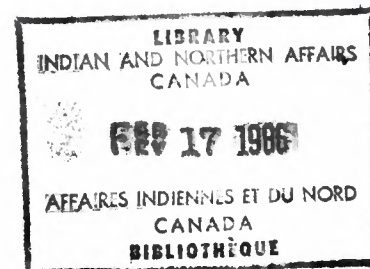


INDIAN EDUCATION PROJECT
VOLUME 5: RESULTS OF THE SURVEY OF
INDIAN SCHOOL PRINCIPALS

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APPENDIX VOLUME 5

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PART A:

**A Description of the Response to the
Survey of Indian School Principals, Fall
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RESPONSE TO E.S.M. SURVEY OF INDIAN SCHOOL PRINCIPALS

The Survey of Indian School Principals was intended to cover all Elementary/Secondary Federal and Band-Operated Schools in P.E.I., Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. Schools in the Yukon and Northwest Territories, as well as schools buying services from provincial governments were excluded from the sample. Also excluded from the survey were schools that offered only Nursery- and Kindergarten-level services.

In order to ensure comprehensive coverage, we first obtained a list of federal and band elementary-secondary schools from the Education Branch at DIAND National Office. This list was verified and updated by phone calls to the District Superintendents of Education in each of the seven DIAND Regional Offices. The administrative status of the schools - whether federal, or band-operated - was also verified by the District Superintendents, as was the Principal's name and the school mailing address.

Our initial sample consisted of 301 schools: 179 federal schools, and 122 band-operated schools. This included 40 schools where there was some question as to whether or not the school offered classes beyond the nursery- and kindergarten-levels. It was decided that these schools would be sent the questionnaires, but would be excluded from the sample if the returns showed them to be nursery/kindergarten only.

Of our initial sample of 301 schools, 2 questionnaires were returned because the schools were no longer in existence; and 1 was returned because the school had burned down. As well, 27 completed questionnaires were excluded from the sample because they were from schools that offered only nursery and kindergarten classes. An additional 9 schools that did not respond to the survey were excluded from the sample

on the assumption that they all offered only nursery and kindergarten classes. (This was assumed because the school names indicated that they were nursery schools.) Finally, a school in the Northwest Territories that was inadvertently mailed a questionnaire was excluded from the survey. Thus, the effective sample of schools was reduced to 261 schools: 155 federal schools, 106 band-operated schools.

Of the total of 261 schools in the sample, 212 questionnaires were completed and returned. Of these, 144 were federal schools and 68 were band-operated schools. This represents response rates of 93% and 64% respectively, and an overall response rate of 81% of the effective sample. By region, the response rates were as follows:

Atlantic Region	83%
Quebec Region	76%
Ontario Region	75%
Manitoba Region	85%
Saskatchewan Region	71%
Alberta Region	87%
British Columbia Region	75%

Seven questionnaires were returned too late for inclusion in the database for this study. They were mainly from band-controlled schools, and their inclusion would have increased the response rates.

Table 1: Responding Schools by Region, School Size, and Federal/Band.

	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
PEI, NS, NB	(6)	4.2%	(4)	5.9%	(7)	7.6%	(3)	2.5%
Quebec	(11)	7.7%	(2)	2.9%	(5)	5.4%	(8)	6.8%
Ontario	(53)	37.3%	(5)	7.4%	(34)	37.0%	(24)	20.3%
Manitoba	(17)	12.0%	(18)	26.5%	(6)	6.5%	(29)	24.6%
Saskatchewan	(23)	16.2%	(17)	25.0%	(12)	13.0%	(28)	23.7%
Alberta	(16)	11.3%	(4)	5.9%	(4)	4.3%	(16)	13.6%
British Columbia	(16)	11.3%	(18)	26.5%	(24)	26.1%	(10)	8.5%
Total	(142)	100.0%	(68)	100.0%	(92)	100.0%	(118)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 2: Responding Schools by Region, School Size, and Federal/Band.

Region	Administrative Status		Size of School		
	Federal	Band	Less than 100 pupils	More than 100 pupils	Total
PEI, NS, NB	(6) 60.0%	(4) 40.0%	(7) 70.0%	(3) 30.0%	(10) 100.0%
Quebec	(11) 84.6%	(2) 15.4%	(5) 38.5%	(8) 61.5%	(13) 100.0%
Ontario	(53) 91.4%	(5) 8.6%	(34) 58.6%	(24) 41.4%	(58) 100.0%
Manitoba	(17) 48.6%	(18) 51.4%	(6) 17.1%	(29) 82.9%	(35) 100.0%
Saskatchewan	(23) 57.5%	(17) 42.5%	(12) 30.0%	(28) 70.0%	(40) 100.0%
Alberta	(16) 80.0%	(4) 20.0%	(4) 20.0%	(16) 80.0%	(20) 100.0%
British Columbia	(16) 47.1%	(18) 52.9%	(24) 70.6%	(10) 29.4%	(34) 100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 3: Responding Schools by School Size, and Administrative Status, and Language.

Administrative Status	Size of School			
	Less than 100 pupils		More than 100 pupils	
Federal	(62)	67.4%	(82)	68.3%
Band	(30)	32.6%	(38)	31.7%
Total	(92)	43.4%	(120)	56.6%
Language				
English	(89)	96.7%	(113)	95.8%
French	(3)	3.3%	(5)	4.2%
Total	(92)	100.0%	(118)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 4: Responding Schools by School Size, and Administrative Status, and Language.

Administrative Status	Size of School					
	Less than 100 pupils		More than 100 pupils		Total	
Federal	(62)	43.1%	(82)	56.9%	(144)	100.0%
Band	(30)	44.1%	(38)	55.9%	(68)	100.0%
Language						
English	(89)	44.1%	(113)	55.9%	(202)	100.0%
French	(3)	37.5%	(5)	62.5%	(8)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 5: Responding Schools by Administrative Status (Federal/Band),
Type of School (Elementary/Elementary-Secondary), and
Size of School.

Type of School	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
Up to Grade 8 only	(97)	67.4%	(31)	45.6%	(77)	83.7%	(51)	42.5%
Beyond Grade 8	(47)	32.6%	(37)	54.4%	(15)	16.3%	(69)	57.5%
Total	(144)	100.0%	(68)	100.0%	(92)	100.0%	(120)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 6: Responding Schools by Administrative Status and Number of Students.

Number of Students.	Administrative Status			
	Federal		Band	
Less than 50	(30)	20.8%	(17)	25.0%
51-100	(32)	22.2%	(13)	19.1%
101-150	(33)	22.9%	(10)	14.7%
151-200	(17)	11.8%	(9)	13.2%
201-250	(8)	5.6%	(8)	11.8%
251-300	(10)	6.9%	(6)	8.8%
301-350	(5)	3.5%	(0)	0.0%
351-400	(2)	1.4%	(2)	2.9%
401-450	(5)	3.5%	(0)	0.0%
More than 450	(2)	1.4%	(3)	4.4%
<hr/>				
	Federal		Band	
Less than 100 Pupils	(62)	43.1%	(30)	44.1%
More than 100 Pupils	(82)	56.9%	(38)	55.9%
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Total	(144)	100.0%	(68)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 7: Responding Schools by Number of Teachers and Administrative Status.

Number of Teachers	Administrative Status			
	Federal		Band	
1-2	(24)	16.7%	(13)	19.4%
3-4	(28)	19.4%	(8)	11.9%
5-9	(42)	29.2%	(17)	25.4%
10-14	(27)	18.8%	(13)	19.4%
15-19	(9)	6.3%	(9)	13.4%
20-24	(8)	5.6%	(2)	3.0%
25-29	(2)	1.4%	(2)	3.0%
30 or More	(4)	2.8%	(3)	4.5%
Total	(144)	100.0%	(67)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 8: Responding Schools by Number of Native Teachers, Administrative Status, and Size of School.

% Native Teachers	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
0%	(44)	30.8%	(21)	31.3%	(44)	48.4%	(21)	17.6%
Less than 5%	(2)	1.4%	(1)	1.5%	(0)	0.0%	(3)	2.5%
5-9%	(6)	4.2%	(1)	1.5%	(0)	0.0%	(7)	5.9%
10-14%	(7)	4.9%	(4)	6.0%	(1)	1.1%	(10)	8.4%
15-19%	(6)	4.2%	(2)	3.0%	(1)	1.1%	(7)	5.9%
20-24%	(8)	5.6%	(4)	6.0%	(3)	3.3%	(9)	7.6%
25-29%	(22)	15.4%	(7)	10.4%	(8)	8.8%	(21)	17.6%
30-34%	(6)	4.2%	(3)	4.5%	(2)	2.2%	(7)	5.9%
35-39%	(3)	2.1%	(1)	1.5%	(0)	0.0%	(4)	3.4%
40-44%	(8)	5.6%	(6)	9.0%	(6)	6.6%	(8)	6.7%
45-49%	(0)	0.0%	(1)	1.5%	(0)	0.0%	(1)	0.8%
50-54%	(11)	7.7%	(10)	14.9%	(9)	9.9%	(12)	10.1%
55-59%	(1)	0.7%	(0)	0.0%	(0)	0.0%	(1)	0.8%
60-64%	(2)	1.4%	(2)	3.0%	(0)	0.0%	(4)	3.4%
65-69%	(7)	4.9%	(1)	1.5%	(7)	7.7%	(1)	0.8%
70-74%	(1)	0.7%	(0)	0.0%	(0)	0.0%	(1)	0.8%
75% and More	(9)	6.3%	(3)	4.5%	(10)	11.0%	(2)	1.7%
Total	(143)	100.0%	(67)	100.0%	(91)	100.0%	(119)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 9: Number of Teacher's Aides, by Administrative Status and Size of School.

Number of Teachers Aides	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
1-3	(36)	25.4%	(10)	14.9%	(24)	26.7%	(22)	18.5%
4-6	(97)	68.3%	(44)	65.7%	(62)	68.9%	(79)	66.4%
7-9	(9)	6.3%	(9)	13.4%	(3)	3.3%	(15)	12.6%
10 and more	(0)	0.0%	(2)	3.0%	(1)	1.1%	(1)	0.8%
15-19%	(0)	0.0%	(2)	3.0%	(0)	0.0%	(2)	1.7%
Total	(142)		(67)		(90)		(119)	

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

PART B:

**General Comments by Principals on the
Situation in Indian Schools - Problems and
Needs.**

**GENERAL COMMENTS BY PRINCIPALS
ON THE SITUATION IN INDIAN SCHOOLS
PROBLEMS AND NEEDS**

Asked to comment generally on the situation in Indian schools, principals identified a number of problems (see Figure 1). By far the most important problems appear to be "Community Problems, Lack of Support or Interest, Social Problems." These are largely beyond DIAND's control. Three other areas which are within DIAND's control to some degree are identified as widely important. These are:

- 1) Basic Communications Problems. Inadequate English/French;
- 2) Lack of DIAND consistency, interest, support or leadership;
- 3) Attendance Problems.

This data should be interpreted with some care because principals had previously, on the questionnaire, an opportunity to make "open-ended" comments in two areas: achievement testing and curriculum development. Therefore, the comments recorded here are in some sense "residual" - either those that are left still to be made or those felt strongly enough to be reiterated.

FIGURE 1: GENERAL PROBLEM AREAS IDENTIFIED BY PRINCIPALS OF INDIAN SCHOOLS.

. Lack of special services (9)	
. Instability. Too much teacher turnover, course changes and policy changes.	
. Lack of Band Council Consistency, support or interest. (9)	
. Inadequate teacher competence or expertise. (12)	
. Lack of teacher knowledge of local culture and community needs. (13)	
. Inadequate Resources: poor physical conditions, lack of equipment or overworked teachers. (18)	
. Attendance problems. (26)	
. Lack or DIAND consistency, support or interest. (26)	
. Basic communication problems: inadequate English/French. (27)	
. Community problems: social problems, lack of parent interest (39)	

- ° I am also acting administrator for the band (due to budget cutbacks) and hold responsibility for all band-operated schools (resource Tech) and coordination adult education through an on-reserve branch of North Island College in its initial stages. Thus the parameters of this survey do not reflect the realities in Ahousat. Also, it shows my priorities and delays in completing this questionnaire.
- ° We need to be doing more in the area of curriculum, we have some projects ongoing and are continually planning new things. We receive almost no outside help for our efforts. Financial or otherwise and the Department policy on special education (sic).
- ° Working in native schools is very challenging, I feel that our Department could make our working conditions a lot better by: training us more thoroughly for what to expect; by helping us acquire the necessary skills to teach native students, i.e., teaching them about practical things like money, family, alcohol abuse, hunting safety, boat, skidoo and home maintenance, cooking, personal hygiene and safety in the home, how to get a job, how to do practical, necessary things. A lot more energy and time should be devoted to helping teachers do 'hands-on' things with their students. The support of the Department would be appreciated.
- ° Ours is a unique teaching situation. Much of the structure, administrative, curriculum or other, simply does not apply. My colleague and I are basically concerned with literacy survival. Time available for 'cultural awareness' is dedicated to awareness of people and cultures in all parts of the world as well as varied native cultures in North America. As to Sekani culture, the youngest of our students could teach 'us' the ways of the trapline and bush, though, unfortunately, the language will need more involvement from younger parents.
- ° Federal schools sadly in most cases, lack essential auxiliary services such as special education specialists, school psychologists, guidance counsellors, etc. that most provincial schools have. This state of affairs is a flaw in our system. We so desperately need these services because we tend to have more problems with language, difficulties, behavior problems, and the like in our schools where poor home environments for some students exist. The whole idea behind education is not supported in some homes where English is not the spoken language nor is the culture supported for that matter.
- ° Our school is small (12) in number. Resources are limited. However, the community and school are becoming stronger, alcoholism is dropping steadily, the children have positive self-image and attention. Thus, parents are supportive.

- Although we've found a marked improvement over the years, in parental attitudes and interest in education, we still have many parents (who are still child-like themselves) still lacking in desire and motivation to 'push' their children. There is much to do in the area of student attendance and good image-building.
- Experience in eight native communities indicates that rate of progress and achievement are very low. Apart from reserve conditions and attitudes, it appears that government has never understood educational needs nor provided resources where needed. Great amounts of money are spent for programs that should never have been needed in elementary education. Bands have taken over very poor and deficient operations and have generally not faced up to the existing and on-going problems.
- The major problem with establishing an Indian Language Program in the school is 'time' - time to meet with Elders to formulate a proper language interpretation. We work from basic phonics - which works for the most part, but not in all cases. The legends and stories of the island have been compiled basically by the students through help of parents and grandparents. We need more time (the school staff) to compile materials. Also, machinery to copy material.
- Questionnaires of this type (of which the Indian is surveyed to death) have no consequence on the people being surveyed. Two hundred years have passed and the health and education is worsening for Indians. Indian Affairs merely put their data as an escape mechanism. Suggestions made by Indians never get carried out. This sort of thing is a waste of money.
- A conflict of interest and lack of educational leadership at all levels is obvious here. The top educators (politicians) are seldom visible and their leadership never apparent. Education seems to be confused with manipulation.
- Southern questions have an obvious 'Northern' slant. Priority in Southern Federal Schools is often such that the community expects 'their' school to be superior to provincial schools (better P-T-A, greater freedom in program development, etc.). Schools have been criticized (by community members) for leaning too heavily toward cultural programs at the expense of the 'three-R's'.
- The school described in this survey is a very small isolated school in a small isolated Indian community. Because of the special living and learning conditions, the school needs a great deal of continuous service from the Department of Indian Affairs; this often poses budgetary problems for the Department, particularly in this time of fiscal constraint.

- After an election the Band Education Worker changes and there seems to be no follow-up on current reports submitted. One has to start all over again hounding them to attend to the matter. If they lack interest, nothing is done! The most overworked excuse is that things can't be attended to because there is 'no money'. Things are continually left to the last minute and as a result do not get the attention and substantiation that is required.
- We see initial success beyond Hawthorne due to:
 - a) Greater capability for parental involvement;
 - b) Local sense of ownership;
 - c) Greater flexibility in programming (can also be double-edged sword);
 - d) Ability to foster a family atmosphere.

Problems: Bringing kids home opens a floodgate of unmet needs which are difficult at first. A major obstacle is resourcing bona fide special needs by DIAND which is too apparently confined to decision by budget with too little concern for program needs.

- Services such as school psychologists and guidance counsellors are not readily available or non-existent on reserve schools. At present, we should be better than provincial schools in these services.
- It certainly would make a difference if band-controlled schools received at least the same financial, material, support services as the provincial schools in the region.
- If this information is to aid the DIA in developing education policies, then the Department people should take the time to meet the education workers of the band levels. Too often, policies are made concerning us without any input or real participation from us. Remember that education systems such as ours are 'new born' so don't expect anything too great. Like a new-born child, our systems need: support, confidence, encouragement, and understanding.
- This questionnaire applies very little to our situation. Since the school is band-operated, many of the policies you mention have not been worked out with the employer.
- Since computers are coming rapidly into the provincial school system in New Brunswick, I feel and think it is necessary that the federal schools should be included and not be left out. The province is issuing computers to their schools and we should get the same.
- It would be nice if DIAND would take education seriously, also have people in authority who can take school concerns and fight for their

betterment. Too much power at the regional levels (they don't understand).

- The development of a culturally relevant school program by money is considered an event and not a process. Consequently, no orderly and concrete success is apparent in many areas. Goals and objectives are not clearly defined. Without these, the program is event-oriented, i.e., we have the money, let's do this today, which may be useless tomorrow. Once goals are established, one may seek out the financial and human resources required for the process.
- Consultants needed for native schools who are familiar with the teaching of native children.
- Measuring the progress of Indian children and especially those in the more remote communities is disappointing, because, generally, progress is painfully slow and the instruments of measure become humiliating and demoralizing. In very short order, children hold a very negative view of tests and teachers resent their efforts coming to what appears to be no avail.
- How can we get first-rate teachers for all our schools? How can we get community leaders more involved in the day-to-day planning of curriculum? How can we get both of these groups to stay in their respective positions for more than one - two years? Experience and dedication are both lacking.
- I have served my entire career as a teacher and principal in non-Indian schools. Both are places for children to get an education. It seems the biggest drawback is the lack of commitment by parents to send their children to school and to otherwise place an emphasis on the importance of education.
- To improve Reading and Language development, we need a very large number of low-vocabulary, high-interest books like Chapper Makne, Dr. Seuss, Treat Truck, Allay Alligator, Skippy the Skunk. Each title is one of a series. Children need books which will allow them to practice reading. Schools here need libraries specially equipped to provide controlled vocabulary books so children can read.
- The paperwork (forms) that a principal must fill out at the end of each month is more than I had to do for an entire year as a principal of a school down south.
- We are in the process of:
 - a) developing calendars depicting Indian moons (illustrated by students);

b) studying animals of the area.

- ° We are not really an 'Indian School' - in fact, that label causes us problems in that our enrolment is about 50 percent non-treaty; we are off reserve; and we are DIAND-administered. Our community is 200 years old. There has been more-or-less continuous blending of native (Indian) and Métis culture with dominant (European-Canadian) culture for two centuries - hence, we deal more with 'local culture' - a blend, rather than what most assume to be 'native culture'.
- ° Lack of imposed compulsory school attendance hinders the progress of many students because of parental apathy, indifference or inability to make their children attend school regularly. Be interesting to research whether, in actual fact, most Indian parents and students really desire a 'culturally slanted' education. Our senior 'kids' just want to be treated as 'kids' and are not really interested in 'cultural' activities. The Hockey Arena - Rodeo grounds are very popular!
- ° Historically, DIAND has made poor policy. Only lip service is given to the need for English as a second language instruction. Policy appears to thwart it. We are forced to use DISTAR which is a method for learning disabled children. That is representative of our policy-makers view of Indian children - the students are deficient rather than the materials being unsuitable (according to DIAND). Our Cree-speaking staff have been advised not to use Cree to aid instruction. English immersion is recommended.
- ° Personally, I feel that enrichment should form the basis of curricula used for Native Youth. Programming should therefore not only include academic skill mastery, but also experimental programming, vocational/occupational exposure and programming relating to affective domain. Many of our Indian Youth live in the southern portion of the province and therefore have only taken advantage of a small percentage of available opportunities.
- ° The concept of Community Education is a sound one. However, the need is for some good buildings: Gym, Research Centre, etc. can be very desirable. In order for the idea to come to fruition, it is totally imperative to have the full participation of the reserve in looking after school buildings, etc. They are part of the community. Alcoholism and beating and shootings can be very detrimental to the health of the community.
- ° A major problem which plagues our school is a rather poor attendance, especially in the higher grades (7-11). Attendance is frequently spasmodic and, often, students fail to be present for evaluations (tests). This is a problem which is common to many 'Indian' schools and for which there is no easy solution.

- ° The school can't do it all. Concentrate on more community development. Family education should be a priority: a) upgrading parents; b) dissemination of information; c) workshops for families emphasizing the need to give their children more attention in 'intellectual development'. Reserves should have libraries (a real one). Children should be read to early in life by their parents. That is where it all begins.
- ° These schools lack highly qualified teachers. They are about 50 years behind time. The parents in these communities do not always see education as a top priority. There are no support staff, reading consultants, psychologists, etc.
- ° I'd like to know the specific purpose of this questionnaire. This is three I've done this week. Great tomes on the subject of Indian education do NOT do much at the classroom-level. What future direction is DIAND proposing for Indian education?
- ° Our facilities are sub-standard: no gym, no special needs facilities or staff, no funding for creative ideas' programs, no funding for a librarian, etc. We do have a dedicated and competent staff, however, so we 'make do' with what we have. Sometimes, we get pretty angry, pretty frustrated, pretty depressed about the government's seemingly uncaring, red-tape bound attitude. We have wonderful kids and a wonderful community. Why don't we get at least equal treatment?
- ° Teacher evaluation needs clarification. Principals need specific job descriptions so they will know their limitations. Try to keep local politics out.
- ° For band-controlled schools in our area: no organizations for professional concerns of school administrators. Principals are 'left on their own' in individual schools. Teachers have little collective security because of native school boards nebulous legal status, collective agreements do not seem to be valid. Province (Manitoba) Department of Native Education beginning to fill source needs. Little academic accountability to fill source needs. Little academic accountability for band-controlled schools. Problem of non-native teachers being let go to provide jobs for native Indian teachers will soon be a problem.
- ° Many Indian schools are band-controlled; most for only a short time. Local education authorities are endeavoring to create autonomous educational systems in many instances or aspects by re-inventing the wheel. In many cases, the majority are in a developmental period.
- ° Attached are our report cards and other info. We do not get any real

assistance from DIA. This evaluation ignores important things like: class size, special needs, why our children have to run on concrete gym floors, vocational facilities, community involvement, computers in the classroom.

- Interference in the running of the school by Councillors affects the morale of the staff and the attitude of pupils to teachers.
- Curriculum for native students should be reviewed regularly every year. At times, we teach a curriculum which is not relevant to native students. Why are native students dropping out of school - Statistics state that 90 percent never make it to high school.
- Educational programs and practices in federal schools need to be modified drastically in keeping with the overall needs and aspirations of native people.
- In my mind it is of utmost importance that properly trained teachers are put into the native classroom. There is too wide a gap between the teacher and the student. Too many white teachers do not understand, nor appreciate the native mentality towards education and social habits. Too often, a non-native teacher attempts to impinge foreign values on the native students, thereby creating an unbridgeable gap of non-communication. This obliterates any possibility of 'proper' learning for the student.
- We are making good inroads into a lot of problem areas, but one serious roadblock we encounter is with the Provincial Education Ministry (B.C.). We are denied access to the numerous resources of the Ministry that would be very helpful.
- Perhaps some other questions that would have been good to ask are: How often do you attend principals conferences - development of appropriate measuring devices. How often are curriculum writing teams formed using your staff with others for the purpose of developing appropriate curriculum?
- Re: item 10 - There are two native languages but English is the first language, largely because of the two-language situation. Success in the provincial curriculum is a local priority leaving only limited opportunity for time for native-oriented programs. The Stony-Cree situation necessitates generalized crafts and native-oriented programs rather than concentration on basic language-oriented programs. Three of our staff speak Cree, but this does not necessarily constitute a plus when a large number of families are Stony. Special programs, such as the crafts program we are using this year, are dependent upon availability of personnel and funding.

- Our major problem is poor attendance and parental apathy. In 14 years of teaching Indian children, I note a decline in the intelligence level of children. I believe this could be due to the poor nutrition and alcoholism of expectant mothers. I think a massive education program is needed at the ADULT level so pregnant women will realize the grave consequences of drinking during pregnancy: fetal alcohol syndrome and mental retardation.
 - Our enrollment is about 95 percent native. Our students mix extensively with non-natives in shopping trips, sports events, etc. All our secondary students attend off the reserve. Our students are being prepared for contemporary society and our curricula are designed to teach children, not native children, although self-esteem and pride in heritage are underlying values which we encourage.
 - Main Problems: lack of local interest. Band office doesn't care. Most parents don't care. Therefore, many students don't care. Insensitivity of DIAND involving teachers situation, i.e., reduced pay, increased rent, poor morale.
 - The school committee instructed the teacher to forbid students from speaking Cree in the school.
 - We are presently in a portable classroom awaiting the construction of a new school. There are 21 pupils, 1 teacher, aides, a community hall with another teacher-aide. Very crowded conditions. Children show little or no interest in their past or their culture.
 - The principal of each federal school must, of necessity, begin an implementation plan for his school if we are to remain on a par with the provincial programs. We need more dialogue with those in charge of provincial educational programs. Then we can decide on what modifications to make in our programs.
 - Students progress at their own pace. The students do not change grades from year to year, but as they complete the required work on each subject. This eliminates yearly failure. If the students fail a test, they repeat the work immediately before proceeding to the next learning level.
 - I'm sorry to be so late in returning this to you. I just started towards the end of last term and just happened to find this form as I was working my way through the backlog of papers in my office.
- Note: This is the last year for the school and it has already gone through extensive administration changes, which has held up a lot of implementation of policies, as well as changes of policy.
- Perhaps the label "apathy" I gave to some parents of poor attenders is

unjust - Could it be a form of resistance against cultural assimilation?

Suicides are all too common over here. Usually, the victims are young people who have gone further in schooling than their peers. Alcohol-related - yes; but perhaps they are more caught between cultures, between values - knowing they were deviants from their own societal norms, yet, knowing they were not acceptable in the eyes of the dominant society.

Who has asked the parents on individual reserves whether they want a cultural element in the school program? I have had parents say they could teach their own culture at home - they send their children to learn English.

What reserves practice their cultural values? It seems the younger members are not concerned. Hockey, rodeo, bingo and horseracing are popular. Only the elderly - some, not all - celebrate sundances, sweat baths and herbal medicine. Children are not taught to respect these outward signs of their heritage.

Yet, many of the parents of the poor attenders are the more "traditional" people on the reserve - strong ties to the extended family - not much "white man's" education for their children to model - a present-day orientation without a thought of the future.

The main concern of many parents who send their children sporadically to school is that they be "happy" - not many express interest in academic progress.

All adults get all royalties and children 1/2 the amount (the other 1/2 is put into a trust account). So a family of 2 parents-8 kids do very well financially as the band pays for housing, heat, etc.

Not many wonder what will happen when the oil runs out. Not much planning of economic development to provide for the future. Gratification for leisure time activities because there aren't many jobs for people. Most people haven't the education to undertake jobs that require special skills. There are some paraprofessional jobs but Indians here never reach the professional level because they don't go on with their education. The few who have are looked at with mistrust and suspicion because they aren't like the majority.

Peer pressure, low societal expectations and aspirations, lack of positive models, unwillingness to leave the reserve for training - then the lack of jobs even if training were undertaken!

Some of our people want a greater say in the educational program we offer - who in the Department is helping them to clarify objectives,

obtain resources, guidance in decision-making that it applicable - even to chairing meetings! I try but I feel the Department could do a lot more.

I don't believe there is a lack of self-worth or esteem in many cases -

"Yet one mind for folks to see 'nother for what I know is me."

Our young people at school view themselves as fairly competent - this has been fostered over the years I have been here. Attendance levels have improved, academic learning had increased for those who attend regularly. But there is no compulsory school attendance!! I have a class of 25 kids, 10 to 17 years, who are about Grade 1 to 3 English level because of poor attendance over the years. (I do not believe in social promotion.)

Should there be compulsory attendance??

Should there be a choice for those who wish to opt their children out of the white man's institution?

I have found that my own students (Grades 3, 4, 5) have reacted positively to my high expectations of behaviour and attainment. They reach up and grasp and hold on and perform -

Oh for teachers who look at the "whole child" - who can see the potential and who will challenge and uplift and treat for individual differences, aspirations and needs of their students!

- How about looking at teachers!!

Be careful of emphasizing TESL methods!

F.P. John "Styles of Learning - Styles of Teaching" in Functions of Language in the Classroom, Teachers College Press, Columbia University, 1972, points out that "styles of teaching stressing overt verbal performance are completely at variance with Navaho children's learning style which is to approach their world visually and by quiet explanation."

This is true of our children.

When I stated "grades" I guess that is true for administrative purposes (for filling in questionnaires!) but in fact our children go from one set of skill mastery to another. It may take a child 3 years to complete a "Grade 1" program (in reading) but it seems once this is done well, the child can progress well - completing 2 grades in one year if attendance is good, motivation is present and positive reinforcement is emphasized.

My Grade 6, 7 and Senior High class show no inclination to be

identified as "Indian." They compete in sports activities with "white" schools, they do all the things teenagers do in the greater society - they relish poetry and reading and science, etc.

Kids are kids are kids!

Perhaps for the poor attenders - the ones who are closer to their culture because their parents did not receive much schooling - perhaps there could be a "cultural" emphasis - but without a trained native teacher it is difficult to develop a meaningful curriculum and materials relevant to the local community. Also, many religious aspects cannot be taught except by "elders," an Indian woman shouldn't say some words that are "male"-oriented, etc.

The use of "elders" is not satisfactory. Elders traditionally spoke to a few grandchildren - even one to one. They can't control a class without training.

Some children don't enrol at school until they are 8 or 9 years old. By age 10, they are still in Grade 1 with 5- and 6-year-olds - socially and physically misfits and out of the mainstream.

What is the government's policy? Assimilation? Integration? Accommodation? It seems the White Paper of 1968-69 called for integration - but on whose terms?

While there are inequalities in the process, there will be inequalities in the product.

Sift through my thoughts - I haven't many answers - just more questions!

PART C:

**Distribution of Response on each question
of the Survey of Indian School Principals,
Fall 1982.**

SURVEY OF INDIAN SCHOOL PRINCIPALS

(Confidential when completed.)

This Survey asks questions about native educational programs and practices in Federal and Band-operated schools in Canada. It is part of a research project commissioned by the Department of Indian Affairs and Northern Development.

Please answer all questions on the Survey questionnaire. If you do not have the exact information for a particular question, make your best estimate in your response. Please feel free to comment on any of the questions.

Please return the completed questionnaires by November 19 to

**Dr. K. F. Watson
President, ESM Ltd.
Box 8007, Main Post Office
Ottawa, Ontario
K1G 9Z9**

SCHOOL INFORMATION

Office Use
Only

1. The school consists of the following grades: (check all that apply)

1. ☐

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Preschool: 3 yr. olds | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Kindergarten: 4 yr. olds | <input type="checkbox"/> Grade 7 |
| <input type="checkbox"/> Kindergarten: 5 yr. olds | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 9 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 13 |

2. Number of pupils in the school:

2. ☐☐

- | | |
|--|--|
| 1. <input type="checkbox"/> less than 50 | 6. <input type="checkbox"/> 251 — 300 |
| 2. <input type="checkbox"/> 51 — 100 | 7. <input type="checkbox"/> 301 — 350 |
| 3. <input type="checkbox"/> 101 — 150 | 8. <input type="checkbox"/> 351 — 400 |
| 4. <input type="checkbox"/> 151 — 200 | 9. <input type="checkbox"/> 401 — 450 |
| 5. <input type="checkbox"/> 201 — 250 | 10. <input type="checkbox"/> more than 450 |

3. Total number of teachers in the school: ☐☐

3. ☐☐

4. Number of native teachers in the school: ☐☐

4. ☐☐

5. Number of native teacher-aides in the school: ☐☐

5. ☐☐

6. Is your school an Alternative school?

☐ Yes

☐ No

6.

☐

LANGUAGE INSTRUCTION

7. Please estimate the percentage of pupils, who, upon entry into school, speak only the native language.

☐☐ %

7.

☐☐

8. Please estimate the percentage of pupils in the whole school who speak a native language as the main language at home:

☐☐ %

8.

☐☐

9. Please estimate the percentage of teaching time in each of the following languages at your school.

Language	%
1. Native Language	<input type="checkbox"/> <input type="checkbox"/> %
2. French	<input type="checkbox"/> <input type="checkbox"/> %
3. English	<input type="checkbox"/> <input type="checkbox"/> %

9.1

☐☐

9.2

☐☐

9.3

☐☐

Total

100%

10. How many teachers at your school speak the Indian language of the Reserve? ☐☐

10.

☐☐

11. Does the school offer special classes in English as a second language for pupils whose first language is not English?

11.

☐

☐ Yes

☐ No

12. If yes, for which grades are English as a second language classes offered? (Check all that apply.)

12.

☐☐

1. ☐ Kindergarten

4. ☐ Grade 3

2. ☐ Grade 1

5. ☐ Grade 4

3. ☐ Grade 2

6. ☐ Other. Please specify:

13. How many teachers at your school have training in teaching English as a second language? ☐☐

13.

☐☐

NATIVE HISTORY AND CULTURE

14. Does the school offer a separate year-long course in Native history and culture?

14. ☐☐

☐ Yes

☐ No

If No, go directly to Question 18.

15. How much instructional time per week is devoted to the Native history and culture course?

Grade

Minutes/Week

1. K-2

2. 3-6

3. 7-8

4. 9-12/13

15.1 ☐

15.2 ☐

15.3 ☐

15.4 ☐

16. Does the school have a Native history and culture curriculum describing the content to be covered in the course at every different Grade level?

16. ☐

☐ Yes

☐ No

17. Does the Native history and culture course cover the Reserve only, or does it also study other Indian cultures in depth?

17. ☐

☐ Our Reserve only

☐ Other cultures as well.

18. Does the school offer other year-long courses developed specially for Native students? For example, Law Awareness.

18. ☐

☐ Yes

☐ No

If Yes, please specify course name and the grade levels it is offered to:

19. Does the school offer other periodic, short cultural enrichment courses? For example, Tribal Customs, hunting and fishing, arts and crafts.

19.1 ☐

19.2 ☐☐

☐ Yes

☐ No

If Yes, approximately how many such courses were offered last year?

☐☐

20. Does the school sponsor Native cultural events such as inviting Elders or Native resource persons to conduct special activities?

20.1 ☐

20.2 ☐☐

☐ Yes

☐ No

If Yes, how many such events were held last year? ☐☐

CURRICULUM MODIFICATION

21. Does the school follow the Provincial curriculum?

21. ☐

- ☐ Yes. Go directly to Question 25.
☐ Yes, with modifications.
☐ No. If No, please describe how your curriculum was developed:

22. What type of modifications to the Provincial curriculum has your school made? (Check all that apply.)

1. ☐ used books/filmstrips/cassettes about Indians as supplementary material in schools' courses
2. ☐ modified texts and workbooks to include Indian examples
3. ☐ included special units on Native peoples in the major subjects (science, languages, math, etc.)
4. ☐ reduced in the content or number of skills to be covered in a particular subject in a year
5. ☐ other: (please specify)

22.1 ☐

22.2 ☐

22.3 ☐

22.4 ☐

22.5 ☐

23. Please estimate the extent of modification to the Provincial curriculum at your school in the following subjects. (Check one box for each subject.)

Subject

Amount of Modification

	Major	Substantial	Minor	None
1. Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Phys. Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Home Econ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Industrial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Second Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify.				

23.1 ☐

23.2 ☐

23.3 ☐

23.4 ☐

23.5 ☐

23.6 ☐

23.7 ☐

23.8 ☐

23.9 ☐

23.10 ☐

23.11 ☐

23.12 ☐

24. How are curriculum modification decisions made at your school?
(Check all that apply.)

1. ☐ each teacher decides on curriculum modifications for his/her class and subject.

24.1 ☐

2. ☐ the school has subject committees to make curriculum modifications in a particular subject for all grades.

24.2 ☐

3. ☐ the school has a single curriculum committee that has responsibility for all curriculum modification in any subject.

24.3 ☐

4. ☐ the school has used academics/curriculum consultants to make modifications for the Indian students.

24.4 ☐

5. ☐ other (please specify) _____

24.5 ☐

25. Did the school hold any staff meetings specially to deal with curriculum development/modification last year?

25. ☐☐☐

☐ Yes. Number of such meetings: ☐☐

☐ No.

26. Does your school have a separate budgetary allocation for purchase of special curriculum materials developed for Native students?

26. ☐

☐ Yes

☐ No

27. How frequently have you used the following sources to obtain curriculum materials specially developed for Native students? (Check one box for each source of materials.)

Source

Frequency of Use

	Frequent	Occasional	Infrequent	Never
1. Teacher-made materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cultural Educ. Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provincial Ed. Depts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. DIAND Regional Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Museums/Libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. University/Colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Indian Cultural/Research Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Canadian Publishers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. U.S. Publishers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify _____				

27.1 ☐

27.2 ☐

27.3 ☐

27.4 ☐

27.5 ☐

27.6 ☐

27.7 ☐

27.8 ☐

27.9 ☐

28. Please give your comments on what you regard are the major problems and needs in developing curriculum for native students.

STUDENT ACHIEVEMENT

29. How is student achievement evaluated at your school? (Check only the three most frequently used methods.)

1. ☐ Teacher observations
2. ☐ Record of student work over the year
3. ☐ Teacher made tests
4. ☐ Criterion referenced tests
5. ☐ Skills inventories
6. ☐ Checklists
7. ☐ Examinations at end of each term
8. ☐ Final exams

☐ Other. Please specify: _____

- 29.1 ☐
29.2 ☐
29.3 ☐
29.4 ☐
29.5 ☐
29.6 ☐
29.7 ☐
29.8 ☐

30. Does your school use standardized student achievement tests such as the Canadian Test of Basic Skills?

☐ Yes

☐ No. Go directly to Question 34.

30. ☐

31. Are standardized tests administered to:

- ☐ all students
☐ certain grades. Please specify which grades: _____
☐ individual students upon referral

31. ☐

32. How frequently are standardized achievement tests used at your school?

- ☐ At the beginning of each year only
☐ At the end of each year only
☐ Both at the beginning and end of the year
☐ Other. Please specify: _____

32. ☐

33. Please name the standardized achievement tests used at your school at present.

34. Does your school have a stated student promotion policy?

34. ☐

☐ Yes

☐ No

35. On what basis are students at the school promoted? Check only the two most important factors in student promotion at your school.

35.1 ☐

35.2 ☐

35.3 ☐

35.4 ☐

35.5 ☐

35.6 ☐

1. ☐ Continuous progress (keeping children with their own age group)

2. ☐ Minimum competency criteria

3. ☐ Final exam

4. ☐ Analysis of students' performance over year

5. ☐ Teacher recommendation

6. ☐ Student attendance record

☐ Other. Please specify _____

36. How many times a year are pupils issued report cards?

36. ☐

37. How many times a year are parent teacher meetings scheduled to discuss pupil progress?

37. ☐

☐ times

38. Does your school keep cumulative student records for each student from year to year?

38. ☐

☐ Yes

☐ No. Go to Question 39.

What information is contained in the student record?
(Check all that apply)

1. ☐ copies of report cards

38.1 ☐

2. ☐ student's attendance

38.2 ☐

3. ☐ results of tests administered

38.3 ☐

4. ☐ reports or records of special services received

38.4 ☐

5. ☐ special behaviour problems

38.5 ☐

☐ other. Please specify _____

☐

39. Please comment on what you regard are the major problems and needs in measuring student achievement.

40. In which of the following areas do you keep records for the whole school? (Check all that apply)

1. ☐ Pupil attendance and absenteeism rate
 2. ☐ Retention or drop-out rates for the year
 3. ☐ Teacher attendance over the year
 4. ☐ Teacher turnover per year
 5. ☐ Percentage of pupils requiring special education services
☐ Other. Please specify _____

40.1

☐

40.2

☐

40.3

☐

40.4

☐

40.5

☐

41. Are the above data presented to the education authority at the end of each year?

41.

☐☐ Yes☐ No

If Yes, to whom are the data presented? _____

43. Any other comments?

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ATTACHED ENVELOPE BY NOVEMBER 19.

THANK YOU.

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR002

Q0

REGION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PEI,NS,NB	3.	10	4.7	4.8	4.8
QUEBEC	4.	13	6.1	6.2	11.0
ONTARIO	5.	58	27.4	27.6	38.6
MANITOBA	6.	35	16.5	16.7	55.2
SASKATCHEWAN	7.	40	18.9	19.0	74.3
ALBERTA	8.	20	9.4	9.5	83.8
BRITISH COLUMBIA	10.	34	16.0	16.2	100.0
	9.	2	0.9	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	6.486	STD ERR	0.136	MEDIAN	6.186
MODE	5.000	STD DEV	1.974	VARIANCE	3.897
KURTOSIS	-0.595	SKEWNESS	0.460	RANGE	7.000
MINIMUM	3.000	MAXIMUM	10.000		
VALID CASES	210	MISSING CASES	2		

TEST RUN FOR TAN ALL CASES

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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR003

Q0.1

SCHOOL ADMINISTRATION

CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FEDERAL	1.	144	67.9	67.9	67.9
BAND	2.	68	32.1	32.1	100.0
TOTAL		212	100.0	100.0	

MEAN	1.321	STD ERR	0.032	MEDIAN	1.236
MODE	1.000	STD DEV	0.468	VARIANCE	0.219
KURTOSIS	-1.415	SKEWNESS	0.774	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES

212

MISSING CASES

0

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR004

Q0.2

LANGUAGE OF QUESTIONNAIRE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ENGLISH	1.	202	95.3	96.2	96.2
FRENCH	2.	8	3.8	3.8	100.0
	9.	2	0.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.038	STD ERR	0.013	MEDIAN	1.020
MODE	1.000	STD DEV	0.192	VARIANCE	0.037
KURTOSIS	21.835	SKEWNESS	4.861	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 210

MISSING CASES 2

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR005

Q1

SCHOOL GRADES

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
UP TO GRADE 8	1.	128	60.4	60.4	60.4
BEYOND GRADE 8	2.	84	39.6	39.6	100.0
TOTAL		212	100.0	100.0	

MEAN	1.396	STD ERR	0.034	MEDIAN	1.328
MODE	1.000	STD DEV	0.490	VARIANCE	0.240
KURTOSIS	-1.835	SKEWNESS	0.427	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 212 MISSING CASES 0

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR006

Q2

NUMBER OF PUPILS

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
LESS THAN 50	1.	47	22.2	22.2	22.2
51-100	2.	45	21.2	21.2	43.4
101-150	3.	43	20.3	20.3	63.7
151-200	4.	26	12.3	12.3	75.9
201-250	5.	16	7.5	7.5	83.5
251-300	6.	16	7.5	7.5	91.0
301-350	7.	5	2.4	2.4	93.4
351-400	8.	4	1.9	1.9	95.3
401-450	10.	5	2.4	2.4	97.6
MORE THAN 450	11.	5	2.4	2.4	100.0
TOTAL		212	100.0	100.0	
MEAN	3.387	STD ERR	0.162	MEDIAN	2.826
MODE	1.000	STD DEV	2.365	VARIANCE	5.594
KURTOSIS	1.877	SKEWNESS	1.403	RANGE	10.000
MINIMUM	1.000	MAXIMUM	11.000		
VALID CASES	212	MISSING CASES	0		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR007 Q2.1 SCHOOL SIZE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
LESS THAN 100 PUPILS	1.	92	43.4	43.4	43.4
MORE THAN 100 PUPILS	2.	120	56.6	56.6	100.0
TOTAL		212	100.0	100.0	
MEAN	1.566	STD ERR	0.034	MEDIAN	1.617
MODE	2.000	STD DEV	0.497	VARIANCE	0.247
KURTOSIS	-1.946	SKEWNESS	-0.268	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	212	MISSING CASES	0		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR008

Q3

TOTAL # OF TEACHERS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-2	1.	37	17.5	17.5	17.5
3-4	2.	36	17.0	17.1	34.6
5-9	3.	59	27.8	28.0	62.6
10-14	4.	40	18.9	19.0	81.5
15-19	5.	18	8.5	8.5	90.0
20-24	6.	10	4.7	4.7	94.8
25-29	7.	4	1.9	1.9	96.7
30 OR MORE	8.	7	3.3	3.3	100.0
	9.	1	0.5	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	3.223	STD ERR	0.118	MEDIAN	3.051
MODE	3.000	STD DEV	1.711	VARIANCE	2.926
KURTOSIS	0.523	SKEWNESS	0.807	RANGE	7.000
MINIMUM	1.000	MAXIMUM	8.000		
VALID CASES	211	MISSING CASES	1		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR009

Q4

OF NATIVE TEACHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	65	30.7	31.0	31.0
LESS THAN 5%	2.	3	1.4	1.4	32.4
5-9%	3.	7	3.3	3.3	35.7
10-14%	4.	11	5.2	5.2	41.0
15-19%	5.	8	3.8	3.8	44.8
20-24%	6.	12	5.7	5.7	50.5
25-29%	7.	29	13.7	13.8	64.3
30-34%	8.	9	4.2	4.3	68.6
35-39%	10.	4	1.9	1.9	70.5
40-44%	11.	14	6.6	6.7	77.1
45-49%	12.	1	0.5	0.5	77.6
50-54%	13.	21	9.9	10.0	87.6
55-59%	14.	1	0.5	0.5	88.1
60-64%	15.	4	1.9	1.9	90.0
65-69%	16.	8	3.8	3.8	93.8
70-74%	17.	1	0.5	0.5	94.3
75% AND MORE	18.	12	5.7	5.7	100.0
	9.	2	0.9	MISSING	100.0
		----	----	----	
	TOTAL	212	100.0	100.0	

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

MEAN	6.843	STD ERR	0.376	MEDIAN	6.417
MODE	1.000	STD DEV	5.455	VARIANCE	29.760
KURTOSIS	-0.884	SKEWNESS	0.552	RANGE	17.000
MINIMUM	1.000	MAXIMUM	18.000		
VALID CASES	210	MISSING CASES	2		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR010 Q5 # OF TEACHERS AIDES

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3	1.	46	21.7	22.0	22.0
4-6	2.	141	66.5	67.5	89.5
7-9	3.	18	8.5	8.6	98.1
10 AND MORE	4.	2	0.9	1.0	99.0
15-19X	5.	2	0.9	1.0	100.0
	9.	3	1.4	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.914	STD ERR	0.045	MEDIAN	1.915
MODE	2.000	STD DEV	0.652	VARIANCE	0.425
KURTOSIS	4.521	SKEWNESS	1.138	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		

VALID CASES	209	MISSING CASES	3
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TEST RUN FOR TAN ALL CASES

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR011

Q6

IS SCHOOL ALTERNATIVE SCHOOL?

CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
YES	1.	12	5.7	5.7	
NO	2.	198	93.4	94.3	100
NO REPLY	9.	2	0.9	MISSING	100.
	TOTAL	212	100.0	100.0	
MEAN	1.943	STD EPR	0.016	MEDIAN	1.970
MODE	2.000	STD DEV	0.233	VARIANCE	0.054
KURTOSIS	12.894	SKEWNESS	-3.843	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	210	MISSING CASES	2		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR012

Q7

PUPIL-ONLY NATIVE LANG AT ENTRY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	115	54.2	55.0	55.0
LESS THAN 5%	2.	8	3.8	3.8	58.9
5-9%	3.	10	4.7	4.8	63.6
10-14%	4.	9	4.2	4.3	67.9
15-19%	5.	2	0.9	1.0	68.9
20-24%	6.	4	1.9	1.9	70.8
25-29%	7.	2	0.9	1.0	71.8
30-34%	8.	3	1.4	1.4	73.2
40-44%	11.	4	1.9	1.9	75.1
50-54%	13.	3	1.4	1.4	76.6
	15.	1	0.5	0.5	77.0
65-69%	16.	2	0.9	1.0	78.0
70-74%	17.	2	0.9	1.0	78.9
75% AND MORE	18.	44	20.8	21.1	100.0
	9.	3	1.4	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	5.861	STD ERR	0.486	MEDIAN	1.409
MODE	1.000	STD DEV	7.019	VARIANCE	49.264
KURTOSIS	-0.818	SKEWNESS	1.011	RANGE	17.000
MINIMUM	1.000	MAXIMUM	18.000		
VALID CASES	209	MISSING CASES	3		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR013

Q8

PUPIL-NATIVE LANG AS LANG AT HO

CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	72	34.0	35.1	35.1
UP TO 10%	2.	22	10.4	10.7	45.9
11-20%	3.	13	6.1	6.3	52.2
11-30%	4.	5	2.4	2.4	54.6
31-40%	5.	2	0.9	1.0	55.6
41-50%	6.	7	3.3	3.4	59.0
51-60%	7.	3	1.4	1.5	60.5
61-70%	8.	1	0.5	0.5	61.0
71-80%	10.	10	4.7	4.9	65.9
81-90%	11.	13	6.1	6.3	72.2
91-100%	12.	57	26.9	27.8	100.0
	9.	7	3.3	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	5.771	STD ERR	0.340	MEDIAN	3.154
MODE	1.000	STD DEV	4.863	VARIANCE	23.648
KURTOSIS	-1.769	SKEWNESS	0.306	RANGE	11.000
MINIMUM	1.000	MAXIMUM	12.000		
VALID CASES	205	MISSING CASES	7		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR014

Q9.1

NATIVE LANGUAGE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	51	24.1	24.2	24.2
UP TO 10%	2.	111	52.4	52.6	76.8
11-20%	3.	30	14.2	14.2	91.0
21-30%	4.	10	4.7	4.7	95.7
31-40%	5.	4	1.9	1.9	97.6
41-50%	6.	5	2.4	2.4	100.0
	9.	1	0.5	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	2.147	STD ERR	0.072	MEDIAN	1.991
MODE	2.000	STD DEV	1.052	VARIANCE	1.107
KURTOSIS	3.312	SKEWNESS	1.585	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		
VALID CASES	211	MISSING CASES	1		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR015

Q9.2

FRENCH

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	188	88.7	90.0	90.0
UP TO 10%	2.	9	4.2	4.3	94.3
11-20%	3.	2	0.9	1.0	95.2
41-50%	6.	3	1.4	1.4	96.7
61-70%	8.	1	0.5	0.5	97.1
71-80%	10.	4	1.9	1.9	99.0
81-90%	11.	1	0.5	0.5	99.5
91-100%	12.	1	0.5	0.5	100.0
	9.	3	1.4	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	1.440	STD ERR	0.122	MEDIAN	1.056
MODE	1.000	STD DEV	1.762	VARIANCE	3.103
KURTOSIS	20.298	SKEWNESS	4.546	RANGE	11.000
MINIMUM	1.000	MAXIMUM	12.000		
VALID CASES	209	MISSING CASES	3		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR016

Q9.3

ENGLISH

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	4	1.9	1.9	1.9
UP TO 10%	2.	3	1.4	1.4	3.3
11-20%	3.	1	0.5	0.5	3.8
21-30%	4.	1	0.5	0.5	4.3
41-50%	6.	4	1.9	1.9	6.2
51-60%	7.	2	0.9	1.0	7.1
61-70%	8.	6	2.8	2.9	10.0
71-80%	10.	17	8.0	8.1	18.1
81-90%	11.	62	29.2	29.5	47.6
91-100%	12.	110	51.9	52.4	100.0
	9.	2	0.9	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	10.833	STD ERR	0.156	MEDIAN	11.545
MODE	12.000	STD DEV	2.255	VARIANCE	5.087
KURTOSIS	9.292	SKEWNESS	-3.034	RANGE	11.000
MINIMUM	1.000	MAXIMUM	12.000		
VALID CASES	210	MISSING CASES	2		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR017

Q10

TEACHERS WHO SPEAK LANG OF RESE

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	86	40.6	41.3	41.3
LESS THAN 5%	2.	4	1.9	1.9	43.3
5-9%	3.	12	5.7	5.8	49.0
10-14%	4.	15	7.1	7.2	56.3
15-19%	5.	8	3.8	3.8	60.1
20-24%	6.	14	6.6	6.7	66.8
25-29%	7.	18	8.5	8.7	75.5
30-34%	8.	10	4.7	4.8	80.3
35-39%	10.	4	1.9	1.9	82.2
40-44%	11.	7	3.3	3.4	85.6
45-49%	12.	2	0.9	1.0	86.5
50 AND MORE	13.	28	13.2	13.5	100.0
	9.	4	1.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN 4.928
MODE 1.000
KURTOSIS -0.818
MINIMUM 1.000

STD ERR 0.301
STD DEV 4.336
SKEWNESS 0.753
MAXIMUM 13.000

MEDIAN 3.633
VARIANCE 18.802
RANGE 12.000

VALID CASES

208

MISSING CASES

4

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR018

Q11

CLASSES IN ENGLISH AS SECOND LA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	41	19.3	19.6	19.6
NO	2.	168	79.2	80.4	100.0
NO REPLY	9.	3	1.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.804	STD EPR	0.028	MEDIAN	1.878
MODE	2.000	STD DEV	0.398	VARIANCE	0.158
KURTOSIS	0.379	SKEWNESS	-1.541	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES

209

MISSING CASES

3

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR019 Q12.1 KINDERGARTEN

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	36	17.0	100.0	100.0
NO REPLY	9.	176	83.0	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	36	MISSING CASES	176
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR020

Q12.2

GRADE 1

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	34	16.0	97.1	97.1
	3.	1	0.5	2.9	100.0
NO REPLY	9.	177	83.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.057	STD ERR	0.057	MEDIAN	1.029
MODE	1.000	STD DEV	0.338	VARIANCE	0.114
KURTOSIS	35.000	SKEWNESS	5.916	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.000		

VALID CASES

35

MISSING CASES

177

TEST RUN FOR IAN ALL CASES

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FILE - SPSSIAN - CREATED 02/04/83

VAR021

Q12.3

GRADE 2

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	32	15.1	97.0	97.0
	2.	1	0.5	3.0	100.0
NO REPLY	9.	179	84.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.030	STD ERR	0.030	MEDIAN	1.016
MODE	1.000	STD DEV	0.174	VARIANCE	0.030
KURTOSIS	33.000	SKEWNESS	5.745	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	33	MISSING CASES	179		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR022

Q12.4

GRADE 3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	24	11.3	96.0	96.0
	3.	1	0.5	4.0	100.0
NO REPLY	9.	187	88.2	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	1.080	STD ERR	0.080	MEDIAN	1.042
MODE	1.000	STD DEV	0.400	VARIANCE	0.160
KURTOSIS	25.000	SKEWNESS	5.000	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.000		
VALID CASES	25	MISSING CASES	187		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR023

Q12.5

GRADE 4

CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	19	9.0	95.0	95.0
	2.	1	0.5	5.0	100.0
NO REPLY	9.	192	90.6	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.050	STD ERR	0.050	MEDIAN	1.026
MODE	1.000	STD DEV	0.224	VARIANCE	0.050
KURTOSIS	20.000	SKEWNESS	4.472	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 20 MISSING CASES 192

TEST RUN FOR IAN ALL CASES

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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR024

Q12.6

OTHER

CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	16	7.5	94.1	94.1
	4.	1	0.5	5.9	100.0
NO REPLY	9.	195	92.0	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.176	STD ERR	0.176	MEDIAN	1.094
MODE	1.000	STD DEV	0.728	VARIANCE	0.529
KURTOSIS	17.000	SKEWNESS	4.123	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES 17 MISSING CASES 195

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR025

Q13

TEACHERS WITH ESL TRAINING

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0%	1.	126	59.4	61.8	61.8
LESS THAN 5%	2.	5	2.4	2.5	64.2
5-9%	3.	9	4.2	4.4	68.6
10-14%	4.	14	6.6	6.9	75.5
15-19%	5.	7	3.3	3.4	78.9
20-24%	6.	10	4.7	4.9	83.8
24-29%	7.	6	2.8	2.9	86.8
30% AND MORE	8.	27	12.7	13.2	100.0
	9.	8	3.8	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.804	STD ERR	0.184	MEDIAN	1.310
MODE	1.000	STD DEV	2.630	VARIANCE	6.917
KURTOSIS	-0.488	SKEWNESS	1.070	RANGE	7.000
MINIMUM	1.000	MAXIMUM	8.000		
VALID CASES	204	MISSING CASES	8		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR026

Q14

HISTORY AND CULTURE CCURSE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	66	40.6	40.6	40.6
NO	2.	126	59.4	59.4	100.0
TOTAL		212	100.0	100.0	

MEAN	1.594	STD ERR	0.034	MEDIAN	1.659
MODE	2.000	STD DEV	0.492	VARIANCE	0.242
KURTOSIS	-1.868	SKEWNESS	-0.387	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES	212	MISSING CASES	0
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR027 Q15.1 K-2

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
UP TO 30 MINS	1.	7	3.3	9.5	9.5
31-60 MINS	2.	28	13.2	37.8	47.3
61-90 MINS	3.	14	6.6	18.9	66.2
91-120 MINS	4.	12	5.7	16.2	82.4
121-150 MINS	5.	9	4.2	12.2	94.6
151-180 MINS	6.	1	0.5	1.4	95.9
211-240 MINS	8.	1	0.5	1.4	97.3
241 AND MORE MINS	10.	2	0.9	2.7	100.0
	9.	138	65.1	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.135	STD ERR	0.208	MEDIAN	2.643
MODE	2.000	STD DEV	1.793	VARIANCE	3.214
KURTOSIS	4.612	SKEWNESS	1.814	RANGE	9.000
MINIMUM	1.000	MAXIMUM	10.000		
VALID CASES	74	MISSING CASES	138		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR028 Q15.2 3-6

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
UP TO 30 MINS	1.	3	1.4	3.7	3.7
31-60 MINS	2.	25	11.8	30.5	34.1
61-90 MINS	3.	20	9.4	24.4	58.5
91-120 MINS	4.	14	6.6	17.1	75.6
121-150 MINS	5.	12	5.7	14.6	90.2
151-180 MINS	6.	3	1.4	3.7	93.9
211-240 MINS	8.	3	1.4	3.7	97.6
241 AND MORE MINS	10.	2	0.9	2.4	100.0
	9.	130	61.3	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.549	STD ERR	0.203	MEDIAN	3.150
MODE	2.000	STD DEV	1.840	VARIANCE	3.386
KURTOSIS	2.770	SKEWNESS	1.498	RANGE	9.000
MINIMUM	1.000	MAXIMUM	10.000		

VALID CASES	82	MISSING CASES	130
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR029 Q15.3 7-8

CATEGORY LABEL	CCDE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
UP TO 30 MINS	1.	3	1.4	5.0	5.0
31-60 MINS	2.	12	5.7	20.0	25.0
61-90 MINS	3.	15	7.1	25.0	50.0
91-120 MINS	4.	10	4.7	16.7	66.7
121-150 MINS	5.	8	3.8	13.3	80.0
151-180 MINS	6.	6	2.8	10.0	90.0
181-210 MINS	7.	2	0.9	3.3	93.3
241 AND MORE MINS	10.	4	1.9	6.7	100.0
	9.	152	71.7	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	4.033	STD ERR	0.283	MEDIAN	3.500
MODE	3.000	STD DEV	2.194	VARIANCE	4.812
KURTOSIS	1.538	SKEWNESS	1.252	RANGE	9.000
MINIMUM	1.000	MAXIMUM	10.000		
VALID CASES	60	MISSING CASES	152		

TEST RUN FOR IAN ALL CASES

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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR030

Q15.4

9-12 OR 13

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
UP TO 30 MINS	1.	2	0.9	5.7	5.7
31-60 MINS	2.	8	3.8	22.9	28.6
61-90 MINS	3.	8	3.8	22.9	51.4
91-120 MINS	4.	4	1.9	11.4	62.9
121-150 MINS	5.	3	1.4	8.6	71.4
151-180 MINS	6.	3	1.4	8.6	80.0
181-210 MINS	7.	2	0.9	5.7	85.7
241 AND MORE MINS	10.	5	2.4	14.3	100.0
	9.	177	83.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	4.429	STD ERR	0.472	MEDIAN	3.438
MODE	2.000	STD DEV	2.790	VARIANCE	7.782
KURTOSIS	-0.090	SKEWNESS	0.995	RANGE	9.000
MINIMUM	1.000	MAXIMUM	10.000		
VALID CASES	35	MISSING CASES	177		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR031

Q16

NATIVE HISTORY CURRICLLUM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	44	20.8	48.4	48.4
NO	2.	47	22.2	51.6	100.0
NO REPLY	9.	121	57.1	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	1.516	STD ERR	0.053	MEDIAN	1.532
MODE	2.000	STD DEV	0.502	VARIANCE	0.253
KURTOSIS	-2.041	SKEWNESS	-0.067	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	91	MISSING CASES	121		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR032

Q17

CONTENT OF NATIVE HISTORY CURRI

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OUR RESERVE ONLY	1.	32	15.1	37.6	37.6
OTHER CULTURES AS WE	2.	53	25.0	62.4	100.0
NO REPLY	9.	127	59.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.624	STD ERR	0.053	MEDIAN	1.698
MODE	2.000	STD DEV	0.487	VARIANCE	0.238
KURTOSIS	-1.773	SKEWNESS	-0.519	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 85 MISSING CASES 127

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR033

Q18

OTHER YEARLONG COURSES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	36	17.0	17.6	17.6
NO	2.	168	79.2	82.4	100.0
NO REPLY	9.	8	3.8	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.824	STD ERR	0.027	MEDIAN	1.893
MODE	2.000	STD DEV	0.382	VARIANCE	0.146
KURTOSIS	0.933	SKEWNESS	-1.710	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES

204

MISSING CASES

8

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR034 019.1 CULTURAL ENRICHMENT CCURSES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	154	72.6	73.7	73.7
NO	2.	55	25.9	26.3	100.0
NO REPLY	9.	3	1.4	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.263	STD ERR	0.031	MEDIAN	1.179
MODE	1.000	STD DEV	0.441	VARIANCE	0.195
KURTOSIS	-0.834	SKEWNESS	1.083	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	209	MISSING CASES	3		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR035 Q19.2 # OF CULTURAL ENRICHMENT COURSE

CATEGORY LABEL	CCODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 COURSES	1.	87	41.0	62.1	62.1
3-4 COURSES	2.	30	14.2	21.4	83.6
7-9 COURSES	3.	4	1.9	2.9	86.4
10-12 COURSES	4.	10	4.7	7.1	93.6
13-15 COURSES	5.	2	0.9	1.4	95.0
16 AND MORE	6.	7	3.3	5.0	100.0
	9.	72	34.0	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.793	STD ERR	0.114	MEDIAN	1.305
MODE	1.000	STD DEV	1.354	VARIANCE	1.834
KURTOSIS	2.927	SKEWNESS	1.935	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		

VALID CASES 140 MISSING CASES 72

TEST RUN FOR IAN ALL CASES

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FILE - SPSSIAN - CREATED 02/04/83

VAR036 020.1 NATIVE CULTURAL EVENTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	159	75.0	75.7	75.7
NO	2.	51	24.1	24.3	100.0
NO REPLY	9.	2	0.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.243	STD ERR	0.030	MEDIAN	1.160
MODE	1.000	STD DEV	0.430	VARIANCE	0.185
KURTOSIS	-0.546	SKEWNESS	1.208	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	210	MISSING CASES	2		

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FILE - SPSSIAN - CREATED 02/04/83

VAR037 Q20.2 # OF NATIVE CULTURAL EVENTS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-2 EVENTS	1.	76	35.8	52.4	52.4
4-6 EVENTS	2.	39	18.4	26.9	79.3
7-9 EVENTS	3.	6	2.8	4.1	83.4
10-12 EVENTS	4.	16	7.5	11.0	94.5
13-15 EVENTS	5.	3	1.4	2.1	96.6
16 AND MORE EVENTS	6.	5	2.4	3.4	100.0
	9.	67	31.6	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.938	STD ERR	0.110	MEDIAN	1.454
MODE	1.000	STD DEV	1.324	VARIANCE	1.753
KURTOSIS	1.603	SKEWNESS	1.535	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		
VALID CASES	145	MISSING CASES	67		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR038

Q21

PROVINCIAL CURRICULUM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	70	33.0	33.0	33.0
YES, WITH MODIFICATI	2.	136	64.2	64.2	97.2
NO	3.	6	2.8	2.8	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.698	STD ERR	0.036	MEDIAN	1.765
MODE	2.000	STD DEV	0.518	VARIANCE	0.269
KURTOSIS	-0.679	SKEWNESS	-0.235	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.000		

VALID CASES	212	MISSING CASES	0
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR039 Q22.1 BOOKS-FILMSTRIPS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	127	59.9	100.0	100.0
NO REPLY	9.	85	40.1	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	127	MISSING CASES	85		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR040

Q22.2

TEXTS-WCRKBOOKS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	66	31.1	100.0	100.0
NO REPLY	9.	146	68.9	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	66	MISSING CASES	146
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR041

Q22.3

SPECIAL UNITS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	97	45.8	100.0	100.0
NO REPLY	9.	115	54.2	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	97	MISSING CASES	115		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR042

Q22.4

REDUCTION IN CONTENT-SKILLS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	54	25.5	100.0	100.0
NO REPLY	9.	158	74.5	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	54	MISSING CASES	158		

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FILE - SPSSIAN - CREATED 02/04/83

VAR043

Q22.5

OTHER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	23	10.8	95.8	95.8
	3.	1	0.5	4.2	100.0
NO REPLY	9.	188	88.7	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.083	STD ERR	0.083	MEDIAN	1.043
MODE	1.000	STD DEV	0.408	VARIANCE	0.167
KURTOSIS	24.000	SKEWNESS	4.899	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.000		

VALID CASES

24

MISSING CASES

188

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FILE - SPSSIAN - CREATED 02/04/83

VAR044

Q23.1

LANGUAGE ARTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	18	8.5	13.0	13.0
SUBSTANTIAL MODIFICA	2.	42	19.8	30.4	43.5
MINOR MODIFICATION	3.	63	29.7	45.7	89.1
NO MODIFICATION	4.	15	7.1	10.9	100.0
NOT OFFERED	9.	74	34.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.543	STD ERR	0.073	MEDIAN	2.643
MODE	3.000	STD DEV	0.855	VARIANCE	0.732
KURTOSIS	-0.559	SKEWNESS	-0.244	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	138	MISSING CASES	74		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR047

Q23.4

SCIENCE

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	5	2.4	3.6	3.6
SUBSTANTIAL MODIFICA	2.	27	12.7	19.4	23.0
MINOR MODIFICATION	3.	73	34.4	52.5	75.5
NO MODIFICATION	4.	34	16.0	24.5	100.0
NOT OFFERED	9.	73	34.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.978	STD ERR	0.065	MEDIAN	3.014
MODE	3.000	STD DEV	0.766	VARIANCE	0.586
KURTOSIS	-0.022	SKEWNESS	-0.454	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	139	MISSING CASES	73		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR048

Q23.5

ART

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	14	6.6	10.3	10.3
SUBSTANTIAL MODIFICA	2.	44	20.8	32.4	42.6
MINOR MODIFICATION	3.	57	26.9	41.9	84.6
NO MODIFICATION	4.	21	9.9	15.4	100.0
NOT OFFERED	9.	76	35.8	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.625	STD ERR	0.074	MEDIAN	2.675
MODE	3.000	STD DEV	0.869	VARIANCE	0.755
KURTOSIS	-0.613	SKEWNESS	-0.152	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	136	MISSING CASES	76		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR045 Q23.2 MATHEMATICS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	2	0.9	1.4	1.4
SUBSTANTIAL MODIFICA	2.	17	8.0	12.1	13.6
MINOR MODIFICATION	3.	67	31.6	47.9	61.4
NO MODIFICATION	4.	54	25.5	38.6	100.0
NOT OFFERED	9.	72	34.0	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.236	STD EPR	0.060	MEDIAN	3.261
MODE	3.000	STD DEV	0.716	VARIANCE	0.512
KURTOSIS	0.031	SKEWNESS	-0.621	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	140	MISSING CASES	72		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR046 Q23.3 SOCIAL STUDIES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	26	12.3	18.4	18.4
SUBSTANTIAL MODIFICA	2.	70	33.0	49.6	68.1
MINOR MODIFICATION	3.	38	17.9	27.0	95.0
NO MODIFICATION	4.	7	3.3	5.0	100.0
NOT OFFERED	9.	71	33.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.184	STD ERR	0.066	MEDIAN	2.136
MODE	2.000	STD DEV	0.789	VARIANCE	0.623
KURTOSIS	-0.296	SKEWNESS	0.278	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES	141	MISSING CASES	71
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR049 Q23.6 MUSIC

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	12	5.7	9.8	9.8
SUBSTANTIAL MODIFICA	2.	22	10.4	18.0	27.9
MINOR MODIFICATION	3.	63	29.7	51.6	79.5
NO MODIFICATION	4.	25	11.8	20.5	100.0
NOT OFFERED	9.	90	42.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.828	STD ERR	0.079	MEDIAN	2.929
MODE	3.000	STD DEV	0.869	VARIANCE	0.755
KURTOSIS	-0.160	SKEWNESS	-0.578	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES	122	MISSING CASES	90
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR050

Q23.7

PHYSICAL EDUCATION

CATEGORY LABEL	CCDE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	10	4.7	7.5	7.5
SUBSTANTIAL MODIFICA	2.	20	9.4	15.0	22.6
MINOR MODIFICATION	3.	53	25.0	39.8	62.4
NO MODIFICATION	4.	50	23.6	37.6	100.0
NOT OFFERED	9.	79	37.3	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.075	STD ERR	0.079	MEDIAN	3.185
MODE	3.000	STD DEV	0.910	VARIANCE	0.828
KURTOSIS	-0.190	SKEWNESS	-0.763	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	133	MISSING CASES	79		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR051

Q23.8

HISTORY

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	19	9.0	16.1	16.1
SUBSTANTIAL MODIFICA	2.	52	24.5	44.1	60.2
MINOR MODIFICATION	3.	34	16.0	28.8	89.0
NO MODIFICATION	4.	13	6.1	11.0	100.0
NOT OFFERED	9.	94	44.3	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN 2.347
MODE 2.000
KURTOSIS -0.589
MINIMUM 1.000

STD ERR 0.081
STD DEV 0.881
SKEWNESS 0.248
MAXIMUM 4.000

MEDIAN 2.269
VARIANCE 0.776
RANGE 3.000

VALID CASES 118

MISSING CASES 94

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR052

Q23.9

GEOGRAPHY

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	8	3.8	7.1	7.1
SUBSTANTIAL MODIFICA	2.	30	14.2	26.5	33.6
MINOR MODIFICATION	3.	52	24.5	46.0	79.6
NO MODIFICATION	4.	23	10.8	20.4	100.0
NOT OFFERED	9.	99	46.7	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.796	STD ERR	0.080	MEDIAN	2.856
MODE	3.000	STD DEV	0.847	VARIANCE	0.717
KURTOSIS	-0.449	SKEWNESS	-0.314	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	113	MISSING CASES	99		

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FILE - SPSSIAN - CREATED 02/04/83

VAR053 023.10 HOME ECONOMICS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FFREQ (PCT)
MAJOR MODIFICATION	1.	4	1.9	5.8	5.8
SUBSTANTIAL MODIFICA	2.	16	7.5	23.2	29.0
MINOR MODIFICATION	3.	23	10.8	33.3	62.3
NO MODIFICATION	4.	26	12.3	37.7	100.0
NOT OFFERED	9.	143	67.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.029	STD ERR	0.111	MEDIAN	3.130
MODE	4.000	STD DEV	0.923	VARIANCE	0.852
KURTOSIS	-0.729	SKEWNESS	-0.521	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	69	MISSING CASES	143		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR054 Q23.11 INDUSTRIAL ARTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	1	0.5	1.8	1.8
SUBSTANTIAL MODIFICA	2.	8	3.8	14.3	16.1
MINOR MODIFICATION	3.	19	9.0	33.9	50.0
NO MODIFICATION	4.	28	13.2	50.0	100.0
NOT OFFERED	9.	156	73.6	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.321	STD ERR	0.105	MEDIAN	3.500
MODE	4.000	STD DEV	0.789	VARIANCE	0.622
KURTOSIS	-0.049	SKEWNESS	-0.878	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	56	MISSING CASES	156		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR055 023.12 SECOND LANGUAGES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MAJOR MODIFICATION	1.	27	12.7	37.5	37.5
SUBSTANTIAL MODIFICA	2.	14	6.6	19.4	56.9
MINOR MODIFICATION	3.	12	5.7	16.7	73.6
NO MODIFICATION	4.	19	9.0	26.4	100.0
NOT OFFERED	9.	140	66.0	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.319	STD ERR	0.145	MEDIAN	2.143
MODE	1.000	STD DEV	1.231	VARIANCE	1.516
KURTOSIS	-1.557	SKEWNESS	0.244	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	72	MISSING CASES	140		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR056

Q24.1

EACH TEACHER DECIDES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ITEM CHECKED	1.	100	47.2	99.0	99.0
	4.	1	0.5	1.0	100.0
ITEM NOT CHECKED	9.	111	52.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.030	STD ERR	0.030	MEDIAN	1.015
MODE	1.000	STD DEV	0.299	VARIANCE	0.089
KURTOSIS	101.000	SKEWNESS	10.050	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES	101	MISSING CASES	111
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR057 Q24.2 SUBJECT COMMITTEES

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ITEM CHECKED	1.	33	15.6	100.0	100.0
ITEM NOT CHECKED	9.	179	84.4	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	33	MISSING CASES	179
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR058 Q24.3 CURRICULUM COMMITTEE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ITEM CHECKED	1.	15	7.1	100.0	100.0
ITEM NOT CHECKED	9.	197	92.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	15	MISSING CASES	197
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR059

Q24.4

ACADEMICS-CURRICULUM CONSULTANT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ITEM CHECKED	1.	40	18.9	100.0	100.0
ITEM NOT CHECKED	9.	172	81.1	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	40	MISSING CASES	172		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR060

Q24.5

OTHER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ITEM CHECKED	1.	18	8.5	100.0	100.0
ITEM NOT CHECKED	9.	194	91.5	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	18	MISSING CASES	194
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR061

Q25

STAFF MEETINGS FOR CURRICULUM

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	125	59.0	61.9	61.9
NO	2.	77	36.3	38.1	100.0
NO REPLY	9.	10	4.7	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	1.381	STD ERR	0.034	MEDIAN	1.308
MODE	1.000	STD DEV	0.487	VARIANCE	0.237
KURTOSIS	-1.775	SKEWNESS	0.493	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	202	MISSING CASES	10		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR062

Q25.1

OF STAFF MEETINGS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3	1.	52	24.5	44.1	44.1
4-6	2.	43	20.3	36.4	80.5
7-9	3.	4	1.9	3.4	83.9
10-12	4.	12	5.7	10.2	94.1
16-18	6.	2	0.9	1.7	95.8
19-21	7.	1	0.5	0.8	96.6
22 AND MORE	8.	4	1.9	3.4	100.0
	9.	94	44.3	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	2.110	STD ERR	0.148	MEDIAN	1.663
MODE	1.000	STD DEV	1.611	VARIANCE	2.595
KURTOSIS	5.044	SKEWNESS	2.215	RANGE	7.000
MINIMUM	1.000	MAXIMUM	8.000		
VALID CASES	118	MISSING CASES	94		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR063

Q26

SEPARATE ALLOWANCE FOR CURRICULU

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	89	42.0	43.0	43.0
NO	2.	118	55.7	57.0	100.0
NO REPLY	9.	5	2.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.570	STD ERR	0.034	MEDIAN	1.623
MODE	2.000	STD DEV	0.496	VARIANCE	0.246
KURTOSIS	-1.938	SKEWNESS	-0.285	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES	207	MISSING CASES	5
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR064

Q27.1

TEACHER MADE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	122	57.5	62.2	62.2
OCCASIONAL USE	2.	54	25.5	27.6	89.8
INFREQUENT USE	3.	14	6.6	7.1	96.9
NEVER USED	4.	6	2.8	3.1	100.0
	9.	16	7.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.510	STD ERR	0.054	MEDIAN	1.303
MODE	1.000	STD DEV	0.761	VARIANCE	0.579
KURTOSIS	1.851	SKEWNESS	1.516	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	196	MISSING CASES	16		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR065

Q27.2

CULTURAL EDUC. CENTRES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	32	15.1	17.6	17.6
OCCASIONAL USE	2.	97	45.8	53.3	70.9
INFREQUENT USE	3.	35	16.5	19.2	80.1
NEVER USED	4.	18	8.5	9.9	100.0
	9.	30	14.2	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.214	STD ERR	0.063	MEDIAN	2.108
MODE	2.000	STD DEV	0.850	VARIANCE	0.722
KURTOSIS	-0.133	SKEWNESS	0.558	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	182	MISSING CASES	30		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR066 Q27.3 PROVINCIAL ED. DEPTS.

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	35	16.5	19.3	19.3
OCCASIONAL USE	2.	68	32.1	37.6	56.9
INFREQUENT USE	3.	44	20.8	24.3	81.2
NEVER USED	4.	34	16.0	18.8	100.0
	9.	31	14.6	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.425	STD ERR	0.075	MEDIAN	2.316
MODE	2.000	STD DEV	1.006	VARIANCE	1.012
KURTOSIS	-1.031	SKEWNESS	0.190	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	181	MISSING CASES	31		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR067

Q27.4

DIAND REGIONAL OFFICE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	33	15.6	18.0	18.0
OCCASIONAL USE	2.	70	33.0	38.3	56.3
INFREQUENT USE	3.	50	23.6	27.3	83.6
NEVER USED	4.	30	14.2	16.4	100.0
	9.	29	13.7	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.421	STD ERR	0.072	MEDIAN	2.336
MODE	2.000	STD DEV	0.968	VARIANCE	0.937
KURTOSIS	-0.925	SKEWNESS	0.172	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	183	MISSING CASES	29		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR068

Q27.5

MUSEUMS-LIBRARIES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	19	9.0	10.4	10.4
OCCASIONAL USE	2.	73	34.4	40.1	50.5
INFREQUENT USE	3.	59	27.8	32.4	83.0
NEVER USED	4.	31	14.6	17.0	100.0
	9.	30	14.2	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.560	STD ERR	0.066	MEDIAN	2.486
MODE	2.000	STD DEV	0.895	VARIANCE	0.800
KURTOSIS	-0.774	SKEWNESS	0.097	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	182	MISSING CASES	30		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR069 Q27.6 UNIVERSITIES-COLLEGES

CATEGORY LABEL	CCODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	7	3.3	4.3	4.3
OCCASIONAL USE	2.	40	18.9	24.5	28.8
INFREQUENT USE	3.	49	23.1	30.1	58.9
NEVER USED	4.	67	31.6	41.1	100.0
	9.	49	23.1	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.080	STD ERR	0.071	MEDIAN	3.204
MODE	4.000	STD DEV	0.909	VARIANCE	0.827
KURTOSIS	-0.870	SKEWNESS	-0.508	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	163	MISSING CASES	49		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR070

Q27.7

INDIAN CULTURAL RESEARCH INSTITU

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	28	13.2	15.3	15.3
OCCASIONAL USE	2.	70	33.0	38.3	53.6
INFREQUENT USE	3.	44	20.8	24.0	77.6
NEVER USED	4.	41	19.3	22.4	100.0
	9.	29	13.7	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.536	STD ERR	0.074	MEDIAN	2.407
MODE	2.000	STD DEV	1.004	VARIANCE	1.008
KURTOSIS	-1.084	SKEWNESS	0.116	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	183	MISSING CASES	29		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR071 Q27.8 CANADIAN PUBLISHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	32	15.1	17.4	17.4
OCCASIONAL USE	2.	83	39.2	45.1	62.5
INFREQUENT USE	3.	44	20.8	23.9	86.4
NEVER USED	4.	25	11.8	13.6	100.0
	9.	28	13.2	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.337	STD ERR	0.068	MEDIAN	2.223
MODE	2.000	STD DEV	0.921	VARIANCE	0.848
KURTOSIS	-0.668	SKEWNESS	0.341	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	184	MISSING CASES	28		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR072 Q27.9 U. S. PUBLISHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FREQUENT USE	1.	9	4.2	5.7	5.7
OCCASIONAL USE	2.	38	17.9	24.2	29.9
INFREQUENT USE	3.	60	28.3	38.2	68.2
NEVER USED	4.	50	23.6	31.8	100.0
	9.	55	25.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.962	STD ERR	0.071	MEDIAN	3.025
MODE	3.000	STD DEV	0.891	VARIANCE	0.793
KURTOSIS	-0.689	SKEWNESS	-0.421	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	157	MISSING CASES	55		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR073 Q29.1 TEACHER OBSERVATIONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	124	58.5	99.2	99.2
	4.	1	0.5	0.8	100.0
METHOD NOT CHECKED	9.	87	41.0	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.024	STD ERR	0.024	MEDIAN	1.012
MODE	1.000	STD DEV	0.268	VARIANCE	0.072
KURTOSIS	125.000	SKEWNESS	11.180	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES	125	MISSING CASES	87
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR074 Q29.2 RECORD OF STUDENT WORK

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	173	81.6	99.4	99.4
	4.	1	0.5	0.6	100.0
METHOD NOT CHECKED	9.	38	17.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.017	STD ERR	0.017	MEDIAN	1.009
MODE	1.000	STD DEV	0.227	VARIANCE	0.052
KURTOSIS	174.000	SKEWNESS	13.191	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES	174	MISSING CASES	38
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR075 Q29.3 TEACHER-MADE TESTS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	167	78.8	99.4	99.4
	4.	1	0.5	0.6	100.0
METHOD NOT CHECKED	9.	44	20.8	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.018	STD ERR	0.018	MEDIAN	1.009
MODE	1.000	STD DEV	0.231	VARIANCE	0.054
KURTOSIS	168.000	SKEWNESS	12.961	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	168	MISSING CASES	44		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR077 Q29.5 SKILLS INVENTORIES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	40	18.9	100.0	100.0
METHOD NOT CHECKED	9.	172	81.1	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	40	MISSING CASES	172		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR078

Q29.6

CHECKLISTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	30	14.2	100.0	100.0
METHOD NOT CHECKED	9.	182	85.8	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	30	MISSING CASES	182		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR079 Q29.7 EXAMINATIONS AT END CF TERM

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	57	26.9	98.3	98.3
	7.	1	0.5	1.7	100.0
METHOD NOT CHECKED	9.	154	72.6	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	1.103	STD ERR	0.103	MEDIAN	1.053
MODE	1.000	STD DEV	0.788	VARIANCE	0.621
KURTOSIS	58.000	SKEWNESS	7.616	RANGE	6.000
MINIMUM	1.000	MAXIMUM	7.000		
VALID CASES	58	MISSING CASES	154		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR080 Q29.8 FINAL EXAMINATIONS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
METHOD CHECKED	1.	20	9.4	100.0	100.0
METHOD NOT CHECKED	9.	192	90.6	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	20	MISSING CASES	192		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR081

Q30

STANDARDIZED ACHIEVEMENT TESTS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	151	71.2	72.2	72.2
NO	2.	58	27.4	27.8	100.0
NO REPLY	9.	3	1.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.278	STD ERR	0.031	MEDIAN	1.192
MODE	1.000	STD DEV	0.449	VARIANCE	0.201
KURTOSIS	-1.008	SKEWNESS	1.001	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES	209	MISSING CASES	3
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR082

Q31

STANDARDIZED TESTS ADMINISISTERE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ALL STUDENTS	1.	64	30.2	43.0	43.0
CERTAIN GRADES	2.	76	35.8	51.0	94.0
INDIVIDUAL STUDENTS	3.	9	4.2	6.0	100.0
NO REPLY	9.	63	29.7	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.631	STD ERR	0.049	MEDIAN	1.638
MODE	2.000	STD DEV	0.597	VARIANCE	0.356
KURTOSIS	-0.666	SKEWNESS	0.350	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.000		

VALID CASES	149	MISSING CASES	63
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR083

Q32

FREQUENCY OF STANDARDIZED TESTS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BEGINNING OF YEAR	1.	13	6.1	8.7	8.7
END OF YEAR	2.	34	16.0	22.8	31.5
BOTH	3.	92	43.4	61.7	93.3
OTHER	4.	10	4.7	6.7	100.0
NO REPLY	9.	63	29.7	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	2.664	STD ERR	0.060	MEDIAN	2.799
MODE	3.000	STD DEV	0.732	VARIANCE	0.535
KURTOSIS	0.361	SKEWNESS	-0.745	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	149	MISSING CASES	63		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR084

Q34

SCHOOL PROMOTION POLICY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	122	57.5	61.3	61.3
NO	2.	77	36.3	38.7	100.0
	9.	13	6.1	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.387	STD ERR	0.035	MEDIAN	1.316
MODE	1.000	STD DEV	0.488	VARIANCE	0.238
KURTOSIS	-1.799	SKEWNESS	0.468	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES

199

MISSING CASES

13

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR085 Q35.1 CONTINUOUS PROGRESS

CATEGORY LABEL	CCODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	73	34.4	100.0	100.0
BOX NOT CHECKED	9.	139	65.6	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	73	MISSING CASES	139		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR086 035.2 MINIMUM COMPETENCY CRITERIA

CATEGORY LABEL	CCDE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	39	18.4	100.0	100.0
BOX NOT CHECKED	9.	173	81.6	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	39	MISSING CASES	173
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR087

Q35.3

FINAL EXAM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	20	9.4	100.0	100.0
BOX NOT CHECKED	9.	192	90.6	MISSING	100.0
		-----	-----	-----	
	TOTAL	212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	20	MISSING CASES	192		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR088 Q35.4 ANALYSIS OF STUDENT PERFORMANCE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	153	72.2	100.0	100.0
BOX NOT CHECKED	9.	59	27.8	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	153	MISSING CASES	59		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR089 Q35.5 TEACHER RECOMMENDATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	102	48.1	100.0	100.0
BOX NOT CHECKED	9.	110	51.9	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	102	MISSING CASES	110		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR090

Q35.6

STUDENT RECCRD

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	13	6.1	81.3	81.3
	3.	2	0.9	12.5	93.8
	5.	1	0.5	6.3	100.0
BOX NOT CHECKED	9.	196	92.5	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.500	STD EPR	0.289	MEDIAN	1.231
MODE	1.000	STD DEV	1.155	VARIANCE	1.333
KURTOSIS	5.314	SKEWNESS	2.375	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	16	MISSING CASES	196		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR091

Q36

OF TIMES REPORT CARD ISSUED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ONCE A YEAR	1.	1	0.5	0.5	0.5
TWICE A YEAR	2.	8	3.8	3.9	4.4
THREE TIMES A YEAR	3.	142	67.0	69.6	74.0
FOUR TIMES A YEAR	4.	44	20.8	21.6	95.6
MORE THAN 4 TIMES	5.	8	3.8	3.9	99.5
ZERO TIMES A YEAR	6.	1	0.5	0.5	100.0
	9.	8	3.8	MISSING	100.0
	TOTAL	212	100.0	100.0	
MEAN	3.260	STD ERR	0.045	MEDIAN	3.155
MODE	3.000	STD DEV	0.640	VARIANCE	0.410
KURTOSIS	2.685	SKEWNESS	0.958	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		
VALID CASES	204	MISSING CASES	8		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR092

Q37

OF PARENT-TEACHER MEETINGS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0 MEETINGS	1.	8	3.8	3.9	3.9
1 MEETING	2.	12	5.7	5.8	9.7
2 MEETINGS	3.	71	33.5	34.3	44.0
3 MEETINGS	4.	78	36.8	37.7	81.6
4 MEETINGS	5.	30	14.2	14.5	96.1
5 OR MORE MEETINGS	6.	8	3.8	3.9	100.0
	9.	5	2.4	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	3.647	STD ERR	0.073	MEDIAN	3.660
MODE	4.000	STD DEV	1.050	VARIANCE	1.103
KURTOSIS	0.407	SKEWNESS	-0.167	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		

VALID CASES	207	MISSING CASES	5
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR093

Q38

CUMULATIVE STUDENT RECCROS

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	204	96.2	97.1	97.1
NO	2.	6	2.8	2.9	100.0
NO REPLY	9.	2	0.9	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.029	STD ERR	0.012	MEDIAN	1.015
MODE	1.000	STD DEV	0.167	VARIANCE	0.028
KURTOSIS	30.786	SKEWNESS	5.700	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 210 MISSING CASES 2

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR094 Q38.1 COPIES OF REPORT CARDS

CATEGORY LABEL		CCDE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED		1.	194	91.5	100.0	100.0
BOX NOT CHECKED		9.	18	8.5	MISSING	100.0
			-----	-----	-----	
TOTAL			212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN		1.000
MODE	1.000	STD DEV	0.0	VARIANCE		0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM		1.000
VALID CASES	194	MISSING CASES	18			

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR095 Q38.2 STUDENT ATTENDANCE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	181	85.4	100.0	100.0
BOX NOT CHECKED	9.	31	14.6	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	181	MISSING CASES	31
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR096 Q38.3 TEST RESULTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	177	83.5	100.0	100.0
BOX NOT CHECKED	9.	35	16.5	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	177	MISSING CASES	35		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR097 Q38.4 REPORTS OF SPECIAL SERVICES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	158	74.5	100.0	100.0
BOX NOT CHECKED	9.	54	25.5	MISSING	100.0
		-----	-----	-----	
	TOTAL	212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	158	MISSING CASES	54		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR098 Q38.5 SPECIAL BEHAVIOR PROBLEMS

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	133	62.7	100.0	100.0
BOX NOT CHECKED	9.	79	37.3	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	133	MISSING CASES	79		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR099 Q40.1 PUPIL ATTENDANCE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	203	95.8	100.0	100.0
BOX NOT CHECKED	9.	9	4.2	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	203	MISSING CASES	9
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR100 Q40.2 RETENTION RATES

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	104	49.1	100.0	100.0
BOX NOT CHECKED	9.	108	50.9	MISSING	100.0
TOTAL		212	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	104	MISSING CASES	108		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR101 Q40.3 TEACHER ATTENDANCE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	179	84.4	100.0	100.0
BOX NOT CHECKED	9.	33	15.6	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	179	MISSING CASES	33		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR102 Q40.4 TEACHER TURNOVER

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
BOX CHECKED	1.	67	31.6	100.0	100.0
BOX NOT CHECKED	9.	145	68.4	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	67	MISSING CASES	145		

02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR103 Q40.5 % OF PUPILS REQUIRING SPECIAL SE

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FFREQ (PCT)
BOX CHECKED	1.	90	42.5	100.0	100.0
BOX NOT CHECKED	9.	122	57.5	MISSING	100.0
TOTAL		212	100.0	100.0	

MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000

VALID CASES	90	MISSING CASES	122
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02/04/83

FILE - SPSSIAN - CREATED 02/04/83

VAR104

Q41

IS SCHOOL DATA PRESENTED TO EDUC

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FFREQ (PCT)
YES	1.	164	77.4	81.6	81.6
NO	2.	37	17.5	18.4	100.0
	9.	11	5.2	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.184	STD ERR	0.027	MEDIAN	1.113
MODE	1.000	STD DEV	0.389	VARIANCE	0.151
KURTOSIS	0.705	SKEWNESS	1.643	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	201	MISSING CASES	11		

02/04/83

FILE - SPSS1AN - CREATED 02/04/83

VAR105 Q41.1 TO WHOM IS DATA PRESENTED?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
REGIONAL OFFICE	1.	32	15.1	22.1	22.1
SCHOOL BOARD-DIST	2.	83	39.2	57.2	79.3
BAND AUTHORITY	3.	29	13.7	20.0	99.3
OTHER	4.	1	0.5	0.7	100.0
	9.	67	31.6	MISSING	100.0
	TOTAL	212	100.0	100.0	

MEAN	1.993	STD ERR	0.056	MEDIAN	1.988
MODE	2.000	STD DEV	0.672	VARIANCE	0.451
KURTOSIS	-0.321	SKEWNESS	0.147	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		
VALID CASES	145	MISSING CASES	67		