222 P 0.0097

VARIABLES IN THE EQUATION

VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P13	-0.4502096E-03	0.32067	0.00015	9.206	P2	-0.02043	-0.01144	0.22550	0.010	
R2	5.628386	0.34860	1.87195	9.040	P3	0.05871	0.05655	0.66709	0.250	
P11	-0.1079048E-01	-0.30368	0.00495	4.754	P5	0.00592	0.00607	0.75547	0.003	
P4	0.2881399E-03	0.33439	0.00018	2.438	P6	0.00208	0.00191	0.60548	0.000	
P20	0.8892340E-03	0.02540	0.00921	0.009	P7	-0.02729	-0.02340	0.52889	0.043	
P19	0.1276622E-01	0.15854	0.01332	0.818	P8	-0.02285	-0.01460	0.29378	0.017	
P10	-0.2323700E-01	-1.30088	0.00880	5.512	P9	0.01390	0.00324	0.03907	0.001	
P17	0.2278592E-01	1.26087	0.00988	5.321	P16	-0.07634	-0.07634	0.18561	0.457	
R1	3.171364	0.21289	1.79183	3.133	P18	-0.00326	-0.00264	0.47252	0.001	
R4	2.284824	0.14468	1.61417	2.004	P19	-0.00454	-0.00272	0.25889	0.001	
P12	-0.4899851E-02	-0.15023	0.00364	1.859	P21	0.00757	0.00799	0.80072	0.005	
P1	-0.5284677E-03	-0.19672	0.00031	2.867	P22	0.00654	0.00690	0.78992	0.004	
P14	-0.1870947E-01	-0.13781	0.01732	1.166	P23	0.00501	0.00525	0.78959	0.002	
(CONSTANT)	34.48189				P24	0.00665	0.00700	0.79744	0.004	
					JUR	0.01654	0.01195	0.37589	0.011	
					R3	-0.05381	-0.04974	0.61449	0.193	
					R5	0.03851	0.03941	0.75328	0.121	
					R6	0.02748	0.02762	0.72682	0.060	
					R7	-0.02528	-0.02735	0.84174	0.058	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
JUNIOR HIGH ONLY
FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C75
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P13	0.21642	0.04684	0.04684	-0.21642	-0.5042483E-03	-0.35917
R2	0.29001	0.06411	0.03727	0.12755	4.868761	0.30155
P11	0.32787	0.10750	0.02339	-0.13380	-0.1202212E-01	-0.33834
P4	0.37630	0.14160	0.03411	0.07364	0.3042810E-03	0.35312
P20	0.39874	0.15900	0.01739	-0.04936	0.8335668E-02	0.23813
P15	0.41587	0.17294	0.01395	-0.02037	0.1267434E-01	0.15740
P10	0.43397	0.18833	0.01538	-0.02037	-0.2429876E-01	-1.36033
P17	0.46412	0.21541	0.02708	-0.07872	0.2583884E-01	1.42918
R1	0.47854	0.22901	0.01360	-0.01526	2.686660	0.18035
R4	0.49246	0.24252	0.01351	-0.06306	1.944272	0.12312
P12	0.50329	0.25331	0.01079	-0.14056	-0.5395642E-02	-0.16346
P1	0.51975	0.27014	0.01684	-0.04719	-0.7237563E-03	-0.26942
P14	0.52987	0.28076	0.01062	-0.11128	-0.2132322E-01	-0.15706
P16	0.53381	0.28496	0.00419	-0.02179	-0.1122232E-01	-0.27374
R3	0.53588	0.28717	0.00221	-0.09324	-0.9346107	-0.06566
P2	0.53815	0.28961	0.00244	-0.03383	-3.075099	-0.17916
R7	0.53969	0.29126	0.00165	-0.01442	-6.734227	-0.18225
P22	0.54182	0.29356	0.00230	0.04928	0.3813591E-02	1.65517
P9	0.54328	0.29515	0.00159	-0.01692	-15.95004	-0.18239
P3	0.54436	0.29633	0.00118	0.09358	2.997720	0.08708
P6	0.54547	0.29754	0.00120	-0.04114	-0.7132433E-01	-0.06268
JUR	0.54612	0.29825	0.00071	-0.09234	0.6616768	0.05451
P18	0.54668	0.29886	0.00061	-0.02750	0.1947040E-02	0.08116
P7	0.54710	0.29932	0.00046	0.11761	-2.806040	-0.04358
P21	0.54732	0.29956	0.00024	0.04715	-0.1073413E-02	-0.84342
P23	0.54785	0.30014	0.00028	0.05273	-0.1525862E-02	-0.66414
P5	0.54805	0.30036	0.00023	-0.09484	0.1945028E-01	0.01893
(CONSTANT)					34.21066	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
JUNIOR HIGH ONLY
FILE NQNAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C91
VARIABLE(S) ENTERED ON STEP NUMBER 6: P13
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

MULTIPLE R 0.57452 ANALYSIS OF VARIANCE
R SQUARE 0.33008 REGRESSION 6
ADJUSTED R SQUARE 0.28334 RESIDUAL 86
STANDARD ERROR 8.48956 SUM OF SQUARES 3061.15288
MEAN SQUARE 510.19215
72.24249 F 7.06222 P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-8.550177	-0.40475	2.38801	12.820
P16	-0.3187106E-01	-0.44673	0.00841	14.368
P4	0.4366031E-03	0.29116	0.00019	5.429
R5	-4.846763	-0.14788	3.13535	2.489
P8	-38.98998	-0.22077	19.43823	4.023
P13	0.4060132E-03	0.16618	0.00023	3.102
(CONSTANT)	20.82800			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.01443	-0.01276	0.52323	0.014
P2	0.01863	0.01304	0.32810	0.014
P3	0.01476	0.01642	0.82947	0.023
P5	0.01342	0.01559	0.90432	0.021
P6	0.05977	0.06458	0.78221	0.356
P7	0.04511	0.04880	0.78398	0.203
P9	-0.16987	-0.10217	0.24237	0.897
P10	0.01187	0.00740	0.26012	0.005
P11	-0.06776	-0.07609	0.84492	0.495
P12	0.01180	0.01327	0.84673	0.015
P14	-0.00018	-0.00018	0.66406	0.000
P15	0.04558	0.04268	0.56252	0.155
P17	-0.06016	-0.03813	0.26909	0.124
P18	-0.07391	-0.06187	0.46945	0.327
P19	0.04788	0.01544	0.06970	0.020
P20	-0.17376	-0.09599	0.20442	0.790
P21	0.02070	0.02277	0.81056	0.044
P22	0.02438	0.02676	0.80741	0.061
P23	0.02671	0.02907	0.79952	0.072
P24	0.02327	0.02550	0.80488	0.055
R1	-0.02589	-0.02789	0.77736	0.066
R2	-0.00029	-0.00033	0.84545	0.000
R3	0.07005	0.06307	0.94208	0.591
R4	-0.06776	-0.08083	0.95324	0.559
R6	0.02653	0.03124	0.92910	0.083
R7	-0.03518	-0.03987	0.86058	0.135

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1=SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE... C91
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.34276	0.11748	0.11748	-0.34276	-5.931061	-0.28077
P16	0.42978	0.18471	0.06723	-0.03345	-0.1653447E-01	-0.23176
P4	0.51647	0.26674	0.08203	0.28501	0.7174575E-03	0.47845
R5	0.53518	0.28642	0.01968	-0.07935	-7.002674	-0.20934
P8	0.55309	0.30591	0.01949	-0.33442	-135.6880	-0.76830
P13	0.57452	0.33008	0.02417	0.04729	0.5657992E-03	0.23158
P9	0.58058	0.33707	0.00699	0.30256	53.07885	0.34878
R4	0.58570	0.34304	0.00597	0.00338	-3.768948	-0.13714
P6	0.58816	0.34593	0.00288	-0.09885	0.1725479	0.08713
P5	0.58036	0.34853	0.00260	0.10680	0.1970324E-02	0.00110
R3	0.59274	0.35134	0.00282	0.13794	1.218113	0.04933
P12	0.58689	0.35627	0.00493	-0.03744	0.8703779E-02	0.15152
P18	0.58951	0.35941	0.00314	0.05641	-0.1486642E-01	-0.35611
P7	0.56958	0.36958	0.00617	0.10891	35.44349	0.31629
P19	0.61012	0.37225	0.00667	-0.28318	0.2502464E-01	0.29664
P17	0.61200	0.37454	0.00229	-0.01868	-0.3563087E-01	-1.13249
P10	0.63182	0.39932	0.02478	-0.00032	0.4862621E-01	1.56431
P20	0.63740	0.40628	0.00697	0.19548	-0.6301601E-01	-1.03449
P23	0.63927	0.40866	0.00238	0.22891	0.5090422E-02	1.27319
R7	0.65013	0.42268	0.01401	0.09388	-23.72463	-0.36896
P21	0.65798	0.43294	0.01027	0.22096	-0.1925129E-02	-0.86922
R1	0.66017	0.43582	0.00288	-0.24056	-2.190002	-0.08448
P14	0.66154	0.43764	0.00181	-0.21463	0.1964900E-01	0.08317
P3	0.66302	0.43959	0.00196	0.00153	-3.087782	-0.05744
P15	0.66384	0.44069	0.00109	0.09042	0.1036006E-01	0.00003
P11	0.66449	0.44155	0.00086	0.00640	0.3094208E-02	0.00004
P2	0.66466	0.44178	0.00023	-0.02895	0.9849876	0.03298
(CONSTANT)					-17.47064	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1-SEP
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DEPENDENT VARIABLE: C107
VARIABLE(S) ENTERED ON STEP NUMBER 9: P2
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 7

MULTIPLE R	R SQUARE	ADJUSTED R SQUARE	STANDARD ERROR	ANALYSIS OF VARIANCE	REGRESSION	RESIDUAL	DF	SUM OF SQUARES	MEAN SQUARE	F	P
0.64132	0.41129	0.34745	4.89065	1386.93998	1985.23068	154.10444	9	23.91844	2.65760	6.44291	0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
R2	6.890413	0.40668	1.53318	20.198
P16	-0.1480172E-01	-0.34407	0.00680	4.743
P4	0.4381237E-03	0.48452	0.00016	7.931
R3	2.092119	0.14049	1.33930	2.440
P8	28.95700	0.27191	12.70250	5.197
JUR	-5.598882	-0.43954	1.64594	11.571
P15	-0.1563952E-01	-0.18509	0.00984	2.527
P9	-22.00314	-0.23977	18.63406	1.981
P2	3.328103	0.18477	2.64598	1.582
(CONSTANT)	5.211057			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.00863	-0.00617	0.30106	0.003
P3	-0.04301	-0.04724	0.74463	0.183
P5	-0.02952	-0.03377	0.77025	0.094
P6	-0.08768	-0.09092	0.63301	0.683
P7	-0.09534	-0.09327	0.56343	0.720
P10	0.15581	0.07400	0.13279	0.451
P11	0.09518	0.10029	0.65367	0.833
P12	0.02914	0.03249	0.73203	0.087
P13	0.03472	0.03847	0.72247	0.122
P14	-0.00026	-0.00027	0.63767	0.000
P17	0.21741	0.11356	0.16062	1.071
P18	-0.07138	-0.06336	0.46376	0.330
P19	0.34682	0.09317	0.04249	0.718
P20	0.08375	0.01955	0.03209	0.031
P21	0.03846	0.04441	0.78480	0.162
P22	0.04377	0.05053	0.78446	0.210
P23	0.04041	0.04622	0.77031	0.176
P24	0.04044	0.04657	0.78057	0.178
R1	0.11209	0.11655	0.63650	1.129
R4	-0.02021	-0.02408	0.83640	0.048
R5	-0.07282	-0.08574	0.81626	0.607
R6	-0.02069	-0.02402	0.77812	0.047
R7	0.02067	0.02454	0.83009	0.049

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1=SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE..... C107
MULTIPLE REGRESSION.....
VARIABLE LIST 1
REGRESSION LIST 7

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
R2	0.37931	0.14387	0.14387	0.37931	6.297745	0.37170
P16	0.45935	0.21101	0.06713	-0.26334	-0.1418863E+01	-0.32981
P4	0.50843	0.25850	0.04750	-0.04859	0.3990054E+03	0.44126
R3	0.54017	0.29179	0.03329	0.12926	2.860978	0.19212
P8	0.56646	0.32068	0.02909	0.17673	-2.572968	-0.02416
JUR	0.60541	0.36653	0.04565	-0.04530	-4.972815	-0.38039
P15	0.62222	0.38716	0.02064	-0.18384	-0.1908703E+01	-0.22589
P9	0.63251	0.40007	0.01291	-0.11516	6.720915	0.07324
R1	0.64132	0.41129	0.01122	0.22843	1.679740	0.09326
P2	0.64752	0.41928	0.00800	-0.09985	2.077505	0.13290
R17	0.65253	0.42580	0.00651	-0.12140	0.4322225E+02	0.22782
P6	0.65894	0.43420	0.00841	-0.04620	-0.1896957	-0.16723
P18	0.66190	0.43811	0.00390	-0.20546	-0.887648E+03	-0.03527
P19	0.66462	0.44172	0.00362	0.13093	0.1052323E+01	0.20686
P14	0.66720	0.44516	0.00343	-0.08160	-0.1285010E+01	-0.09090
P1	0.66913	0.44774	0.00258	0.20841	0.7494442E+03	-0.26585
P5	0.67093	0.45015	0.00241	-0.07449	-0.5043439E+01	-0.04678
P13	0.67265	0.45246	0.00232	0.11882	0.5327717E+04	0.03616
R5	0.67396	0.45422	0.00176	-0.18726	-0.7182726	-0.03561
P20	0.67480	0.45535	0.00113	-0.15765	-0.1882328E+01	-0.64245
P22	0.67561	0.45645	0.00110	0.10871	0.1698716E+01	7.02591
P21	0.68025	0.46274	0.00629	0.10400	-0.5604204E+02	-4.18628
P23	0.68787	0.47276	0.01002	0.10750	-0.6369838E+02	-2.64208
R7	0.69128	0.47786	0.00510	0.05263	-7.490129	-0.19317
P3	0.69167	0.47841	0.00055	0.13380	1.916984	0.05307
P7	0.69216	0.47909	0.00068	-0.08433	-2.755852	-0.04078
P12	0.69235	0.47935	0.00027	-0.06004	0.9388815E+03	0.02711
P11	0.69256	0.47965	0.00029	0.01731	0.1194425E+02	0.03203
R6	0.69274	0.47989	0.00024	-0.13268	0.3857560	0.02468
P10	0.69289	0.48010	0.00021	-0.13307	0.2468345E+02	0.13169
(CONSTANT)					-0.3608201	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C116
VARIABLE(S) ENTERED ON STEP NUMBER 8 P17
MULTIPLE R 0.44534
R SQUARE 0.19851
ADJUSTED R SQUARE 0.12218
STANDARD ERROR 2.06664

ANALYSIS OF VARIANCE
REGRESSION 84
RESIDUAL 84
SUM OF SQUARES 88.85583
MEAN SQUARE 11.10689
4.27099
F 2.60056
P 0.0137

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE	PARTIAL TOLERANCE	F	P
P14	0.2144812E-01	0.41321	0.00606	12.935	84	88.85583	11.10689	0.26842	2.60056	0.0137
R4	0.5687747	0.09420	0.82797	0.820	84	358.76329	4.27099	0.40782	2.60056	0.0137
P2	-1.549532	-0.23613	0.81632	3.803	84	358.76329	4.27099	0.91918	2.60056	0.0137
P18	-0.1659833E-02	-0.18097	0.00123	1.813	84	358.76329	4.27099	0.37909	2.60056	0.0137
R1	-0.9635885	-0.16818	0.81709	2.438	84	358.76329	4.27099	0.53655	2.60056	0.0137
P3	-2.944080	-0.22370	1.71780	2.937	84	358.76329	4.27099	0.49843	2.60056	0.0137
P6	0.977665E-01	0.22472	0.08594	3.054	84	358.76329	4.27099	0.03975	2.60056	0.0137
P17	-0.1147345E-02	-0.16599	0.00105	1.195	84	358.76329	4.27099	0.51480	2.60056	0.0137
(CONSTANT)	6.645784							0.70270		

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL TOLERANCE	F	P
P1	-0.05707	-0.03424	0.26842	0.097
P4	0.15452	0.11022	0.40782	1.021
P5	-0.00070	-0.00075	0.91918	0.000
P7	-0.00223	-0.00153	0.37909	0.000
P8	-0.02949	-0.02412	0.53655	0.048
P9	0.03573	0.02817	0.49843	0.066
P10	0.07344	0.00522	0.03975	0.002
P11	-0.00640	-0.00513	0.51480	0.002
P12	-0.04667	-0.04370	0.70270	0.159
P13	-0.07858	-0.08332	0.90091	0.580
P15	-0.03689	-0.02518	0.37340	0.053
P16	-0.01887	-0.00873	0.17164	0.006
P19	-0.06041	-0.04729	0.49115	0.186
P20	0.10441	0.06357	0.29710	0.337
P21	0.03645	0.03789	0.86587	0.119
P22	0.04157	0.04322	0.86554	0.155
P23	0.05316	0.05516	0.86282	0.253
P24	0.04224	0.04389	0.86532	0.160
JUR	0.02572	0.01953	0.46189	0.032
R2	-0.00388	-0.00398	0.84454	0.001
R3	-0.00253	-0.00254	0.81092	0.001
R5	-0.04251	-0.04417	0.86528	0.162
R6	0.03736	0.03809	0.83340	0.121
R7	0.00805	0.00846	0.88431	0.006

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC=-1-SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE - 08/25/80)

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DEPENDENT VARIABLE C116
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 8

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P14	0.28681	0.08226	0.08226	0.28681	0.1814761E-01	0.34962
R4	0.32476	0.11206	0.02980	0.14814	0.2239456	0.03709
P2	0.35643	0.12704	0.01498	-0.09801	-2.855771	-0.45042
P18	0.38515	0.14834	0.02130	-0.02661	-0.1989522E-02	-0.21682
R1	0.40061	0.16048	0.01215	-0.05529	-1.162022	-0.20405
P2	0.40999	0.16810	0.00761	-0.13866	-2.991839	-0.22733
P6	0.43256	0.18711	0.01901	0.06142	0.1222168	0.28092
P17	0.44554	0.19851	0.01140	0.09838	0.1943353E-02	0.28115
P4	0.45634	0.20825	0.00974	0.05494	0.7459992E-04	0.22644
P13	0.46052	0.21208	0.00383	-0.09225	-0.5721159E-04	-0.10659
R5	0.46425	0.21553	0.00345	-0.05373	-0.7748647	-0.10544
JUR	0.46899	0.21995	0.00442	0.04556	0.5332419	0.11490
P8	0.47204	0.22282	0.00287	-0.04341	-30.26064	-0.90909
P20	0.47771	0.22821	0.00539	0.01887	0.1695336E-01	1.26680
P16	0.48755	0.23770	0.00948	0.09070	-0.4877831E-02	0.31121
P5	0.48957	0.23967	0.00187	-0.10359	0.1196587E-01	0.03046
P10	0.49212	0.24219	0.00251	-0.09249	-0.4983948E-02	0.72980
P8	0.49528	0.24532	0.00313	0.09565	5.348896	0.13786
P12	0.49705	0.24706	0.00174	0.03640	-0.1314952E-02	0.10420
R3	0.49945	0.24945	0.00239	0.01957	-0.2956290	-0.05449
R7	0.50152	0.25152	0.00207	-0.09532	-3.755500	-0.26584
P23	0.50786	0.25792	0.00640	-0.07565	0.2923630E-02	3.32843
P22	0.52652	0.27723	0.01831	-0.08464	-0.3636474E-02	4.12822
P1	0.52911	0.27996	0.00273	-0.01062	0.1494327E-03	0.14550
P11	0.53062	0.28155	0.00160	-0.02510	-0.1056320E-02	-0.07776
P21	0.53168	0.28269	0.00113	0.08823	0.5102233E-03	1.04860
P7	0.53221	0.28325	0.00057	-0.11561	-1.295703	-0.05263
P15	0.53272	0.28379	0.00053	0.03647	-0.1312135E-02	-0.04262
R2	0.53292	0.28401	0.00022	-0.04514	0.1387047	0.02263
(CONSTANT)					14.35747	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C125
VARIABLE(S) ENTERED ON STEP NUMBER 11 P10
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 9

MULTIPLE R 0.65573 ANALYSIS OF VARIANCE OF
R SQUARE 0.42998 REGRESSION 11
ADJUSTED R SQUARE 0.35257 RESIDUAL 81
SUM OF SQUARES 651.09783
STANDARD ERROR 3.26439 MEAN SQUARE 10.65622

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-3.432617	-0.40214	1.15577	8.821
P16	-0.3901212E-02	-0.13533	0.00690	0.320
P8	20.96587	0.29379	37.03764	0.320
P17	0.3769367E-02	0.29649	0.00556	0.460
P20	-0.7122308E-01	-2.89354	0.02160	10.870
R5	-2.341888	-0.17326	1.20960	3.749
P13	0.1674253E-03	0.16959	0.00009	3.407
P2	5.331274	0.44170	2.05813	6.710
P8	102.1254	1.66075	37.33824	7.481
P10	0.1862762E-01	1.48301	0.00856	4.738
P18	-0.3818602E-01	-1.12020	0.02073	3.395
(CONSTANT)	-27.85033			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.14506	-0.10330	0.28898	0.863
P3	-0.10647	-0.12467	0.78152	1.263
P4	-0.03363	-0.02069	0.21575	0.034
P5	0.04453	0.05235	0.78768	0.220
P6	0.05672	0.05980	0.63359	0.287
P7	-0.05552	-0.05402	0.53973	0.234
P11	0.07853	0.06973	0.44936	0.391
P12	0.10819	0.12320	0.73911	1.233
P14	-0.06125	-0.06119	0.56899	0.301
P15	0.08970	0.06741	0.32184	0.365
P18	-0.09422	-0.06377	0.45056	0.565
P21	0.06256	0.07373	0.79173	0.437
P22	0.06929	0.08168	0.79227	0.537
P23	0.07786	0.09132	0.78216	0.673
P24	0.06847	0.08056	0.78906	0.523
R1	0.05642	0.06492	0.75459	0.339
R2	-0.04446	-0.05334	0.82040	0.228
R3	-0.06476	-0.06194	0.91198	0.541
R4	-0.01241	-0.01584	0.82940	0.020
R6	0.04971	0.06136	0.86843	0.302
R7	0.06229	0.07588	0.84591	0.463

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
JUNIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C128
MULTIPLE REGRESSION
SUMMARY TABLE
VARIABLE LIST 1
REGRESSION LIST 9

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.35295	0.12457	0.12457	-0.35295	-3.631053	-0.425387
P16	0.45240	0.20467	0.08009	-0.04792	0.3191166E-02	0.11070
P8	0.48541	0.23562	0.03096	-0.28428	-20.21027	-0.28320
P17	0.52081	0.27135	0.03572	0.03733	-0.1790147E-02	-0.14081
P20	0.55413	0.30706	0.03571	0.07902	-0.6990478E-01	-2.83898
R5	0.57824	0.33436	0.02731	-0.14487	-1.844044	-0.13642
P13	0.59675	0.35611	0.02175	0.02662	0.2737814E-03	0.2732
P2	0.61225	0.37485	0.01874	-0.00321	3.909443	0.32390
P9	0.62694	0.39305	0.01820	0.16960	97.55045	1.58635
P10	0.63725	0.40609	0.01304	0.01662	0.1990787E-01	1.58494
P19	0.65573	0.42988	0.02389	-0.22153	-0.2142702E-01	-0.62857
P3	0.66245	0.43884	0.00886	-0.07597	-4.004171	-0.16542
P6	0.67253	0.45229	0.01345	-0.00524	0.1516354	0.18950
P18	0.67868	0.46061	0.00831	-0.01538	-0.4042126E-02	-0.23962
P12	0.68381	0.46759	0.00699	-0.00034	0.2363688E-02	0.10183
P23	0.68691	0.47184	0.00425	0.16657	0.1950222E-02	1.20714
P21	0.69404	0.48169	0.00984	0.15526	-0.9247560E-03	-1.03332
R4	0.69715	0.48602	0.00433	0.03948	-0.4234310	-0.03813
P11	0.69848	0.48788	0.00187	0.14708	0.2249753E-03	0.09004
P1	0.70037	0.49052	0.00264	0.02006	-0.2714835E-03	-0.14372
R7	0.70174	0.49244	0.00191	0.09359	-2.166423	-0.08338
R1	0.70256	0.49358	0.00415	-0.09713	0.7732767	0.07382
P15	0.70333	0.49467	0.00109	0.14823	-0.4350852E-02	-0.07684
R6	0.70398	0.49559	0.00092	0.14204	0.5097578	0.04866
P7	0.70445	0.49625	0.00056	-0.01892	2.425078	0.05356
R3	0.70454	0.49637	0.00012	-0.05228	0.1732162	0.01736
P14	0.70459	0.49645	0.00008	-0.23663	0.1331078E-02	0.01394
(CONSTANT)					-17.02311	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=D-PUBLIC--=1=SEP
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DEPENDENT VARIABLE C134
VARIABLE(S) ENTERED ON STEP NUMBER 10 P10
MULTIPLE R 0.58900 ANALYSIS OF VARIANCE
R SQUARE 0.34692 REGRESSION
ADJUSTED R SQUARE 0.26727 RESIDUAL
STANDARD ERROR 3.28490

VARIABLE LIST 1
REGRESSION LIST 10

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE	F	P
JUR	-3.063580	-0.38191	1.12959	7.452	10	470.01881	47.00188	4.35585	0.001
P16	0.3648669E-02	0.13381	0.00617	0.350	82	884.82518	10.79055		
P6	0.1123985	0.14850	0.08258	1.853					
P9	85.47226	1.46943	31.43158	7.385					
P20	-0.4729169E-01	-2.03118	0.01723	7.536					
P11	0.4070772E-02	0.17224	0.00282	1.938					
P1	-0.4860657E-03	-0.27203	0.00025	3.818					
P13	0.1349208E-03	0.14448	0.00008	2.069					
P8	-19.14654	-0.28364	10.68844	3.208					
P10	0.5897277E-02	0.50477	0.00420	2.038					
(CONSTANT)	-5.848998								

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P2	0.16862	0.08757	0.17615	0.626	
P3	-0.06982	-0.06439	0.58544	0.337	
P4	0.06033	0.03522	0.22259	0.101	
P5	0.02747	0.03181	0.87559	0.082	
P7	0.03655	0.03376	0.55728	0.092	
P12	0.08082	0.08779	0.77054	0.629	
P14	-0.01013	-0.00812	0.53004	0.007	
P15	-0.00986	-0.00686	0.31689	0.004	
P17	-0.15102	-0.03329	0.93174	0.090	
P18	-0.02945	-0.02489	0.46650	0.050	
P19	-0.66400	-0.11355	0.01910	1.058	
P21	0.07965	0.08803	0.78773	0.633	
P22	0.09017	0.09966	0.79770	0.813	
P23	0.10054	0.11054	0.78944	1.002	
P24	0.08801	0.09713	0.79542	0.771	
R1	-0.01910	-0.02027	0.73527	0.033	
R2	-0.01570	-0.01746	0.80726	0.025	
R3	-0.00451	-0.00532	0.90872	0.002	
R4	0.04051	0.04919	0.96286	0.196	
R5	-0.10034	-0.11678	0.88485	1.120	
R6	0.03644	0.04340	0.92597	0.153	
R7	0.08326	0.09521	0.85406	0.741	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
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DEPENDENT VARIABLE: C134
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 10

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.40687	0.16555	0.16555	-0.40687	-2.707341	-0.33531
P16	0.46221	0.21364	0.04809	0.03481	0.8881408E-02	0.32570
P6	0.48406	0.23432	0.02068	0.10368	0.1903922	0.25154
P8	0.50118	0.25118	0.01687	0.24231	108.4205	1.86396
P20	0.51823	0.26960	0.01842	0.13967	-0.6631420E-01	-2.84819
P11	0.52449	0.28568	0.01608	0.18174	0.4887314E-02	0.20679
P1	0.55018	0.30270	0.01701	0.10681	-0.1947433E-03	-0.10899
P13	0.56467	0.31885	0.01615	0.01387	0.1868923E-03	0.20013
P8	0.57506	0.33069	0.01184	-0.19656	8.248608	0.12220
P10	0.58900	0.34692	0.01623	0.07742	0.1592926E-01	1.34071
R8	0.59651	0.35582	0.00891	-0.11364	-1.802537	-0.14880
P19	0.60641	0.36774	0.01192	-0.12293	-0.1967062E-01	-0.61004
P23	0.61272	0.37542	0.00768	0.19577	0.1997588E-02	1.30717
P21	0.62467	0.39021	0.01479	-0.18789	-0.9514681E-03	-1.12397
P2	0.63006	0.39698	0.00677	-0.11906	2.273554	0.19914
P12	0.63457	0.40368	0.00570	-0.01202	0.2630644E-02	0.11982
R7	0.63595	0.40443	0.00175	0.11995	-2.571205	-0.10462
P17	0.63709	0.40588	0.00145	-0.08813	-0.4622767E-02	-0.38483
P18	0.63811	0.40718	0.00130	0.06178	-0.2201848E-02	-0.13799
P7	0.63909	0.40843	0.00125	0.01053	4.157832	0.09708
R1	0.64010	0.40973	0.00129	-0.18085	-0.6614381	-0.06675
R2	0.64118	0.41112	0.00139	0.03688	-0.3290473	-0.03064
P15	0.64175	0.41185	0.00073	0.20751	0.3203281E-02	0.05981
P4	0.64223	0.41245	0.00061	0.14413	0.3670687E-04	0.06404
P14	0.64270	0.41307	0.00062	-0.24560	0.3520670E-02	0.03899
R4	0.64298	0.41343	0.00036	0.06134	-0.2459337	-0.02341
P3	0.64314	0.41363	0.00021	-0.01348	-0.5385176	-0.02352
(CONSTANT)					-21.67510	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC=-1-SEP
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DEPENDENT VARIABLE C155
MULTIPLE R 0.43963
R SQUARE 0.18978
ADJUSTED R SQUARE 0.13325
STANDARD ERROR 1.23605

VARIABLE(S) ENTERED ON STEP NUMBER 6 R3

ANALYSIS OF VARIANCE
REGRESSION 6 30.77612 5.12935 3.35723 0.0051
RESIDUAL 86 131.39516 1.52785

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P18	0.1581469E-02	0.28647	0.00065	5.848
P3	0.5536718E-01	0.23419	0.02386	5.383
P8	-7.079837	-0.35181	2.59965	7.217
JUR	-0.6284517	-0.22497	0.32811	3.646
R1	-0.6071474	-0.17711	0.36494	2.768
R3	-0.4788009	-0.14600	0.32844	2.107
(CONSTANT)	-1.254276			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.02117	0.01883	0.64137	0.030
P2	-0.07955	-0.06322	0.51180	0.241
P3	-0.10016	-0.10207	0.84756	0.895
P4	-0.07591	-0.04084	0.23456	0.142
P6	0.00445	0.00466	0.89135	0.002
P7	-0.05979	-0.05886	0.78367	0.295
P8	0.06425	0.05456	0.58432	0.254
P10	0.05869	0.04827	0.54806	0.199
P11	0.11465	0.10981	0.74325	1.037
P12	0.08781	0.08682	0.79309	0.646
P13	-0.06908	-0.07350	0.91744	0.462
P14	0.00437	0.00437	0.80692	0.002
P15	0.00341	0.00312	0.67894	0.001
P16	0.00734	0.00536	0.43136	0.002
P17	0.01975	0.01531	0.53991	0.020
P19	0.04516	0.04327	0.74368	0.159
P20	0.13068	0.04603	0.10050	0.180
P21	-0.01912	-0.01959	0.85025	0.033
P22	-0.01911	-0.01958	0.85088	0.033
P23	-0.02028	-0.02079	0.85165	0.037
P24	-0.01946	-0.01994	0.85047	0.034
R2	0.05348	0.05371	0.81719	0.246
R4	-0.03378	-0.03510	0.87466	0.105
R5	0.01813	0.01878	0.86952	0.030
R6	-0.02005	-0.02022	0.82382	0.035
R7	-0.02281	-0.02385	0.88535	0.048

VARIABLE LIST 1
REGRESSION LIST 11

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
JUNIOR HIGH ONLY
FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C155
MULTIPLE REGRESSION
SUMMARY TABLE
VARIABLE LIST 1
REGRESSION LIST 11

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P18	0.22269	0.04959	0.04959	0.22269	0.1548596E-02	0.28070
P5	0.28254	0.07983	0.03024	0.15002	0.5312295E-01	0.22470
P9	0.33550	0.11256	0.03274	-0.00347	-12.15078	-0.60379
JUR	0.39064	0.15260	0.04004	-0.20735	-0.4894490	-0.17539
R1	0.41221	0.16992	0.01732	-0.13095	-0.7211817	-0.21028
R3	0.43563	0.18978	0.01985	-0.13552	-0.3779688	-0.11574
P11	0.44670	0.19955	0.00977	0.08285	0.1040902E-02	0.12730
P3	0.45330	0.20948	0.00593	-0.18486	-1.179557	-0.14890
R2	0.45720	0.20903	0.00355	-0.14855	0.3640592	0.09798
P13	0.46361	0.21493	0.00590	-0.05725	-0.2990847E-04	-0.09257
P8	0.46668	0.21779	0.00286	-0.04303	0.7098889	0.03040
P2	0.46975	0.22066	0.00287	-0.21884	-0.7346501	-0.18599
P17	0.47368	0.22437	0.00371	0.07976	-0.3718162E-02	-0.89392
P10	0.49228	0.24234	0.01796	0.10092	0.2600511E-02	0.63264
P12	0.49817	0.24817	0.00584	0.07761	0.7379887E-03	0.09716
P6	0.50055	0.25055	0.00237	-0.03894	0.1799668E-01	0.06872
R4	0.50222	0.25223	0.00168	0.04027	-0.1761939	-0.04848
P16	0.50330	0.25331	0.00108	0.15063	-0.1492119E-02	-0.15816
P20	0.50453	0.25455	0.00125	0.02760	0.2975488E-02	0.36938
R7	0.50536	0.25538	0.00083	-0.07807	-0.2135776	-0.02512
P15	0.50578	0.25581	0.00843	0.05404	0.9014339E-03	0.04865
P14	0.50610	0.25614	0.00082	-0.10035	0.8929892E-03	0.02858
P21	0.50633	0.25637	0.00024	-0.06559	0.8485307E-04	0.28973
P23	0.50711	0.25716	0.00078	-0.05999	-0.1530185E-03	-0.28941
(CONSTANT)					-0.1353589	

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(RAIRRISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--*1=SEP
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DEPENDENT VARIABLE C15
MULTIPLE REGRESSION
VARIABLE(S) ENTERED ON STEP NUMBER 7. R1
VARIABLE LIST 1
REGRESSION LIST 1

MULTIPLE R 0.79329 ANALYSIS OF VARIANCE
R SQUARE 0.62930 REGRESSION 7
ADJUSTED R SQUARE 0.59877 RESIDUAL 85
STANDARD ERROR 9.22513
SUM OF SQUARES 12280.17805
MEAN SQUARE 1754.31128
F 20.61396
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-10.65950	-0.34787	2.38876	19.813
P13	-0.1758719E-02	-0.48625	0.00024	51.872
P3	24.83099	0.28576	6.24926	15.788
P18	0.1722452E-01	0.28443	0.00483	12.726
P5	0.4709332	0.18159	0.17403	7.323
P23	0.7030109E-03	0.12122	0.00039	3.251
R1 (CONSTANT)	-4.259809	-0.11328	2.60204	2.680

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.04376	0.05745	0.63902	0.278
P2	0.09290	0.10675	0.48948	0.968
P4	-0.10186	-0.12032	0.51729	1.234
P6	0.03341	0.04571	0.69399	0.176
P7	0.09741	0.13879	0.75242	1.650
P8	-0.07676	-0.09863	0.61199	0.825
P9	-0.04861	-0.05650	0.50078	0.269
P10	-0.01112	-0.01376	0.56825	0.016
P11	-0.00486	-0.00736	0.84994	0.005
P12	-0.08363	-0.12113	0.77768	1.251
P14	-0.05753	-0.08442	0.79840	0.603
P15	0.07410	0.09767	0.64398	0.809
P16	-0.13442	-0.14127	0.40840	1.710
P17	0.03549	0.04317	0.54837	0.157
P19	-0.04276	-0.05862	0.69654	0.290
P20	-0.07553	-0.08863	0.51038	0.665
P21	-0.31025	-0.06104	0.14335	0.314
P22	-0.67223	-0.08153	0.00545	0.562
P24	-0.54500	-0.06728	0.00565	0.382
R2	0.03189	0.04743	0.81995	0.189
R3	-0.01216	-0.01905	0.90889	0.030
R4	0.02322	0.03609	0.89516	0.110
R5	-0.05998	-0.09477	0.92538	0.761
R6	0.01372	0.02127	0.89070	0.038
R7	-0.04347	-0.02981	0.17434	0.075

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1=SEP
SENIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C15
MULTIPLE REGRESSION
SUMMARY TABLE
VARIABLE LIST 1
REGRESSION LIST 1

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.56745	0.31075	0.31075	-0.55745	-5.155387	-0.16824
P13	0.68653	0.48515	0.17440	-0.51674	-0.2034653E-02	-0.57411
P3	0.72313	0.52291	0.03776	0.06443	17.54061	0.20186
P18	0.75449	0.56926	0.04635	0.31693	0.9631858E-02	0.15905
P5	0.77543	0.60129	0.03203	0.1497	0.2380469	0.09179
P23	0.78588	0.61761	0.01633	0.21560	0.1139399E-01	1.96460
R1	0.79329	0.62930	0.01169	-0.20541	-6.441870	-0.17131
P16	0.79794	0.63670	0.00740	0.20872	-0.3150198E+01	-0.30440
P17	0.80395	0.64633	0.00963	0.00963	0.5004557E-01	1.09657
P7	0.82089	0.67386	0.02753	0.28941	38.55533	0.23781
P12	0.82840	0.68625	0.01239	-0.17367	-0.1150390E-01	-0.13806
P1	0.83325	0.69430	0.00805	0.32879	0.2188267E-02	0.31827
P11	0.83959	0.70492	0.01062	0.10817	0.2297714E-01	-0.25616
P2	0.84590	0.71554	0.01063	-0.26823	16.20726	-0.37400
P4	0.85116	0.72448	0.00893	0.21688	-0.6408815E-03	-0.29493
P8	0.86129	0.74182	0.01734	-0.47329	79.07974	0.20869
P22	0.86562	0.74931	0.00748	0.20924	-0.1601489E-01	-2.75351
P21	0.86830	0.75395	0.00465	0.20390	0.3136135E-02	-0.97618
R5	0.87038	0.75757	0.00361	0.00246	-4.663068	-0.09610
P14	0.87298	0.76210	0.00453	-0.23810	-0.3988806E-01	-0.11642
P15	0.87429	0.76439	0.00229	0.14896	0.3366194E-01	0.16561
R2	0.87632	0.76794	0.00355	-0.04316	2.444556	0.05998
P9	0.87727	0.76960	0.00166	0.34066	165.6809	0.75053
P20	0.87963	0.77375	0.00415	0.26004	-0.8162688E-01	-0.92378
P19	0.88141	0.77689	0.00314	-0.37911	-0.6975039E-01	-0.56998
R7	0.88213	0.77815	0.00126	0.11946	9.767636	-0.10472
P6	0.88279	0.77931	0.00116	-0.04428	-0.1719161	-0.05985
P10	0.88316	0.77996	0.00065	0.11541	0.1064017E-01	0.23597
R3	0.88323	0.78009	0.00012	0.06208	-0.5087431	-0.01420
(CONSTANT)					-97.95071	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
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DEPENDENT VARIABLE C31
VARIABLE(S) ENTERED ON STEP NUMBER 10 P14
MULTIPLE R 0.78018
R SQUARE 0.60856
ADJUSTED R SQUARE 0.56095
STANDARD ERROR 11.11768

ANALYSIS OF VARIANCE
REGRESSION 10
RESIDUAL 82
SUM OF SQUARES 15765.45309
10135.78624
MEAN SQUARE 1576.54531
123.60715
F 12.75448
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-8.926827	-0.25286	3.70213	5.814
P13	-0.1727519E-02	0.42310	0.00033	27.844
P8	-35.12526	-0.11901	27.01568	1.690
P3	20.83259	0.20809	7.65908	7.398
P18	0.2731697E-01	0.39154	0.00713	14.662
P16	-0.3148115E-01	-0.26404	0.01384	5.172
P5	-0.4711049	0.15768	0.21772	4.682
R1	-7.189122	-0.16594	3.47326	4.284
P15	0.4503070E-01	0.19229	0.02171	4.202
P14	-0.5948234E-01	-0.15065	0.03287	3.275
(CONSTANT)	-20.82462			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.1161	0.12480	0.48930	1.282
P2	0.07748	0.07145	0.33281	0.416
P4	-0.07006	-0.07117	0.40382	0.412
P6	-0.00166	-0.00178	0.44753	0.000
P7	0.11839	0.11941	0.39808	1.172
P9	-0.04230	-0.04254	0.39888	0.147
P10	0.06053	0.03965	0.16787	0.128
P11	-0.04986	-0.07013	0.77404	0.400
P12	-0.04413	-0.06103	0.74833	0.303
P17	0.14251	0.09616	0.17616	0.756
P19	0.24516	0.07545	0.03707	0.464
P20	-0.06381	-0.05738	0.31652	0.268
P21	0.06624	0.09906	0.87528	0.803
P22	0.07111	0.10648	0.87748	0.928
P23	0.07465	0.11128	0.86965	1.016
P24	0.06982	0.10437	0.87446	0.892
R2	-0.03610	-0.05047	0.76489	0.207
R3	0.02028	0.03055	0.88842	0.076
R4	0.02020	0.03053	0.89382	0.076
R5	-0.08535	-0.12638	0.85807	1.315
R6	0.02882	0.04296	0.86910	0.150
R7	0.05469	0.08289	0.89872	0.560

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1=SEP
SENIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C31
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 2

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.53584	0.28713	0.28713	-0.53584	-4.482189	-0.12696
P13	0.62564	0.39143	0.10430	-0.41970	-0.1839419E-02	-0.45050
P8	0.66833	0.44666	0.05523	-0.49743	47.64613	0.16143
P3	0.68827	0.47372	0.02706	0.03184	19.78289	0.19761
P18	0.70561	0.49788	0.02416	0.33143	0.1713003E-01	0.24553
P16	0.73450	0.49788	0.04161	0.17265	-0.2975665E-01	-0.24958
P6	0.75028	0.56292	0.02343	0.15464	0.3101430	0.10380
R1	0.75961	0.57701	0.01409	-0.21678	-9.779386	-0.22573
P15	0.77010	0.59305	0.01604	0.12975	0.4150321E-01	0.17723
P14	0.78018	0.60868	0.01563	-0.33414	-0.8681239E-01	-0.21986
R5	0.78417	0.61493	0.00625	0.02055	-5.321914	-0.09520
P1	0.78911	0.62270	0.00777	0.32145	0.2127923E-02	0.27237
P2	0.79963	0.63940	0.01671	-0.24727	18.50940	0.37079
P7	0.80661	0.65061	0.01121	0.30462	29.66838	0.15842
P17	0.81202	0.65938	0.00876	0.07844	0.4024821E-01	0.76547
P11	0.82250	0.67651	0.01713	0.07156	-0.2313261E-01	-0.22385
P4	0.82523	0.68101	0.00450	0.24285	-0.5867397E-03	-0.23413
P23	0.82780	0.68525	0.00425	0.24227	0.8447909E-02	1.26433
P22	0.83147	0.69134	0.00609	0.23395	-0.3006460E-02	-0.44867
P12	0.83322	0.69426	0.00292	-0.14546	-0.7469073E-02	-0.07781
R7	0.83416	0.69582	0.00156	0.14550	-15.59503	-0.14512
P9	0.83472	0.69675	0.00093	0.36410	185.7688	0.73043
P20	0.83753	0.70145	0.00470	0.26092	-0.9949938E-01	-0.97739
P19	0.83811	0.70242	0.00097	-0.40896	-0.6003775E-01	-0.42585
P10	0.83873	0.70346	0.00104	0.07333	0.1946711E-01	0.37474
K2	0.83927	0.70437	0.00091	-0.10332	-2.022482	-0.04307
P6	0.83991	0.70545	0.00108	-0.08198	-0.1761184	-0.05322
P21	0.84017	0.70589	0.00044	0.22567	-0.2220491E-02	-0.59992
R6	0.84030	0.70610	0.00021	0.16134	0.7629854	0.01761
(CONSTANT)					-100.7067	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC=-1=SEP
SENIOR HIGH ONLY
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DEPENDENT VARIABLE C47
VARIABLE(S) ENTERED ON STEP NUMBER 10: R5
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 3

MULTIPLE R 0.81618 ANALYSIS OF VARIANCE
R SQUARE 0.66616 REGRESSION 10.
ADJUSTED R SQUARE 0.62544 RESIDUAL 82.
STANDARD ERROR 7.78109
SUM OF SQUARES 9906.63565
MEAN SQUARE 990.66356
60.54541

VARIABLES IN THE EQUATION

VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
JUR	-4.895200	-0.18300	2.30844	4.497	P1	0.06325	0.08511	0.60436	0.591
P13	-0.1428467E-02	-0.46171	0.00022	41.796	P2	0.12446	0.14965	0.48266	1.856
P8	0.5874553	0.24623	0.14802	14.183	P4	-0.10652	-0.12795	0.44477	1.243
P18	0.1281639E-01	0.24244	0.00484	7.006	P6	0.00238	0.00302	0.53896	0.001
P3	18.18305	0.23970	5.32644	11.654	P8	-0.02160	-0.02804	0.56238	0.064
P23	0.8429898E-03	0.16650	0.00033	6.444	P9	-0.06701	-0.07887	0.46247	0.507
R1	-7.929671	-0.24156	2.37637	11.135	P10	-0.01423	-0.01104	0.20084	0.010
P15	0.5304333E-01	0.29893	0.01809	8.597	P11	0.00335	0.00478	0.67856	0.002
P7	28.61531	0.20166	13.07028	4.793	P12	-0.07139	-0.10439	0.71389	0.092
P5	-4.714554	-0.11130	2.89435	2.653	P14	-0.10456	-0.14253	0.62032	1.480
R5 (CONSTANT)	-46.86836				P16	-0.15575	-0.15848	0.34563	2.087
					P17	0.02823	0.02304	0.22234	0.043
					P19	0.01358	0.01709	0.52853	0.024
					P20	-0.11025	-0.11881	0.38770	1.160
					P21	0.13468	0.02783	0.01426	0.063
					P22	0.01469	0.00186	0.00537	0.000
					P24	0.16618	0.02157	0.00562	0.038
					R2	-0.00714	-0.01075	0.75748	0.009
					R3	0.02412	0.03881	0.86430	0.122
					R4	-0.00906	-0.01438	0.84096	0.017
					R6	-0.00233	-0.00370	0.84270	0.001
					R7	-0.13649	-0.09716	0.16917	0.772

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1-SEP
SENIOR HIGH ONLY
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DEPENDENT VARIABLE C47
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 3

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.54333	0.29521	0.29521	-0.54333	-1.92609	-0.07200
P13	0.63761	0.40655	0.11134	-0.43165	-0.1587992E-02	-0.51327
P5	0.67332	0.45336	0.04681	0.18636	0.3403989	0.15036
P18	0.71017	0.50435	0.05098	0.37443	0.1439341E-01	0.27227
P3	0.74626	0.55691	0.05256	0.01794	14.29291	0.18842
P23	0.77283	0.59726	0.04036	0.28305	0.8901666E-02	1.75820
R1	0.79092	0.62555	0.02829	-0.27670	-8.573954	-0.26118
P15	0.79860	0.63776	0.01221	0.19714	0.3541867E-01	0.19961
P7	0.80954	0.65535	0.01759	0.26508	28.01826	0.19745
P5	0.81618	0.66616	0.01080	-0.00100	-4.875226	-0.17509
P16	0.82130	0.67454	0.00838	0.22937	-0.1056488E-01	-0.11699
P1	0.82602	0.68231	0.00777	0.30069	0.1532692E-02	0.25890
P2	0.83852	0.70312	0.02081	-0.24552	15.93457	0.42127
P17	0.84155	0.70820	0.00509	0.15609	0.2515098E-01	0.63128
P14	0.84581	0.71539	0.00719	-0.27908	-0.5739946E-01	-0.19185
P11	0.85283	0.72731	0.01192	0.12934	-0.1504569E-01	-0.19215
P12	0.85742	0.73517	0.00786	-0.16294	-0.9147330E-02	-0.12876
P4	0.86070	0.74081	0.00564	0.27325	-0.4240317E-03	-0.22330
P8	0.86290	0.74460	0.00379	-0.46168	28.51511	0.12750
R7	0.86419	0.74682	0.00221	0.18107	-10.04064	-0.12331
P6	0.86539	0.74891	0.00209	-0.05155	-0.2346833	-0.09358
P22	0.86586	0.74971	0.00080	0.27746	-0.1512750E-01	-0.29740
P21	0.86805	0.75350	0.00379	0.27506	0.4169183E-02	1.48656
P19	0.86835	0.75404	0.00053	-0.34887	-0.3490160E-01	-0.32671
P9	0.86861	0.75448	0.00044	0.39011	156.9139	0.81424
P20	0.87196	0.76032	0.00584	0.31043	-0.8854104E-01	-1.14783
P10	0.87425	0.76431	0.00389	0.15827	0.2264867E-01	0.57538
R3	0.87435	0.76448	0.00018	0.10403	0.3729123	0.01192
R2	0.87440	0.76457	0.00009	-0.09157	-0.4683070	-0.01316
(CONSTANT)					-91.51290	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
SENIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C63
VARIABLE(S) ENTERED ON STEP NUMBER 7: P23
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

ANALYSIS OF VARIANCE
REGRESSION 7
RESIDUAL 85
SUM OF SQUARES 15367.31391
MEAN SQUARE 2195.33056
F 29.03144
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-9.413129	-0.29067	2.25173	17.476
P13	-0.188635E-02	-0.52294	0.00023	72.404
P16	0.2513864E-01	0.39280	0.00455	30.508
P3	22.47128	0.24469	5.89076	14.582
P6	0.5434487	0.19828	0.16404	10.975
R1	-7.466850	-0.18789	2.45278	9.267
P23	0.6483147E-03	0.10577	0.00037	3.112
(CONSTANT)	-26.73765			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.08523	0.12545	0.63902	1.343
P2	0.06726	0.08665	0.48948	0.636
P4	-0.07728	-0.10235	0.51729	0.889
P6	-0.00717	-0.01100	0.60399	0.010
P7	0.07862	0.12558	0.75242	1.346
P8	-0.10063	-0.14524	0.61199	1.810
P9	-0.05357	-0.06981	0.50078	0.411
P10	-0.02689	-0.03732	0.56825	0.117
P11	-0.05966	-0.10128	0.84894	0.871
P12	-0.03826	-0.06212	0.77768	0.325
P14	-0.07254	-0.11936	0.79840	1.214
P15	0.04058	0.05997	0.64398	0.303
P16	-0.10142	-0.11950	0.40840	1.217
P17	0.00768	0.01048	0.54837	0.009
P19	-0.06883	-0.10578	0.69654	0.950
P20	-0.07780	-0.10235	0.51038	0.889
P21	-0.26855	-0.05924	0.01435	0.286
P22	-0.36824	-0.05007	0.00545	0.211
P24	-0.41757	-0.05779	0.00565	0.281
R2	-0.01887	-0.03146	0.81895	0.083
R3	0.03149	0.05831	0.90989	0.258
R4	0.00735	0.01280	0.89516	0.014
R5	-0.04843	-0.08578	0.92538	0.673
R6	0.01931	0.03355	0.89070	0.095
R7	-0.08839	-0.06796	0.17434	0.390

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
SENIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: CG3
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.57705	0.33299	0.33299	-0.57705	-3.200568	-0.09863
P13	0.71568	0.51220	0.17922	-0.52612	-0.2229055E-02	-0.59514
P18	0.75815	0.57479	0.06258	0.42817	0.2115183E-01	0.33051
P3	0.78891	0.62238	0.04759	-0.01447	19.18620	0.20892
P8	0.81178	0.65899	0.03662	0.11278	0.3548715	0.12948
R1	0.83324	0.69429	0.03530	-0.28668	-10.41081	-0.26197
P23	0.83969	0.70509	0.01080	0.20188	0.5645853E-02	0.92113
P8	0.84338	0.71131	0.00622	-0.54572	93.01204	0.34355
P4	0.84773	0.71864	0.00733	0.29659	-0.5531579E-03	-0.24063
P18	0.85179	0.72555	0.00691	0.12408	0.3133750E-01	0.14588
P2	0.85493	0.73091	0.00536	-0.32330	17.32961	0.37845
P1	0.86685	0.75144	0.02053	0.38171	0.2134732E-02	0.29787
P7	0.87173	0.75991	0.00848	-0.33214	22.31747	0.12991
P17	0.87765	0.77027	0.01036	0.15593	0.4438380E-01	0.92021
P11	0.88553	0.78417	0.01390	-0.07925	-0.2802055E-01	-0.29559
P16	0.89371	0.79873	0.01456	0.28918	-0.2755995E-01	-0.25199
RB	0.89704	0.80468	0.00595	0.04327	-6.709726	-0.13084
P14	0.90082	0.81147	0.00580	-0.23723	-0.5826042E-01	-0.16085
P32	0.90218	0.81393	0.00246	0.19518	-0.2378948E-02	-0.38703
R7	0.90344	0.81620	0.00227	0.10340	-17.50480	-0.17758
R4	0.90450	0.81812	0.00192	0.02850	-2.129755	-0.05055
P6	0.90541	0.81976	0.00164	-0.12505	-0.2327146	-0.07666
P12	0.90612	0.82105	0.00129	-0.10110	-0.3638173E-02	-0.04132
P19	0.90656	0.82185	0.00080	-0.44469	-0.8653263E-01	-0.66910
P20	0.90685	0.82237	0.00052	0.15333	-1.124414	-0.02829
P6	0.90705	0.82275	0.00038	0.32155	-0.9756354E-01	-1.04476
P9	0.91036	0.82876	0.00602	0.39344	171.4212	0.73478
P10	0.91153	0.83089	0.00213	-0.14679	0.2079009E-01	0.43628
R2	0.91165	0.83111	0.00022	-0.08260	-0.9968838	-0.02314
P21	0.91172	0.83123	0.00011	0.18699	-0.1043362E-02	-0.30730
(CONSTANT)					-109.1636	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC-1-SEP
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DEPENDENT VARIABLE: C79
VARIABLE(S) ENTERED ON STEP NUMBER 10: R1

VARIABLE LIST 1
REGRESSION LIST 5

MULTIPLE R	R SQUARE	ADJUSTED R SQUARE	STANDARD ERROR	ANALYSIS OF VARIANCE	REGRESSION	RESIDUAL	DF	SUM OF SQUARES	MEAN SQUARE	F	P
0.74206	0.55066	0.49886	4.82283				10	2337.31645	233.73165	10.04879	0.0000
							82	1907.29382	23.25958		

VARIABLES IN THE EQUATION

VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
JUR	-5.948702	-0.41632	1.80067	15.719	P4	-0.12374	-0.13127	0.50567	1.420
P13	-0.4249343E+03	-0.25708	0.00013	10.427	P6	0.05704	0.06861	0.65024	0.383
P8	0.1884634	0.15416	0.08304	4.016	P7	0.04086	0.05241	0.73938	0.223
P18	0.566401E-02	0.18708	0.00369	4.293	P8	0.03620	0.04151	0.59084	0.140
P3	8.019030	0.19787	3.38430	5.581	P9	-0.13518	-0.14180	0.49449	1.662
P23	0.578591E-02	2.14279	0.00306	3.587	P10	0.03695	0.04043	0.53800	0.133
P1	0.1261788E-02	0.38886	0.00044	8.307	P11	-0.06362	-0.08585	0.81827	0.601
P22	-0.5547114E-02	-2.04496	0.00306	3.292	P12	-0.00557	-0.00716	0.74189	0.004
P2	5.456435	0.27002	3.07139	3.156	P14	-0.01965	-0.02532	0.74629	0.052
R1	-1.950876	-0.11124	1.37888	2.002	P15	0.09924	0.11429	0.59502	1.072
(CONSTANT)	-9.072054				P16	-0.01779	-0.01467	0.30558	0.017
					P17	0.07505	0.08056	0.51780	0.529
					P19	0.05652	0.06922	0.67402	0.390
					P20	-0.10267	-0.10790	0.49634	0.954
					P21	0.94408	0.05778	0.00168	0.271
					P24	1.98683	0.05782	0.00038	0.272
					R2	-0.07065	-0.09492	0.81122	0.736
					R3	0.06410	0.08994	0.88477	0.661
					R4	-0.03251	-0.04659	0.86865	0.176
					R5	-0.06113	-0.08697	0.90940	0.617
					R6	0.07380	0.10104	0.84229	0.835
					R7	0.01132	0.00687	0.16567	0.004

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1=SEP
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DEPENDENT VARIABLE C79
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.58529	0.34256	0.34256	-0.58529	-4.343772	-0.30395
P13	0.62934	0.38607	0.05351	-0.33925	-0.5252225E-03	-0.31776
P6	0.65146	0.42440	0.02833	0.14877	0.1740341	0.14389
P18	0.66803	0.44626	0.02186	0.34022	0.3303875E-02	0.11698
P3	0.69164	0.47836	0.03210	-0.00722	9.394312	0.23180
P23	0.70161	0.49225	0.01389	0.20818	0.6277412E-02	2.32078
P1	0.70881	0.50241	0.01016	0.40795	0.1385258E-02	0.44116
P22	0.72333	0.52321	0.02080	0.20162	-0.5813555E-02	-2.14319
P2	0.73463	0.53966	0.01647	-0.32768	6.590063	0.32611
R1	0.74206	0.55066	0.01097	-0.20800	-4.231808	-0.24129
P9	0.74812	0.55969	0.00904	0.32266	18.02963	0.17512
P15	0.75484	0.56978	0.01009	0.19626	0.1117659E-01	0.11790
P7	0.76024	0.57796	0.00818	0.19626	11.85408	0.15836
P17	0.76627	0.58718	0.00877	0.21497	0.1845966E-01	0.86772
P11	0.77085	0.59421	0.00703	0.06997	-0.9451638E-02	-0.22594
P4	0.77652	0.60298	0.00877	0.22800	-0.2346950E-03	-0.23134
P16	0.78051	0.60919	0.00621	0.26570	-0.1081600E-01	-0.22410
R5	0.78356	0.61396	0.00477	0.02527	-3.063208	-0.13535
P14	0.78643	0.61848	0.00452	-0.24162	-0.2187182E-01	-0.13684
P6	0.78951	0.62333	0.00485	-0.08150	-0.1534401	-0.11453
R2	0.79301	0.62887	0.00554	-0.11321	-2.534219	-0.13332
R4	0.79732	0.63572	0.00685	-0.01230	-1.874923	-0.10084
P19	0.79922	0.63876	0.00304	-0.28696	-0.1592506E-01	-0.27903
P20	0.79988	0.63980	0.00104	0.26577	-0.1585367E-01	-0.38470
R7	0.80051	0.64082	0.00102	0.11628	-3.630205	-0.08345
R8	0.80066	0.64106	0.00024	-0.39034	16.52999	0.13635
P10	0.80072	0.64115	0.00009	0.17000	0.1786302E-02	0.08494
(CONSTANT)					-33.63035	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
SENIOR HIGH ONLY
FILE NONAME (CREATION DATE = 08/25/80)

DEPENDENT VARIABLE C95
MULTIPLE REGRESSION
VARIABLE(S) ENTERED ON STEP NUMBER 6 P10
VARIABLE LIST 1
REGRESSION LIST 6

MULTIPLE R 0.65525 ANALYSIS OF VARIANCE
R SQUARE 0.42835 REGRESSION 6
ADJUSTED R SQUARE 0.38854 RESIDUAL 86
STANDARD ERROR 14.80319 SUM OF SQUARES
14179.10951 MEAN SQUARE 2363.18492
18845.55924 219.13441 10.78418 0.0000

VARIABLES IN THE EQUATION						VARIABLES NOT IN THE EQUATION					
VARIABLE	B	BETA	STD ERROR B	F		VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P23	0.2618915E-02	0.33386	0.00064	15.390		P1	0.05282	0.05321	0.57898	0.241	
JUR	-17.51301	-0.43933	4.16713	17.662		P2	0.04251	0.03382	0.36111	0.097	
P16	-0.5865498E-01	-0.41340	0.01674	11.053		P3	0.04587	0.05504	0.82170	0.258	
P8	-48.10427	-0.13534	31.41747	2.061		P4	0.10298	0.09191	0.45457	0.724	
R6	5.514046	0.11272	4.09640	1.812		P5	0.09631	0.12281	0.92782	1.302	
P18	0.1185451E-01	0.15048	0.00920	1.661		P6	0.02371	0.02793	0.79152	0.086	
(CONSTANT)	17.99741					P7	0.01541	0.01632	0.64000	0.023	
						P9	0.06854	0.05861	0.43157	0.303	
						P10	0.08342	0.06412	0.33713	0.351	
						P11	-0.03677	-0.04548	0.87285	0.176	
						P12	-0.01278	-0.01585	0.87763	0.021	
						P13	-0.03270	-0.04082	0.88953	0.142	
						P14	-0.00984	-0.01096	0.70757	0.010	
						P15	0.03780	0.02916	0.61527	0.449	
						P17	0.03780	0.02916	0.33960	0.072	
						P18	0.18302	0.06809	0.07101	0.396	
						P20	0.06494	0.05354	0.38934	0.245	
						P21	-0.62327	-0.10193	0.01526	0.892	
						P22	-1.01322	-0.10048	0.00561	0.867	
						P24	-1.00633	-0.10300	0.00598	0.911	
						R1	0.01169	0.01395	0.81323	0.017	
						R2	-0.08677	-0.11174	0.94623	0.075	
						R3	0.10367	0.13122	0.91425	1.489	
						R4	-0.01246	-0.01585	0.92235	0.021	
						R5	-0.03132	-0.03904	0.89221	0.130	
						R7	-0.01173	-0.00645	0.17254	0.004	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC-1=SESP
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DEPENDENT VARIABLE C95
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P23	0.44991	0.20242	0.20242	0.44991	0.1279808E-01	1.69628
JUR	0.55961	0.31316	0.11074	-0.39699	-12.65207	-0.31739
P16	0.61304	0.37581	0.06265	-0.06150	-0.6076783E-01	-0.45138
P8	0.63521	0.40349	0.02768	-0.31642	-100.4931	-0.30154
R6	0.64678	0.41833	0.01484	0.15952	6.673676	0.13642
P18	0.65525	0.42835	0.01102	0.12296	0.3618924E-03	0.00459
R3	0.66270	0.43818	0.00983	0.08829	6.015473	0.12908
P5	0.66934	0.44801	0.00884	0.18803	0.3771764	0.11180
P24	0.67497	0.45559	0.00757	0.43904	-0.2680657E-02	-1.34911
P19	0.67893	0.46095	0.00536	-0.26786	0.2908744E-01	0.18272
P1	0.68294	0.46641	0.00546	0.11993	0.1864132E-02	0.21131
P4	0.68632	0.47103	0.00463	0.26180	0.6233627E-03	0.22029
P7	0.69066	0.47700	0.00597	0.13246	32.54844	0.15392
P3	0.69282	0.48000	0.00300	0.01423	11.19103	0.09900
P12	0.69549	0.48371	0.00371	-0.01618	0.1174810E-01	0.10839
P9	0.69853	0.48794	0.00423	0.34647	-10.86616	-0.03819
P15	0.70038	0.49053	0.00259	0.10700	0.3170170E-01	0.11989
P2	0.70182	0.49255	0.00202	-0.03049	6.517488	0.11563
R5	0.70307	0.49431	0.00177	-0.05541	-4.395352	-0.06963
P13	0.70442	0.49621	0.00190	-0.15582	-0.3194403E-03	-0.06929
P11	0.70536	0.49753	0.00132	0.05243	-0.6914027E-02	-0.05925
P10	0.70658	0.49826	0.00172	-0.01149	0.2793532E-01	0.47623
P17	0.70811	0.50141	0.00216	-0.02593	-0.1444548E-01	-0.24331
P14	0.70852	0.50214	0.00073	-0.29315	-0.2225707E-01	-0.04992
P6	0.70881	0.50242	0.00027	-0.11646	-0.1145902	-0.03066
R7	0.70903	0.50272	0.00030	0.33827	-5.884877	-0.04850
P20	0.70919	0.50294	0.00022	0.21386	-0.1946027E-01	-0.16929
(CONSTANT)					-50.65176	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1=SEP
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DEPENDENT VARIABLE C111
VARIABLE(S) ENTERED ON STEP NUMBER 9 P11
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 7

MULTIPLE R 0.68179 ANALYSIS OF VARIANCE DF SUM OF SQUARES MEAN SQUARE F P
R SQUARE 0.42483 REGRESSION 9 5229.15059 581.01673 6.81172 0.0000
ADJUSTED R SQUARE 0.36246 RESIDUAL 83 7079.61880 85.29661
STANDARD ERROR 9.23562

VARIABLES IN THE EQUATION						VARIABLES NOT IN THE EQUATION					
VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F		
P23	0.1321467E-01	2.86893	0.00656	5.647	P1	0.01134	0.00805	0.28980	0.005		
JUR	-8.374295	-0.34410	2.79920	8.950	P4	-0.06210	-0.06456	0.62174	0.343		
P7	32.67446	0.25310	11.75810	7.722	P6	-0.00559	-0.00593	0.64594	0.003		
P2	2.171728	0.06311	4.27493	0.258	P8	-0.04821	-0.05153	0.65720	0.218		
P8	0.2606489	0.12650	0.17446	2.231	P9	-0.03795	-0.03662	0.53852	0.110		
R3	4.891019	0.17191	2.46656	3.932	P10	-0.02081	-0.01777	0.41909	0.026		
P22	-0.1163730E-01	-2.51931	0.00555	4.397	P12	-0.06318	-0.06906	0.68726	0.393		
P3	10.77525	0.15613	6.80805	2.741	P13	-0.05252	-0.06477	0.87500	0.345		
P11	0.8570068E-02	0.12030	0.00686	1.558	P14	-0.06011	-0.09009	0.72739	0.671		
(CONSTANT)	-31.99514				P15	0.00175	0.00161	0.49076	0.000		
					P16	-0.07899	-0.06493	0.38862	0.347		
					P17	0.01087	0.00900	0.39408	0.007		
					P18	-0.00032	-0.00030	0.50598	0.000		
					P19	-0.02653	-0.02819	0.64964	0.065		
					P20	-0.05234	-0.05114	0.54906	0.215		
					P21	0.38278	0.02236	0.00196	0.041		
					P24	0.02237	0.02237	0.00044	0.041		
					R1	-0.01639	-0.01979	0.83875	0.032		
					R2	-0.00369	-0.00473	0.84901	0.002		
					R4	0.08388	0.10311	0.86901	0.881		
					R5	-0.09063	-0.11421	0.91352	1.084		
					R6	0.02917	0.03521	0.83811	0.102		
					R7	-0.18729	-0.10044	0.16540	0.836		

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC-1=SEP
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DEPENDENT VARIABLE C111
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 7

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P23	0.42167	0.17781	0.17781	0.42167	0.1278231E-01	2.77526
JUR	0.51281	0.26298	0.08517	-0.35225	-3.061658	-0.12580
P7	0.56262	0.31654	0.05357	0.22946	21.86406	0.16936
P2	0.58740	0.34502	0.02850	-0.04490	2.261514	0.06572
P5	0.60301	0.36362	0.01858	0.17209	0.1543040	0.07482
R3	0.61805	0.38198	0.01836	0.15968	2.897367	0.10184
P22	0.63302	0.40072	0.01873	0.40833	-0.7484249E-02	-1.62023
P3	0.64345	0.41403	0.01331	0.04490	13.66349	0.19798
P11	0.65179	0.42483	0.01080	0.09240	-0.4493792E-02	-0.06328
R5	0.65752	0.43233	0.00780	-0.12360	-5.537820	-0.14370
R7	0.66221	0.43852	0.00619	0.30715	-22.11952	-0.29859
P14	0.66622	0.44385	0.00593	-0.30958	-0.5780642E-01	-0.21237
P17	0.67096	0.45019	0.00634	-0.00491	0.2856143E-01	0.78798
P13	0.67727	0.45870	0.00851	-0.19554	-0.4046333E-03	-0.14376
P16	0.68305	0.46655	0.00786	-0.01595	-0.1894287E-01	-0.23048
P6	0.68300	0.47375	0.00720	-0.09197	-0.2935740	-0.12868
P12	0.69150	0.47817	0.00442	-0.13204	-0.6427012E-02	-0.09712
R1	0.69306	0.48034	0.00216	-0.19726	-2.421827	-0.08109
P4	0.69464	0.48253	0.00219	0.18787	-0.3318548E-03	-0.19215
P8	0.69662	0.48528	0.00275	-0.29986	52.91185	0.26006
R2	0.69746	0.48644	0.00116	-0.06575	-2.386642	-0.07373
P18	0.69795	0.48713	0.00069	0.16427	0.6104092E-02	0.12692
P10	0.69839	0.48774	0.00061	-0.00923	0.6143034E-02	0.17154
P8	0.69914	0.48860	0.00106	0.30389	98.98559	0.56459
P20	0.70027	0.49038	0.00159	0.19314	-0.5019863E-01	-0.71531
P19	0.70160	0.49224	0.00186	-0.26733	-0.3902649E-01	-0.40155
R6	0.70201	0.49282	0.00087	0.04166	-1.019851	-0.03415
P1	0.70227	0.49318	0.00037	0.06704	-0.3289718E-02	-0.06108
P21	0.70259	0.49364	0.00046	0.39929	-0.1489484E-02	-0.58376
(CONSTANT)					-56.93586	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1=SEP
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DEPENDENT VARIABLE C120
VARIABLE(S) ENTERED ON STEP NUMBER 11 P14
MULTIPLE R 0.77662
R SQUARE 0.60314
ADJUSTED R SQUARE 0.54974
STANDARD ERROR 15.40545

ANALYSIS OF VARIANCE
REGRESSION 11 29215.30696
RESIDUAL 81 19223.56028
SUM OF SQUARES 2655.93700
MEAN SQUARE 237.32790

VARIABLE LIST 1
REGRESSION LIST 8

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE	PARTIAL	TOLERANCE	F	P
JUR	-19.89479	-0.41395	5.14640	15.080	11	29215.30696	2655.93700	0.14958	0.28316	1.831	0.153
P23	0.1774465E-01	1.94197	0.00928	3.653	11	19223.56028	237.32790	-0.04366	0.40736	0.153	0.007
P8	-359.0869	-0.88967	113.83882	9.950	81			-0.00894	0.43572	0.007	0.004
P5	0.5939846	0.14538	0.30290	3.846				0.02446	0.02312	0.35459	0.004
P13	-0.1067595E-02	-0.19120	0.00043	6.102				0.00855	0.00716	0.22335	0.004
P3	18.46773	0.13504	10.63680	3.021				-0.03758	0.64015	0.64015	0.192
P22	-0.1588527E-01	-1.73463	0.00828	2.936				-0.05050	0.71676	0.205	0.205
P7	57.18486	0.22329	23.51721	5.913				0.06347	0.32133	0.262	0.262
P19	0.1493916	0.77485	0.05596	7.128				-0.03766	0.03150	0.27762	0.079
P2	12.42112	0.18197	7.26831	2.921				-0.00724	0.20913	0.002	0.002
P14	-0.7248886E-01	-0.13424	0.04645	2.435				-0.01838	0.25644	0.017	0.017
(CONSTANT)	-17.32967							-0.00893	0.34375	0.006	0.006

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.17708	0.14958	0.28316	1.831	0.153
P4	-0.04309	-0.04366	0.40736	0.153	0.007
P6	-0.00894	-0.00937	0.43572	0.007	0.004
P9	0.02446	0.02312	0.35459	0.004	0.004
P10	0.00855	0.00716	0.22335	0.004	0.004
P11	-0.03758	-0.04898	0.64015	0.192	0.192
P12	-0.03758	-0.05050	0.71676	0.205	0.205
P15	0.06347	0.05711	0.32133	0.262	0.262
P16	-0.03766	-0.03150	0.27762	0.079	0.079
P17	-0.00724	-0.00525	0.20913	0.002	0.002
P18	-0.01838	-0.01478	0.25644	0.017	0.017
P20	-0.00893	-0.01478	0.25644	0.017	0.017
P21	-0.12470	-0.00862	0.00190	0.006	0.006
P24	-0.26148	-0.00859	0.00043	0.006	0.006
R1	-0.07625	-0.10541	0.75838	0.899	0.899
R2	0.01074	0.01556	0.83201	0.019	0.019
R3	0.05355	0.08170	0.92355	0.538	0.538
R4	0.03973	0.05997	0.90421	0.289	0.289
R5	-0.04330	-0.06554	0.90908	0.345	0.345
R6	-0.00303	-0.00449	0.86997	0.002	0.002
R7	-0.05703	-0.03676	0.15483	0.108	0.108

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
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M U L T I P L E R E G R E S S I O N
DEPENDENT VARIABLE C120
VARIABLE LIST 1
REGRESSION LIST 8

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.54886	0.30124	0.30124	-0.54886	-12.02658	-0.24911
P23	0.61724	0.38099	0.07975	0.36215	0.2001128E-01	2.19003
P8	0.66895	0.44482	0.06383	-0.47816	-78.77808	-0.19518
P5	0.68881	0.47446	0.02864	0.21165	0.4169472	0.10204
P13	0.71058	0.50493	0.03047	-0.30829	-0.1511499E-02	-0.27070
P3	0.72355	0.52352	0.01859	0.01760	16.86903	0.12322
P22	0.73904	0.54617	0.02265	0.35124	-0.1755087E-01	-1.91531
P7	0.74778	0.55917	0.01300	0.23340	58.27690	0.22756
P18	0.76103	0.59121	0.02000	-0.38042	-0.4079066E-02	-0.02116
P2	0.76890	0.59121	0.01204	-0.17683	28.25714	0.41393
P14	0.77662	0.60314	0.01193	-0.35183	-0.8281703E-01	-0.15356
P1	0.78232	0.61202	0.00888	0.25207	0.2706422E-02	0.25331
R1	0.78701	0.61938	0.00737	-0.24823	-8.984026	-0.15164
P15	0.78137	0.62627	0.00688	0.17880	0.6261411E-01	0.19552
R5	0.78593	0.63350	0.00723	-0.00980	-8.277518	-0.10827
R6	0.78684	0.63496	0.00146	0.11353	-1.948315	-0.03289
R7	0.78748	0.63597	0.00101	0.25173	-16.00257	-0.10889
P4	0.79810	0.63697	0.00099	0.28891	-0.5804221E-03	-0.16936
P9	0.79957	0.63932	0.00235	0.43598	224.6308	0.64986
P11	0.80057	0.64091	0.00159	0.11295	-0.1736092E-01	-0.12285
P17	0.80188	0.64302	0.00211	0.07414	0.1253576E-01	0.17434
P20	0.80347	0.64556	0.00255	0.31541	-0.1045105	-0.75071
P10	0.80557	0.64894	0.00338	0.08462	0.3645554E-01	0.49908
P16	0.80580	0.64931	0.00036	0.13005	-0.1308990E-01	-0.08034
P6	0.80600	0.64963	0.00032	-0.10196	-0.1449441	-0.03203
P18	0.80618	0.64993	0.00030	0.28561	0.4193580E-02	0.04395
P12	0.80637	0.65023	0.00030	-0.11204	-0.3012359E-02	-0.02295
(CONSTANT)					-103.8009	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1=SEP
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DEPENDENT VARIABLE C129
VARIABLE(S) ENTERED ON STEP NUMBER 9 P2
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 9

MULTIPLE R 0.66812 ANALYSIS OF VARIANCE DF SUM OF SQUARES MEAN SQUARE F P
R SQUARE 0.44772 REGRESSION 9 5962.81178 662.53464 7.47627 0.0000
ADJUSTED R SQUARE 0.38784 RESIDUAL 83 7355.32472 88.61837
STANDARD ERROR 9.41373

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-10.83152	-0.41602	2.86536	13.808
P23	0.8880575E-02	1.48694	0.00331	4.460
P14	-0.3442197E-01	-0.12158	0.02800	1.895
R6	8.304493	0.17075	2.71797	3.808
P3	8.858345	0.11918	6.51847	1.723
P21	-0.3064808E-02	-1.15463	0.00182	2.836
R2	3.185485	0.10764	2.53415	1.580
P1	0.2061575E-02	0.36799	0.00082	6.315
P2	13.57772	0.37932	8.93981	5.225
(CONSTANT)	-1.967631			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P4	0.10308	0.10891	0.61647	0.984	
P5	-0.02071	-0.02652	0.90575	0.058	
P6	-0.00307	-0.00347	0.70582	0.001	
P7	0.05391	0.06451	0.79085	0.343	
P8	-0.04559	-0.05214	0.72221	0.223	
P9	0.06236	0.06513	0.60236	0.349	
P10	0.11764	0.11128	0.48417	1.028	
P11	0.08032	0.09736	0.81135	0.785	
P12	0.07985	0.09000	0.70162	0.670	
P13	-0.04775	-0.06155	0.91748	0.312	
P15	0.08305	0.08978	0.64539	0.666	
P16	0.13667	0.10515	0.32693	0.917	
P17	0.12490	0.11546	0.47196	1.108	
P18	0.06260	0.05495	0.60266	0.248	
P19	-0.01264	-0.01498	0.77542	0.018	
P20	0.06307	0.06502	0.58687	0.348	
P22	-2.76311	-0.08935	0.00058	0.660	
P24	10.51945	0.08934	0.00004	0.646	
R1	0.02086	0.02426	0.74725	0.048	
R2	-0.02227	-0.02663	0.78046	0.059	
R4	0.08713	0.10484	0.79969	0.911	
R5	-0.08103	-0.11539	0.88733	1.107	
R7	-0.04135	-0.02224	0.15981	0.041	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
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DEPENDENT VARIABLE C129

SUMMARY TABLE

VARIABLE LIST 1
REGRESSION LIST 9

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.43590	0.19001	0.19001	-0.43590	-3.721921	-0.14703
P23	0.55795	0.31131	0.12130	0.41020	0.7187918E-02	1.50021
P14	0.57900	0.33524	0.02393	-0.32286	-0.5413673E-01	-0.19121
R6	0.59975	0.35970	0.02446	0.15437	5.299676	0.17060
P3	0.61277	0.37549	0.01580	0.05348	19.57798	0.27272
P21	-0.62479	0.39036	0.01487	0.39700	-0.2922268E-02	-1.10104
R3	0.63427	0.40230	0.01193	0.06052	3.841531	0.12981
P1	0.64261	0.41295	0.01065	0.22884	0.1808205E-02	0.32276
P2	0.64772	0.41772	0.03477	-0.09379	19.00173	0.53085
P17	0.67460	0.45508	0.00736	0.06069	-0.1847311E-01	-0.48996
R5	0.68200	0.46513	0.01005	-0.10737	-6.844962	-0.17075
P7	0.68826	0.47371	0.00857	0.13612	32.28405	0.24041
P13	0.69296	0.48019	0.00648	-0.17002	-0.1923911E-03	-0.06571
P15	0.69672	0.48541	0.00523	0.13908	0.2492450E-01	0.14843
P6	0.70169	0.49237	0.00696	-0.09219	-0.3371897	-0.14209
P12	0.70601	0.49844	0.00607	-0.03206	0.9107642E-02	0.13231
P18	0.70808	0.50137	0.00293	0.14701	-0.6667418E-02	-0.13327
P4	0.71062	0.50498	0.00361	0.27662	0.3366028E-03	0.18731
P20	0.71355	0.50916	0.00417	0.23831	-0.1487826	-2.03816
P10	0.71816	0.51575	0.00660	0.06873	0.5645961E-01	1.51566
P9	0.72737	0.52907	0.01332	0.34662	220.6848	1.21010
P19	0.73259	0.53668	0.00761	-0.24793	-0.3700650E-01	-0.36605
P16	0.73562	0.54113	0.00445	0.08290	0.2425101E-01	0.28366
P11	0.73807	0.54474	0.00361	0.14268	0.7730344E-02	0.10432
R7	0.73994	0.54752	0.00277	0.29865	-10.48683	-0.13609
P5	0.74105	0.54916	0.00164	0.08925	-0.1028304	-0.04800
R4	0.74151	0.54984	0.00068	-0.00447	1.207487	0.03666
P8	0.74171	0.55014	0.00030	-0.31376	28.99929	0.13702
(CONSTANT)					-110.3566	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
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..... MULTIPLE REGRESSION
DEPENDENT VARIABLE C138
VARIABLE(S) ENTERED ON STEP NUMBER 7 P6
VARIABLE LIST 1
REGRESSION LIST 10

MULTIPLE R 0.60852 ANALYSIS OF VARIANCE DF 7 SUM OF SQUARES MEAN SQUARE F P
R SQUARE 0.37029 REGRESSION 2665.30986 380.75855 7.14041 0.0000
ADJUSTED R SQUARE 0.31843 RESIDUAL 4532.57685 53.32443
STANDARD ERROR 7.30236

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-8.336785	-0.44796	2.16880	14.776
P8	-36.80867	-0.22658	16.77573	4.814
R8	-5.319840	-0.18051	2.65780	4.006
R4	-3.293323	-0.13603	2.17687	2.289
P1	0.1451408E-02	0.35241	0.00063	5.316
P2	8.326643	0.31642	4.39123	3.596
P6	0.2073800	0.11885	0.16890	1.489
(CONSTANT)	7.469192			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P3	0.04405	0.04449	0.64222	0.167
P4	0.02671	0.02599	0.58594	0.057
P5	-0.03817	-0.04650	0.93435	0.182
P7	0.07071	0.07921	0.78021	0.530
P9	0.11236	0.10338	0.53500	0.907
P10	0.05011	0.05187	0.67460	0.227
P11	0.06348	0.07647	0.91380	0.494
P12	0.04362	0.05131	0.87122	0.222
P13	-0.03474	-0.04192	0.91677	0.148
P14	0.03077	0.03597	0.86059	0.109
P15	0.01388	0.01352	0.59693	0.015
P16	-0.03950	-0.03283	0.43487	0.091
P17	0.02219	0.02307	0.68054	0.045
P18	0.07983	0.08242	0.67124	0.575
P19	0.12784	0.04456	0.07649	0.167
P20	0.07808	0.07752	0.62076	0.508
P21	0.02484	0.02981	0.90709	0.075
P22	0.02681	0.03217	0.90718	0.087
P23	0.02969	0.03553	0.90182	0.106
P24	0.02666	0.03198	0.90588	0.086
R1	-0.01483	-0.01624	0.75483	0.022
R2	-0.05614	-0.06676	0.92332	0.376
R3	-0.00389	-0.00466	0.90060	0.002
R6	0.07597	0.08739	0.83330	0.646
R7	-0.00378	-0.00466	0.95328	0.002

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
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DEPENDENT VARIABLE C138
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 10

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	R50 CHANGE	SIMPLE R	B	BETA
JUR	0.49598	0.24600	0.24600	-0.49598	-5.392301	-0.28975
P8	0.51828	0.26862	0.02263	-0.34681	-24.94872	-0.16035
R5	0.54188	0.29363	0.02501	-0.07638	-6.014318	-0.20408
R4	0.56686	0.32133	0.02770	-0.08612	-3.260177	-0.13466
P1	0.57914	0.33540	0.01407	0.35951	0.1183829E-02	0.28744
P2	0.59838	0.35926	0.02385	-0.26680	4.569995	0.18887
P6	0.60852	0.37029	0.01103	-0.01441	0.9859730E-02	0.00565
P7	0.61402	0.37702	0.00673	0.36437	88.92746	0.66329
R6	0.62004	0.38445	0.00743	0.13788	20.60669	0.20873
P3	0.62354	0.38881	0.00436	0.17540	1.893550	0.08291
R6	0.62639	0.39237	0.00356	0.04630	6.906413	0.13086
P11	0.63112	0.39831	0.00595	0.18801	0.6970733E-02	0.12796
P5	0.63332	0.40109	0.00278	0.03434	-0.2118305	-0.13449
P4	0.63553	0.40517	0.00408	0.22563	-0.1658770E-03	-0.12556
P18	0.63842	0.40758	0.00241	-0.24841	-0.9319997E-02	-0.12540
P16	0.64055	0.41031	0.00273	0.20392	-0.6759068E-02	-0.10754
P10	0.64681	0.41837	0.00806	0.16983	0.3722047E-01	1.38914
P17	0.65624	0.43065	0.01228	0.15359	-0.2143579E-01	-0.77335
P20	0.65956	0.43502	0.00438	0.29697	-0.4612728E-01	-0.85953
R2	0.66149	0.43757	0.00255	-0.02736	-1.646824	-0.06653
P12	0.66189	0.43824	0.00067	-0.08005	0.1988586E-02	0.03930
P14	0.66242	0.43880	0.00056	-0.16867	0.6843367E-02	0.02288
P23	0.66291	0.43945	0.00065	0.14963	0.2347295E-02	0.66640
R7	0.66747	0.44552	0.00606	0.02792	-13.17917	-0.23265
P21	0.66889	0.44741	0.00189	0.15498	-0.8372552E-03	-0.42910
R1	0.66908	0.44766	0.00025	-0.09881	-0.6857927	-0.03003
P15	0.66923	0.44787	0.00021	0.15798	0.3570719E-02	0.02892
P18	0.66933	0.44800	0.00013	0.27095	-0.9755473E-03	-0.02652
(CONSTANT)					-39.88024	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--*1-SEP
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DEPENDENT VARIABLE C143
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 11

VARIABLE(S) ENTERED ON STEP NUMBER 8 P5

ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
MULTIPLE R SQUARE	0.68315				
R SQUARE	0.46669				
ADJUSTED R SQUARE	0.41590	190020.57698	23752.57212	9.18844	0.0000
STANDARD ERROR	50.84338	217144.17408	2585.04959		

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR	B	F
P23	0.1290144	4.86895	0.03731	11.955	
P22	-0.2109112	-7.93873	0.07463	7.888	
JUR	-46.04608	-0.32897	13.81243	10.954	
P16	-0.1683942	-0.35623	0.05582	9.100	
P21	0.4968345E-01	3.38557	0.02491	3.979	
R4	28.87983	0.15860	14.73895	3.839	
P4	0.1750004E-02	0.17613	0.00110	2.520	
P5	1.368037	0.11548	0.87404	1.973	
(CONSTANT)	10.96325				

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.01347	0.01155	0.39257	0.011
P2	0.03899	0.02861	0.28713	0.068
P3	0.07356	0.08724	0.75023	0.637
P6	0.03345	0.04130	0.81298	0.142
P7	-0.02772	-0.03658	0.92893	0.111
P8	0.06392	0.07025	0.64418	0.412
P9	-0.06820	-0.04367	0.21865	0.159
P10	0.08706	0.07008	0.34566	0.410
P11	-0.03681	-0.04618	0.83933	0.177
P12	-0.02730	-0.03397	0.82557	0.096
P13	0.03687	0.04779	0.89086	0.190
P14	-0.08480	-0.09691	0.69650	0.787
P15	0.07028	0.07259	0.56893	0.440
P17	0.02901	0.02340	0.34692	0.045
P18	-0.03774	-0.03535	0.46788	0.104
P19	0.05411	0.06503	0.77031	0.353
P20	0.00562	0.00322	0.17526	0.001
P24	999999.99999	99999.99999	-0.00000	99999.999
R1	0.05125	0.06321	0.81122	0.333
R2	-0.03662	-0.04745	0.89537	0.187
R3	0.06348	0.08187	0.88691	0.560
R5	0.02913	0.03645	0.83492	0.110
R6	-0.10361	-0.13320	0.88147	1.499
R7	0.03228	0.01754	0.15742	0.026

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
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DEPENDENT VARIABLE: C143
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 11

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P23	0.44129	0.19474	0.19474	0.44129	0.1251796	4.72520
P22	0.52854	0.27935	0.08461	0.41712	-0.1997934	-7.52025
JUR	0.56655	0.32110	0.04174	-0.23945	-43.29105	-0.30929
P16	0.62040	0.38489	0.06380	-0.18344	-0.1939770	-0.41035
P21	0.64536	0.41650	0.03160	0.41294	0.4495161E-01	3.06313
R4	0.66370	0.44049	0.02400	0.17201	22.98671	0.12623
P4	0.67392	0.45417	0.01368	0.20646	0.1789680E-02	0.18012
P5	0.68315	0.46669	0.01252	0.20104	1.146436	0.09695
R5	0.69004	0.47615	0.00946	-0.04468	-16.68837	-0.09716
P14	0.69342	0.48083	0.00468	-0.26147	-0.2733265	-0.17459
P10	0.69678	0.48552	0.00468	-0.01149	0.1137616	0.55233
P11	0.70219	0.49307	0.00758	0.04589	-0.2908530E-01	-0.07099
R2	0.70502	0.49705	0.00399	-0.16564	-19.66156	-0.10561
P2	0.70716	0.50008	0.00302	0.15079	16.68345	0.08429
P17	0.70667	0.50221	0.00214	-0.04800	-0.3397917E-01	-0.16399
P3	0.70947	0.50335	0.00114	0.00322	41.87618	0.10550
P6	0.71139	0.50608	0.00273	-0.07863	-1.260480	-0.09606
R5	0.71218	0.50722	0.00114	-0.01968	-10.46507	-0.04721
P8	0.71283	0.50826	0.00105	0.25459	-1.124326	-0.00112
P8	0.71307	0.50847	0.00021	-0.11786	322.9460	0.27598
P19	0.71368	0.50934	0.00087	-0.10581	-0.1603209	-0.28681
P1	0.71382	0.50954	0.00020	-0.14388	0.8021122E-03	0.02589
P15	0.71392	0.50969	0.00014	0.14755	0.2753639E-01	0.02966
P18	0.71398	0.50977	0.00008	-0.03626	0.4992799E-02	0.01802
P20	0.71404	0.50985	0.00008	0.15623	-0.4097532E-01	-0.10152
(CONSTANT)					-101.6723	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
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DEPENDENT VARIABLE C159
VARIABLE(S) ENTERED ON STEP NUMBER 11 P10
MULTIPLE R 0.61486
R SQUARE 0.37805
ADJUSTED R SQUARE 0.29359
STANDARD ERROR 9.54105

ANALYSIS OF VARIANCE
REGRESSION 11
RESIDUAL 81
SUM OF SQUARES 4481.98401
MEAN SQUARE 407.45309
F 4.47595
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P7	32.69092	0.25802	19.81479	2.722
JUR	-8.118562	-0.33991	2.76743	8.606
P13	-0.4993590E-03	-0.18077	0.00027	3.459
P3	12.14208	0.17927	6.60761	3.377
R7	13.33953	0.18348	6.94912	3.685
R6	3.142139	0.10720	2.68006	1.375
P9	-82.00446	-0.47659	27.53768	8.868
P18	0.1067987E-01	0.22626	0.00824	1.681
P16	-0.4184573E-01	-0.51877	0.01481	7.986
P8	-70.59603	-0.35355	28.35171	5.785
P10	0.1750279E-01	0.49800	0.00846	4.283
(CONSTANT)	-32.74825			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.10227	0.09330	0.51770	0.703	
P2	-0.03956	-0.02786	0.30832	0.062	
P4	-0.10320	-0.06428	0.24133	0.332	
P5	-0.07437	-0.08759	0.87053	0.624	
P6	-0.04013	-0.03569	0.49212	0.102	
P11	-0.09717	-0.08828	0.51340	0.628	
P12	-0.06042	-0.06418	0.70188	0.331	
P14	0.05362	0.05132	0.56958	0.296	
P15	-0.08272	-0.06068	0.33466	0.211	
P17	0.07193	0.01750	0.03682	0.025	
P19	-0.15780	-0.03827	0.02765	0.089	
P20	-0.44796	-0.07972	0.01970	0.512	
P21	-0.03659	-0.02048	0.19463	0.034	
P22	-0.01857	-0.00985	0.17512	0.008	
P23	0.00924	0.00468	0.15947	0.002	
P24	-0.02161	-0.01157	0.15843	0.011	
R1	-0.07564	-0.08340	0.75614	0.560	
R2	0.01372	0.01541	0.78386	0.019	
R3	0.08073	0.09368	0.83763	0.708	
R4	0.00432	0.00506	0.85353	0.002	
R5	-0.04157	-0.04908	0.86689	0.193	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC, -1=SEP SENIOR HIGH ONLY FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C159 MULTIPLE REGRESSION VARIABLE LIST 1 REGRESSION LIST 12

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P7	0.30960	0.09585	0.09585	0.30960	24.14504	0.19057
JUR	0.40970	0.16786	0.07200	-0.28265	-5.788692	-0.24236
P13	0.44794	0.20065	0.03279	-0.28650	-0.5852977E-03	-0.21188
P3	0.47976	0.23017	0.02952	0.09670	12.14211	0.17927
R7	0.50093	0.25094	0.02076	0.13105	11.46681	0.15772
R6	0.51386	0.26374	0.01281	0.12579	4.525678	0.15441
P9	0.52621	0.27689	0.01315	0.06306	12.69094	0.07376
P18	0.54485	0.29686	0.01997	0.21230	0.1166579E-01	0.24715
P16	0.56878	0.32351	0.02665	-0.00211	-0.4865840E-01	-0.60323
P8	0.58750	0.34516	0.02165	-0.30139	54.15156	0.27119
P10	0.61928	0.37805	0.03289	-0.06062	0.2357225E-01	0.24874
R3	0.62442	0.38351	0.00546	0.04179	2.793170	0.10004
P1	0.62849	0.38990	0.00639	0.16705	0.1314766E-02	0.24874
P11	0.63221	0.39500	0.00510	-0.05657	-0.1254019E-01	-0.17937
R2	0.63579	0.40423	0.00469	-0.00104	1.699921	0.05349
P5	0.63931	0.40872	0.00449	-0.04687	0.1037883	0.05135
P17	0.64345	0.41403	0.00531	-0.27841	0.2286214E-01	0.63425
P19	0.64651	0.41798	0.00395	-0.02168	-0.7143947E-01	-0.74897
R4	0.64903	0.42124	0.00327	0.00830	1.494640	0.04810
P20	0.65137	0.42428	0.00304	-0.10319	-0.4736786E-01	-0.68775
P4	0.65356	0.42714	0.00285	-0.01904	4.516649	0.13374
P12	0.65503	0.42907	0.00193	-0.13501	-0.2789045E-03	-0.16444
R1	0.65534	0.42947	0.00040	-0.16386	-0.507118E-02	-0.07808
P23	0.65556	0.42976	0.00029	0.16231	-1.283534	-0.04379
P22	0.66240	0.43872	0.00900	0.15204	0.9884861E-02	2.18666
P15	0.66274	0.43822	0.00045	-0.04749	-0.1272874E-01	-2.80777
P21	0.66316	0.43978	0.00056	0.14304	-0.9467594E-02	-0.05976
P14	0.66331	0.43988	0.00019	-0.17129	0.1752757E-02	0.69995
(CONSTANT)					0.5714390E-02	0.02139
					-64.09579	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C16
VARIABLE(S) ENTERED ON STEP NUMBER 11 P12
MULTIPLE R 0.75840
R SQUARE 0.57518
ADJUSTED R SQUARE 0.51748
STANDARD ERROR 16.61064

ANALYSIS OF VARIANCE
REGRESSION 11 30258.70890
RESIDUAL 81 22348.98751
SUM OF SQUARES 2750.79172
MEAN SQUARE 275.91343

VARIABLES IN THE EQUATION

VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
JUR	-22.32402	-0.44371	5.02072	19.770	P1	0.06784	0.07439	0.51083	0.445	
P13	-0.1406109E-02	-0.24164	0.00046	9.149	P2	0.01679	0.01409	0.28895	0.016	
P3	35.80960	0.25099	14.29593	6.274	P4	-0.11612	-0.08506	0.22797	0.583	
P8	-127.4289	-0.30295	54.10577	5.547	P5	0.07382	0.10631	0.88115	0.915	
P7	83.16808	0.31162	27.10583	9.414	P9	0.41979	0.11685	0.03292	1.108	
P15	0.6825891E-01	0.20453	0.04363	2.448	P11	0.05247	0.05680	0.49782	0.259	
P16	-0.7043596E-01	-0.41453	0.02530	7.751	P14	-0.03254	-0.03752	0.56504	0.113	
P10	0.4744073E-01	0.64079	0.01859	6.514	P17	0.00139	0.04868	0.03407	0.198	
P20	-0.4394168E-01	-0.30287	0.02563	2.940	P18	0.07414	0.05735	0.25418	0.264	
P6	-0.8126920	-0.17231	0.51963	2.446	P19	0.00139	0.00034	0.02576	0.000	
P12	-0.1686303E-01	-0.12326	0.01186	2.023	P21	0.05144	0.07015	0.79017	0.396	
(CONSTANT)	34.26887				P22	0.05087	0.06945	0.79187	0.388	
					P23	0.05027	0.06799	0.77712	0.371	
					P24	0.05107	0.06951	0.78706	0.388	
					R1	-0.10078	-0.13277	0.73738	1.436	
					R2	-0.03374	-0.04366	0.71127	0.153	
					R3	0.05370	0.07516	0.83205	0.454	
					R4	-0.03534	-0.05184	0.91393	0.216	
					R5	0.01029	0.01462	0.85760	0.017	
					R6	0.06042	0.08966	0.93539	0.648	
					R7	0.04650	0.06520	0.83525	0.342	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1=SEP
ALL GRADE LEVELS COMBINED
FILE MONAME (CREATION DATE - 08/25/80)

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DEPENDENT VARIABLE C16
MULTIPLE REGRESSION
SUMMARY TABLE
VARIABLE LIST 1
REGRESSION LIST 1

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.58382	0.34085	0.34085	-0.58382	-17.23575	-0.34257
P13	0.63165	0.38899	0.05813	-0.34857	-0.1617117E-02	-0.27790
P3	0.66746	0.44551	0.04652	0.08641	44.64090	0.31288
P8	0.68538	0.48355	0.03804	-0.48355	205.0129	0.48740
P7	0.70226	0.49317	0.00962	0.23218	55.21121	0.20687
P15	0.71846	0.51619	0.02302	0.20605	0.9452491E-01	0.28322
P16	0.72900	0.53144	0.01525	0.20154	-0.5201531E-01	-0.30612
P10	0.73528	0.54063	0.00919	0.11899	0.6404423E-01	0.86505
P20	0.74363	0.55288	0.01235	0.24531	-0.1840792	-1.26878
P6	0.75138	0.56457	0.01158	-0.07630	-0.8940559	-0.18956
P12	0.75840	0.57518	0.01061	-0.20734	-0.1583482E-01	-0.11574
R1	0.76333	0.58267	0.00749	-0.21865	-10.67148	-0.17284
P5	0.76778	0.58949	0.00683	0.09282	0.2538831	0.05962
P1	0.77081	0.59415	0.00466	0.33138	0.1109115E-02	0.09961
P2	0.77340	0.59814	0.00399	-0.29802	12.36214	0.17377
P4	0.77518	0.60090	0.00276	0.21700	-0.7170650E-03	-0.20077
P17	0.77717	0.60399	0.00308	0.12124	0.2723509E-01	0.36345
R2	0.77861	0.60624	0.00226	-0.05835	-6.705852	-0.10021
R4	0.78015	0.60863	0.00239	-0.02346	-2.948859	-0.04505
P23	0.78128	0.61040	0.00177	0.15813	-0.3650089E-02	-0.38331
P9	0.78243	0.61220	0.00180	0.32169	251.0290	0.69258
P18	0.78566	0.61726	0.00506	-0.36743	-0.1809286	-0.90047
P18	0.78860	0.62189	0.00463	0.27281	0.1747530E-01	0.17576
P22	0.78883	0.62225	0.00036	0.15988	0.7002805E-02	0.73330
R5	0.78895	0.62244	0.00019	-0.09170	-1.584015	-0.01988
P14	0.78900	0.62253	0.00009	-0.24771	-0.8902569E-02	-0.01582
R7	0.78907	0.62263	0.00011	0.06736	-5.239367	-0.03421
P21	0.78913	0.62272	0.00009	0.15822	-0.1434365E-02	-0.27192
(CONSTANT)					-65.74914	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-Q-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C32
VARIABLE(S) ENTERED ON STEP NUMBER 9 P23
MULTIPLE R 0.75290
R SQUARE 0.56685
ADJUSTED R SQUARE 0.51889
STANDARD ERROR 13.28959

ANALYSIS OF VARIANCE
REGRESSION 9
RESIDUAL 83
SUM OF SQUARES 19183.85813
MEAN SQUARE 2131.53979
DF 9
14658.89408
176.61318
F 12.06897
P 0.0000

VARIABLES IN THE EQUATION
VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
JUR	-13.84828	-0.34317	4.25675	10.584	P1	0.03559	0.03947	0.53262	0.128
P13	-0.1320443E-02	-0.28292	0.00037	12.883	P2	0.05052	0.04387	0.32655	0.158
P14	-0.7494859E-01	-0.16606	0.04077	3.380	P4	-0.02464	-0.02354	0.38541	0.045
P8	-379.6904	-1.12844	104.01866	13.324	P5	0.06973	0.10059	0.80137	0.838
P19	0.1621718	1.00631	0.05026	10.409	P6	-0.01914	-0.01928	0.43955	0.030
P16	-0.2385974E-01	-0.17360	0.01506	2.468	P9	0.04069	0.03739	0.36561	0.115
P7	43.51265	0.20327	20.03933	4.715	P10	0.08494	0.04630	0.12868	0.176
P3	13.77523	0.12038	8.98143	2.347	P11	-0.07488	-0.09224	0.65730	0.704
P23	0.8074466E-03	0.10572	0.00058	2.909	P12	-0.00505	-0.00669	0.75882	0.004
(CONSTANT)	68.42773				P15	0.11229	0.09805	0.33028	0.796
					P17	0.12568	0.06860	0.12907	0.268
					P18	0.09717	0.07105	0.23160	0.416
					P20	0.02026	0.01654	0.28840	0.022
					P21	-0.98638	-0.17688	0.01393	2.648
					P22	-1.92306	-0.21180	0.00525	3.851
					P24	-1.67477	-0.18845	0.00548	3.019
					R1	-0.07408	-0.09915	0.77598	0.814
					R2	-0.03345	-0.04632	0.83048	0.176
					R3	0.08523	0.00775	0.94893	0.005
					R4	0.04708	0.06875	0.92356	0.289
					R5	-0.01157	-0.01686	0.91981	0.023
					R6	0.05227	0.07661	0.93057	0.484
					R7	-0.06415	-0.04038	0.17163	0.134

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC=-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C32
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 2

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.56126	0.31501	0.31501	-0.56126	-6.002708	-0.14875
P13	0.62608	0.39197	0.07696	-0.37988	-0.1713489E-02	-0.36713
P14	0.66957	0.44832	0.05634	-0.36861	-0.1152393	-0.25533
P8	0.68818	0.47359	0.02527	-0.47318	-40.08916	-0.11886
P19	0.70947	0.50335	0.02976	-0.37585	-0.1459166E-01	-0.09054
P16	0.72375	0.52381	0.02046	0.16503	-0.2632555E-01	-0.19317
P7	0.73889	0.54596	0.02216	0.23820	20.78320	0.09709
P3	0.74625	0.55689	0.01093	0.03901	21.87670	0.19117
P23	0.75290	0.56685	0.00996	0.25330	0.2242607E-01	2.93624
P22	0.76569	0.58628	0.01943	0.24581	-0.1271918E-01	-3.55368
P1	0.77038	0.59348	0.00720	0.34347	0.2283701E-02	0.25572
P21	0.77434	0.59960	0.00612	0.23991	0.3695451E-02	0.87345
R1	0.77873	0.60642	0.00682	-0.22139	-7.735776	-0.15621
P2	0.78105	0.61004	0.00362	-0.28763	13.78042	0.24151
P15	0.78293	0.61298	0.00293	0.17971	0.3314500E-01	0.12382
R5	0.78524	0.61660	0.00362	0.04233	-5.062943	-0.07923
P17	0.78671	0.61891	0.00231	0.08550	0.5509245E-01	0.91664
P11	0.78982	0.62873	0.00982	0.07443	0.2679888E-01	-0.22687
P4	0.79570	0.63314	0.00441	0.23866	-0.2679888E-01	-0.23349
P9	0.79829	0.63727	0.00412	0.36504	233.4717	0.80310
P20	0.80360	0.64577	0.00850	0.28007	-0.1059229	-0.91026
R7	0.80508	0.64977	0.00400	0.14048	-22.96426	-0.18695
P12	0.80742	0.65192	0.00215	-0.12420	-0.7669050E-02	-0.06989
P18	0.80886	0.65426	0.00233	0.27976	0.1092878E-01	0.13704
P6	0.80929	0.65495	0.00069	-0.04698	-0.1717425	-0.04540
R2	0.80966	0.65555	0.00060	-0.10593	-2.802872	-0.05222
R3	0.80984	0.65600	0.00044	0.03869	-1.780271	-0.03774
P5	0.81017	0.65638	0.00038	0.11243	0.8025014E-01	0.02643
R6	0.81031	0.65661	0.00023	0.11123	-1.070931	-0.02163
(CONSTANT)					-9.904141	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE... C48
VARIABLE(S) ENTERED ON STEP NUMBER 14... P12
MULTIPLE R 0.84354
R SQUARE 0.71157
ADJUSTED R SQUARE 0.65980
STANDARD ERROR 8.29359

ANALYSIS OF VARIANCE
REGRESSION 14
RESIDUAL 78
SUM OF SQUARES 13235.77226
MEAN SQUARE 945.41230
SQUARED MULTIPLE R 0.84354

VARIABLES IN THE EQUATION
VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P13	-0.1951778E-02	-0.56406	0.00025	59.423	P1	0.10041	0.09898	0.28028	0.762	
P9	215.3748	0.89930	59.86848	12.942	P4	0.02589	0.02113	0.19071	0.034	
P14	-0.6348115E-01	-0.18972	0.02712	5.478	P6	-0.11058	-0.12914	0.39337	1.306	
P3	19.45807	0.22937	6.37815	9.306	P7	0.15375	0.31301	0.74649	1.864	
P18	0.2385834E-01	0.40353	0.00532	20.080	P8	-0.02202	-0.00634	0.02389	0.003	
P5	0.5032610	0.19876	0.16793	8.982	P10	0.49560	0.11416	0.01546	1.028	
R2	5.525444	0.13888	2.87487	3.695	P11	-0.15273	-0.18078	0.40412	2.601	
P2	16.05098	0.37943	3.84487	17.428	P16	-0.13343	-0.14861	0.74414	1.739	
JUR	-3.322362	-0.11108	3.07430	1.168	P21	0.09252	0.14861	0.74414	1.739	
P15	0.1794291E-01	0.08042	0.02145	0.700	P22	0.09803	0.15771	0.74649	1.864	
P20	-0.1077501	-1.24898	0.03114	11.971	P23	0.10390	0.16620	0.73796	2.187	
P17	0.2941661E-01	0.66019	0.00954	9.518	P24	0.09711	0.15586	0.74296	1.917	
P19	-0.2488664E-01	-0.20914	0.01253	2.976	R1	-0.10237	-0.15783	0.68565	1.967	
P12	-0.1018560E-01	-0.12485	0.00603	2.835	R3	-0.02414	-0.03880	0.74530	0.116	
(CONSTANT)	-31.16528				R4	0.09861	0.17204	0.87798	2.349	
					R5	-0.00662	-0.01116	0.82040	0.010	
					R6	-0.00309	-0.00529	0.84224	0.002	
					R7	0.03917	0.06463	0.78515	0.323	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-O-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE: C48
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 3

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P13	0.48360	0.23387	0.23387	-0.48360	-0.2155648E-02	-0.62300
P9	0.61242	0.37506	0.14119	0.37507	231.7059	1.07508
P14	0.66427	0.44126	0.06620	-0.28146	-0.6654503E-01	-0.19888
P3	0.69840	0.48776	0.04650	0.11548	22.00330	0.25935
P18	0.73409	0.53889	0.05113	0.27577	0.1450749E-01	0.24538
P8	0.76423	0.58405	0.04516	0.22630	0.4593457	0.18142
R2	0.77451	0.59986	0.01581	0.00167	6.971234	0.17519
P2	0.61762	0.11696	0.01777	-0.11696	17.96024	0.42456
JUR	0.80272	0.64436	0.02674	-0.43813	1.527624	0.05106
P15	0.80894	0.65438	0.01002	0.08986	0.3217195E-01	0.16212
P30	0.81785	0.66856	0.01417	0.26618	-0.1182812	-1.37106
P17	0.82707	0.68405	0.01549	0.06371	0.3255678E-01	0.73066
P19	0.83731	0.70108	0.01704	-0.38983	-0.2381484E-01	-0.19933
P12	0.84354	0.71157	0.01048	-0.18754	-0.1226538E-01	-0.15077
P11	0.84911	0.72099	0.00943	0.15719	-0.1416380E-01	-0.16174
R4	0.85375	0.72889	0.00790	0.01771	3.103686	0.07974
P23	0.85868	0.73733	0.00844	0.27209	0.6075772E-02	1.07302
R7	0.86444	0.74726	0.00993	0.15963	-27.47241	-0.30168
P21	0.86828	0.75393	0.00667	0.25529	-0.2187027E-02	-0.69726
P7	0.87119	0.75898	0.00505	0.27748	34.58281	0.21791
P10	0.87493	0.76551	0.00653	0.06310	0.2387803E-01	0.54240
P6	0.87775	0.77045	0.00494	-0.06983	-0.3232043	-0.11524
R1	0.88010	0.77458	0.00413	-0.21593	-3.532342	-0.08894
P1	0.88259	0.77897	0.00439	0.20381	0.1055627E-02	0.15943
P16	0.88494	0.78313	0.00416	0.09617	-0.2192440E-01	-0.21699
P4	0.88623	0.78541	0.00228	0.24085	-0.2168529E-03	-0.10216
R6	0.88688	0.78674	0.00133	0.11290	1.414596	0.02853
R5	0.88708	0.78690	0.00016	0.00952	-0.8228433	-0.01737
(CONSTANT)					-76.92824	

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(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC-+1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

DEPENDENT VARIABLE CG4
VARIABLE(S) ENTERED ON STEP NUMBER 12 R1
MULTIPLE R 0.80162
R SQUARE 0.64260
ADJUSTED R SQUARE 0.58898
STANDARD ERROR 12.23998

ANALYSIS OF VARIANCE
REGRESSION 12.21549
RESIDUAL 80.65804
DF 12
SUM OF SQUARES 21549.65804
MEAN SQUARE 1795.80484
11985.36701
149.81709
F 11.98665
P 0.0000

VARIABLE LIST 1
REGRESSION LIST 4

VARIABLES IN THE EQUATION										VARIABLES NOT IN THE EQUATION									
VARIABLE	B	BETA	STD ERROR	B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P		
P8	-126.8981	-0.37786	36.56220	-	12.046	P1	0.11679	0.13502	0.47769	1.467		P13	-0.18077	-0.02392	0.30348	0.048			
JUR	-10.87820	-0.27080	3.52240	-	9.538	P2	-0.02596	-0.02392	0.30348	0.048		P14	0.20846	0.02249	0.18769	1.142			
P13	-0.18077	-0.36932	0.00036	-	24.692	P4	-0.16473	-0.11938	0.46687	0.003		P15	0.09959	0.02483	0.07221	0.048			
P18	0.20846	0.26260	0.01021	-	4.172	P6	-0.00500	-0.00571	0.04039	0.863		P16	0.46712	0.04267	0.02284	0.144			
P3	24.10948	0.21165	8.54652	-	7.958	P8	0.30917	0.10393	0.04039	0.863		P17	0.46712	0.04267	0.02284	0.144			
P16	-0.62518	-0.46084	0.01840	-	10.388	P9	0.18878	0.04267	0.02284	0.144		P19	0.09959	0.02483	0.07221	0.048			
P17	0.46712	0.78077	0.01218	-	14.712	P10	-0.02923	-0.03987	0.52658	0.832		P20	-0.38873	-0.02249	0.32270	0.040			
P7	49.19744	0.23088	23.65719	-	4.325	P12	-0.08410	-0.10208	0.32270	0.040		P21	0.07474	0.02483	0.07221	0.048			
P20	-0.38873	-0.30809	0.01639	-	4.744	P14	0.02369	0.02249	0.32270	0.040		P22	0.05417	0.02474	0.80498	0.444			
P11	-0.18781	-0.18973	0.01169	-	2.582	P15	0.09959	0.02483	0.07221	0.048		P23	0.05963	0.08130	0.80921	0.444			
P5	0.47296	0.13912	0.24558	-	3.709	P19	0.04980	0.07474	0.80498	0.444		P24	0.05360	0.08029	0.80204	0.513			
R1	-6.21529	-0.12608	3.79026	-	2.689	P22	0.05417	0.02474	0.80498	0.444		R2	0.04116	0.05737	0.69434	0.261			
(CONSTANT)	-49.42128					P23	0.05963	0.08130	0.80921	0.444		R3	-0.01283	-0.02012	0.86534	0.032			
						P24	0.05360	0.08029	0.80204	0.513		R4	0.05420	0.08526	0.88471	0.578			
						R1	-0.02330	-0.03510	0.88545	1.033		R5	-0.07234	-0.11362	0.88171	1.033			
						R2	0.02315	0.03585	0.88712	0.102		R6	-0.02230	-0.03510	0.88545	1.033			
						R3	0.04116	0.05737	0.69434	0.261		R7	0.02315	0.03585	0.88712	0.102			

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-O-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE: CG4
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P0	0.54396	0.29589	0.29589	-0.54396	26.73291	0.02960
JUR	0.62275	0.38782	0.09193	-0.50550	-2.209210	-0.05800
P13	0.67447	0.45482	0.06710	-0.42098	-0.2009197E-02	-0.43246
P18	0.70128	0.49181	0.03689	0.42257	0.2121426E-01	0.26723
P3	0.73460	0.53964	0.04783	0.00904	24.19699	0.21242
P16	0.74929	0.56143	0.02179	0.24917	-0.4979190E-01	-0.36702
P17	0.75444	0.56917	0.00774	0.13707	0.5721468E-01	0.95631
P7	0.76869	0.59088	0.02171	0.37148	45.53052	0.21367
P20	0.77934	0.60736	0.01648	0.27655	-0.1383834	-1.19465
P11	0.78582	0.61767	0.01031	0.05546	-0.3160735E-01	-0.26880
P8	0.79410	0.63059	0.01292	0.04831	0.1413094	0.04157
P1	0.80162	0.64260	0.01201	-0.25989	-7.415717	-0.18043
R1	0.80568	0.64912	0.00652	0.34460	0.1724402E-02	-0.19398
R5	0.80980	0.65578	0.00666	0.03965	-5.509715	-0.08662
P14	0.81205	0.65943	0.00365	-0.21457	-0.4995669E-01	-0.11119
P4	0.81453	0.66346	0.00403	0.25889	-0.7048264E-03	-0.24718
P2	0.81684	0.66723	0.00378	0.31540	11.59565	0.20415
P9	0.81862	0.67014	0.00290	0.34413	238.9123	0.82558
P10	0.81988	0.67236	0.00223	0.11678	0.3123179E-01	0.52836
P19	0.82318	0.67762	0.00526	-0.44976	-0.8776105E-01	-0.54707
R4	0.82398	0.67895	0.00133	0.09310	1.900172	0.03636
P23	0.82478	0.68027	0.00132	0.12808	0.1412293E-01	1.85758
P22	0.82917	0.68752	0.00725	0.12032	-0.1223039E-01	-1.60409
R7	0.83398	0.69552	0.00801	0.03345	-28.45221	-0.23269
P12	0.83468	0.69669	0.00117	-0.08045	-0.4806380E-02	-0.04400
R2	0.83525	0.69764	0.00095	-0.03033	2.260959	-0.01232
P6	0.83552	0.69810	0.00046	-0.09824	-0.1602374	-0.04255
P15	0.83591	0.69874	0.00064	0.08636	0.1485365E-01	0.05874
(CONSTANT)					-104.9067	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR-O-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE: CBO
VARIABLE(S) ENTERED ON STEP NUMBER 8 P8
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

ANALYSIS OF VARIANCE
R SQUARE 0.62516
ADJUSTED R SQUARE 0.33281
STANDARD ERROR 9.08692
REGRESSION 8
RESIDUAL 84
SUM OF SQUARES 4489.72949
MEAN SQUARE 557.46619
F 6.73643
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE	PARTIAL	TOLERANCE	F	P
JUR	-6.148956	-0.26246	2.89604	4.510	8	4489.72949	557.46619	0.00852	0.65427	0.006	0.006
P13	-0.7611664E-03	-0.28086	0.00026	8.368	8	4489.72949	557.46619	0.00801	0.49579	0.004	0.004
P11	-0.2311893E-01	-0.33705	0.00793	8.491	8	4489.72949	557.46619	-0.00430	0.85370	0.002	0.002
P14	-0.6445589E-01	-0.24594	0.03011	4.583	8	4489.72949	557.46619	-0.05478	0.38348	0.157	0.157
P17	0.3212426E-01	0.92047	0.01559	4.244	8	4489.72949	557.46619	0.06921	0.82640	0.543	0.543
P10	-0.2183391E-01	-0.63322	0.01484	2.164	8	4489.72949	557.46619	-0.01664	0.1788	0.027	0.027
R5	-5.592275	-0.15071	3.35336	2.781	8	4489.72949	557.46619	-0.04105	0.1788	0.142	0.142
P8	-25.39762	-0.12964	19.66816	1.667	8	4489.72949	557.46619	-0.04731	0.31789	0.097	0.097
(CONSTANT)	77.18738										

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.00822	0.00852	0.65427	0.006	0.006
P2	0.00801	0.00723	0.49579	0.004	0.004
P3	-0.00363	-0.00430	0.85370	0.002	0.002
P4	-0.05478	-0.04347	0.38348	0.157	0.157
P5	0.06921	0.08061	0.82640	0.543	0.543
P6	-0.01664	-0.01788	0.1788	0.027	0.027
P7	-0.04105	-0.04134	0.1788	0.142	0.142
P9	-0.04731	-0.03418	0.31789	0.097	0.097
P12	-0.05092	-0.05811	0.79348	0.281	0.281
P15	0.08994	0.07932	0.38367	0.525	0.525
P16	-0.14200	-0.09052	0.24753	0.686	0.686
P18	-0.02509	-0.02327	0.52408	0.045	0.045
P19	0.36822	0.09475	0.03629	0.752	0.752
P20	-0.11581	-0.06210	0.17219	0.321	0.321
P21	-0.01799	-0.02191	0.80316	0.040	0.040
P22	-0.01482	-0.01805	0.90273	0.027	0.027
P23	-0.01012	-0.01234	0.90679	0.013	0.013
P24	-0.01511	-0.01841	0.90386	0.028	0.028
R1	-0.05684	-0.06447	0.78375	0.346	0.346
R2	0.07826	0.09421	0.88273	0.243	0.243
R3	-0.03084	-0.03801	0.92503	0.120	0.120
R4	-0.03843	-0.04741	0.94145	0.187	0.187
R6	0.06459	0.07919	0.91569	0.524	0.524
R7	-0.04068	-0.05028	0.93059	0.210	0.210

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-O-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 09/25/80)

09/25/80

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DEPENDENT VARIABLE C80

SUMMARY TABLE

VARIABLE LIST 1
REGRESSION LIST 5

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.45533	0.20732	0.20732	-0.45533	-2.338117	-0.09978
P13	0.51417	0.26437	0.05704	-0.32171	-0.9898438E-03	-0.36524
P11	0.55362	0.30649	0.04213	-0.10040	-0.2802724E-01	-0.40861
P14	0.57007	0.32499	0.01848	-0.27246	-0.6390636E-01	-0.24156
P17	0.58406	0.34113	0.01615	0.03329	0.3725248E-01	1.06742
P10	0.60327	0.36273	0.02161	0.00801	-0.2206980E-01	-0.64006
R5	0.61541	0.37873	0.01600	-0.04899	-5.478075	-0.14763
P8	0.62516	0.39083	0.01209	-0.36374	-74.40497	-0.37881
P18	0.62852	0.39629	0.00547	-0.30991	0.2640383E-01	0.28216
R2	0.63498	0.40320	0.00690	0.00584	3.983296	0.12780
R6	0.63971	0.40923	0.00603	0.00584	1.847317	0.06424
P15	0.64239	0.41267	0.00344	0.09617	0.2424146E-01	-0.18596
P6	0.64484	0.41594	0.00327	-0.12344	-0.1386683	-0.06313
P16	0.64701	0.41862	0.00267	0.19806	-0.1748348E-01	-0.22093
P1	0.64989	0.42236	0.00374	0.30040	0.4329960E-03	0.08350
P12	0.65186	0.42505	0.00269	-0.12244	-0.3935515E-02	-0.06177
R7	0.65355	0.42712	0.00207	-0.01977	-18.17125	-0.25476
P23	0.65622	0.43062	0.00350	0.07161	0.4342704E-02	0.97919
P21	0.66172	0.43787	0.00725	0.06185	-0.1884009E-02	-0.76688
R1	0.66395	0.44004	0.00217	-0.18920	-2.188689	-0.07611
P5	0.66445	0.44149	0.00145	0.02549	0.7850705E-01	0.03959
P2	0.66497	0.44219	0.00070	-0.33630	-1.845532	-0.09570
R4	0.66531	0.44264	0.00045	0.07233	-0.9673108	-0.03173
P3	0.66566	0.44311	0.00047	-0.08129	-2.571218	-0.03869
P7	0.66591	0.44343	0.00032	0.19867	7.032396	0.06568
P18	0.66625	0.44389	0.00046	0.17811	-0.2283692E-02	-0.04932
(CONSTANT)					72.79844	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC=-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C96
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

VARIABLE(S) ENTERED ON STEP NUMBER 8 PS

MULTIPLE R	0.67998	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	P
R SQUARE	0.46237	REGRESSION	8	31907.91911	3988.48989	0.0000
ADJUSTED R SQUARE	0.41116	RESIDUAL	84	37101.97535	441.69018	
STANDARD ERROR	21.01643					

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-24.82598	-0.43082	5.95036	17.407
P23	0.2659370E-02	0.24383	0.00089	7.249
P16	-0.7222082E-01	-0.37110	0.02274	10.084
P8	-84.41068	-0.17521	47.21440	3.196
R6	8.922033	0.12617	6.07789	2.155
R3	7.715945	0.11454	5.68964	1.839
P4	0.6171475E-03	0.15087	0.00049	1.618
PS	0.5087110	0.10431	0.40757	1.558
(CONSTANT)	54.20212			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.10313	0.10088	0.51447	0.853
P2	-0.07302	-0.05570	0.31285	0.258
P3	0.03157	0.03907	0.82328	0.127
P6	0.06770	0.08166	0.78214	0.557
P7	0.09018	0.10727	0.76068	0.966
P9	-0.15820	-0.09680	0.20129	0.785
P10	0.03719	0.02520	0.24673	0.053
P11	-0.06979	-0.08489	0.79546	0.602
P12	0.04995	0.05930	0.75770	0.289
P13	0.03368	0.04211	0.84054	0.147
P14	-0.03153	-0.03465	0.64935	0.100
P15	0.05091	0.05144	0.54892	0.220
P17	0.00890	0.00620	0.26060	0.003
P18	0.08468	0.07912	0.46938	0.523
P19	0.20781	0.07465	0.06938	0.485
P20	-0.16877	-0.09752	0.17949	0.787
P21	-0.59676	-0.10033	0.01520	0.844
P22	-0.77400	-0.07806	0.00547	0.509
P24	-0.91505	-0.09608	0.00593	0.773
R1	0.02986	0.03423	0.70662	0.097
R2	0.00092	0.00115	0.84530	0.000
R4	0.02813	0.03482	0.82379	0.101
R5	-0.06040	-0.07239	0.77229	0.437
R7	-0.10879	-0.06146	0.17161	0.315

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE C96
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.42316	0.17906	0.17906	-0.42316	-17.55361	-0.30462
P23	0.54200	0.29376	0.11469	0.39876	0.1524835E-01	1.39810
P16	0.60039	0.36047	0.06671	-0.04413	-0.7939301E-01	-0.40795
P8	0.64535	0.41648	0.05601	-0.38652	-245.86644	-0.51035
R6	0.42923	0.44424	0.01275	0.16907	10.60229	0.14893
R3	0.66515	0.44424	0.01501	0.11672	10.76714	0.15883
P4	0.67260	0.45240	0.00816	0.29113	0.1318748E-02	0.32238
P5	0.67998	0.46237	0.00997	0.19277	0.5215469	0.10694
P7	0.68451	0.46855	0.00619	0.16817	71.54380	0.23405
P19	0.69198	0.47884	0.01029	-0.33667	0.4709678E-01	0.20466
P21	0.69647	0.48507	0.00622	0.38279	-0.5911840E-02	-0.97853
P9	0.49045	0.49045	0.00538	0.36687	63.92013	0.15398
P1	0.70383	0.49538	0.00493	0.13761	0.2002066E-02	0.15698
R7	0.70674	0.49948	0.00410	0.26472	-31.00098	-0.17674
P6	0.70906	0.50277	0.00329	-0.12289	0.2396983	0.04437
P12	0.71166	0.50647	0.00370	-0.03434	0.2175763E-01	0.13886
R5	0.71449	0.51050	0.00404	-0.07170	-8.625507	-0.08452
P11	0.71705	0.51416	0.00366	0.02641	-0.6482219E-02	-0.03843
P10	0.71932	0.51742	0.00326	-0.02278	0.7315742E-01	0.65275
P18	0.72194	0.52119	0.00377	0.12256	-0.1517409E-01	-0.13325
P17	0.72478	0.52530	0.00411	-0.03547	-0.4271840E-01	-0.49774
P20	0.72633	0.52755	0.00225	0.22362	-0.9583433E-01	-0.57673
P13	0.72785	0.52976	0.00222	-0.10502	0.2306723E-03	0.03461
P3	0.72861	0.53087	0.00111	0.00402	6.874320	0.04207
P15	0.72872	0.53249	0.00162	0.09501	0.3966702E+01	0.03207
R2	0.73028	0.53319	0.00070	-0.11016	3.020021	0.03840
P2	0.73056	0.53372	0.00053	-0.06679	-4.773281	0.05858
(CONSTANT)					-56.86630	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE C112
VARIABLE(S) ENTERED ON STEP NUMBER 13 P7
MULTIPLE R 0.68177
R SQUARE 0.46481
ADJUSTED R SQUARE 0.37674
STANDARD ERROR 12.60302

ANALYSIS OF VARIANCE
REGRESSION 13
RESIDUAL 79
SUM OF SQUARES 10897.81030
MEAN SQUARE 838.29310
12548.06131
158.83622
F 5.27772
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P23	0.1715918E-01	2.69920	0.00744	5.325
R2	6.508354	0.14568	4.29433	2.297
R3	7.311617	0.18621	3.58837	4.152
P22	-0.1517433E-01	-2.38020	0.00739	4.219
JUR	-13.52820	-0.40277	3.74631	13.040
P16	-0.5844304E-01	-0.52403	0.01892	9.875
R5	-6.432832	-0.12094	4.77026	1.819
P17	0.4003287E-01	0.80025	0.01128	12.603
P18	-0.4285122E-01	-0.19233	0.03461	1.533
P3	28.65156	0.30081	11.10859	6.652
P6	-0.8103294	-0.28911	0.39362	5.349
P20	-0.3115408E-01	-0.32165	0.01528	4.152
P7	25.81020	0.14542	19.66282	1.736
(CONSTANT)	-54.86019			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	-0.05453	-0.04954	0.44175	0.192	
P2	0.07484	0.05404	0.27903	0.228	
P4	0.11010	0.06888	0.20946	0.372	
P5	0.02708	0.03433	0.85893	0.092	
P8	0.04582	0.03824	0.37279	0.114	
P9	0.14036	0.03789	0.03905	0.112	
P10	0.25893	0.05980	0.02855	0.280	
P11	0.07229	0.06635	0.45098	0.348	
P12	-0.08265	-0.08685	0.59097	0.593	
P13	-0.02456	-0.02847	0.71924	0.063	
P14	-0.10588	-0.10525	0.52889	0.874	
P18	0.05843	0.03931	0.26910	0.121	
P19	0.05998	0.04564	0.30987	0.183	
P21	-0.05080	-0.00294	0.00180	0.001	
P24	-0.10649	-0.00294	0.00041	0.001	
R1	0.03246	0.03526	0.63142	0.087	
R4	0.01687	0.02038	0.78093	0.032	
R6	-0.02889	-0.03375	0.73061	0.089	
R7	-0.18589	-0.10279	0.16363	0.833	

VARIABLE LIST 1
REGRESSION LIST 7

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C112
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 7

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	STABLE R	T	BETA
P23	0.35480	0.12588	0.12588	0.35480	0.9601822E-02	1.51040
R2	0.41731	0.17415	0.04827	0.19150	4.391505	-0.09830
R3	0.47279	0.22353	0.04938	0.15261	5.284830	0.13459
P22	0.51121	0.26133	0.03781	0.34397	0.4251069E-02	0.66881
JUR	0.53563	0.28690	0.02557	-0.20377	-9.076888	-0.27024
P16	0.59188	0.35033	0.06343	-0.20760	-0.4111044E-01	-0.36241
R5	0.56039	0.35047	0.01014	-0.21839	-7.751100	-0.14573
P17	0.60919	0.36989	0.00943	-0.08356	0.2344622E-01	0.66858
P15	0.63030	0.38728	0.02738	-0.10538	-0.4483384E-01	-0.20123
P3	0.64180	0.41191	0.01464	0.17342	34.00031	0.35696
P6	0.65429	0.42809	0.01618	-0.09464	-1.136780	-0.36103
P20	0.67309	0.45304	0.02495	-0.02428	-0.1431508	-1.47798
P7	0.68177	0.46481	0.01176	0.07934	10.14585	0.05694
P14	0.68610	0.47074	0.00593	-0.19076	-0.5970769E-01	-0.15894
R7	0.69100	0.47748	0.00674	0.26017	-28.64611	-0.28018
P12	0.69374	0.48128	0.00380	-0.12734	-0.6842597E-02	-0.07492
P1	0.69624	0.48475	0.00347	-0.10595	-0.1440902E-02	-0.19385
P9	0.69834	0.48768	0.00293	0.06291	184.4629	0.76233
P10	0.70278	0.49380	0.00622	-0.09103	0.329382E-01	0.66755
P4	0.70437	0.49613	0.00223	0.03236	0.2484541E-03	0.10420
P11	0.70601	0.49845	0.00232	0.07186	0.2963061E-02	0.03014
P21	0.70728	0.50024	0.00179	0.33518	-0.5842656E-02	-1.65914
P18	0.70855	0.50205	0.00181	-0.02480	0.1177146E-01	0.17734
P13	0.70990	0.50386	0.00191	-0.06683	-0.2853123E-03	-0.07345
R1	0.71086	0.50533	0.00137	-0.13116	0.8331819	0.02021
P8	0.71122	0.50583	0.00050	-0.01790	115.0751	0.40980
P19	0.71252	0.50768	0.00185	-0.02705	-0.5722867E-01	-0.42665
P2	0.71299	0.50835	0.00067	0.14789	3.687520	0.07764
R6	0.71346	0.50903	0.00068	-0.07562	-1.517771	-0.03682
(CONSTANT)					-102.3506	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC=-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C121
VARIABLE(S) ENTERED ON STEP NUMBER 9 P19
MULTIPLE R 0.75292
R SQUARE 0.56688
ADJUSTED R SQUARE 0.51982
STANDARD ERROR 15.86279

ANALYSIS OF VARIANCE
REGRESSION 9 27335.85410
RESIDUAL 83 20885.12429
SUM OF SQUARES
MEAN SQUARE
3037.31712
251.62800

VARIABLE LIST 1
REGRESSION LIST 8

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-17.75106	-0.36851	4.45025	15.910
P23	0.2281854E-01	2.50300	0.00893	6.530
P8	-271.2811	-0.67364	110.40698	6.037
P22	-0.2054228E-01	-2.24681	0.00897	5.248
P3	23.85584	0.17464	10.39276	5.269
P5	0.7108208	0.17439	0.30248	5.523
P13	-0.1028890E-02	-0.18468	0.00044	5.441
P7	50.57685	0.18783	23.34871	4.692
P19	0.1044207	0.54282	0.05369	3.782
(CONSTANT)	-18.33315			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.01496	0.01644	0.52299	0.022	0.882
P2	0.13997	0.14047	0.43616	1.650	0.206
P4	-0.06005	-0.06098	0.44659	0.306	0.578
P6	0.03169	0.03280	0.46400	0.088	0.763
P9	-0.00738	-0.00698	0.38682	0.004	0.928
P10	-0.09493	-0.07600	0.27757	0.476	0.493
P11	-0.01849	-0.02277	0.65687	0.043	0.830
P12	-0.04956	-0.06423	0.72756	0.340	0.561
P14	-0.09625	-0.11953	0.66801	1.188	0.276
P15	0.04263	0.03702	0.32664	0.113	0.734
P16	-0.14636	-0.14710	0.43752	1.814	0.178
P17	-0.10819	-0.08392	0.26059	0.582	0.444
P18	-0.10803	-0.08847	0.29047	0.647	0.417
P20	-0.06279	-0.06098	0.40851	0.306	0.578
P21	0.67237	0.04700	0.00212	0.182	0.670
P24	1.41487	0.04702	0.00048	0.182	0.670
R1	-0.10272	-0.13628	0.76235	1.552	0.214
R2	0.00865	0.01203	0.83775	0.012	0.914
R3	0.05962	0.08775	0.93804	0.636	0.426
R4	0.05203	0.07598	0.92365	0.476	0.493
R5	-0.05737	-0.08373	0.92239	0.579	0.444
R6	0.01663	0.02420	0.91716	0.048	0.828
R7	-0.10935	-0.06811	0.16801	0.382	0.534

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC=-1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C121
MULTIPLE REGRESSION
SUMMARY TABLE
VARIABLE LIST 1
REGRESSION LIST 8

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.54570	0.29779	0.29779	-0.54570	-11.28432	-0.23426
P23	0.61168	0.37415	0.07636	0.35568	0.2234137E-01	2.45055
P8	0.65911	0.43443	0.06028	-0.47003	-74.02520	-0.18382
P22	0.68283	0.46625	0.03182	0.34388	-0.1965473E-01	-2.14974
P3	0.70248	0.49347	0.02722	0.00429	13.03782	0.09545
P5	0.71559	0.51207	0.01860	0.20215	0.4344900	0.10658
P13	0.73257	0.53666	0.02459	-0.22057	-0.1614283E-02	-0.28976
P7	0.73970	0.54715	0.01049	0.22178	57.06071	0.22331
P18	0.75292	0.56689	0.01973	-0.38241	-0.3507808E-02	-0.01874
P16	0.75912	0.57626	0.00937	0.13909	-0.1872163E-01	-0.11508
R1	0.76423	0.58405	0.00779	-0.25412	-9.984848	-0.16891
P15	0.76724	0.58866	0.00461	0.18272	0.6368331E-01	0.18931
R5	0.77042	0.59355	0.00489	-0.01500	-8.961617	-0.11749
P1	0.77468	0.60015	0.00660	0.25161	0.2866287E-02	0.26888
P2	0.78500	0.61623	0.01608	-0.18677	25.38016	0.37263
P14	0.78654	0.61865	0.00242	-0.32499	-0.6526588E-01	-0.12114
P10	0.78777	0.62059	0.00194	0.09372	0.2904287E-01	0.42249
P11	0.78983	0.62384	0.00325	0.11079	-0.1916664E-01	-0.01393
R7	0.79092	0.62555	0.00172	0.24312	-20.18650	-0.13768
P4	0.79170	0.62678	0.00123	0.29486	-0.4982030E-03	-0.14570
P9	0.79272	0.62840	0.00162	0.43278	193.6180	0.55786
P20	0.79530	0.63251	0.00410	-0.31793	-0.8608304E-01	-0.61974
R6	0.79585	0.63338	0.00087	0.11539	-1.775510	-0.03004
P17	0.79622	0.63397	0.00059	0.08379	0.1450346E-01	0.20216
P12	0.79653	0.63445	0.00048	-0.10879	-0.3978968E-02	-0.03038
R2	0.79661	0.63459	0.00044	-0.08018	0.9181727	-0.01433
P18	0.79667	0.63469	0.00010	0.26364	0.2231142E-02	0.02344
(CONSTANT)					-88.92675	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC--=1-SEP
ALL GRADE LEVELS COMBINED
FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C130
VARIABLE(S) ENTERED ON STEP NUMBER 9 P19
MULTIPLE R 0.69225
R SQUARE 0.47921
ADJUSTED R SQUARE 0.42274
STANDARD ERROR 10.88943

ANALYSIS OF VARIANCE		DF	SUM OF SQUARES	MEAN SQUARE	F	P
REGRESSION	9	8056.43429	1006.27048	8.48602	0.0000	
RESIDUAL	83	9842.11696	118.57972			

VARIABLES IN THE EQUATION					VARIABLES NOT IN THE EQUATION				
VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
JUR	-13.04686	-0.43265	3.58728	13.228	P3	0.06387	0.07965	0.81006	0.524
P23	0.1152293E-01	0.01893	0.00641	3.235	P4	0.04058	0.03679	0.42789	0.111
P2	20.42426	0.47899	6.61277	9.540	P5	-0.02452	-0.03192	0.88285	0.084
P1	0.2181883E-02	0.32696	0.00099	4.899	P6	0.04632	0.04955	0.59612	0.202
R5	-8.688424	-0.16195	3.90665	4.946	P7	0.07357	0.07765	0.58007	0.487
P8	-125.5458	-0.49798	75.36710	2.775	P9	-0.01742	-0.01500	0.38584	0.018
P14	-0.6007336E-01	-0.17812	0.03135	3.672	P10	0.01847	0.01225	0.22884	0.012
P22	-0.1034173E-01	-1.80682	0.00641	2.601	P11	0.01136	0.01335	0.71895	0.015
P19	0.4414578E-01	0.36658	0.03452	1.636	P12	0.04184	0.05249	0.81970	0.227
(CONSTANT)	15.88869				P13	-0.02604	-0.03275	0.82361	0.088
					P15	0.06288	0.04944	0.32193	0.201
					P16	0.00059	0.00044	0.29084	0.000
					P17	0.03585	0.02355	0.22461	0.045
					P18	-0.06584	-0.06569	0.51828	0.365
					P20	-0.06126	-0.05109	0.36230	0.215
					P21	0.03090	0.00174	0.00165	0.000
					P24	0.06488	0.00174	0.00037	0.000
					R1	-0.03640	-0.04430	0.77118	0.181
					R2	-0.02937	-0.03918	0.92625	0.126
					R3	0.03160	0.04187	0.91415	0.144
					R4	-0.04303	-0.05648	0.89753	0.262
					R6	0.07408	0.09555	0.86644	0.756
					R7	-0.07411	-0.04159	0.16405	0.142

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE: C130
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 9

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.46583	0.21700	0.21700	-0.46583	-7.285253	-0.24158
P23	0.56788	0.32249	0.10549	0.39150	0.1043368E-01	1.82808
P2	0.60046	0.36055	0.03806	-0.07964	22.89909	0.83703
P1	0.62936	0.38609	0.03554	0.19778	0.1601144E-02	0.23992
R5	0.64688	0.41845	0.02235	-0.13114	-9.523512	-0.19843
P8	0.66428	0.44129	0.02284	-0.34386	9.075658	0.03600
P14	0.67483	0.45539	0.01410	-0.33802	-0.5410346E-01	-0.16041
P22	0.68480	0.46895	0.01356	0.38481	-0.3017196E-02	-0.52714
P18	0.69225	0.47921	0.01036	-0.27084	-0.5800720E-01	-0.48168
R6	0.69568	0.48397	0.00436	0.16980	4.970756	0.13432
P3	0.69881	0.48833	0.00475	0.02334	15.69975	0.18388
P12	0.70100	0.49141	0.00308	-0.02701	0.1119272E-01	0.13850
R3	0.70412	0.49578	0.00438	0.03601	3.184216	0.08032
P18	0.70628	0.49884	0.00305	0.11906	-0.1082951E-01	-0.18172
P7	0.71502	0.51126	0.01242	0.10891	34.55365	0.21601
P10	0.71972	0.51799	0.00673	0.06240	0.7565911E-01	1.70503
P20	0.72545	0.52628	0.00829	0.22242	-0.2174751	-2.50094
P9	0.74465	0.55450	0.02822	0.33899	316.9651	1.48904
P4	0.74859	0.56039	0.00588	0.05603	0.3328648E-03	0.15950
P16	0.75113	0.56420	0.00381	0.05661	0.2728409E-01	0.26780
R7	0.75241	0.56612	0.00193	0.27720	-12.91024	-0.14065
P17	0.75342	0.56764	0.00151	0.06152	-0.1929361E-01	-0.42858
P11	0.75539	0.57062	0.00298	0.16141	0.9650784E-02	0.10833
P15	0.75617	0.57179	0.00117	0.15871	0.1900843E-01	0.08503
P6	0.75725	0.57343	0.00165	-0.07887	-0.1932052	-0.08834
P21	0.75811	0.57473	0.00129	0.37722	-0.2911502E-02	-0.82088
P5	0.75870	0.57562	0.00090	0.12367	-0.1019561	-0.03995
R2	0.75879	0.57576	0.00014	-0.05631	-0.8436047	-0.02103
P13	0.75888	0.57590	0.00014	-0.14152	0.5864277E-04	0.01681
(CONSTANT)					-125.8459	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC--1=SEP
 ALL GRADE LEVELS COMBINED
 FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C139
 MULTIPLE REGRESSION
 VARIABLE(S) ENTERED ON STEP NUMBER 8 P1
 VARIABLE LIST 1
 REGRESSION LIST 10

ANALYSIS OF VARIANCE
 REGRESSION 8
 RESIDUAL 84
 SUM OF SQUARES 4639.83875
 MEAN SQUARE 579.97984
 DF 84
 F 7.20210
 P 0.0000
 MULTIPLE R 0.83785
 R SQUARE 0.40685
 ADJUSTED R SQUARE 0.38036
 STANDARD ERROR 8.87381

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
JUR	-11.32787	-0.48356	2.61835	18.717	P2	0.21184	0.11950	0.18877	1.203	
R8	-6.856724	-0.18484	3.29376	4.334	P3	0.04366	0.04162	0.54401	0.149	
P8	-50.26959	-0.25668	20.61101	5.948	P4	0.07956	0.06647	0.41412	0.368	
P6	0.3030721	0.13801	0.21013	2.080	P5	-0.00916	-0.01139	0.91712	0.011	
P16	-0.1725350E-01	-0.21809	0.00887	3.783	P7	0.07870	0.08524	0.69583	0.608	
R4	-3.408465	-0.11175	2.63979	1.664	P9	0.13932	0.11407	0.39762	1.084	
P11	0.8379385E-02	0.12220	0.00616	1.853	P10	0.15450	0.08643	0.18563	0.628	
P1	0.7287135E-03	0.14057	0.00058	1.669	P12	0.06101	0.06918	0.78257	0.388	
(CONSTANT)	18.26986				P13	0.02193	0.02708	0.90516	0.061	
					P14	0.03862	0.03827	0.64775	0.122	
					P15	0.04067	0.03586	0.46124	0.107	
					P17	0.07253	0.03892	0.17077	0.126	
					P18	0.09891	0.08979	0.48877	0.675	
					P19	0.18851	0.05592	0.05220	0.260	
					P20	0.13642	0.09540	0.29003	0.762	
					P21	0.03846	0.04713	0.89075	0.189	
					P22	0.04259	0.05220	0.89105	0.227	
					P23	0.04734	0.05786	0.88595	0.278	
					P24	0.04193	0.05135	0.88967	0.218	
					R1	-0.04039	-0.04535	0.74781	0.171	
					R2	-0.05317	-0.06662	0.93122	0.370	
					R3	-0.00203	-0.00245	0.86058	0.000	
					R6	0.08655	0.10235	0.82857	0.878	
					R7	0.01578	0.01878	0.83207	0.032	

VARIABLES NOT IN THE EQUATION

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0 PUBLIC=1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C139
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 10

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.53427	0.28545	0.28545	-0.53427	5.7 854508	-0.39830
R8	0.58933	0.31285	0.02741	-0.08986	-6.3 387398	-0.17246
R6	0.57845	0.33576	0.02291	-0.34327	-14.5 57738	-0.07443
R6	0.59735	0.35663	0.02107	0.02435	0.1 1883227	0.08077
R18	0.60838	0.37135	0.01452	0.17400	0.1 123168E-02	0.01889
R4	0.61996	0.38435	0.01300	-0.04727	-1.9 802026	-0.08241
P1	0.62854	0.39506	0.01072	0.21201	0.1 1117286E-01	0.18293
P1	0.63785	0.40685	0.01179	0.32243	0.1 1037751E-02	0.20018
P2	0.64445	0.41532	0.00847	-0.25300	-1.3 385530	0.22287
P7	0.64898	0.42117	0.00585	0.11317	24.7 76967	0.19933
P10	0.65494	0.42895	0.00778	0.16161	0.5 5206464E-01	1.91041
R6	0.65910	0.43481	0.00546	0.17063	3.4 448398	0.11995
P17	0.66346	0.44017	0.00577	0.15239	-0.2 2521448E-01	-0.72270
P5	0.66802	0.44225	0.00207	0.07405	-0.1 1884350	-0.10009
P15	0.66611	0.44371	0.00146	0.19703	0.8 8768566E-02	0.09643
P8	0.66723	0.44519	0.00148	0.37299	194.9 8271	1.19807
P20	0.67959	0.46184	0.01654	0.28407	-0.1 1102168	-1.63162
P18	0.68131	0.46418	0.00234	-0.23972	-0.2 2880893E-01	-0.30786
P3	0.68281	0.46624	0.00206	0.03232	6.1 193896	0.09324
P12	0.68467	0.46878	0.00254	-0.06774	0.4 6586038E-02	0.07310
P23	0.68556	0.46899	0.00121	0.18635	-0.4 4218038E-02	-0.95136
R7	0.68993	0.47462	0.00463	0.06352	-14.3 31637	-0.20078
P21	0.69169	0.47844	0.00382	0.18788	-0.1 1721554E-02	-0.70066
R3	0.69257	0.47965	0.00121	0.06149	1.5 87187	0.08786
P4	0.69337	0.48076	0.00111	0.22735	-0.1 1260346E-03	-0.07879
P13	0.69283	0.48140	0.00064	-0.12544	0.1 1253781E-03	0.04628
P18	0.69428	0.48203	0.00063	0.23655	-0.2 2995887E-02	-0.06471
P14	0.69466	0.48256	0.00052	-0.21885	0.9 9421083E-02	0.03886
(CONSTANT)					-63.3 34238	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C144
VARIABLE(S) ENTERED ON STEP NUMBER 8 P5
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 11

MULTIPLE R	R SQUARE	ADJUSTED R SQUARE	STANDARD ERROR	ANALYSIS OF VARIANCE	REGRESSION	RESIDUAL	DF	SUM OF SQUARES	MEAN SQUARE	F	P
0.68315	0.46669	0.41590	50.84338	190030.57698	23752.57212	2585.04969	84	9.18844	0.0000		

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P23	0.1290144	4.86995	0.03731	11.955
P22	-0.2108112	-7.93873	0.07463	7.988
JUR	-0.04608	-0.32887	13.91243	10.954
P16	-0.1683942	-0.35623	0.05582	9.100
P21	0.4968345E-01	3.38557	0.02491	3.979
R4	28.87993	0.15860	14.73895	3.839
P4	0.1750004E-02	0.17673	0.00110	2.520
P5	1.368037	0.11548	0.87404	1.973
(CONSTANT)	10.96325			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.01347	0.01155	0.39257	0.011
P2	0.03899	0.02861	0.28713	0.068
P3	0.07356	0.08724	0.75023	0.637
P6	0.03345	0.04130	0.87298	0.142
P7	-0.02772	-0.03658	0.92893	0.111
P8	0.06392	0.07025	0.64418	0.412
P9	-0.06820	-0.01367	0.21685	0.159
P10	0.08706	0.07009	0.34566	0.410
P11	-0.03681	-0.04618	0.83933	0.177
P12	-0.02730	-0.03397	0.82567	0.096
P13	0.03697	0.04779	0.89086	0.190
P14	-0.08480	-0.09691	0.69680	0.787
P15	0.07028	0.07259	0.56893	0.440
P17	0.02901	0.02340	0.34682	0.045
P18	-0.03774	-0.03535	0.46788	0.104
P19	0.05411	0.06503	0.77031	0.353
P20	0.00562	0.00322	0.17526	0.001
P24	999999.99999	99999.99999	0.00000	99999.999
R1	0.05125	0.06321	0.81122	0.333
R2	-0.03662	-0.04745	0.89537	0.187
R3	-0.06348	-0.08187	0.86581	0.560
R6	0.02813	0.03645	0.83492	0.110
R6	-0.10361	-0.13320	0.88147	1.499
R7	0.03229	0.01754	0.15742	0.026

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C144
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 11

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P23	0.44129	0.19474	0.19474	0.44129	0.1251796	4.72520
P22	0.52854	0.27935	0.08461	0.41712	-0.1997934	-7.52025
JUR	0.56665	0.32110	0.04174	-0.23945	-43.29105	-0.30929
P16	0.62040	0.38489	0.06380	-0.18344	-0.1839770	-0.41035
P21	0.64536	0.41650	0.03160	0.41294	0.4495161E-01	3.06313
R4	0.66370	0.44049	0.02400	0.17201	22.98671	0.12623
P4	0.67392	0.45417	0.01368	0.17201	0.1789680E-02	0.18012
P5	0.68315	0.46669	0.01252	0.20104	1.148436	0.09695
R6	0.69004	0.47615	0.00946	-0.04468	-16.68837	-0.09716
P14	0.69342	0.48083	0.00468	-0.26147	-0.2733265	-0.17459
P10	0.69679	0.48552	0.00469	-0.01149	0.1137616	0.55233
P11	0.70219	0.49307	0.00755	0.04589	-0.2908530E-01	-0.07099
R2	0.70502	0.49705	0.00399	-0.16564	-19.66156	-0.10561
P2	0.70716	0.50008	0.00302	0.15079	16.68345	0.08429
P17	0.70867	0.50221	0.00214	-0.04800	-0.3397917E-01	-0.16298
P3	0.70947	0.50335	0.00114	0.00322	41.87618	0.10550
P6	0.71139	0.50608	0.00273	-0.07863	-1.260490	-0.09606
R5	0.71219	0.50722	0.00114	-0.01868	-10.46507	-0.04721
P8	0.71283	0.50826	0.00105	0.25458	-1.124326	-0.00112
P8	0.71307	0.50847	0.00021	-0.11796	322.9460	0.27598
P19	0.71368	0.50934	0.00087	-0.10581	-0.1603209	-0.28681
P1	0.71382	0.50954	0.00020	-0.14388	0.8021122E-03	0.02589
P15	0.71392	0.50969	0.00014	0.14755	0.2753639E-01	0.02966
P18	0.71398	0.50977	0.00008	-0.03626	0.4983799E-02	0.01802
P20	0.71404	0.50985	0.00008	0.15623	-0.4097532E-01	-0.10152
(CONSTANT)					-101.6723	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC=-1-SEP
ALL GRADE LEVELS COMBINED
FILE NOMNAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C160
VARIABLE(S) ENTERED ON STEP NUMBER 11 P19
MULTIPLE REGRESSION
REGRESSION LIST 1
REGRESSION LIST 12

ANALYSIS OF VARIANCE
REGRESSION
RESIDUAL
DF 11 81
SUM OF SQUARES 6803.94388 10554.81850
MEAN SQUARE 618.54035 130.30640
F 4.74681 0.0000
P

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P20	-0.7046087E-01	-0.84547	0.01586	19.732
P15	-0.2288662E-01	-0.11938	0.02948	0.603
P14	0.8572618E-01	0.26521	0.03407	6.331
P8	98.42251	0.40734	122.34049	0.647
R7	15.81703	0.17980	8.38511	3.550
P3	19.48953	0.23780	8.12512	5.754
P18	0.1846166E-01	0.32324	0.00778	5.624
R1	-5.437624	-0.15332	0.00778	2.873
P16	-0.4851364E-01	-0.48704	0.11703	8.118
P17	0.3576553E-01	0.83080	0.01263	8.024
P19	-0.1021432	-0.88488	0.06287	2.640
(CONSTANT)	-42.17530			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.02163	-0.01901	0.46992	0.029
P2	0.05546	0.04058	0.32552	0.132
P4	-0.05821	-0.03487	0.21823	0.097
P5	0.05478	0.06399	0.82975	0.329
P6	-0.04504	-0.03720	0.41496	0.111
P7	0.07536	0.05133	0.28205	0.211
P9	-0.32644	-0.08637	0.04257	0.601
P10	0.38471	0.07692	0.02430	0.476
P11	-0.04530	-0.01443	0.42038	0.114
P12	0.01378	0.03766	0.66688	0.017
P13	-0.03886	-0.04449	0.79694	0.159
P21	-0.17448	-0.10210	0.20821	0.843
P22	-0.17519	-0.09786	0.18974	0.774
P23	-0.16309	-0.08744	0.17478	0.616
P24	-0.17383	-0.08788	0.19278	0.774
JUR	-0.03585	-0.03132	0.46407	0.079
R2	-0.02987	-0.03309	0.74618	0.088
R3	-0.03455	-0.04124	0.86626	0.136
R4	-0.05831	-0.07011	0.87919	0.395
R5	0.01777	0.02101	0.84927	0.035
R6	0.10017	0.12060	0.88144	1.181

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0=PUBLIC--1=SEP
ALL GRADE LEVELS COMBINED
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C160

VARIABLE LIST 1
REGRESSION LIST 12

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P20	0.34237	0.11722	0.11722	-0.34237	-0.9679605E-02	-0.11615
P15	0.38850	0.15094	0.03272	-0.33248	-0.2971898E-01	-0.15502
P14	0.41902	0.17558	0.02465	0.08527	0.8064616E-01	0.24949
P8	0.45704	0.20869	0.03330	0.02600	15.63313	0.06470
R7	0.48551	0.24553	0.03665	0.06297	31.46806	0.35771
P3	0.51546	0.26570	0.02017	0.23053	18.82994	0.22975
P18	0.54199	0.29376	0.02806	-0.10948	0.9921669E-02	0.17371
R1	0.55876	0.31333	0.01957	-0.08501	-5.307453	-0.14965
P16	0.57596	0.33173	0.01840	-0.33135	-0.636515E-01	-0.65217
P17	0.61004	0.37215	0.04042	-0.27891	0.2929484E-01	0.68057
P18	0.62607	0.39196	0.01981	-0.05974	-0.5296242E-01	-0.45888
R6	0.63308	0.40080	0.00884	0.09783	3.397033	0.09578
P21	0.63785	0.40685	0.00605	-0.03584	-0.9529565E-03	-0.31450
P10	0.64117	0.41110	0.00425	-0.31228	0.2353705E-02	0.05534
P7	0.64432	0.41515	0.00405	0.25467	22.37475	0.14594
P9	0.64586	0.41727	0.00212	0.25467	-3.246998	-0.11235
JUR	0.64906	0.42128	0.00402	-0.33081	-121.2397	-0.58231
P8	0.65060	0.42328	0.00200	-0.07891	1.461357	0.04183
R5	0.65152	0.42447	0.00119	-0.06886	0.1023175	0.03193
P5	0.65224	0.42542	0.00094	10.21421	0.3848139E-03	0.04183
P1	0.65258	0.42586	0.00044	-0.08686	-1.149321	0.06017
R4	0.65286	0.42635	0.00050	-0.20689	-0.3556851E-02	-0.03057
P11	0.65321	0.42668	0.00033	-0.00839	-0.8577880E-01	-0.04204
P6	0.65353	0.42710	0.00042	-0.07300	-0.8066725E-04	-0.03166
P13	0.65353	0.42710	0.00042	-0.07300	0.6987396E-03	-0.02419
P22	0.65365	0.42726	0.00015	-0.01883	-33.18642	0.12792
(CONSTANT)						

(PAIRWISE DELETION) N=1 TO R7=7 REGIO JUR=0=PUBLIC-1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/21/80)

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DEPENDENT VARIABLE C161
VARIABLE(S) ENTERED ON STEP NUMBER 7 P12
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 1

MULTIPLE R 0.55863 ANALYSIS OF VARIANCE DF SUM OF SQUARES MEAN SQUARE F P
R SQUARE 0.30872 REGRESSION 7 292.00773 41.71539 5.42295 0.0000
ADJUSTED R SQUARE 0.25179 RESIDUAL 85 653.85182 7.69237
STANDARD ERROR 2.77351

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P2	-2.863832	-0.30022	0.95431	9.006
P9	-13.28417	-0.27333	5.05725	6.900
P6	-1.464748	-0.17692	0.78640	3.469
P13	-0.1653614E-03	-0.21192	0.00007	4.943
R2	1.716880	0.19133	0.87312	3.867
R7	2.720721	-0.13249	1.98646	1.857
P12	0.2035609E-02	0.11097	0.00170	1.427
(CONSTANT)	38.91870			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.07628	0.05183	0.31917	0.226	
P3	-0.04517	-0.01630	0.70224	0.022	
P4	-0.02257	-0.01463	0.28060	0.018	
P5	-0.06200	-0.07010	0.88378	0.415	
P6	-0.10121	-0.11573	0.90385	1.140	
P7	-0.05326	-0.06027	0.91935	0.306	
P8	-0.02702	-0.02316	0.50778	0.045	
P10	-0.00840	-0.00840	0.55209	0.006	
P11	0.03515	0.03667	0.75248	0.113	
P14	0.05585	0.06271	0.87144	0.332	
P15	-0.07707	-0.07970	0.73944	0.537	
P16	-0.08817	-0.06430	0.36766	0.349	
P17	0.02703	0.02398	0.54413	0.048	
P18	-0.00749	-0.00674	0.55943	0.004	
P19	0.01542	0.01505	0.65881	0.019	
P20	-0.13310	-0.05363	0.11224	0.242	
P21	0.13560	0.07615	0.21804	0.490	
P22	0.17268	0.09223	0.19719	0.721	
P23	0.17308	0.08874	0.18170	0.667	
P24	0.15563	0.08392	0.20101	0.596	
JUR	-0.03181	-0.02541	0.44102	0.054	
R1	-0.05304	-0.05610	0.77342	0.265	
R3	0.04575	0.04739	0.73880	0.188	
R4	0.03517	0.03950	0.87183	0.131	
R5	-0.03695	-0.04064	0.83602	0.139	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C161

SUMMARY TABLE

VARIABLE LIST 1
REGRESSION LIST 1

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P2	0.28550	0.08151	0.08151	-0.28550	-3.823143	-0.40078
P8	0.45452	0.20659	0.12507	-0.25548	-1.737236	-0.03574
R6	0.48235	0.23286	0.02627	-0.25033	-1.548142	-0.19908
P13	0.50336	0.25337	0.02051	-0.17589	-0.1529914E-03	-0.19608
R2	0.53160	0.28260	0.02923	0.21724	0.8276691	0.09224
R7	0.54508	0.29711	0.01452	-0.23171	-7.908359	-0.38511
P12	0.55563	0.30872	0.01161	-0.00588	0.1266278E-02	-0.06903
P6	0.56390	0.31798	0.00926	-0.04102	-0.1334607	-0.21103
P7	0.56986	0.32474	0.00676	0.00628	-3.774476	-0.10547
P22	0.57521	0.33087	0.00613	-0.18806	0.6542757E-02	5.10956
P21	0.58225	0.33902	0.00815	-0.19370	-0.2361045E-02	-3.33808
P23	0.59092	0.34918	0.01016	-0.19805	-0.1934520E-02	-1.51507
P18	0.59286	0.35267	0.00349	0.00231	0.6682708E-03	-0.05012
P16	0.60093	0.36111	0.00844	0.09226	-0.3170120E-02	-0.13914
P17	0.60837	0.37011	0.00900	0.00934	0.4774831E-02	0.47521
P10	0.61264	0.37533	0.00522	-0.02426	-0.1888629E-02	-0.19025
P3	0.61654	0.38012	0.00479	-0.03068	1.648058	0.08615
P15	0.61968	0.38401	0.00389	-0.11688	-0.8588622E-02	-0.19192
P20	0.62278	0.38785	0.00385	-0.21773	-0.6878761E-02	-0.35359
P1	0.62766	0.39396	0.00610	0.24202	-0.2451862E-03	-0.16423
P8	0.62848	0.39624	0.00228	0.06590	-39.472270	-0.69986
P19	0.63451	0.40260	0.00636	0.07499	0.1896514E-01	0.70393
P5	0.63638	0.40498	0.00238	-0.20789	-0.3929415E-01	-0.06882
P4	0.63805	0.40711	0.00213	-0.19735	-0.6071540E-04	-0.12678
R1	0.63899	0.40831	0.00120	0.04006	-0.3937048	-0.04756
P14	0.63913	0.40849	0.00018	0.02766	0.1433917E-02	0.01900
(CONSTANT)					41.01417	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC--1=5EP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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..... MULTIPLE REGRESSION
DEPENDENT VARIABLE C162
VARIABLE(S) ENTERED ON STEP NUMBER 9 R1
VARIABLE LIST 1
REGRESSION LIST 2

MULTIPLE R	0.55985	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
R SQUARE	0.31309	REGRESSION	9	148.47096	16.49673	4.20346	0.0002
ADJUSTED R SQUARE	0.23861	RESIDUAL	83	325.73830	3.92456		
STANDARD ERROR	1.98105						

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P20	-0.8607348E-02	-0.62487	0.00287	10.384
JUR	-0.5198651	-0.10799	0.65513	0.620
R6	-0.8427558	-0.14377	0.56608	2.216
P16	-0.1155552E-01	-0.71628	0.00346	11.155
P2	-2.463279	-0.36468	1.15193	4.573
P17	0.3598880E-02	0.50585	0.00151	5.656
P8	-11.21451	-0.28082	5.79937	3.845
P14	0.8496467E-02	-0.15903	0.00627	1.834
R1	-0.6118080	-0.13648	0.60052	1.827
(CONSTANT)	38.05838			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.09151	-0.06031	0.29933	0.299
P3	0.05717	0.06328	0.84148	0.330
P4	0.11512	0.06651	0.22932	0.364
P5	0.02195	0.02436	0.84651	0.049
P6	-0.08456	-0.08311	0.66348	0.570
P7	-0.00667	-0.00626	0.60597	0.003
P9	0.15145	0.03427	0.03518	0.096
P10	-0.17076	-0.03496	0.02879	0.100
P11	0.00938	0.00770	0.46289	0.005
P12	-0.03155	-0.03405	0.80015	0.095
P13	0.05346	0.05643	0.76580	0.262
P15	-0.08282	-0.06068	0.36882	0.303
P18	0.00242	0.00199	0.46517	0.000
P19	0.26920	0.05743	0.03126	0.271
P21	-0.00445	-0.00468	0.75958	0.002
P22	-0.00193	-0.00203	0.76048	0.000
P23	-0.00204	-0.00213	0.75306	0.000
P24	-0.00317	-0.00332	0.75787	0.001
R2	0.07719	0.08452	0.82364	0.590
R3	0.04651	0.04864	0.78293	0.203
R4	-0.07296	-0.08222	0.87230	0.558
R5	-0.06263	-0.06887	0.85480	0.402
R7	0.01424	0.01550	0.81443	0.020

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR-O-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C162

SUMMARY TABLE

VARIABLE LIST 1
REGRESSION LIST 2

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P20	0.37697	0.14211	0.14211	-0.37697	-0.8882889E-02	-0.64488
JUR	0.40968	0.16784	0.02573	0.04608	-0.5397132	-0.11299
R6	0.42998	0.18489	0.01705	-0.16798	-0.4764155	-0.08127
P16	0.44825	0.20093	0.01604	-0.29265	-0.1064719E-01	-0.65999
P2	0.47952	0.22994	0.02901	-0.00665	-3.867892	-0.57265
P17	0.50386	0.25388	0.02394	-0.23208	0.3670608E-02	0.51593
P8	0.53417	0.28533	0.03146	-0.08524	-36.98683	-0.92616
P14	0.54586	0.29797	0.01263	-0.08536	0.6580929E-02	0.12318
R1	0.55955	0.31309	0.01512	-0.00876	-0.1097929	-0.01873
R2	0.56391	0.31800	0.00481	0.17461	0.4541900	0.07149
P4	0.56816	0.32395	0.00595	-0.27870	0.7060496E-04	0.20822
R3	0.57480	0.33039	0.00644	0.09436	0.5325384	0.09536
P6	0.57926	0.33554	0.00515	0.01605	-0.8591423E-01	-0.19186
P3	0.58676	0.34429	0.00875	0.19562	2.048586	0.15123
P1	0.59118	0.34949	0.00520	-0.00924	-0.2097353E-03	-0.19840
P19	0.59641	0.35571	0.00622	0.05443	0.1438765E-01	0.75421
P15	0.59894	0.35873	0.00302	-0.16718	-0.3556092E-02	-0.11223
P11	0.59981	0.35977	0.00104	-0.12486	0.1058132E-02	0.07567
P13	0.60089	0.36119	0.00142	-0.00874	0.3152846E-04	0.05707
R7	0.60165	0.36189	0.00079	-0.05759	1.084834	0.07461
P21	0.60265	0.36318	0.00121	-0.0596	-0.2788468E-03	-0.55678
P22	0.60314	0.36377	0.00058	-0.06483	0.4518685E-03	0.49838
P5	0.60354	0.36426	0.00049	-0.04596	0.1195489E-01	0.02957
P18	0.60388	0.36465	0.00039	-0.21974	-0.4800238E-03	-0.05085
P10	0.60405	0.36488	0.00023	-0.26890	-0.1176615E-02	-0.16739
P9	0.60418	0.36504	0.00015	-0.31181	-3.892034	-0.11310
P7	0.60427	0.36514	0.00011	0.01689	0.5346383	0.02110
(CONSTANT)					39.14201	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS JUR=0-PUBLIC--1-SEP.
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C163
VARIABLE(S) ENTERED ON STEP NUMBER 10 P2
MULTIPLE R 0.49087
R SQUARE 0.24105
ADJUSTED R SQUARE 0.14850
STANDARD ERROR 2.23313

ANALYSIS OF VARIANCE
REGRESSION 10 129.86070
RESIDUAL 82 408.92495
MEAN SQUARE 12.98807
F 2.60444
P 0.0085

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P20	-0.7049323E-02	-0.48011	0.00261	7.948
JUR	-1.136627	-0.22923	0.74064	2.355
P3	4.267750	0.28987	1.86543	5.234
R1	-1.235880	-0.18779	0.68018	3.301
P14	0.7200674E-02	0.12844	0.00718	1.005
R6	-0.6397770	-0.10289	0.63858	1.004
P16	-0.8713258E-02	-0.50670	0.00392	4.846
P17	0.3982440E-02	0.52514	0.00178	4.848
P6	-0.1139233	-0.23867	0.06817	2.793
P2	-1.554844	-0.21596	1.30343	1.423
(CONSTANT)	32.46538			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.13981	-0.08305	0.29233	0.563
P4	0.08675	0.04682	0.22107	0.178
P5	0.00208	0.00220	0.84832	0.000
P7	0.00893	0.00813	0.62888	0.005
P8	0.14486	-0.10295	0.39330	0.868
P9	-0.18408	-0.03961	0.03514	0.127
P10	-0.31058	-0.06540	0.03366	0.348
P11	-0.08084	-0.06247	0.45319	0.317
P12	-0.02189	-0.02087	0.68281	0.035
P13	-0.02423	-0.02494	0.80408	0.050
P15	0.04319	-0.02930	0.34842	0.070
P18	0.04115	0.03204	0.46008	0.083
P19	-0.14581	-0.09643	0.33194	0.760
P21	-0.03784	-0.03803	0.76857	0.117
P22	-0.03668	-0.03687	0.76869	0.110
P23	-0.03655	-0.03652	0.75788	0.108
P24	-0.03727	-0.03739	0.76403	0.113
R2	-0.08433	-0.06330	0.74059	0.566
R3	0.05162	0.05193	0.76816	0.219
R4	0.01849	0.01921	0.81910	0.030
R5	0.00787	0.00833	0.85126	0.006
R7	-0.01189	-0.01234	0.81710	0.012

(PAIRWISE DELETION) R1 TO R7-7 REGIONS JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME * (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C163

VARIABLE LIST 1
REGRESSION LIST 3

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P20	0.24230	0.05871	0.05871	-0.24230	0.8945700E-03	0.06093
JUR	0.30381	0.09230	0.03359	-0.04016	-1.385650	-0.27214
P3	0.34778	0.12095	0.02865	0.21865	4.655222	0.32240
R1	0.37012	0.13699	0.01604	-0.08978	-1.109800	-0.17761
P14	0.39665	0.15733	0.02035	-0.02090	0.5547579E-02	0.09741
R6	0.41680	0.17372	0.01639	-0.12391	-0.8272547	-0.13239
P16	0.43154	0.18623	0.01251	-0.18757	-0.1116337E-01	-0.64918
P17	0.45298	0.20519	0.01896	-0.12394	0.7286110E-02	0.96077
P6	0.47737	0.22788	0.02259	0.03523	-0.11196886	-0.23457
P2	0.48097	0.24105	0.01317	0.01522	-2.541272	-0.35297
P8	0.48910	0.24910	0.00804	0.06803	-10.48388	-0.24628
P1	0.50584	0.25587	0.00678	-0.04225	-0.1505198E-03	-0.13358
R2	0.51166	0.26179	0.00592	0.11312	-0.4960798	-0.07325
P11	0.51284	0.26301	0.00122	-0.13935	-0.8432975E-03	-0.05658
R3	0.51389	0.26409	0.00108	0.11136	0.1879508	0.03158
P9	0.51453	0.26474	0.00066	-0.21464	-17.71666	-0.48299
P10	0.51597	0.26622	0.00148	-0.14912	-0.4735858E-02	-0.63207
P19	0.51790	0.26822	0.00199	0.05631	0.3427212E-02	0.16854
P5	0.51899	0.26935	0.00119	-0.06200	0.2007093E-01	0.04658
P21	0.51953	0.26991	0.00057	-0.05263	0.3136710E-04	0.05876
R7	0.52064	0.27107	0.00116	-0.05223	1.434241	0.09261
P7	0.52127	0.27172	0.00065	-0.04458	-2.600183	-0.09627
P18	0.52289	0.27341	0.00169	-0.16038	0.1004482E-02	0.09982
P4	0.52314	0.27368	0.00027	-0.17827	0.1493733E-04	0.04132
P23	0.52343	0.27398	0.00031	-0.05743	0.1684872E-03	-0.17463
P12	0.52359	0.27414	0.00016	-0.12489	-0.2334946E-03	-0.01686
(CONSTANT)					38.30457	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C164
VARIABLE(S) ENTERED ON STEP NUMBER 10 P1
MULTIPLE R 0.52017
R SQUARE 0.27058
ADJUSTED R SQUARE 0.18162
STANDARD ERROR 2.30388

ANALYSIS OF VARIANCE
REGRESSION 10 161.46040
RESIDUAL 82 435.24297
SUM OF SQUARES 161.46040
MEAN SQUARE 16.14504
DF 10
F 9.06173
P 0.0025

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
P20	-0.5728203E-02	-0.37072	0.00288	4.567
JUR	-1.163272	0.21710	0.75388	2.382
P1	4.676623	0.30777	1.93628	5.833
P5	-0.4854378E-01	-0.10704	0.04524	1.151
P16	-0.1237340E-01	-0.68375	0.00404	9.391
P2	-4.440453	-0.58607	1.70285	6.800
P14	0.5337314E-02	0.08906	0.00746	0.512
P17	0.3818662E-02	0.47862	0.00183	4.373
P6	-0.1491095	-0.29884	0.07047	4.478
P1	-0.2605687E-03	-0.21874	0.00020	1.553
(CONSTANT)	36.330395			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P4	0.13677	0.07201	0.20218	0.422
P7	0.03483	0.03217	0.62221	0.084
P8	-0.12062	-0.08807	0.38891	0.633
P9	0.28740	0.06130	0.03318	0.306
P10	-0.38756	-0.08238	0.03296	0.553
P11	0.02225	0.01752	0.45249	0.025
P12	-0.02295	-0.02202	0.67106	0.039
P13	0.02738	0.02897	0.81671	0.068
P15	0.00123	0.00085	0.35461	0.000
P18	0.06542	0.04389	0.45951	0.000
P19	-0.12393	-0.08388	0.33412	0.574
P21	-0.00224	-0.00230	0.76694	0.000
P22	-0.00218	-0.00223	0.76693	0.000
P23	0.00006	0.00026	0.78046	0.000
P24	-0.00157	-0.00161	0.78501	0.000
R1	-0.03556	-0.03625	0.75781	0.107
R2	-0.06915	-0.07351	0.82441	0.440
R3	0.03237	0.03642	0.92327	0.108
R4	0.01033	0.01153	0.90872	0.011
R5	0.04515	0.04924	0.86747	0.197
R6	0.00603	0.00668	0.89560	0.004
R7	0.00938	0.00995	0.82231	0.008

(PAIRWISE DELETION) R1 TO R7-7 REGIONS JUR-O-PUBLIC-1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C164
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P20	0.26027	0.06774	0.06774	-0.26027	-0.1451080E-01	-0.93912
JUR	0.33580	0.11276	0.04503	-0.05648	-1.322819	-0.24687
P3	0.36339	0.13205	0.01929	0.18278	5.490817	0.36136
P5	0.38164	0.14565	0.01360	-0.12885	-0.3974778E-01	-0.08765
P16	0.40087	0.16070	0.01505	-0.20581	-0.1052928E-01	-0.58185
P2	0.43028	0.18514	0.02444	-0.04440	-4.508171	-0.59501
P14	0.46080	0.21234	0.02720	-0.03477	0.8806802E-02	-0.14695
P17	0.47148	0.22230	0.00896	-0.14600	-0.4719371E-02	0.59136
P6	0.50583	0.25587	0.03357	0.02049	-0.1398792	-0.26662
P1	0.52017	0.27058	0.01471	-0.00463	-0.3461056E-03	-0.29187
P8	0.52558	0.27623	0.00566	0.07178	0.9254425	-0.02066
R2	0.52916	0.28001	0.00377	0.06434	-0.6984657	-0.09800
P13	0.53281	0.28389	0.00388	-0.01484	0.6741009E-04	0.10877
P11	0.53522	0.28646	0.00257	-0.10423	0.1637177E-02	0.10438
P4	0.53774	0.28916	0.00270	-0.18414	0.2488712E-04	0.06543
R5	0.53869	0.29019	0.00103	-0.01227	0.5064802	0.05969
P9	0.53951	0.29107	0.00088	-0.20856	8.648623	0.22405
P15	0.54034	0.29184	0.00086	-0.06059	-0.1858809E-02	-0.05230
R7	0.54119	0.29288	0.00095	-0.04348	0.7812745	0.04790
R3	0.54181	0.29356	0.00067	0.04536	0.2243137	0.03581
P18	0.54221	0.29398	0.00044	-0.15891	0.7891712E-03	0.07453
P7	0.54259	0.29441	0.00041	-0.00581	-1.589650	-0.05593
P19	0.54283	0.29477	0.00036	-0.09696	-0.3070924E-02	-0.14351
P21	0.54317	0.29504	0.00027	-0.03419	-0.1198460E-03	-0.21333
P23	0.54353	0.29543	0.00039	-0.03703	0.2032510E-03	0.20041
R4	0.54370	0.29561	0.00019	0.01154	0.1168716	0.01677
P12	0.54383	0.29575	0.00014	-0.10485	-0.2321242E-03	-0.01593
(CONSTANT)					33.96463	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC=-1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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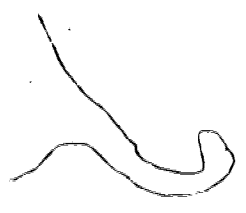
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DEPENDENT VARIABLE C165
VARIABLE(S) ENTERED ON STEP NUMBER 12 P1
MULTIPLE R 0.56180
R SQUARE 0.31562
ADJUSTED R SQUARE 0.21296
STANDARD ERROR 2.22282

ANALYSIS OF VARIANCE
REGRESSION 12
RESIDUAL 80
SUM OF SQUARES 182.30719
MEAN SQUARE 15.19227
DF 12
395.30839
4.94135
F 3.07451
P 0.0013

VARIABLES IN THE EQUATION
VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	PARTIAL TOLERANCE	F	P	
P20	-0.1417322E-01	-0.93230	0.00987	2.063	0.14368	0.07579	0.19042	0.456
JUR	-0.8895589	-0.16875	0.77247	1.326	-0.06823	-0.06480	0.37081	0.334
P8	-0.5029782E-01	-0.11273	0.04436	1.286	0.01152	0.00205	0.02176	0.000
P9	5.051087	0.35786	1.88130	7.209	0.06681	0.05422	0.45070	0.233
P14	0.1082799E-01	0.18364	0.00726	2.225	-0.09044	-0.08950	0.87031	0.638
P9	15.60222	0.41081	19.41353	0.646	0.04595	0.05012	0.81413	0.199
P2	-4.127998	-0.55376	1.67211	6.095	0.12821	0.08687	0.31419	0.601
P16	-0.1020599E-01	-0.57322	0.00487	4.380	-0.03605	-0.02262	0.25942	0.040
P6	-0.1480757	-0.29961	0.06815	4.722	-0.10792	-0.07243	0.30824	0.417
P17	0.5161205E-02	0.65791	0.00221	5.448	0.02817	0.02864	0.75724	0.069
P7	5.352809	0.18141	3.30131	2.629	0.02680	0.02822	0.75865	0.063
P1	-0.2381341E-03	-0.20411	0.00020	1.408	0.02954	0.03101	0.75384	0.076
(CONSTANT)	29.02188				0.02822	0.02967	0.75653	0.070
					-0.04373	-0.04573	0.74820	0.166
					0.00513	0.00561	0.82093	0.002
					-0.04577	-0.05294	0.81562	0.222
					-0.05742	-0.06615	0.90821	0.347
					0.08654	0.09721	0.86350	0.754
					-0.03648	-0.04154	0.88733	0.137
					0.02444	0.02662	0.81214	0.056



(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEA
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C165 MULTIPLE REGRESSION VARIABLE LIST 1
REGRESSION LIST 5

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P20	0.28116	0.07905	0.07905	0.28116	-0.2096363E-01	-1.37897
JUR	0.35341	0.12490	0.04585	-0.04787	-0.9002441	-0.17076
P5	0.38176	0.14574	0.02084	-0.16271	-0.4961897E-01	-0.14121
P3	0.40611	0.16412	0.01838	0.19039	5.087871	0.34022
P14	0.42291	0.17885	0.01473	-0.00030	0.1745270E-01	0.29509
P9	0.44575	0.19869	0.01984	0.22617	17.89773	0.47125
P2	0.46529	0.21650	0.01781	-0.08809	-4.241478	-0.58808
P16	0.49045	0.24054	0.02405	-0.17256	-0.8423116E-02	-0.47308
P6	0.50486	0.25489	0.01434	-0.00030	-0.1377746	-0.27877
P17	0.52987	0.28087	0.02598	-0.16368	0.2998431E-02	0.38187
P7	0.55098	0.30357	0.02270	0.12954	5.401693	0.19315
P1	0.56180	0.31562	0.01205	0.04547	-0.1903693E-03	-0.16317
R5	0.56753	0.32209	0.00647	0.02067	0.7964239	0.09540
P12	0.57402	0.32950	0.00741	-0.16125	-0.8987299E-03	-0.06269
P11	0.57617	0.33197	0.00247	-0.13276	0.2820503E-02	0.18277
P13	0.57991	0.33629	0.00432	-0.02774	0.8399644E-04	0.13776
P4	0.58294	0.33982	0.00353	-0.18557	0.4062646E-04	0.10856
P15	0.58571	0.34306	0.00324	-0.08147	0.1976184E-02	0.05651
P19	0.58815	0.34591	0.00285	0.02073	-0.5931942E-02	-0.28175
R3	0.59117	0.34848	0.00257	0.08018	0.4624687	0.07504
P23	0.59352	0.35226	0.00278	-0.05349	0.1942519E-02	1.94678
P22	0.59582	0.35501	0.00275	-0.05139	-0.3653897E-02	3.65152
P21	0.59848	0.35865	0.00364	-0.05037	0.9651638E-03	1.74617
P10	0.59958	0.35950	0.00084	199.10	0.2216319E-02	0.28569
R4	0.59990	0.35988	0.00038	-0.04905	-0.1432404	-0.02088
R7	0.60015	0.36018	0.00030	-0.06439	0.7193129	0.04482
R8	0.60031	0.36037	0.00019	0.05813	4.0781119	0.09253
(CONSTANT)					27.02826	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC=-1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C166
VARIABLE(S) ENTERED ON STEP NUMBER 10 P6
MULTIPLE R 0.51185
R-SQUARE 0.26189
ADJUSTED R SQUARE 0.17199
STANDARD ERROR 2.32800

ANALYSIS OF VARIANCE
REGRESSION 10
RESIDUAL 82
SUM OF SQUARES 443.26252
MEAN SQUARE 5.40564

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE
P20	-0.9549888E-02	-0.61604	0.00319	8.949	10	443.26252	5.40564
JUR	-0.18406	0.18406	0.19142	5.563	10	443.26252	5.40564
P3	4.655052	0.30535	1.95864	5.649	10	443.26252	5.40564
P14	0.1491904E-01	0.24813	0.00777	3.681	82	443.26252	5.40564
P8	-11.22875	-0.24884	7.01005	2.566	82	443.26252	5.40564
P13	0.6378023E-04	0.10260	0.00007	0.810	82	443.26252	5.40564
P2	-2.636708	-0.34687	1.38821	3.882	82	443.26252	5.40564
P16	-0.8067440E-02	-0.44435	0.00411	3.848	82	443.26252	5.40564
P17	-0.3426931E-02	0.42800	0.00203	2.847	82	443.26252	5.40564
P6	-0.1065179	-0.21195	0.07276	2.143	82	443.26252	5.40564
(CONSTANT)	34.72254						

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL TOLERANCE	F	P
P1	-0.17882	-0.08259	0.30333	0.556
P4	0.14053	0.07882	0.23218	0.506
P5	0.02878	0.03152	0.88564	0.081
P7	0.06455	0.05825	0.60091	0.276
P9	0.35701	0.03526	0.03526	0.496
P10	-0.37912	0.07390	0.02804	0.445
P11	0.05158	0.03876	0.41679	0.122
P12	-0.08596	-0.08265	0.68229	0.557
P15	-0.05111	-0.03572	0.36048	0.103
P18	0.04976	0.03884	0.44982	0.122
P19	-0.08897	-0.01753	0.02897	0.025
P21	0.05239	0.05317	0.76010	0.230
P22	0.05180	0.06256	0.75961	0.224
P23	0.05385	0.05420	0.74752	0.239
P24	0.05271	0.05336	0.75641	0.231
R1	-0.05435	-0.05555	0.77088	0.251
R2	0.03703	0.03819	0.78494	0.118
R3	0.02942	0.03289	0.91901	0.087
R4	-0.01216	-0.01352	0.91295	0.015
R5	-0.02254	-0.02472	0.88781	0.050
R6	-0.02706	-0.00778	0.89625	0.005
R7	0.00011	0.06062	0.80302	0.299

VARIABLE LIST 6
REGRESSION LIST 6

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C166
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P20	0.28128	0.07912	0.07912	-0.28128	-0.1967238E-01	-1.26901
JUR	0.33345	0.11119	0.03207	-0.07730	-0.8880578	-0.16519
P3	0.37220	0.13853	0.02735	0.22633	5.123438	0.33607
P14	0.40661	0.16533	0.02680	0.02053	0.1704740E-01	0.28353
P8	0.43074	0.18553	0.02020	0.03198	-4.806964	-0.10695
P13	0.44953	0.20208	0.01654	0.00744	0.7569799E-04	0.12175
P12	0.46189	0.21334	0.01127	-0.06154	-3.497981	-0.46017
P16	0.48101	0.23137	0.01803	-0.15568	-0.6225684E-02	-0.34290
P2	0.49264	0.24270	0.01133	-0.16153	-0.4922972E-02	-0.61485
P1	0.51185	0.26199	0.01929	0.01344	-0.1099245	-0.21812
P11	0.51675	0.26703	0.00504	-0.20768	-0.1363535E-02	-0.09328
P1	0.52206	0.27255	0.00552	-0.04633	-0.1882825E-03	-0.15826
P9	0.52891	0.27975	0.00720	-0.23447	13.90368	0.35900
P15	0.53160	0.28260	0.00286	-0.11639	-0.3136529E-02	-0.08796
P4	0.53398	0.28514	0.00254	-0.21368	0.5985647E-04	0.15685
P7	0.53577	0.28705	0.00191	-0.08222	0.9573498	0.05850
P11	0.53743	0.28883	0.00178	-0.15230	0.1235552E-02	0.07852
P5	0.53921	0.29075	0.00192	-0.02647	0.2376767E-01	0.05224
P18	0.54051	0.29215	0.00140	-0.12586	0.6286121E-03	0.05917
P18	0.54090	0.29257	0.00042	-0.01055	-0.3086567E-02	-0.14377
P21	0.54105	0.29273	0.00016	-0.08852	0.4873609E-03	0.86468
P22	0.54141	0.29312	0.00039	-0.07066	-0.1435861E-02	-1.40718
P23	0.54185	0.29360	0.00048	-0.07743	0.5610138E-03	0.55137
(CONSTANT)					31.62447	

(PAIRWISE DELETION) R1 TO R7 REGIONS. JUR=0+PUBLIC-C-1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
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DEPENDENT VARIABLE C167

VARIABLE(S) ENTERED ON STEP NUMBER 11 P8

VARIABLE LIST 1
REGRESSION LIST 7

	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
MULTIPLE R	0.95888					
R SQUARE	0.30901	11	5334.60117	484.96374	3.29296	0.0009
ADJUSTED R SQUARE	0.21517	81	11929.08950	147.27271		
STANDARD ERROR	42.13560					

VARIABLES IN THE EQUATION

VARIABLES NOT IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P20	-0.5712251E-01	-0.68730	0.01666	11.755	P1	-0.14403	-0.09315	0.26905	0.700
JUR	-4.725228	-0.16398	4.03794	1.369	P4	0.09545	0.05370	0.21871	0.231
P14	0.6208990E-01	0.19261	0.03970	2.447	P5	-0.03979	-0.04400	0.84484	0.155
R6	-3.850885	-0.10888	3.49905	1.211	P7	0.04282	0.03990	0.59995	0.128
R1	-4.126059	-0.11666	3.70540	1.240	P9	0.09437	0.02126	0.73506	0.036
P3	21.23969	0.25987	10.20810	4.329	P10	-0.29231	-0.05855	0.02772	0.275
P2	-16.44377	-0.40349	7.13119	5.317	P11	0.03221	0.02601	0.45052	0.054
P16	-0.5602612E-01	-0.57558	0.02148	6.804	P12	-0.00768	-0.00760	0.67686	0.005
P17	0.2630940E-01	0.61289	0.01046	6.326	P13	0.05046	0.03588	0.34933	0.103
P6	-0.6700858	-0.24801	0.38004	3.109	P15	-0.00471	-0.00073	0.74910	0.000
P8	-43.62823	-0.18106	35.94741	1.473	P18	0.05437	0.04390	0.45055	0.155
(CONSTANT)	803.6744				P19	-0.00820	-0.00166	0.02837	0.000
					P21	-0.00553	-0.00580	0.75927	0.003
					P22	-0.00428	-0.00449	0.75932	0.002
					P23	-0.00223	-0.00232	0.75037	0.000
					P24	-0.00435	-0.00455	0.75664	0.002
					R2	0.00546	0.00565	0.73972	0.003
					R3	0.02893	0.03041	0.76385	0.074
					R4	-0.02894	-0.03131	0.80920	0.079
					R5	-0.00597	-0.00662	0.84900	0.004
					R7	-0.00393	-0.00425	0.81025	0.001

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C167

SUMMARY TABLE

VARIABLE LIST 1
REGRESSION LIST 7

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P20	0.30853	0.09519	0.09519	-0.30853	-0.6059604E-01	-0.72910
JUR	0.38077	0.14498	0.04980	-0.04225	-5.426018	-0.18826
P14	0.40372	0.16298	0.01800	-0.01405	0.5791872E-01	0.17967
R8	0.42427	0.18001	0.01702	-0.18520	-3.183672	-0.09001
R1	0.44073	0.19424	0.01424	-0.01439	-1.944744	-0.05498
P3	0.45311	0.20531	0.01107	-0.17016	23.68408	0.28978
P2	0.46839	0.21938	0.01407	-0.10109	-22.42440	-0.55024
P16	0.48660	0.24662	0.02723	-0.16068	-0.5201949E-01	-0.53442
P17	0.50920	0.25930	0.01268	-0.14538	0.2854128E-01	0.66489
P6	0.54446	0.29644	0.03714	0.00555	-0.7207114	-0.26674
P8	0.55588	0.30901	0.01257	0.07096	-93.89686	-0.38968
P1	0.56125	0.31500	0.00600	-0.06375	-0.1253738E-02	-0.19656
P10	0.56331	0.31731	0.00231	-0.18255	-0.7907437E-02	-0.18645
P18	0.56504	0.31827	0.00196	-0.13427	0.2343206E-02	0.04114
P11	0.56585	0.32018	0.00091	-0.12786	0.5892452E-02	0.06986
P4	0.56724	0.32176	0.00158	-0.23191	0.1682314E-03	0.08223
R3	0.56794	0.32256	0.00080	0.06645	1.116634	0.03314
P19	0.56840	0.32307	0.00052	-0.05175	0.2916716E-01	0.25341
P15	0.56918	0.32387	0.00090	-0.11309	-0.1479887E-01	-0.07741
P13	0.56949	0.32432	0.00035	-0.04787	97.11182E-04	0.02913
R5	0.56985	0.32473	0.00041	-0.03549	1.170586	0.02565
P5	0.57015	0.32507	0.00034	-0.12589	-0.5869659E-01	-0.02406
P12	0.57029	0.32523	0.00016	-0.13565	-0.1336373E-02	-0.01705
(CONSTANT)					213.4270	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC-1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE MONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C168
VARIABLE(S) ENTERED ON STEP NUMBER 8 P11
MULTIPLE R REGRESSION
REGRESSION LIST 8

ANALYSIS OF VARIANCE
REGRESSION
RESIDUAL
DF
SUM OF SQUARES
MEAN SQUARE
F
P

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE	F	P
P8	-64.03651	-0.38976	18.21336	12.362	8	2658.82144	332.35268	5.20145	0.0000
P16	-0.4130203E-01	-0.62231	0.01308	9.968	84	5367.27317	63.89611		
JUR	-6.013853	-0.30600	2.42853	6.142					
R2	6.754622	0.25841	2.49076	7.354					
P1	-0.6380246E-03	0.14670	0.00053	1.449					
P13	-0.3853129E-03	-0.16952	0.00024	2.637					
P10	0.1142237E-01	0.39489	0.00616	3.436					
P11	-0.9871889E-02	-0.17161	0.00715	1.907					
(CONSTANT)	53.69745								

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P2	-0.09399	-0.05010	0.19001	0.209	
P3	0.06530	0.06921	0.75126	0.399	
P4	0.06909	0.04988	0.34861	0.207	
P5	-0.03117	-0.03646	0.91484	0.110	
P6	0.08194	0.06465	0.72885	0.348	
P7	0.02508	0.02309	0.56681	0.044	
P9	-0.07966	-0.05327	0.29906	0.236	
P12	-0.02620	-0.02927	0.83468	0.071	
P14	-0.13060	-0.11865	0.56128	0.206	
P15	0.07802	0.05606	0.34525	0.262	
P17	0.04341	0.00993	0.03502	0.008	
P18	-0.05883	-0.04938	0.47121	0.203	
P19	0.17306	0.03792	0.03210	0.119	
P20	-0.20057	-0.08975	0.16599	0.834	
P21	-0.02214	-0.02539	0.87981	0.054	
P22	-0.01845	-0.02120	0.88213	0.037	
P23	-0.01743	-0.01994	0.87510	0.033	
P24	-0.01997	-0.02290	0.87912	0.044	
R1	0.03441	0.03581	0.72402	0.107	
R3	-0.04191	-0.04900	0.91409	0.200	
R4	0.04949	0.05885	0.94561	0.288	
R5	-0.03607	-0.04151	0.88570	0.143	
R6	0.02332	0.02685	0.88643	0.060	
R7	-0.06770	-0.07957	0.92370	0.529	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C168
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 8

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
P8	0.29722	0.08834	0.08834	-0.29722	-11.75233	-0.07153
P16	0.40173	0.16139	0.07305	-0.16827	-0.2761336E-01	-0.41606
JUR	0.47779	0.22828	0.06689	-0.21941	-0.8257254	0.04202
R2	0.51716	0.26745	0.03917	0.17528	4.463256	0.17075
P1	0.54352	0.29941	0.02796	-0.10285	-0.1300860E-02	-0.29911
P13	0.55091	0.30351	0.00810	-0.15917	-0.3639516E-03	-0.16013
P10	0.56222	0.31609	0.01259	0.11633	0.4726592E-01	1.63449
P11	0.57556	0.33127	0.01518	-0.01960	-0.7408589E-02	-0.12879
P14	0.58382	0.34085	0.00957	-0.24420	-0.3559078E-01	-0.16193
R7	0.59047	0.34866	0.00781	0.01587	-26.09353	-0.43621
P23	0.59856	0.35828	0.00962	0.11614	0.4422277E-02	1.18895
P21	0.60297	0.36358	0.00530	0.10235	-0.1735923E-02	-0.84253
P20	0.60789	0.36953	0.00595	0.02367	-0.1125759	-1.98655
P8	0.62204	0.38694	0.01741	0.12370	1632.7749	1.15682
P4	0.62837	0.39485	0.00791	0.09538	0.3478833E-03	0.24938
P3	0.63577	0.40420	0.00935	0.17289	9.070611	0.16276
P19	0.64022	0.40988	0.00567	-0.29086	-0.4172852E-01	-0.53170
R5	0.64494	0.41585	0.00608	-0.06074	-3.945769	-0.12679
R3	0.64821	0.42018	0.00423	-0.04240	-2.058766	-0.08961
P5	0.64885	0.42231	0.00213	0.04582	-0.1208745	-0.07268
P6	0.65117	0.42402	0.00171	-0.03354	-0.1261876	-0.06850
R4	0.65152	0.42448	0.00046	0.03855	-0.8819626	-0.03450
P17	0.65192	0.42500	0.00051	-0.12396	-0.5435107E-02	-0.18569
P18	0.65222	0.42538	0.00040	-0.07784	-0.3160720E-02	-0.08138
P7	0.65287	0.42624	0.00085	0.07471	6.215734	0.05962
P2	0.65314	0.42659	0.00035	0.07732	-1.322443	-0.04759
(CONSTANT)					1.274529	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS JUR=0-PUBLIC-1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C169
VARIABLE(S) ENTERED ON STEP NUMBER 7 P17
MULTIPLE R 0.57386
R SQUARE 0.32897
ADJUSTED R SQUARE 0.27371
STANDARD ERROR 8.06785

ANALYSIS OF VARIANCE
REGRESSION 7
RESIDUAL 85
SUM OF SQUARES 2712.46841
MEAN SQUARE 387.49549
VARIABLE LIST 1
REGRESSION LIST 9

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR	F
P8	0.67175479	-0.37085	22.82881	7.318
P16	-0.4450385E-01	-0.66158	0.01100	16.382
JUR	-7.619382	-0.38253	2.31028	10.877
R2	5.474638	0.20664	2.43770	5.044
P4	0.5620109E-03	0.39748	0.00025	4.818
P9	-50.82473	-0.35419	26.55043	2.664
P17	0.6274868E-02	0.21151	0.00524	1.433
(CONSTANT)	53.93473			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.08483	-0.07452	0.51774	0.469
P2	0.04585	0.03165	0.31970	0.084
P3	0.04854	0.05351	0.78271	0.241
P5	0.00706	0.00762	0.78218	0.005
P6	0.06607	0.08689	0.68391	0.639
P7	0.11000	0.10583	0.60997	0.952
P10	-0.40446	-0.09135	0.03423	0.707
P11	0.01792	0.01488	0.46266	0.019
P12	-0.03837	-0.04307	0.80310	0.156
P13	-0.07164	-0.07604	0.75695	0.489
P14	0.01411	0.01370	0.63239	0.016
P15	-0.03314	-0.02466	0.37154	0.051
P18	-0.07524	-0.06297	0.46892	0.334
P19	-0.11047	-0.02399	0.03166	0.048
P20	-0.43021	-0.08627	0.02699	0.630
P21	0.01049	0.01142	0.79431	0.011
P22	0.01559	0.01695	0.79349	0.024
P23	0.01428	0.01542	0.78237	0.020
P24	0.01285	0.01394	0.79050	0.016
R1	0.08587	0.09765	0.69615	0.809
R3	0.00055	0.00064	0.89544	0.000
R4	-0.06666	-0.07888	0.33867	0.526
R5	-0.09321	-0.10618	0.87081	0.958
R6	0.06775	0.07954	0.38485	0.535
R7	-0.02313	-0.02603	0.89009	0.057

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

08/25/80

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DEPENDENT VARIABLE C169
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 9

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P8	0.30741	0.09450	0.09450	-0.30741	-73.21432	-0.43866
P16	0.38040	0.14470	0.05020	-0.12114	-0.3099270E-01	-0.46072
JUR	0.46187	0.23220	0.08749	-0.26925	-5.850337	-0.29371
R2	0.51666	0.26694	0.03474	0.16946	3.855082	0.14551
P4	0.54433	0.29629	0.02935	0.16887	0.6759874E-03	0.47809
P8	0.56361	0.31768	0.02137	0.15584	41.95237	0.29236
P17	0.57356	0.32897	0.01132	-0.06753	0.1120814E-01	0.37781
R5	0.58012	0.33654	0.00757	-0.06307	-4.512465	-0.14306
P7	0.58661	0.34412	0.00758	0.14046	25.34630	0.23988
P18	0.60286	0.36344	0.01933	-0.03017	-0.10530861E-01	-0.26772
R4	0.60926	0.37120	0.00776	-0.04875	-3.908858	-0.15085
R3	0.61252	0.37518	0.00397	-0.01051	-2.479712	-0.10649
P20	0.61520	0.37847	0.00329	0.05733	-0.5105282E-01	-0.88884
P1	0.61820	0.38341	0.00495	-0.04325	-0.6920644E-03	-0.15700
R7	0.62148	0.38623	0.00282	0.05794	-17.01189	-0.28058
P23	0.62880	0.39190	0.00567	0.15790	0.3188116E-02	0.84567
P21	0.63146	0.39513	0.00324	-0.06211	-0.1265432E-02	-0.60596
P6	0.63233	0.39985	0.00360	-0.09734	0.1222569	0.06547
P10	0.63305	0.40075	0.00090	-0.11472	-0.9563227E-02	-0.32628
P13	0.63345	0.40126	0.00051	-0.02295	-0.4708885E-04	-0.01044
P5	0.63370	0.40157	0.00031	0.01097	-0.7991040E-02	-0.0648
P6	0.63392	0.40186	0.00028	0.08329	-0.3640027E-01	-0.02159
P2	0.63412	0.40210	0.00025	0.03732	-0.5978459	-0.02446
P12	0.63422	0.40223	0.00013	-0.09422	-1.147565	-0.04074
(CONSTANT)					-0.8099807E-03	-0.01495
					29.48361	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C170
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 10

VARIABLES ENTERED ON STEP NUMBER 10 P2

MULTIPLE R	0.64080	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
R SQUARE	0.41062	REGRESSION	10	4294.31979	429.43198	5.71304	0.0000
ADJUSTED R SQUARE	0.33875	RESIDUAL	82	6163.68920	75.16694		
STANDARD ERROR	8.66989						

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P8	-66.63567	-0.38531	24.97784	7.117	P1	-0.04962	-0.03487	0.29101	0.099	
P16	-0.2438480E-01	-0.32187	0.01841	1.754	P3	0.05551	0.06335	0.76768	0.326	
JUR	-7.211137	-0.32146	2.90388	6.166	P5	0.01368	0.01558	0.76453	0.020	
R2	7.402496	0.24810	2.67767	7.643	P6	-0.01578	-0.01688	0.67451	0.023	
P4	0.5857354E-03	0.36783	0.00028	4.307	P7	-0.05335	-0.05374	0.59812	0.235	
R6	2.437710	0.08855	2.50887	0.946	P10	0.39813	0.07637	0.46229	0.475	
P20	-0.8107920E-01	-1.28341	0.03762	4.671	P11	-0.02111	-0.01869	0.74946	0.028	
P17	0.1489843E-01	0.44592	0.00786	3.884	P12	0.01787	0.02067	0.78839	0.035	
P9	117.8183	0.72905	73.95885	2.538	P13	-0.01271	-0.01433	0.74946	0.017	
P2	6.792196	0.21413	5.50096	1.525	P14	0.06319	0.06350	0.59515	0.328	
(CONSTANT)	29.69643				P15	0.06763	0.06948	0.37058	0.393	
					P18	-0.06750	-0.05989	0.46094	0.290	
					P19	-0.07931	-0.02769	0.82259	0.024	
					P21	-0.04489	-0.05169	0.78142	0.217	
					P22	-0.03748	-0.04314	0.78061	0.151	
					P23	-0.02474	-0.03972	0.77035	0.128	
					P24	-0.04038	-0.04639	0.77788	0.175	
					R1	0.06795	0.07115	0.64614	0.412	
					R3	-0.02941	-0.02438	0.80559	0.096	
					R4	0.06509	0.07896	0.86716	0.508	
					R5	-0.07306	-0.08632	0.82259	0.608	
					R7	-0.07621	-0.09080	0.83680	0.673	

VARIABLES NOT IN THE EQUATION

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C170
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 10

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P8	0.34529	0.11922	0.11922	-0.34529	-54.48996	-0.29055
P16	0.42639	0.18181	0.06259	-0.13463	-0.1874733E-01	-0.24746
JUR	0.53186	0.28287	0.10106	-0.28167	-4.131317	-0.18417
R2	0.56451	0.31867	0.03580	0.16516	7.033355	0.23572
P4	0.58685	0.35623	0.03756	0.19343	0.6781344E-03	0.42586
R6	0.60948	0.36661	0.01038	0.13312	2.047995	0.07440
P20	0.61314	0.37594	0.00933	0.08967	-0.1297116	-0.200522
P17	0.62420	0.38963	0.01369	-0.08407	0.9254628E-03	0.02770
P9	0.63219	0.39867	0.01004	0.22646	190.1164	1.17642
P2	0.64080	0.41062	0.01086	0.05473	5.016958	0.15817
R7	0.64458	0.41548	0.00486	0.03402	-23.06922	-0.33785
R5	0.64898	0.42117	0.00569	-0.06073	-4.368470	-0.12298
P15	0.65286	0.42623	0.00506	0.00892	0.2563816E-01	0.17230
P7	0.65647	0.43085	0.00472	0.13075	29.51181	0.24800
P18	0.66301	0.43858	0.00863	-0.01556	-0.9587809E-02	-0.21627
P10	0.66714	0.44508	0.00550	-0.10594	0.2832915E-01	0.85821
P12	0.67108	0.45035	0.00528	-0.04896	0.4771226E-02	0.07822
P23	0.67505	0.45570	0.00534	0.14492	0.4894854E-02	1.15289
P21	0.68267	0.46604	0.01034	0.13100	-0.2075566E-02	-0.88251
P3	0.68525	0.46956	0.00353	0.09324	9.498277	0.14931
P6	0.68940	0.47527	0.00571	-0.15393	-0.2425014	-0.11532
P14	0.69012	0.47627	0.00099	-0.20665	0.1387093E-01	0.05529
P11	0.69109	0.47761	0.00134	0.05350	0.4102259E-02	0.06247
R4	0.69142	0.47806	0.00045	0.03882	0.2606110	0.00893
P19	0.69165	0.47838	0.00032	-0.32424	-0.1435037E-01	-0.16019
P5	0.69179	0.47858	0.00020	0.07401	-0.4095600E-01	-0.02157
R3	0.69182	0.47875	0.00017	-0.04396	-0.6868476	-0.02619
P1	0.69209	0.47899	0.00023	-0.01432	-0.1750937E-03	-0.03527
P13	0.69216	0.47909	0.00011	-0.06261	0.3790415E-04	-0.01461
(CONSTANT)					-23.10945	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C171
MULTIPLE R 0.61708
R SQUARE 0.38078
ADJUSTED R SQUARE 0.33758
STANDARD ERROR 21.98984

ANALYSIS OF VARIANCE
REGRESSION 6
RESIDUAL 86
SUM OF SQUARES 25578.81358
MEAN SQUARE 4262.13560
DF 86
REGRESSION LIST 1

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F	DF	SUM OF SQUARES	MEAN SQUARE	P
P8	-146.6160	-0.30850	50.93543	8.286	1	P1	4262.13560	0.0000
P16	-0.1124106	-0.58852	0.02189	26.363	1	P2	483.55315	0.0000
JUR	-22.65894	-0.38860	6.28654	12.890	1	P3	8.81420	0.0000
R2	18.36412	0.24288	6.60610	7.728	1	P4	0.87248	0.0000
P4	0.189040E-02	0.39827	0.00068	5.580	1	P5	0.92594	0.0000
P9	-88.00970	-0.21735	68.47848	1.641	1	P6	0.87248	0.0000
(CONSTANT)	180.3233				1	P7	0.85019	0.439

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	-0.42034	-0.11122	0.52889	1.065
P2	0.10700	0.07829	0.33154	0.524
P3	0.06874	0.07737	0.78434	0.512
P4	0.01807	0.02031	0.78243	0.035
P5	0.08836	0.09913	0.77896	0.844
P6	-0.00132	-0.10944	0.76398	0.000
P7	0.18010	0.10944	0.22865	1.030
P11	0.04850	0.05223	0.18117	0.233
P12	0.01254	0.01472	0.85292	0.018
P13	-0.06407	-0.07115	0.76362	0.433
P14	0.05528	0.05826	0.68756	0.289
P15	0.11389	0.10874	0.56452	1.017
P17	0.19590	0.12521	0.25296	1.354
P18	-0.08669	-0.05830	0.47322	0.290
P19	0.34082	0.11293	0.06789	1.098
P20	-0.00285	-0.00079	0.04721	0.000
P21	-0.09276	-0.09276	0.79437	0.091
P22	-0.02463	-0.02788	0.79379	0.066
P23	-0.02176	-0.02447	0.78265	0.051
P24	-0.02598	-0.02936	0.79065	0.072
R1	0.08137	0.08819	0.72850	0.666
R3	-0.05201	-0.06410	0.94058	0.351
R4	-0.00329	-0.00406	0.94039	0.001
R5	-0.09107	-0.10810	0.87248	1.005
R6	0.08319	0.10246	0.92594	0.902
R7	-0.06118	-0.07168	0.85019	0.439

(PAIRWISE DELETION) R1 TO R7-7 REGIONS, JUR=0=PUBLIC--1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C171
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 1

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
P8	0.34672	0.12021	0.12021	-0.34672	-143.1706	-0.30125
P16	0.43986	0.19347	0.07326	-0.15374	-0.7773922E-01	-0.40492
JUR	0.54306	0.29482	0.10145	-0.28391	-10.65973	-0.18752
R2	0.58167	0.33835	0.04343	0.18374	13.88375	0.18362
P4	0.60743	0.36887	0.03062	0.16848	0.1703832E-02	0.42223
P9	0.61708	0.38078	0.01182	0.18673	393.8752	0.96178
P17	0.62489	0.39049	0.00971	-0.09955	0.7318711E-02	0.08644
R5	0.63127	0.39850	0.00800	-0.07495	-14.39052	-0.15986
P20	0.63696	0.40572	0.00722	0.06366	-0.2919408	-1.78095
P1	0.64651	0.41797	0.01225	-0.05639	-0.2165309E-02	-0.17212
P3	0.65168	0.42469	0.00672	0.13766	19.26605	0.11951
P10	0.65508	0.42913	0.00444	-0.11613	0.8459960E-01	1.01136
P19	0.65980	0.43534	0.00621	-0.33257	-0.5325250E-01	-0.23457
R3	0.66339	0.44009	0.00475	-0.03568	-6.729108	-0.10126
R7	0.66759	0.44567	0.00558	0.03921	-67.80854	-0.39187
P23	0.67532	0.45606	0.01038	0.15266	0.1248237E-01	1.16016
P21	0.68152	0.46448	0.00842	0.13928	-0.5064557E-02	-0.84976
R4	0.68365	0.46738	0.00290	0.01226	-6.030270	-0.08154
P13	0.68527	0.46959	0.00222	-0.12259	-0.4098171E-03	-0.06233
P7	0.68696	0.47192	0.00232	0.12664	61.07599	0.20254
P18	0.69267	0.47978	0.00787	-0.04362	-0.2329483E-01	-0.20736
P5	0.69332	0.48069	0.00980	0.04893	-0.1933918	-0.04020
P6	0.69376	0.48130	0.00061	-0.10102	-0.2617419	-0.04912
P14	0.69413	0.48181	0.00051	-0.24031	-0.2385371E-01	-0.03752
P12	0.69443	0.48224	0.00043	-0.08954	0.4350334E-02	0.02814
P15	0.69468	0.48258	0.00035	-0.01148	0.1727543E-01	0.04581
R1	0.69488	0.48285	0.00027	-0.20401	-1.628520	-0.02334
P11	0.69497	0.48288	0.00013	0.03305	-0.3841531E-02	-0.02309
P2	0.69507	0.48312	0.00014	0.06140	2.442059	0.03038
(CONSTANT)					7.810647	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC=-1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C172
VARIABLE(S) ENTERED ON STEP NUMBER 7 P22
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 2

MULTIPLE R 0.76924 ANALYSIS OF VARIANCE DF
R SQUARE 0.59472 REGRESSION 7
ADJUSTED R SQUARE 0.55810 RESIDUAL 85
STANDARD ERROR 30.49769
SUM OF SQUARES
114582.60850
79059.28154
MEAN SQUARE
16368.94364
930.10931
F
17.59895
P
0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-50.23821	-0.53045	7.13448	49.584
P23	0.3718310E-01	2.03525	0.01706	4.753
P13	-0.2526673E-02	-0.22632	0.00082	9.435
P3	63.11246	0.23056	19.86525	10.084
P7	101.6767	0.19857	36.35058	7.824
P5	1.126467	0.13789	0.57555	3.831
P22	-0.318030E-01	-1.74386	0.01712	3.481
(CONSTANT)	-50.61346			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.09120	0.10538	0.54503	0.943
P2	0.05142	0.05440	0.45699	0.248
P4	0.06108	0.07675	0.64449	0.498
P6	0.04456	0.05801	0.68213	0.284
P8	-0.11804	-0.14841	0.64533	1.892
P9	0.05989	0.07335	0.61649	0.454
P	0.10688	0.12357	0.54570	1.302
P11	0.04651	0.06351	0.76127	0.340
P12	-0.01287	-0.01737	0.74424	0.025
P14	-0.06135	-0.08208	0.73074	0.570
P15	0.15137	0.15137	0.51089	1.970
P16	-0.01765	-0.02060	0.59624	0.036
P17	0.11843	0.13724	0.54826	1.612
P18	0.11417	0.13433	0.56511	1.543
P19	-0.04709	-0.05815	0.62257	0.285
P20	0.05065	0.06411	0.65405	0.347
P21	0.62440	0.04527	0.00215	0.173
P24	1.31415	0.04530	0.00049	0.173
R1	-0.08911	-0.14463	0.86946	1.795
R2	-0.03649	-0.05278	0.85439	0.235
R3	0.05790	0.08833	0.95798	0.660
R4	0.02614	0.03951	0.93301	0.131
R5	-0.04374	-0.06677	0.95148	0.376
R6	0.07362	0.11171	0.94020	1.062
R7	-0.05404	-0.03490	0.17026	0.102

(PAIRWISE DELETION) R1 TO R7=7 REGIONS, JUR=0=PUBLIC--1=SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C172
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 2

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.55981	0.31338	0.31338	-0.55981	-22.18527	-0.22983
P23	0.63579	0.40422	0.09084	0.38259	0.4224773E-01	2.31247
P13	0.68877	0.47441	0.07018	-0.37204	-0.3781360E-02	-0.33871
P3	0.71571	0.51225	0.03784	0.07646	66.63765	0.24344
P7	0.74219	0.55084	0.03860	0.25190	122.7351	0.23969
P5	0.75828	0.57500	0.02416	0.14749	0.6575245	0.08049
P22	0.76924	0.59172	0.01672	0.37301	-0.3595456E-01	-1.96241
P15	0.77529	0.60108	0.00935	0.15705	0.8470831E-01	0.13729
R1	0.78506	0.61631	0.01524	-0.24928	-22.66700	-0.19135
R5	0.79030	0.62458	0.00826	0.27730	-25.23957	0.16512
P1	0.78660	0.63458	0.01000	0.27330	0.5512508E-02	0.25805
P2	0.81293	0.66086	0.02628	-0.20559	38.16513	0.27962
P14	0.81805	0.66431	0.00345	-0.35114	-0.1870204	-0.17323
P17	0.81971	0.67192	0.00761	0.07037	0.4898898E-01	0.34778
P16	0.82550	0.68145	0.00953	0.11846	-0.9194503E-01	-0.28204
P11	0.83176	0.69182	0.01037	0.08457	-0.4345777E-01	-0.15380
P8	0.83555	0.69815	0.00633	-0.45309	24.12158	0.02989
R7	0.83670	0.70007	0.00192	0.26480	-42.30811	-0.14399
P20	0.83786	0.70201	0.00194	0.26443	-0.2865911	-1.02960
P10	0.83967	0.70505	0.00304	0.07489	0.1123565	0.79101
P9	0.84218	0.70927	0.00421	0.37713	418.5862	0.60186
R4	0.84303	0.71071	0.00144	0.02609	-5.951141	-0.04739
R2	0.84376	0.71192	0.00122	-0.08973	-7.796214	-0.06072
P6	0.84454	0.71324	0.00132	-0.06078	-0.5673619	-0.06270
P19	0.84483	0.71374	0.00050	-0.36772	-0.1186200	-0.30771
P18	0.84521	0.71437	0.00063	0.25922	0.1256573E-01	0.06587
P4	0.84539	0.71468	0.00031	0.27078	-0.3320132E-03	-0.04845
P12	0.84549	0.71485	0.00017	-0.18176	-288.5855	-0.01721
(CONSTANT)						

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C173
VARIABLE(S) ENTERED ON STEP NUMBER 9 R2
MULTIPLE R 0.73163
R SQUARE 0.53628
ADJUSTED R SQUARE 0.48489
STANDARD ERROR 48.58930

ANALYSIS OF VARIANCE
REGRESSION 225712.45645
RESIDUAL 185956.39226
DF 9
SUM OF SQUARES 225712.45645
MEAN SQUARE 25079.16183
F 10.62262
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-73.60698	-0.51675	13.73410	28.724
P22	0.7835768E-01	2.80848	0.02787	7.906
P22	-0.7149420E-01	-2.64437	0.02786	6.586
P16	-0.1342388	-0.27903	0.05802	5.352
P8	-161.7584	-0.13583	103.17602	2.458
P5	1.632859	0.13845	0.92954	3.086
P18	0.5288340E-01	0.18786	0.03113	2.886
P3	65.22763	0.16148	35.25807	3.423
R2	-20.09182	-0.10605	14.84013	1.833
(CONSTANT)	-2.948053			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
P1	0.04010	0.04173	0.50337	0.143
P2	0.05942	0.05156	0.35001	0.219
P4	-0.01074	-0.01022	0.42061	0.009
P6	0.01948	0.02142	0.56174	0.038
P7	0.04517	0.05288	0.63892	0.230
P9	-0.03414	-0.03169	0.40044	0.082
P10	0.07870	0.06634	0.33021	0.362
P11	0.01911	0.02554	0.82989	0.054
P12	-0.04032	-0.05117	0.74859	0.215
P13	-0.08503	-0.10942	0.76846	0.559
P14	-0.06793	-0.08230	0.68203	0.599
P15	0.03151	0.03514	0.57812	0.101
P17	0.07601	0.06492	0.33896	0.347
P18	0.16649	0.06307	0.06670	0.328
P20	-0.01915	-0.01709	0.37030	0.024
P21	1.03603	0.07005	0.00212	0.404
P24	2.17917	0.07006	0.00048	0.404
R1	-0.06178	-0.07933	0.76833	0.519
R3	0.07928	0.10963	0.88860	0.998
R4	0.06456	0.08963	0.89873	0.664
R5	-0.08247	-0.05940	0.89686	0.562
R6	-0.03874	-0.05348	0.88567	0.235
R7	-0.08782	-0.05234	0.16511	0.225

(PAIRWISE DELETION) R1 TD R7-7 REGIONS JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C173
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 3

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSD CHANGE	SIMPLE R	B	BETA
JUR	0.49435	0.24438	0.24438	-0.49435	-46.31416	-0.32514
P23	0.59698	0.35639	0.11201	0.40558	0.1059974	3.93171
P22	0.64808	0.42001	0.06362	0.38803	-0.1353135	-5.00486
P16	0.67335	0.45340	0.03339	0.03062	-0.1685867	-0.35045
P8	0.69560	0.48387	0.03047	-0.37469	11.77673	0.00989
P5	0.70656	0.49926	0.01539	0.21800	1.392700	0.14553
P18	0.71491	0.51109	0.01184	0.21147	0.2414994E-01	0.08579
P3	0.72456	0.52502	0.01393	0.00678	68.20170	0.16884
R2	0.73163	0.53528	0.01026	-0.13570	10.20078	0.05384
R3	0.73944	0.54067	0.00559	0.09055	33.12912	0.19895
R4	0.74017	0.54786	0.00699	0.08717	31.55101	0.17026
P13	0.74454	0.55434	0.00648	-0.23854	-0.2816907E-02	-0.17099
P17	0.74945	0.56167	0.00733	0.05217	0.5480921E-01	0.25835
P14	0.75177	0.57119	0.00951	-0.32823	-0.2654721	-0.16664
P11	0.75842	0.57520	0.00402	0.10211	-0.4286732E-01	-0.10281
P2	0.76077	0.57877	0.00357	-0.08589	53.97517	0.26798
P1	0.76628	0.58718	0.00841	0.14541	0.7056322E-02	0.22385
P7	0.76890	0.59106	0.00388	0.17238	125.9906	0.16674
P21	0.77210	0.59614	0.00508	0.38006	0.2092221E-01	1.40103
R6	0.77421	0.59940	0.00326	0.08241	18.93015	0.10829
P15	0.77574	0.60177	0.00237	0.16982	0.8864499E-01	0.09382
P6	0.77724	0.60410	0.00234	-0.11017	-1.3551116	-0.10148
P10	0.77794	0.60520	0.00109	0.06825	0.1060904	0.50615
P20	0.77921	0.60717	0.00197	0.27671	-0.1875565	-0.45662
P9	0.77955	0.60770	0.00053	0.39109	281.6938	0.27451
R1	0.77979	0.60807	0.00037	-0.22539	4.289476	0.02454
P12	0.77998	0.60837	0.00030	-0.07091	-0.1074271E-01	-0.02774
P4	0.78016	0.60865	0.00027	0.27940	-0.5154254E-03	-0.05097
R7	0.78036	0.60896	0.00032	0.29018	-21.90565	-0.05052
P18 (CONSTANT)	0.78058	0.60931	0.00035	-0.30422	-0.9728601E-01	-0.17102
					-318.0643	

(PAIRWISE DELETION) R1 TO R7=7 REGIONS. JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C174
VARIABLE(S) ENTERED ON STEP NUMBER 6 P21
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 4

MULTIPLE R 0.71184 ANALYSIS OF VARIANCE
R SQUARE 0.50671 REGRESSION 6 DF 6
ADJUSTED R SQUARE 0.47230 RESIDUAL 86
STANDARD ERROR 47.90187 SUM OF SQUARES 202706.31038
MEAN SQUARE 33784.38506
197335.47433 2294.59854
F 14.72344 P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-0.33461	-0.48749	13.49406	25.122
P23	0.1107118	4.21812	0.03377	10.781
P22	-0.1634753	-6.20777	0.06912	5.584
P16	-0.1154267	-0.24834	0.04486	6.804
P8	-286.3345	-0.22089	98.75924	6.737
P21	0.336800E-01	2.31457	0.02349	2.085
(CONSTANT)	145.8944			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.13136	0.11956	0.40864	1.233	
P2	0.06541	0.05287	0.32229	0.238	
P3	0.10223	0.12953	0.79194	1.450	
P4	-0.01073	-0.01016	0.44200	0.009	
P5	0.08958	0.13721	0.93657	1.631	
P6	0.07254	0.08802	0.72632	0.664	
P7	0.09386	0.11777	0.77664	1.196	
P8	0.03664	0.03419	0.42966	0.100	
P10	0.08298	0.06599	0.31195	0.372	
P11	-0.01393	-0.01849	0.86941	0.029	
P12	-0.05934	-0.07817	0.85596	0.523	
P13	-0.02596	-0.03471	0.88186	0.103	
P14	-0.07396	-0.08736	0.68829	0.654	
P15	0.02069	0.02111	0.51348	0.038	
P17	0.03998	0.03239	0.32367	0.089	
P18	0.12775	0.12440	0.46774	1.336	
P19	0.23967	0.08989	0.06938	0.692	
P20	0.02295	0.01990	0.37069	0.034	
P24	999999.99999	99999.99999	-0.00000	99999.999	
R1	-0.00802	-0.01046	0.83890	0.009	
R2	-0.07233	-0.10012	0.94617	0.862	
R3	0.05992	0.06357	0.95943	0.598	
R4	0.04576	0.06398	0.96426	0.349	
R5	-0.04821	-0.06599	0.92420	0.372	
R6	0.00378	0.00517	0.92319	0.002	
R7	-0.01669	-0.00943	0.15742	0.008	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C174
MULTIPLE REGRESSION
SUMMARY TABLE
VARIABLE LIST 1
REGRESSION LIST 4

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.46533	0.21653	0.21653	-0.46533	-47.19634	-0.34018
P23	0.60150	0.36180	0.14527	0.44713	0.1001057	3.81222
P22	0.42277	0.42277	0.06097	0.42958	-0.1411348	-5.35942
P16	0.67881	0.46092	0.03815	-0.00290	-0.1216898	-0.25971
P8	0.10347	0.49487	0.03395	-0.37236	277.1070	0.23890
P21	0.71184	0.50671	0.01185	0.42274	0.2732889E-01	1.87878
P5	0.71833	0.51600	0.00928	0.20536	1.027006	0.08746
P18	0.72436	0.52470	0.00870	0.18375	0.309545E-01	0.11290
P3	0.73227	0.53622	0.01151	0.01531	69.32988	0.17821
R2	0.73801	0.54614	0.00992	-0.15065	1.403243	0.00760
R4	0.74255	0.55138	0.00524	0.09662	29.52582	0.16358
R3	0.74427	0.55393	0.00256	0.04778	22.55191	0.13904
P1	0.74588	0.55651	0.00258	0.04778	0.5760725E-02	0.18762
P2	0.75245	0.56618	0.00867	-0.04441	59.51796	0.30338
P14	0.75476	0.56966	0.00348	-0.32616	-0.1978933	-0.12753
P13	0.75686	0.57283	0.00317	-0.21272	-0.1705304E-02	-0.10627
P10	0.75841	0.57671	0.00388	0.04207	0.1857112	0.90964
P7	0.76307	0.58227	0.00356	0.16036	88.81167	0.12067
P20	0.76540	0.58584	0.00356	0.26547	-0.4025854	-1.00627
R6	0.76722	0.58862	0.00279	0.09472	17.69173	0.10391
P8	0.76869	0.59088	0.00226	0.36865	600.6496	0.60095
P18	0.77063	0.59387	0.00299	0.31319	-0.2857656	-0.51576
P11	0.77222	0.59632	0.00245	0.08746	-0.2999143E-01	-0.07385
P6	0.77301	0.59755	0.00123	-0.14213	-0.8842312	-0.06798
P15	0.77429	0.59828	0.00073	0.15683	0.5677555E-01	0.06169
R1	0.77376	0.59871	0.00043	-0.21962	6.271636	0.03684
(CONSTANT)					-367.7350	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR=O-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE C175
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

VARIABLE(S) ENTERED ON STEP NUMBER 9 P13

MULTIPLE R	R SQUARE	ADJUSTED R SQUARE	STANDARD ERROR	ANALYSIS OF VARIANCE	DF	SUM OF SQUARES	MEAN SQUARE	F	P
0.75191	0.56537	0.51825	121.85283	REGRESSION	9	1603138.57153	178126.50795	11.99658	0.0000
				RESIDUAL	83	1232393.24469	14848.11138		

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD. ERROR B	F	VARIABLE	BETA IN	PARTIAL	TOLERANCE	F
JUR	-180.1913	-0.48783	34.83827	26.757	P1	0.04734	0.05071	0.49865	0.211
P23	0.1764359	2.52372	0.071	6.146	P2	0.06905	0.06163	0.34626	0.313
P22	-0.1566734	-2.23467	0.07120	4.842	P4	0.03268	0.03159	0.40617	0.082
P16	-0.3425709	-0.27469	0.14547	5.549	P6	0.04571	0.05238	0.57083	0.226
P8	-419.4097	-0.13881	268.05028	2.448	P7	0.03801	0.04502	0.60985	0.167
P3	178.3194	0.16737	86.09819	4.146	P8	-0.00082	-0.00077	0.39104	0.000
P18	0.1581995	0.21672	0.07988	3.945	P10	0.10737	0.09116	0.31328	0.687
P5	4.3468807	0.13805	2.36937	3.366	P11	-0.00916	-0.01273	0.83999	0.013
P13	-0.558595E-02	-0.13075	0.00341	2.688	P12	-0.02450	-0.03205	0.74346	0.084
(CONSTANT)	-34.82658				P14	-0.06824	-0.08572	0.68591	0.607
					P15	0.08825	0.10050	0.56369	0.837
					P17	0.10360	0.08824	0.32147	0.643
					P19	0.23810	0.09298	0.06627	0.715
					P20	0.00506	0.00458	0.35205	0.002
					P21	1.17898	0.08358	0.00218	0.576
					P24	2.48230	0.06355	0.00049	0.576
					R1	-0.05257	-0.07068	0.78565	0.412
					R2	-0.08125	-0.11382	0.85290	1.076
					R3	0.07282	0.10775	0.94898	0.963
					R4	0.07491	0.10824	0.90734	0.972
					R5	-0.04181	-0.06046	0.90911	0.301
					R6	0.00278	0.00402	0.81152	0.001
					R7	-0.07790	-0.04805	0.18535	0.190

VARIABLES NOT IN THE EQUATION

(PAIRWISE DELETION) R1 TO R7-R7 REGIONS JUR-O-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NONAME (CREATION DATE = 08/25/80)

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DEPENDENT VARIABLE: C175
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 5

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	STMPLE R	B	BETA
JUR	0.51171	0.26184	0.26184	-0.51171	-116.8697	-0.31640
P23	0.62051	0.38503	0.12319	0.42433	0.2534246	3.62496
P22	0.66220	0.43851	0.05348	0.40847	-0.3212986	-4.58277
P16	0.68623	0.47080	0.03240	0.04167	-0.3771553	-0.30233
P8	0.71982	0.50968	0.03877	-0.40276	302.4435	0.09794
P3	0.72454	0.52485	0.01528	0.02835	204.1435	0.19489
P18	0.73280	0.53846	0.01350	0.01350	0.6612873E-01	0.09059
P5	0.74250	0.55130	0.01284	0.01284	3.005374	0.08614
P13	0.75191	0.56537	0.01407	-0.26439	-0.7933227E-02	-0.18570
R2	0.75565	0.57101	0.00563	-0.13037	-53.27183	-0.10843
R1	0.75849	0.57530	0.00429	-0.23230	-67.37715	-0.14864
P15	0.76112	0.57931	0.00401	-0.23230	0.2179612	0.08896
R5	0.76460	0.58462	0.00531	-0.03031	-80.34062	-0.13735
P14	0.76868	0.59087	0.00625	-0.34084	-0.6431046	-0.15567
P17	0.77190	0.59583	0.00496	0.04717	0.1064924	0.19357
P7	0.77627	0.60289	0.00676	0.19253	338.0632	0.17253
P1	0.77908	0.60696	0.00437	0.16936	0.1833150E-01	0.22425
P2	0.78563	0.61722	0.01026	-0.10953	151.5523	0.29016
P11	0.78958	0.62343	0.00622	0.09433	-0.1136399	-0.10510
P21	0.79180	0.62685	0.00352	0.40072	0.5043642E-01	1.30236
P10	0.79310	0.62901	0.00206	0.06170	0.4032674	0.74193
P20	0.79458	0.63196	0.00235	0.27552	-0.8788661	-0.82511
P6	0.79575	0.63321	0.00185	-0.10048	-2.813072	-0.08124
P9	0.79709	0.63536	0.00215	0.38535	1307.855	0.49149
R6	0.79793	0.63668	0.00133	0.10086	-19.31369	-0.04261
R7	0.79876	0.63801	0.00133	0.30695	-119.9749	-0.10671
P19	0.79955	0.63928	0.00127	-0.33105	-0.5011362	-0.33972
P4	0.79967	0.63947	0.00019	0.28390	-0.1010734E-02	-0.03855
P12	0.79979	0.63966	0.00019	-0.08018	-0.1831882E-01	-0.01824
(CONSTANT)					-912.3016	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS: JUR=0-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
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VARIABLE LIST 1
REGRESSION LIST 6

DEPENDENT VARIABLE C176
VARIABLE(S) ENTERED ON STEP NUMBER 7 P18

MULTIPLE R 0.74274
R SQUARE 0.55167
ADJUSTED R SQUARE 0.51475
STANDARD ERROR 133.06456

ANALYSIS OF VARIANCE
REGRESSION 7
RESIDUAL 85
SUM OF SQUARES 1851908.93785
1505025.12998

MEAN SQUARE 264558.41969
17706.17800

F 14.94159
P 0.0000

VARIABLES IN THE EQUATION

VARIABLE	B	BETA	STD ERROR B	F
JUR	-222.7439	-0.58422	37.46156	35.354
P23	0.2140882	2.81445	0.07584	7.970
P16	-0.4684166	-0.34610	0.15763	8.609
P8	-725.7072	-0.21898	278.14546	6.789
P22	-0.1952689	-2.55875	0.07584	6.530
P3	189.9755	0.16649	93.85978	4.087
P18	0.1220777	0.15370	0.08508	2.059
(CONSTANT)	545.6427			

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	TOLERANCE	F	P
P1	0.05170	0.05498	0.50692	0.255	
P2	0.04203	0.03717	0.35069	0.116	
P4	-0.01587	-0.01571	0.43849	0.021	
P5	0.08745	0.12676	0.94182	1.372	
P6	0.04036	0.04555	0.57123	0.175	
P7	0.05172	0.06194	0.64200	0.323	
P9	-0.02657	-0.02612	0.43917	0.057	
P10	0.08698	0.07521	0.32814	0.478	
P11	0.01569	0.02164	0.85227	0.039	
P12	-0.04281	-0.05580	0.76178	0.262	
P13	-0.09837	-0.13550	0.85064	1.571	
P14	-0.05192	-0.06498	0.70234	0.356	
P15	0.05476	0.06364	0.60557	0.342	
P17	0.08445	0.07347	0.32832	0.456	
P19	0.25850	0.10125	0.06878	0.870	
P20	-0.03290	-0.03056	0.36673	0.078	
P21	0.93709	0.06565	0.00220	0.364	
P24	1.97106	0.06565	0.00050	0.364	
R1	-0.01670	-0.02281	0.83892	0.044	
R2	-0.06187	-0.08828	0.91266	0.660	
R3	0.06093	0.08902	0.95707	0.671	
R4	0.05338	0.07634	0.91705	0.492	
R5	-0.06472	-0.09300	0.92572	0.733	
R6	0.01291	0.01861	0.93146	0.029	
R7	-0.10747	-0.06529	0.16544	0.360	

(PAIRWISE DELETION) R1 TO R7-7 REGIONS. JUR-O-PUBLIC--1-SEP
ALL SUBJECTS COMBINED FOR EACH GRADE LEVEL
FILE NOMNAME (CREATION DATE = 09/25/80)

09/25/80

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DEPENDENT VARIABLE C178
MULTIPLE REGRESSION
VARIABLE LIST 1
REGRESSION LIST 6

SUMMARY TABLE

VARIABLE	MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
JUR	0.51348	0.26366	0.26366	-0.51348	-130.5572	-0.32485
P23	0.61072	0.37288	0.10932	0.40448	0.2202677	2.89568
P16	0.66355	0.44030	0.06732	0.00503	-0.5146254	-0.37914
P8	0.70077	0.49108	0.05078	-0.41411	180.1676	0.05362
P22	0.72314	0.52283	0.03186	0.38841	-0.2210056	-2.89713
P3	0.73540	0.54081	0.01787	0.05527	251.92824	0.22104
P18	0.74274	0.55167	0.01086	0.18484	0.5982629E-01	0.07532
P13	0.74826	0.55890	0.00823	-0.26701	-0.8912764E-02	-0.19174
P5	0.75528	0.57047	0.01057	0.18147	2.977626	0.08754
P17	0.75880	0.57978	0.00534	0.01884	0.18697	0.22778
P7	0.76483	0.58497	0.00913	0.18697	0.18697	0.18121
P19	0.76808	0.58894	0.00484	-0.34758	386.3331	-0.36515
R1	0.77125	0.59482	0.00484	-0.24339	-0.5860729	-0.13502
R5	0.77334	0.59806	0.00324	-0.04100	-66.59296	-0.14051
P14	0.60209	0.59806	0.00403	0.04100	-89.42540	-0.13809
R7	0.78025	0.60878	0.00670	0.08220	-0.6207471	-0.09947
P11	0.77585	0.60209	0.00403	-0.34826	0.1170208	-0.16860
R1	0.78286	0.61286	0.00407	0.27889	-206.2611	-0.14495
P1	0.78459	0.61589	0.00272	0.15225	133.2106	0.23440
P2	0.78845	0.62165	0.00607	-0.09371	0.1289194E-01	0.10772
P15	0.78087	0.62564	0.00398	0.14235	0.2871688	0.09970
P6	0.78229	0.62772	0.00117	0.10624	-3.756373	-1.09761
P20	0.78302	0.62889	0.00117	0.24010	-1.272072	-0.83244
P10	0.78483	0.63175	0.00287	0.02719	0.4923085	0.61276
P9	0.78885	0.63833	0.00657	0.37017	1774.157	-0.06350
R2	0.80013	0.64021	0.00189	-0.08399	-33.94539	-0.03508
R8	0.80071	0.64114	0.00083	0.09609	17.30075	0.37309
P21	0.80081	0.64128	0.00015	0.38126	1572091E-01	0.02916
P4	0.80089	0.64143	0.00013	0.26812	0.8320429E-03	0.02916
(CONSTANT)					-751.1724	