

**TITLE I INFORMATION**

**Question 23**

Standard errors of the percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school characteristics

**Table 23A - Title I Status**

	<b>All Schools (N=758)</b>
Yes	1.7
No	1.8
Don't know	0.6

**Table 23B - Minority Enrollment**

	<b>0-49.9% (N=591)</b>	<b>50-79.9% (N=344)</b>	<b>80-100% (N=308)</b>
Yes	2.3	2.0	3.1
No	2.5	1.9	2.1
Don't know	0.8	0.6	2.5

**Table 23C - School Level**

	<b>Elementary (N=544)</b>	<b>Middle (N=330)</b>	<b>High (N=312)</b>
Yes	2.2	3.2	3.1
No	2.2	3.4	3.8
Don't know	0.5	1.1	3.0

**Question 23**

Standard errors of the percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school characteristics

**Table 23D - Metropolitan Status**

	<b>Central City of MSA (N=411)</b>	<b>MSA not Central City (N=346)</b>	<b>Not MSA (N=486)</b>
Yes	3.2	2.9	2.6
No	3.2	2.8	2.6
Don't know	0.8	0.9	1.3

**Table 23E - Poverty Level**

	<b>0-34.9% (N=393)</b>	<b>35-49.9% (N=198)</b>	<b>50-74.9% (N=318)</b>	<b>75-100% (N=320)</b>
Yes	2.8	4.0	2.3	1.5
No	3.0	4.0	2.3	1.1
Don't know	1.2	1.2	0.4	1.1

**Table 23F - School Size**

	<b>Less than 300 (N=172)</b>	<b>300-499 (N=289)</b>	<b>500-999 (N=492)</b>	<b>1,000 or more (N=290)</b>
Yes	4.4	3.1	2.7	3.4
No	4.2	2.9	2.7	3.2
Don't know	1.7	1.2	0.9	1.9

**Question 24**

**Standard errors of the percentage of principals reporting to what extent their school has input into the decisions on the use of Title I funds, by school characteristics**

**Table 24A - Title I Status**

	<b>All Title I Schools (N=772)</b>	<b>SW (N=447)</b>	<b>TA (N=325)</b>
Not at all	0.8	1.4	0.9
Small extent	1.5	1.8	2.5
Moderate extent	1.8	2.3	3.1
Great extent	2.0	3.0	3.1

**Table 24B - Minority Enrollment**

	<b>0-49.9% (N=242)</b>	<b>50-79.9% (N=255)</b>	<b>80-100% (N=275)</b>
Not at all	1.5	1.0	0.6
Small extent	2.6	2.5	2.8
Moderate extent	3.2	2.9	4.2
Great extent	3.3	3.3	4.7

**Table 24C - School Level**

	<b>Elementary (N=407)</b>	<b>Middle (N=202)</b>	<b>High (N=122)</b>
Not at all	1.0	1.1	0.0
Small extent	1.7	4.7	5.1
Moderate extent	2.0	4.3	6.4
Great extent	2.4	4.8	7.3

**Question 24 (continued)**

Standard errors of the percentage of principals reporting to what extent their school has input into the decisions on the use of Title I funds, by school characteristics

**Table 24D - Metropolitan Status**

	<b>Central City of MSA (N=272)</b>	<b>MSA not Central City (N=182)</b>	<b>Not MSA (N=318)</b>
Not at all	1.0	2.2	1.1
Small extent	2.0	2.6	2.8
Moderate extent	3.1	4.6	2.4
Great extent	3.3	4.3	3.4

**Table 24E - Poverty Level**

	<b>0-34.9% (N=127)</b>	<b>35-49.9% (N=109)</b>	<b>50-74.9% (N=229)</b>	<b>75-100% (N=302)</b>
Not at all	1.5	3.1	1.0	0.6
Small extent	3.6	4.7	2.7	2.2
Moderate extent	5.0	4.6	3.2	3.2
Great extent	5.1	6.1	3.4	3.5

**Table 24F - School Size**

	<b>Less than 300 (N=122)</b>	<b>300-499 (N=198)</b>	<b>500-999 (N=318)</b>	<b>1,000 or more (N=134)</b>
Not at all	2.2	0.4	1.5	1.3
Small extent	4.5	2.4	2.0	3.5
Moderate extent	4.2	3.7	3.1	4.6
Great extent	5.5	3.7	3.3	5.4

**Question 25**

**Confidence intervals for the estimated total number of staff paid by Title I funds as reported by school principals, by school characteristics**

**Table 25A - Title I Status**

	<b>All Schools (N=747)</b>	<b>SW (N=428)</b>	<b>TA (N=319)</b>
Administration (non-clerical)	±1,051	±725	±750
Teachers	±7,434	±5,890	±3,591
Teacher aides	±8,910	±5,813	±6,674
Staff providing support services (non-clerical)	±3,172	±2,616	±1,209

**Table 25B - Minority Enrollment**

	<b>0-49.9% (N=239)</b>	<b>50-79.9% (N=248)</b>	<b>80-100% (N=260)</b>
Administration (non-clerical)	±726	±1,365	±614
Teachers	±2,617	±2,801	±4,925
Teacher aides	±4,299	±4,247	±5,054
Staff providing support services (non-clerical)	±1,373	±944	±2,165

**Table 25C - School Level**

	<b>Elementary (N=395)</b>	<b>Middle (N=190)</b>	<b>High (N=121)</b>
Administration (non-clerical)	±1,060	±312	±251
Teachers	±7,995	±1,886	±1,248
Teacher aides	±9,823	±1,669	±1,349
Staff providing support services (non-clerical)	±3,513	±502	±624

**Question 25 (continued)**

**Confidence intervals for the estimated total number of staff paid by Title I funds as reported by school principals, by school characteristics**

**Table 25D - Metropolitan Status**

	<b>Central City of MSA (N=257)</b>	<b>MSA not Central City (N=174)</b>	<b>Not MSA (N=316)</b>
Administration (non-clerical)	±679	±397	±652
Teachers	±5,538	±1,747	±3,446
Teacher aides	±5,583	±4,295	±4,889
Staff providing support services (non-clerical)	±2,492	±699	±1,197

**Table 25E - Poverty Level**

	<b>0-34.9% (N=123)</b>	<b>35-49.9% (N=109)</b>	<b>50-74.9% (N=223)</b>	<b>75-100% (N=287)</b>
Administration (non-clerical)	±682	±381	±350	±604
Teachers	±2,251	±1,348	±2,504	±4,994
Teacher aides	±3,007	±3,136	±3,852	±5,205
Staff providing support services (non-clerical)	±629	±1,027	±981	±2,166

**Table 25F - School Size**

	<b>Less than 300 (N=119)</b>	<b>300-499 (N=196)</b>	<b>500-999 (N=308)</b>	<b>1,000 or more (N=124)</b>
Administration (non-clerical)	±681	±733	±405	±245
Teachers	±1,931	±3,111	±5,652	±1,462
Teacher aides	±3,298	±3,796	±6,101	±2,294
Staff providing support services (non-clerical)	±846	±1,358	±2,526	±495

**Question 26**

Standard errors of the percentage of principals reporting the targeted assistance or schoolwide plan or a description of the plan was made available to parents, by school characteristics

**Table 26A - Title I Status**

	<b>All Title I Schools (N=760)</b>	<b>SW (N=446)</b>	<b>TA (N=314)</b>
Yes	1.3	1.4	2.0
No	1.3	1.4	2.0

**Table 26B - Minority Enrollment**

	<b>0-49.9% (N=239)</b>	<b>50-79.9% (N=251)</b>	<b>80-100% (N=270)</b>
Yes	1.9	1.9	2.6
No	1.9	1.9	2.6

**Table 26C - School Level**

	<b>Elementary (N=403)</b>	<b>Middle (N=199)</b>	<b>High (N=118)</b>
Yes	1.6	2.7	4.3
No	1.6	2.7	4.3

**Table 26D - Metropolitan Status**

	<b>Central City of MSA (N=266)</b>	<b>MSA not Central City (N=180)</b>	<b>Not MSA (N=314)</b>
Yes	1.3	1.9	2.3
No	1.3	1.9	2.3

**Question 26 (continued)**

**Standard errors of the percentage of principals reporting the targeted assistance or schoolwide plan or a description of the plan was made available to parents, by school characteristics**

**Table 26E - Poverty Level**

	<b>0-34.9%</b> <b>(N=124)</b>	<b>35-49.9%</b> <b>(N=109)</b>	<b>50-74.9%</b> <b>(N=225)</b>	<b>75-100%</b> <b>(N=297)</b>
Yes	2.9	2.6	2.1	2.2
No	2.9	2.6	2.1	2.2

**Table 26F - School Size**

	<b>Less than 300</b> <b>(N=120)</b>	<b>300-499</b> <b>(N=195)</b>	<b>500-999</b> <b>(N=313)</b>	<b>1,000 or more</b> <b>(N=132)</b>
Yes	3.6	1.8	1.2	4.1
No	3.6	1.8	1.2	4.1

**Question 27**

Standard errors of the percentage of principals reporting that their school is operating a Title I schoolwide program, by school characteristics

**Table 27A - Title I Status**

	<b>All Title I Schools (N=773)</b>
Yes	1.9
No	1.9

**Table 27B - Minority Enrollment**

	<b>0-49.9% (N=243)</b>	<b>50-79.9% (N=255)</b>	<b>80-100% (N=275)</b>
Yes	2.8	4.3	3.6
No	2.8	4.3	3.6

**Table 27C - School Level**

	<b>Elementary (N=408)</b>	<b>Middle (N=202)</b>	<b>High (N=122)</b>
Yes	2.4	4.0	7.8
No	2.4	4.0	7.8

**Table 27D - Metropolitan Status**

	<b>Central City of MSA (N=272)</b>	<b>MSA not Central City (N=182)</b>	<b>Not MSA (N=319)</b>
Yes	3.6	4.4	3.3
No	3.6	4.4	3.3

**Question 27 (continued)**

**Standard errors of the percentage of principals reporting that their school is operating a Title I schoolwide program, by school characteristics**

**Table 27E - Poverty Level**

	<b>0-34.9%</b> <b>(N=127)</b>	<b>35-49.9%</b> <b>(N=109)</b>	<b>50-74.9%</b> <b>(N=230)</b>	<b>75-100%</b> <b>(N=302)</b>
Yes	3.6	4.9	4.4	3.1
No	3.6	4.9	4.4	3.1

**Table 27F - School Size**

	<b>Less than 300</b> <b>(N=122)</b>	<b>300-499</b> <b>(N=199)</b>	<b>500-999</b> <b>(N=318)</b>	<b>1,000 or more</b> <b>(N=134)</b>
Yes	5.2	3.6	3.5	5.8
No	5.2	3.6	3.5	5.8

**Question 28**

**Standard errors of the average number of students served in targeted assistance programs as reported by principals, by school characteristics**

**Table 28**

	<b>Average number of students served</b>
All targeted assistance schools	6.2
Minority Enrollment	
0-49.9%	6.1
50-79.9%	14.5
80-100%	34.1
School Level	
Elementary	6.7
Middle	15.3
High	35.1
Metropolitan Status	
Central city of MSA	17.2
MSA not Central City	14.5
Not MSA	6.2
Poverty Level	
0-34.9%	7.5
35-49.9%	10.7
50-74.9%	13.3
75-100%	34.7
School Size	
Less than 30	5.2
300-499	8.7
500-999	8.3
1,000 or more	51.7

**Question 29**

**Standard errors of the percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics**

**Table 29A – School Type**

	<b>All Targeted Assistance Schools (N=311)</b>
Pre-K	1.1
K	3.2
1	2.8
2	2.7
3	2.9
4	3.2
5	3.1
6	3.0
7	2.7
8	2.3
9	1.9
10	1.9
11	1.3
12	1.0
Ungraded	0.3

**Question 29 (continued)**

**Standard errors of the percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics**

**Table 29B – Minority Enrollment**

	<b>0-49.9%</b> <b>(N=187)</b>	<b>50-79.9%</b> <b>(N=76)</b>	<b>80-100%</b> <b>(N=48)</b>
Pre-K	1.0	2.1	7.3
K	3.9	6.7	10.1
1	3.7	5.0	7.4
2	3.7	5.3	8.3
3	3.5	6.8	9.1
4	4.0	6.1	11.7
5	3.9	6.9	9.6
6	3.7	7.6	9.0
7	3.2	4.7	6.7
8	2.6	4.7	6.7
9	2.3	5.9	4.6
10	2.2	5.9	4.6
11	1.4	4.3	4.5
12	1.1	3.1	4.0
Ungraded	0.0	1.6	0.0

**Question 29 (continued)**

**Standard errors of the percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics**

**Table 29C – School Level**

	<b>Elementary (N=180)</b>	<b>Middle (N=69)</b>	<b>High (N=31)</b>
Pre-K	1.4	0.0	0.0
K	4.2	0.0	0.0
1	2.1	0.0	0.0
2	2.1	0.0	0.0
3	3.1	0.0	0.0
4	3.6	2.2	0.0
5	3.8	6.9	0.0
6	3.7	6.0	0.0
7	1.7	7.0	13.5
8	1.7	7.7	13.4
9	0.0	3.5	14.0
10	0.0	0.0	13.3
11	0.0	0.0	15.2
12	0.0	0.0	14.1
Ungraded	--	--	--

Question 29 (continued)

Standard errors of the percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29D – Metropolitan Status

	Central City of MSA (N=65)	MSA not Central City (N=89)	Not MSA (N=157)
Pre-K	3.5	1.6	1.5
K	6.8	7.3	4.3
1	6.4	5.6	4.0
2	6.0	5.4	3.9
3	6.5	5.4	3.9
4	7.0	5.6	5.0
5	7.1	6.2	4.8
6	7.3	3.8	4.6
7	5.4	4.8	3.3
8	5.1	3.9	3.0
9	2.8	1.2	3.3
10	2.8	1.2	3.4
11	2.8	1.2	2.3
12	2.7	1.2	1.8
Ungraded	0.0	0.0	0.5

**Question 29 (continued)**

**Standard errors of the percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics**

**Table 29E – Poverty Level**

	<b>0-34.9%</b> <b>(N=103)</b>	<b>35-49.9%</b> <b>(N=85)</b>	<b>50-74.9%</b> <b>(N=70)</b>	<b>75-100%</b> <b>(N=50)</b>
Pre-K	0.0	2.6	2.3	7.5
K	5.0	6.4	7.4	8.9
1	4.4	5.5	5.1	6.1
2	4.4	5.3	5.4	6.3
3	4.1	5.2	6.7	8.7
4	5.4	4.9	6.7	11.2
5	5.3	5.5	7.6	10.6
6	4.1	6.8	7.9	9.9
7	3.4	5.7	5.4	6.8
8	2.7	4.7	5.3	6.8
9	2.3	2.8	6.3	4.3
10	2.2	2.8	6.3	4.3
11	1.6	2.8	4.6	4.2
12	1.5	1.2	3.3	4.2
Ungraded	0.0	0.0	1.7	0.0

**Question 29 (continued)**

**Standard errors of the percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics**

**Table 29F – School Size**

	<b>Less than 300 (N=60)</b>	<b>300-499 (N=88)</b>	<b>500-999 (N=123)</b>	<b>1,000 or more (N=50)</b>
Pre-K	2.2	1.5	2.1	2.0
K	7.0	4.4	5.0	8.6
1	4.8	4.2	5.1	9.7
2	4.9	4.3	4.8	9.7
3	5.9	5.9	4.5	9.7
4	6.5	5.5	5.2	9.7
5	6.8	5.0	5.3	9.9
6	6.6	5.0	5.2	8.1
7	5.4	3.2	4.5	9.7
8	4.9	3.0	4.6	7.3
9	3.4	2.8	2.1	9.0
10	3.4	2.9	2.0	8.8
11	2.1	2.9	1.8	8.8
12	1.5	1.5	1.8	8.8
Ungraded	0.0	0.0	0.8	0.0

**Question 30**

Standard errors of the percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL, by school characteristics

**Table 30A - School Type**

	<b>All Targeted Assistance Schools (N=312)</b>
Reading/language arts	1.0
Mathematics	3.2
ESL	2.1

**Table 30B - Minority Enrollment**

	<b>0-49.9% (N=187)</b>	<b>50-79.9% (N=76)</b>	<b>80-100% (N=49)</b>
Reading/language arts	1.0	0.6	4.8
Mathematics	4.3	7.2	8.2
ESL	2.3	5.9	11.0

**Table 30C - School Level**

	<b>Elementary (N=183)</b>	<b>Middle (N=78)</b>	<b>High (N=38)</b>
Reading/language arts	0.6	4.7	2.9
Mathematics	4.2	6.2	10.4
ESL	2.6	4.8	4.2

**Question 30**

Standard errors of the percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL, by school characteristics

**Table 30D - Metropolitan Status**

	<b>Central City of MSA (N=66)</b>	<b>MSA not Central City (N=89)</b>	<b>Not MSA (N=157)</b>
Reading/language arts	3.8	0.4	0.9
Mathematics	6.7	6.0	5.4
ESL	7.0	3.1	2.9

**Table 30E - Poverty Level**

	<b>0-34.9% (N=103)</b>	<b>35-49.9% (N=85)</b>	<b>50-74.9% (N=70)</b>	<b>75-100% (N=51)</b>
Reading/language arts	1.0	1.2	0.6	5.0
Mathematics	4.9	6.0	7.6	9.3
ESL	2.2	4.0	4.9	8.9

**Table 30F - School Size**

	<b>Less than 300 (N=60)</b>	<b>300-499 (N=88)</b>	<b>500-999 (N=123)</b>	<b>1,000 or more (N=41)</b>
Reading/language arts	2.2	0.4	1.5	0.7
Mathematics	8.9	4.8	5.3	5.1
ESL	2.8	2.5	4.4	10.7

**Question 31A**

Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

**Table 31AA - Title I Status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)
Apply high state-approved standards to all students	1.1	1.6	1.6	1.5	2.2	2.0	2.6	3.2	3.7	2.4	2.9	3.6
More flexibility to identify students for services	1.3	2.1	1.7	1.6	1.9	2.5	2.1	3.1	2.8	2.2	3.2	2.9
Extend learning time	1.4	1.8	2.5	2.0	2.8	2.7	2.2	3.0	3.6	2.3	2.8	3.4
Minimize pull-out programs	1.4	1.6	2.0	1.6	2.6	2.3	2.2	2.5	3.3	2.1	3.0	3.5
Develop a parent involvement policy	0.9	1.4	1.2	1.6	2.3	1.9	2.0	2.5	2.6	2.1	2.9	2.9
Develop a school-parent compact	1.5	2.3	2.0	1.6	2.0	2.2	1.8	2.7	2.3	2.3	3.2	2.9
Assess student performance against high standards	1.1	1.8	1.6	1.6	2.6	2.1	2.0	2.4	3.0	2.3	3.1	3.1
Use student performance results for school accountability and continuous improvement	1.0	1.6	1.3	1.3	2.2	1.8	2.3	3.0	3.2	2.2	3.2	3.0

**Question 31A (continued)**

**Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics**

**Table 31AB - Minority Enrollment**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)									
Apply high state-approved standards to all students	2.3	1.5	1.4	2.3	2.5	3.6	4.2	3.6	3.3	3.7	3.9	3.8
More flexibility to identify students for services	2.0	2.7	2.1	2.7	2.4	2.6	3.6	3.3	4.4	3.3	3.5	4.5
Extend learning time	2.6	2.9	2.6	3.4	2.8	3.6	3.7	3.4	4.0	3.9	3.1	4.4
Minimize pull-out programs	2.4	2.8	1.8	2.6	2.1	3.5	3.7	3.4	3.9	3.8	3.4	4.8
Develop a parent involvement policy	1.9	1.0	1.5	2.3	2.5	3.5	3.1	2.9	3.8	3.2	3.0	4.4
Develop a school-parent compact	2.7	1.2	2.9	2.3	2.5	2.8	3.0	3.2	3.4	3.6	3.3	4.7
Assess student performance against high standards	2.0	1.6	2.6	2.5	2.8	2.9	3.4	3.6	4.0	3.5	3.8	4.2
Use student performance results for school accountability and continuous improvement	1.7	1.8	1.3	2.1	2.4	2.8	3.6	3.2	4.6	3.3	3.6	4.9

**Question 31A (continued)**

**Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics**

**Table 31AC - School Level**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=390)	Middle (N=192)	High (N=115)									
Apply high state-approved standards to all students	1.5	2.5	2.5	1.9	3.5	7.3	2.8	5.0	7.9	2.8	5.9	6.3
More flexibility to identify students for services	1.7	2.4	2.8	1.9	2.3	6.7	2.5	5.1	8.0	2.8	5.2	7.5
Extend learning time	2.0	2.9	6.3	2.4	4.1	6.6	2.7	4.9	8.2	3.1	4.5	6.6
Minimize pull-out programs	1.6	3.3	6.5	2.0	3.5	5.0	3.0	5.5	9.1	2.9	4.8	7.5
Develop a parent involvement policy	1.1	2.2	4.5	1.9	2.0	5.0	2.2	6.1	8.4	2.5	5.9	8.2
Develop a school-parent compact	1.8	3.1	4.5	1.9	3.1	5.5	2.0	4.6	8.4	2.7	4.7	8.7
Assess student performance against high standards	1.5	2.3	1.7	1.8	3.3	7.3	2.5	4.6	8.3	2.7	5.6	9.4
Use student performance results for school accountability and continuous improvement	1.1	2.2	6.4	1.5	3.1	6.7	3.0	4.6	7.2	2.8	5.0	9.0

**Question 31A (continued)**

**Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics**

**Table 31AD - Metropolitan Status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)
Apply high state-approved standards to all students	1.6	2.7	1.8	2.4	3.5	2.3	3.7	4.6	3.6	3.7	5.1	3.3
More flexibility to identify students for services	1.7	2.1	2.2	2.7	3.3	2.3	3.3	5.1	3.2	3.5	5.2	3.4
Extend learning time	2.5	3.8	2.2	2.8	4.1	3.2	4.3	3.9	3.6	4.7	5.0	3.5
Minimize pull-out programs	1.4	3.2	2.4	2.4	3.6	2.4	4.0	4.4	3.7	4.6	4.4	3.7
Develop a parent involvement policy	1.2	2.4	1.5	2.5	3.3	2.1	3.5	4.1	2.9	3.9	4.8	3.3
Develop a school-parent compact	1.5	4.1	2.1	2.3	2.8	2.3	3.0	3.2	2.7	3.6	5.3	3.0
Assess student performance against high standards	1.1	3.5	1.8	1.7	3.4	2.7	3.3	4.5	3.0	3.9	4.9	2.9
Use student performance results for school accountability and continuous improvement	1.0	2.3	1.8	1.9	3.6	2.1	3.3	4.6	3.5	3.8	4.9	3.4

**Question 31A (continued)**

**Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics**

**Table 31AE - Poverty Level**

	<b>Not at All</b>				<b>Small Extent</b>			
	<b>0-34.9% (N=120)</b>	<b>35-49.9% (N=106)</b>	<b>50-74.9% (N=219)</b>	<b>75-100% (N=283)</b>	<b>0-34.9% (N=120)</b>	<b>35-49.9% (N=106)</b>	<b>50-74.9% (N=219)</b>	<b>75-100% (N=283)</b>
Apply high state-approved standards to all students	3.1	3.5	1.8	1.5	3.9	2.9	2.6	3.2
More flexibility to identify students for services	2.8	3.4	2.9	1.7	3.6	3.8	2.7	2.6
Extending learning time	3.2	4.8	3.0	2.7	3.8	4.7	3.4	3.1
Minimize pull-out programs	2.4	4.4	3.1	1.7	3.7	4.0	2.2	2.7
Develop a parent involvement policy	2.2	2.1	0.6	1.7	2.9	3.9	2.9	3.3
Develop a school-parent compact	3.4	4.5	1.1	1.9	2.9	3.3	2.7	2.6
Assess student performance against high standards	3.3	3.4	1.4	1.7	4.1	2.5	2.9	2.5
Use student performance results for school accountability and continuous improvement	2.3	2.9	1.8	1.5	3.2	2.2	2.5	2.3

**Question 31A (continued)**

Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

**Table 31AE - Poverty Level (continued)**

	Moderate Extent				Great Extent			
	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)
Apply high state-approved standards to all students	5.7	5.9	3.7	3.7	5.2	5.8	4.0	3.7
More flexibility to identify students for services	4.7	6.2	3.6	3.9	4.9	5.3	3.8	4.1
Extend learning time	4.5	5.9	3.8	3.7	5.2	5.3	3.1	4.2
Minimize pull-out programs	5.1	4.5	3.8	3.1	5.3	5.4	3.3	3.9
Develop a parent involvement policy	4.4	4.7	3.2	3.0	5.0	5.5	3.3	3.5
Develop a school-parent compact	4.3	3.8	3.4	3.5	5.3	5.6	3.6	4.1
Assess student performance against high standards	3.7	5.6	3.7	3.5	5.4	5.1	4.1	4.0
Use student performance results for school accountability and continuous improvement	5.0	5.7	3.6	4.2	5.2	5.5	4.0	4.7

**Question 31A (continued)**

**Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics**

**Table 31AF - School Size**

	Not at All				Small Extent			
	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)
Apply high state-approved standards to all students	3.0	1.9	1.6	1.9	4.0	3.0	2.3	7.5
More flexibility to identify students for services	3.4	2.1	1.5	2.5	4.0	2.6	2.8	5.0
Extend learning time	3.8	3.4	2.2	5.0	4.9	3.2	3.0	5.2
Minimize pull-out programs	4.1	1.8	1.6	2.7	4.1	2.5	3.0	5.2
Develop a parent involvement policy	3.0	1.3	1.2	2.3	4.5	2.5	2.1	5.5
Develop a school-parent compact	3.9	2.1	1.6	3.6	3.5	2.5	2.2	4.3
Assess student performance against high standards	4.0	1.7	1.3	1.9	4.6	2.8	1.8	5.0
Use student performance results for school accountability and continuous improvement	3.4	1.5	1.0	1.6	3.9	2.8	1.7	6.8

**Question 31A (continued)**

**Standard errors of the percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics**

**Table 31AF - School Size (continued)**

	Moderate Extent				Great Extent			
	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)
Apply high state-approved standards to all students	5.6	3.7	3.6	5.6	5.2	4.0	3.5	7.7
More flexibility to identify students for services	5.7	3.8	3.9	5.8	5.4	4.0	3.3	6.5
Extend learning time	4.9	3.9	3.5	7.0	5.0	4.4	3.7	5.1
Minimize pull-out programs	4.8	3.6	3.0	6.1	5.2	4.2	3.6	6.9
Develop a parent involvement policy	5.2	3.5	3.0	4.0	5.3	3.9	2.8	6.0
Develop a school-parent compact	4.6	3.2	2.7	6.9	5.0	4.2	3.2	7.4
Assess student performance against high standards	5.0	4.0	3.0	4.6	4.7	4.3	3.2	6.9
Use student performance results for school accountability and continuous improvement	6.1	3.8	2.7	7.7	5.5	3.8	2.6	8.1

**Question 31B**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BA - Title I Status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)
Apply high state-approved standards to all students	2.2	2.8	3.1	2.7	3.4	3.8	2.3	3.5	2.8	1.4	2.4	2.2
More flexibility to identify students for services	1.8	3.1	2.7	2.7	3.5	3.9	2.0	2.7	2.8	1.7	2.2	2.4
Extend learning time	1.8	2.8	2.7	2.6	3.9	3.7	3.0	3.5	3.9	1.7	2.9	2.7
Minimize pull-out programs	2.3	3.3	2.8	2.0	3.3	3.1	2.1	3.0	3.2	1.6	2.5	2.5
Develop a parent involvement policy	2.4	3.2	3.8	2.4	3.5	3.7	2.4	3.5	3.0	1.6	2.6	2.3
Develop a school-parent compact	2.5	3.1	3.9	2.4	3.2	3.8	2.1	2.8	3.2	1.4	2.3	2.4
Assess student performance against high standards	2.2	3.2	3.1	2.5	3.6	3.9	2.7	3.4	3.3	1.4	2.4	2.3
Use student performance results for school accountability and continuous improvement	2.3	3.5	3.5	2.6	3.1	3.1	2.5	3.8	3.2	1.4	2.6	2.3

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BB - Minority Enrollment**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)									
Apply high state-approved standards to all students	3.6	3.0	4.7	4.0	4.0	3.9	3.4	3.4	4.7	2.2	2.5	3.4
More flexibility to identify students for services	3.0	3.7	4.1	4.3	3.6	3.7	3.1	3.9	4.6	2.8	2.8	3.4
Extend learning time	3.0	3.1	3.1	4.4	4.2	4.3	4.2	4.0	5.4	3.0	3.4	3.0
Minimize pull-out programs	3.4	4.2	4.5	3.4	4.3	5.0	3.6	3.6	4.8	2.9	3.2	3.7
Develop a parent involvement policy	3.2	4.0	4.4	3.7	4.8	5.2	3.3	4.4	4.3	2.3	3.3	3.9
Develop a school-parent compact	4.0	4.5	3.7	3.8	4.3	4.8	3.2	3.8	4.0	2.1	3.7	3.4
Assess student performance against high standards	3.4	3.6	4.0	3.8	4.2	3.9	4.0	3.5	4.7	2.3	3.2	3.2
Use student performance results for school accountability and continuous improvement	3.6	4.0	4.0	3.7	3.5	4.2	3.5	4.1	5.0	2.1	3.4	3.7

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BC - School Level**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=338)	Middle (N=157)	High (N=100)									
Apply high state-approved standards to all students	2.7	4.1	8.5	3.4	5.8	7.6	2.5	4.8	8.5	2.0	3.1	4.8
More flexibility to identify students for services	2.1	4.5	9.6	3.3	5.3	8.6	2.3	5.0	7.8	2.2	2.9	5.3
Extend learning time	2.6	4.2	5.7	2.9	5.5	8.4	3.8	5.3	8.8	2.2	4.2	7.3
Minimize pull-out programs	2.8	5.2	7.5	2.5	5.2	6.0	2.5	4.5	8.7	2.0	4.4	9.2
Develop a parent involvement policy	3.1	5.0	6.2	2.9	5.4	9.8	3.1	4.4	8.5	2.1	3.3	6.5
Develop a school-parent compact	3.2	5.1	7.5	2.6	4.6	10.5	2.4	5.9	6.2	1.8	3.7	5.6
Assess student performance against high standards	2.6	4.9	6.8	3.1	4.7	7.9	2.9	4.9	9.9	1.9	3.3	6.4
Use student performance results for school accountability and continuous improvement	2.7	5.0	6.6	3.0	4.5	8.1	2.9	5.6	5.2	2.0	2.7	7.7

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BD - Metropolitan Status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)
Apply high state-approved standards to all students	3.4	4.7	3.4	4.3	5.1	3.9	3.6	4.4	3.1	3.4	3.3	2.1
More flexibility to identify students for services	3.6	4.4	3.3	3.9	4.9	3.9	3.7	4.2	3.4	3.1	3.5	2.4
Extend learning time	3.3	3.1	3.3	4.3	6.1	3.9	4.8	5.9	4.0	3.0	4.6	2.6
Minimize pull-out programs	3.8	5.0	3.8	3.6	5.6	3.2	3.9	4.8	3.2	3.4	4.2	2.4
Develop a parent involvement policy	4.1	4.2	3.7	3.9	4.2	3.8	3.6	5.2	3.2	4.0	3.2	2.4
Develop a school-parent compact	3.8	5.0	4.0	3.8	4.3	4.0	3.2	4.6	3.2	3.6	3.4	2.3
Assess student performance against high standards	3.6	4.4	3.3	3.5	5.4	3.7	4.6	4.4	4.2	3.4	2.6	2.4
Use student performance results for school accountability and continuous improvement	4.1	4.3	3.7	3.5	5.7	3.9	4.5	4.7	3.4	3.4	2.9	2.3

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BE - Poverty Level**

	<b>Not at All</b>				<b>Small Extent</b>			
	<b>0-34.9% (N=102)</b>	<b>35-49.9% (N=84)</b>	<b>50-74.9% (N=191)</b>	<b>75-100% (N=244)</b>	<b>0-34.9% (N=102)</b>	<b>35-49.9% (N=84)</b>	<b>50-74.9% (N=191)</b>	<b>75-100% (N=244)</b>
Apply high state-approved standards to all students	4.9	5.0	3.2	3.2	5.0	6.3	4.1	3.9
More flexibility to identify students for services	4.2	4.6	3.9	4.2	5.8	6.6	3.9	3.5
Extending learning time	3.9	4.5	3.3	2.9	5.6	5.8	3.8	4.7
Minimize pull-out programs	4.2	5.1	4.5	3.8	5.3	4.8	4.4	4.4
Develop a parent involvement policy	3.8	6.0	4.0	3.8	4.9	5.1	4.9	3.9
Develop a school-parent compact	3.9	6.7	4.7	3.9	4.3	6.1	4.6	3.7
Assess student performance against high standards	4.4	5.4	3.9	3.2	5.1	5.4	4.1	3.9
Use student performance results for school accountability and continuous improvement	4.0	6.2	4.3	3.5	4.7	5.6	4.0	3.8

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BE - Poverty Level (continued)**

	<b>Moderate Extent</b>				<b>Great Extent</b>			
	<b>0-34.9% (N=102)</b>	<b>35-49.9% (N=84)</b>	<b>50-74.9% (N=191)</b>	<b>75-100% (N=244)</b>	<b>0-34.9% (N=102)</b>	<b>35-49.9% (N=84)</b>	<b>50-74.9% (N=191)</b>	<b>75-100% (N=244)</b>
Apply high state-approved standards to all students	4.4	5.5	3.8	4.4	3.1	3.9	2.5	3.4
More flexibility to identify students for services	4.6	5.0	3.9	4.2	3.8	3.4	2.6	3.3
Extend learning time	5.7	6.4	4.0	4.6	3.7	5.1	3.0	3.0
Minimize pull-out programs	5.1	5.5	4.2	4.2	3.9	5.1	3.0	3.0
Develop a parent involvement policy	4.9	5.2	4.4	4.1	3.4	3.5	3.5	3.5
Develop a school-parent compact	5.0	3.1	4.1	3.5	3.5	3.3	3.5	3.0
Assess student performance against high standards	5.4	5.6	4.0	4.5	3.6	3.2	2.7	3.1
Use student performance results for school accountability and continuous improvement	4.6	5.5	4.7	4.6	3.0	3.5	3.6	3.8

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BF - School Size**

	Not at All				Small Extent			
	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)
Apply high state-approved standards to all students	4.9	4.9	2.7	4.1	6.6	5.2	4.0	6.4
More flexibility to identify students for services	5.0	3.9	2.4	5.7	6.8	4.4	4.1	8.4
Extend learning time	5.5	3.3	2.7	4.1	6.2	4.1	4.9	10.7
Minimize pull-out programs	5.5	4.0	3.3	6.3	6.1	4.4	3.8	9.1
Develop a parent involvement policy	5.2	5.0	3.5	7.6	5.7	4.8	3.3	7.1
Develop a school-parent compact	6.0	5.0	3.3	6.7	5.3	5.0	3.8	7.7
Assess student performance against high standards	4.7	4.7	2.5	6.8	6.1	4.1	3.6	6.5
Use student performance results for school accountability and continuous improvement	5.9	5.2	2.6	7.0	6.7	4.6	3.5	5.5

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BF - School Size (continued)**

	Moderate Extent				Great Extent			
	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)
Apply high state-approved standards to all students	5.4	4.6	3.7	6.8	3.9	2.6	2.9	4.5
More flexibility to identify students for services	5.2	4.7	3.2	9.3	4.3	3.6	2.8	2.8
Extend learning time	6.6	4.7	3.9	9.3	3.1	3.8	3.5	5.8
Minimize pull-out programs	5.2	4.7	2.8	8.5	5.2	3.0	2.9	5.3
Develop a parent involvement policy	6.5	3.7	3.2	4.4	4.3	2.0	2.6	6.9
Develop a school-parent compact	5.8	4.1	2.9	8.1	4.3	2.2	2.4	5.4
Assess student performance against high standards	6.6	3.8	3.0	7.4	5.3	2.3	2.5	4.5
Use student performance results for school accountability and continuous improvement	6.4	4.0	2.7	7.0	4.3	2.5	2.3	7.4

**Question 31B (continued)**

**Standard errors of the percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics**

**Table 31BG – School Improvement**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)
Apply high state-approved standards to all students	2.2	4.6	2.4	2.7	8.0	2.6	2.3	7.3	2.5	1.4	4.1	1.6
More flexibility to identify students for services	1.8	5.1	2.0	2.7	7.3	2.7	2.0	5.4	2.2	1.7	4.4	2.0
Extend learning time	1.8	4.1	1.9	2.6	7.8	2.9	3.0	7.2	3.1	1.7	5.7	1.9
Minimize pull-out programs	2.3	7.1	2.5	2.0	9.6	2.1	2.1	5.7	2.3	1.6	5.3	1.9
Develop a parent involvement policy	2.4	6.1	2.5	2.4	8.4	2.4	2.4	3.8	2.7	1.6	5.1	1.7
Develop a school-parent compact	2.5	7.2	2.6	2.4	6.9	2.5	2.1	5.6	2.4	1.4	5.2	1.5
Assess student performance against high standards	2.2	4.1	2.3	2.5	7.6	2.5	2.7	7.1	2.8	1.4	5.8	1.6
Use student performance results for school accountability and continuous improvement	2.3	4.3	2.6	2.6	7.6	2.7	2.5	6.9	2.5	1.4	6.4	1.5

\*\* Schools identified as in need of improvement

Question 32

Standard errors of the percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32A - School Type

	All Title I Schools (N=752)	SW (N=433)	TA (N=319)
Serve targeted children in a pull-out setting	2.0	3.4	2.8
Serve targeted children in an in-class setting	1.9	2.7	2.9
<b>Provide both pull-out and in-class services</b>	2.4	3.7	3.5
Provide extended time learning opportunities for targeted children	2.5	3.2	3.5
Improve the entire educational program through a schoolwide program	2.2	1.9	3.4
Provide summer learning opportunities	2.5	3.7	3.0
Provide professional development activities	2.0	2.6	3.1
Provide family literacy services	2.3	3.1	3.4

Table 32B - Minority Enrollment

	0-49.9% (N=238)	50-79.9% (N=252)	80-100% (N=262)
Serve targeted children in a pull-out setting	3.1	3.7	4.2
Serve targeted children in an in-class setting	3.2	2.7	2.6
<b>Provide both pull-out and in-class services</b>	3.7	4.1	4.0
Provide extended time learning opportunities for targeted children	4.0	3.9	4.2
Improve the entire educational program through a schoolwide program	3.9	3.4	3.1
Provide summer learning opportunities	3.2	4.5	4.6
Provide professional development activities	3.6	3.0	2.3
Provide family literacy services	3.3	4.3	2.3

Question 32 (continued)

Standard errors of the percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32C - School Level

	Elementary (N=396)	Middle (N=196)	High (N=120)
Serve targeted children in a pull-out setting	2.5	5.0	8.9
Serve targeted children in an in-class setting	2.3	4.5	4.6
<b>Provide both pull-out and in-class services</b>	3.1	5.6	8.7
Provide extended time learning opportunities for targeted children	2.8	5.2	8.5
Improve the entire educational program through a schoolwide program	2.7	5.0	7.9
Provide summer learning opportunities	3.1	4.5	8.2
Provide professional development activities	2.4	4.2	8.3
Provide family literacy services	3.0	4.4	6.7

Table 32D - Metropolitan Status

	Central City of MSA (N=264)	MSA not Central City (N=176)	Not MSA (N=312)
Serve targeted children in a pull-out setting	4.5	4.0	3.3
Serve targeted children in an in-class setting	1.9	4.4	2.6
<b>Provide both pull-out and in-class services</b>	4.7	5.3	3.5
Provide extended time learning opportunities for targeted children	3.7	4.5	3.6
Improve the entire educational program through a schoolwide program	3.4	5.3	3.7
Provide summer learning opportunities	4.4	4.5	3.6
Provide professional development activities	2.7	4.4	3.1
Provide family literacy services	3.3	5.6	3.4

Question 32 (continued)

Standard errors of the percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32E - Poverty Level

	<b>0-34.9%</b> <b>(N=126)</b>	<b>35-49.9%</b> <b>(N=105)</b>	<b>50-74.9%</b> <b>(N=227)</b>	<b>75-100%</b> <b>(N=289)</b>
Serve targeted children in a pull-out setting	3.8	4.1	3.6	4.5
Serve targeted children in an in-class setting	4.5	4.3	2.3	2.9
<b>Provide both pull-out and in-class services</b>	4.7	5.6	4.0	4.2
Provide extended time learning opportunities for targeted children	4.3	6.0	4.2	3.9
Improve the entire educational program through a schoolwide program	5.1	5.2	3.6	3.0
Provide summer learning opportunities	3.8	6.7	4.9	4.4
Provide professional development activities	5.1	4.6	3.4	1.9
Provide family literacy services	4.8	5.8	3.9	3.9

Table 32F - School Size

	<b>Less than 300</b> <b>(N=119)</b>	<b>300-499</b> <b>(N=194)</b>	<b>500-999</b> <b>(N=309)</b>	<b>1,000 or more</b> <b>(N=130)</b>
Serve targeted children in a pull-out setting	4.3	4.2	2.4	6.1
Serve targeted children in an in-class setting	4.9	2.8	3.0	3.2
<b>Provide both pull-out and in-class services</b>	5.4	4.2	2.8	6.6
Provide extended time learning opportunities for targeted children	5.1	3.2	3.8	6.5
Improve the entire educational program through a schoolwide program	5.7	4.1	3.2	7.3
Provide summer learning opportunities	6.0	3.9	3.3	5.2
Provide professional development activities	4.5	3.5	2.6	3.6
Provide family literacy services	6.0	4.3	3.3	6.3

**Question 33**

**Standard errors of the percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics**

**Table 33A - Title I Status**

	<b>All Title I Schools (N=773)</b>	<b>SW (N=448)</b>	<b>TA (N=325)</b>
<b>Before school</b>			
Percentage with program	1.8	2.5	2.4
Average hours per week	0.3	0.2	0.3
Average weeks per year	0.8	1.1	1.1
<b>After school</b>			
Percentage with program	1.8	3.2	2.9
Average hours per week	0.2	0.2	0.3
Average weeks per year	0.6	0.7	1.0
<b>Weekend</b>			
Percentage with program	0.8	1.5	0.9
Average hours per week	0.1	0.1	0.4
Average weeks per year	1.4	1.5	3.5
<b>Summer</b>			
Percentage with program	2.2	3.2	2.9
Average hours per week	0.5	0.6	0.8
Average weeks per year	0.2	0.3	0.2

Question 33 (continued)

Standard errors of the percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33B – Minority Enrollment

	<b>0-49.9%</b> <b>(N=243)</b>	<b>50-79.9%</b> <b>(N=255)</b>	<b>80-100%</b> <b>(N=275)</b>
Before school			
Percentage with program	2.4	3.7	3.6
Average hours per week	0.3	0.7	0.4
Average weeks per year	1.6	1.2	1.4
After school			
Percentage with program	3.3	4.0	4.5
Average hours per week	0.4	0.3	0.3
Average weeks per year	1.3	1.0	0.8
Weekend			
Percentage with program	0.8	1.5	2.2
Average hours per week	0.7	0.2	0.1
Average weeks per year	6.7	3.2	1.6
Summer			
Percentage with program	3.1	4.4	4.0
Average hours per week	0.8	0.8	0.9
Average weeks per year	0.5	0.2	0.2

**Question 33 (continued)**

**Standard errors of the percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics**

**Table 33C – School Level**

	<b>Elementary (N=408)</b>	<b>Middle (N=202)</b>	<b>High (N=122)</b>
<b>Before school</b>			
Percentage with program	2.2	2.9	5.5
Average hours per week	0.4	0.6	0.3
Average weeks per year	1.0	1.8	1.3
<b>After school</b>			
Percentage with program	2.5	4.4	6.5
Average hours per week	0.2	0.3	0.5
Average weeks per year	0.8	0.9	1.0
<b>Weekend</b>			
Percentage with program	1.0	1.4	3.8
Average hours per week	0.2	0.2	0.2
Average weeks per year	2.5	2.9	2.4
<b>Summer</b>			
Percentage with program	2.7	4.5	8.1
Average hours per week	0.6	1.1	1.0
Average weeks per year	0.3	0.3	0.4

**Question 33 (continued)**

**Standard errors of the percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics**

**Table 33D – Metropolitan Status**

	<b>Central City of MSA (N=272)</b>	<b>MSA not Central City (N=182)</b>	<b>Not MSA (N=319)</b>
<b>Before school</b>			
Percentage with program	4.0	3.7	2.1
Average hours per week	0.4	0.7	0.3
Average weeks per year	1.3	1.0	1.6
<b>After school</b>			
Percentage with program	3.9	4.4	2.8
Average hours per week	0.3	0.4	0.3
Average weeks per year	0.9	1.2	1.0
<b>Weekend</b>			
Percentage with program	2.1	1.6	0.6
Average hours per week	0.1	0.3	0.3
Average weeks per year	1.9	2.5	2.3
<b>Summer</b>			
Percentage with program	3.9	4.4	3.5
Average hours per week	0.9	1.0	0.7
Average weeks per year	0.2	0.8	0.2

Question 33 (continued)

Standard errors of the percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33E – Poverty Level

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=230)	75-100% (N=302)
Before school				
Percentage with program	3.2	3.7	3.8	2.6
Average hours per week	0.5	0.5	0.8	0.4
Average weeks per year	2.4	2.2	1.4	1.3
After school				
Percentage with program	4.4	5.0	4.0	4.7
Average hours per week	0.4	0.7	0.3	0.3
Average weeks per year	1.9	1.8	1.1	0.8
Weekend				
Percentage with program	1.0	1.3	1.6	2.0
Average hours per week	0.9	0.4	0.2	0.1
Average weeks per year	2.9	5.4	3.1	1.7
Summer				
Percentage with program	3.9	4.8	5.0	4.0
Average hours per week	1.1	1.2	1.0	0.8
Average weeks per year	0.4	1.0	0.2	0.2

Question 33 (continued)

Standard errors of the percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33F – School Size

	Less than 300 (N=122)	300-499 (N=199)	500-999 (N=318)	1,000 or more (N=134)
Before school				
Percentage with program	3.4	3.2	2.8	3.9
Average hours per week	0.6	0.9	0.3	0.5
Average weeks per year	1.1	2.0	1.2	1.5
After school				
Percentage with program	5.0	3.4	3.2	5.6
Average hours per week	0.5	0.3	0.3	0.4
Average weeks per year	1.8	1.2	0.8	1.0
Weekend				
Percentage with program	0.1	1.2	1.8	3.5
Average hours per week	--	0.5	0.2	0.1
Average weeks per year	--	5.6	2.1	0.8
Summer				
Percentage with program	5.1	3.5	3.5	5.5
Average hours per week	1.2	1.0	0.7	1.2
Average weeks per year	0.3	0.3	0.4	0.7

**Question 34**

**Standard errors of the percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics**

**Table 34A - Title I Status**

	<b>All Title I Schools (N=712)</b>	<b>SW (N=416)</b>	<b>TA (N=296)</b>
Met AYP target in 1995-96			
Yes	2.3	3.8	3.4
No	1.5	2.5	1.9
Don't know	2.1	3.3	3.2
Met AYP target in 1996-97			
Yes	2.4	3.4	3.8
No	1.7	2.2	2.4
Don't know	2.0	2.8	3.3

**Table 34B - Minority Enrollment**

	<b>0-49.9% (N=225)</b>	<b>50-79.9% (N=231)</b>	<b>80-100% (N=256)</b>
Met AYP target in 1995-96			
Yes	3.6	3.6	3.8
No	2.0	2.4	3.0
Don't know	3.6	3.3	3.0
Met AYP target in 1996-97			
Yes	4.0	3.7	4.3
No	2.4	1.9	3.6
Don't know	3.4	3.5	2.6

**Question 34 (continued)**

**Standard errors of the percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics**

**Table 34C - School Level**

	<b>Elementary (N=373)</b>	<b>Middle (N=188)</b>	<b>High (N=113)</b>
Met AYP target in 1995-96			
Yes	2.7	5.1	9.3
No	1.7	3.8	4.1
Don't know	2.6	5.1	8.8
Met AYP target in 1996-97			
Yes	2.9	4.8	8.7
No	2.0	3.1	3.7
Don't know	2.4	4.4	8.8

**Table 34D - Metropolitan Status**

	<b>Central City of MSA (N=253)</b>	<b>MSA not Central City (N=168)</b>	<b>Not MSA (N=291)</b>
Met AYP target in 1995-96			
Yes	4.0	3.8	3.3
No	3.1	2.1	1.9
Don't know	3.7	3.6	3.3
Met AYP target in 1996-97			
Yes	3.9	4.4	3.3
No	2.9	3.0	2.2
Don't know	3.4	3.4	3.6

**Question 34 (continued)**

**Standard errors of the percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics**

**Table 34E - Poverty Level**

	<b>0-34.9%</b> <b>(N=118)</b>	<b>35-49.9%</b> <b>(N=100)</b>	<b>50-74.9%</b> <b>(N=207)</b>	<b>75-100%</b> <b>(N=283)</b>
Met AYP target in 1995-96				
Yes	4.4	5.0	3.7	3.9
No	2.0	4.3	2.6	3.0
Don't know	4.5	5.4	3.4	3.2
Met AYP target in 1996-97				
Yes	5.2	4.7	3.5	4.3
No	2.6	4.0	2.0	3.7
Don't know	4.9	3.5	3.1	2.9

**Table 34F - School Size**

	<b>Less than 300</b> <b>(N=110)</b>	<b>300-499</b> <b>(N=187)</b>	<b>500-999</b> <b>(N=290)</b>	<b>1,000 or more</b> <b>(N=125)</b>
Met AYP target in 1995-96				
Yes	6.1	4.1	3.7	7.5
No	2.7	2.4	2.7	6.0
Don't know	5.9	4.1	2.7	6.2
Met AYP target in 1996-97				
Yes	5.6	4.0	3.5	7.3
No	2.7	3.4	2.4	6.3
Don't know	5.8	3.5	2.0	6.8

**Question 35A**

Standard errors of the percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by school characteristics

**Table 35AA - Title I Status**

	<b>All Title I Schools (N=758)</b>	<b>SW (N=440)</b>	<b>TA (N=318)</b>
Yes	1.5	2.2	1.9
No	1.8	2.6	3.0
Don't know	1.3	1.9	2.3

**Table 35AB1- Minority Enrollment**

	<b>0-49.9% (N=237)</b>	<b>50-79.9% (N=252)</b>	<b>80-100% (N=269)</b>
Yes	2.0	2.8	2.7
No	3.3	3.2	3.9
Don't know	2.6	2.1	2.5

**Table 35AB2 - Minority Enrollment**

	<b>0-49.9% (N=237)</b>	<b>50-100% (N=521)</b>
Yes	2.0	2.0
No	3.3	2.5
Don't know	2.6	1.6

**Table 35AC - School Level**

	<b>Elementary (N=400)</b>	<b>Middle (N=198)</b>	<b>High (N=119)</b>
Yes	1.8	2.9	4.1
No	2.1	4.8	5.5
Don't know	1.5	3.9	4.1

**Question 35A (continued)**

Standard errors of the percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by school characteristics

**Table 35AD - Metropolitan Status**

	<b>Central City of MSA (N=266)</b>	<b>MSA not Central City (N=178)</b>	<b>Not MSA (N=314)</b>
Yes	2.9	2.7	2.2
No	3.3	4.0	2.7
Don't know	2.2	3.4	1.9

**Table 35AE - Poverty Level**

	<b>0-34.9% (N=123)</b>	<b>35-49.9% (N=107)</b>	<b>50-74.9% (N=227)</b>	<b>75-100% (N=296)</b>
Yes	2.5	3.2	2.8	2.7
No	4.1	4.8	3.4	3.1
Don't know	3.8	4.2	2.2	2.2

**Table 35AF - School Size**

	<b>Less than 300 (N=118)</b>	<b>300-499 (N=195)</b>	<b>500-999 (N=315)</b>	<b>1,000 or more (N=130)</b>
Yes	2.9	2.5	2.3	5.7
No	4.3	3.2	3.0	6.3
Don't know	3.1	3.0	2.3	5.8

**Question 35B**

**Standard errors of the number of years reported by the principal that their school has been identified as in need of improvement under Title I, by school characteristics**

**Table 35BA - Title I Status**

	<b>All Title I Schools (N=109)</b>	<b>SW (N=78)</b>	<b>TA (N=31)</b>
Average	0.1	0.2	0.2
One year	7.0	7.5	8.7
Two or more years	7.0	7.5	8.7

**Table 35BB - Minority Enrollment**

	<b>0-49.9% (N=13)</b>	<b>50-79.9% (N=26)</b>	<b>80-100% (N=70)</b>
Average	0.1	0.2	0.3
One year	15.0	13.8	8.0
Two or more years	15.0	13.8	8.0

**Table 35BC - School Level**

	<b>Elementary (N=50)</b>	<b>Middle (N=36)</b>	<b>High (N=22)</b>
Average	0.3	0.4	0.3
One year	7.8	18.0	24.5
Two or more years	7.8	18.0	24.5

**Question 35B (continued)**

**Standard errors of the number of years reported by the principal that their school has been identified as in need of improvement under Title I, by school characteristics**

**Table 35BD - Metropolitan Status**

	<b>Central City of MSA (N=44)</b>	<b>MSA not Central City (N=23)</b>	<b>Not MSA (N=42)</b>
Average	0.2	0.6	0.3
One year	13.8	12.9	12.6
Two or more years	13.8	12.9	12.6

**Table 35BE - Poverty Level**

	<b>0-34.9% (N=5)</b>	<b>35-49.9% (N=7)</b>	<b>50-74.9% (N=22)</b>	<b>75-100% (N=75)</b>
Average	0.0	0.2	0.4	0.3
One year	0.0	31.8	12.0	8.5
Two or more years	0.0	31.8	12.0	8.5

**Table 35BF - School Size**

	<b>Less than 300 (N=12)</b>	<b>300-499 (N=28)</b>	<b>500-999 (N=40)</b>	<b>1,000 or more (N=29)</b>
Average	0.8	0.4	0.2	0.5
One year	22.2	10.1	13.6	18.1
Two or more years	22.2	10.1	13.6	18.1

**Question 35B (continued)**

**Table 35BG. Standard errors of the percentage of schools identified as in need of improvement under Title I by number of years identified and by poverty level**

	<b>All schools</b>	<b>0-34.9%</b>	<b>35-49.9%</b>	<b>50-74.9%</b>	<b>75-100%</b>
One year	7.0	11.7	8.6	8.4	8.7
Two years	6.7	0.0	13.4	11.8	12.8
Three years	2.8	0.0	0.0	20.0	20.0
Four or more years	3.5	0.0	0.0	17.5	17.5
ALL YEARS	0.0	6.4	5.6	5.1	6.6

**Question 35C**

**Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics**

**Table 35CA - Title I Status**

	<b>All Title I Schools (N=123)</b>	<b>SW (N=89)</b>	<b>TA (N=34)</b>
Yes	6.0	7.4	9.3
No	6.4	8.1	11.6
Don't know	5.9	5.1	11.7

**Table 35CB - Minority Enrollment**

	<b>0-49.9% (N=14)</b>	<b>50-79.9% (N=30)</b>	<b>80-100% (N=79)</b>
Yes	8.2	11.2	8.1
No	18.7	10.5	7.9
Don't know	17.8	11.1	4.6

**Table 35CC - School Level**

	<b>Elementary (N=57)</b>	<b>Middle (N=41)</b>	<b>High (N=23)</b>
Yes	6.7	13.3	18.2
No	7.2	13.3	18.2
Don't know	7.1	8.7	0.0

**Question 35C (continued)**

**Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics**

**Table 35CD - Metropolitan Status**

	<b>Central City of MSA (N=56)</b>	<b>MSA not Central City (N=24)</b>	<b>Not MSA (N=43)</b>
Yes	10.7	20.8	10.7
No	10.1	22.5	11.1
Don't know	8.1	6.4	11.2

**Table 35CE - Poverty Level**

	<b>0-34.9% (N=5)</b>	<b>35-49.9% (N=8)</b>	<b>50-74.9% (N=24)</b>	<b>75-100% (N=86)</b>
Yes	17.7	0.0	12.3	7.5
No	28.6	5.2	9.8	7.4
Don't know	31.9	5.2	12.6	4.2

**Table 35CE1. Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for one year, by poverty level**

	<b>All schools</b>	<b>0-34.9%</b>	<b>35-49.9%</b>	<b>50-74.9%</b>	<b>75-100%</b>
Yes	13.9	22.5	0.0	28.0	12.7
No	12.4	30.3	13.7	28.0	12.7
Don't know	12.5	36.0	13.7	0.0	0.0

**Question 35C (continued)**

**Table 35CE2. Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for two years, by poverty level**

	All schools	0-34.9%	35-49.9%	50-74.9%	75-100%
Yes	11.5	--	0.0	22.3	18.6
No	13.5	--	0.0	0.0	18.6
Don't know	8.9	--	0.0	22.3	0.0

**Table 35CE3. Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for three years, by poverty level**

	All schools	0-34.9%	35-49.9%	50-74.9%	75-100%
Yes	20.0	--	--	--	0.0
No	20.0	--	--	--	0.0
Don't know	0.0	--	--	--	0.0

**Table 35CE4. Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for four or more years, by poverty level**

	All schools	0-34.9%	35-49.9%	50-74.9%	75-100%
Yes	3.0	--	--	14.5	0.0
No	3.0	--	--	14.5	0.0
Don't know	0.0	--	--	0.0	0.0

**Question 35C (continued)**

**Standard errors of the percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics**

**Table 35CF - School Size**

	<b>Less than 300 (N=11)</b>	<b>300-499 (N=31)</b>	<b>500-999 (N=48)</b>	<b>1,000 or more (N=33)</b>
Yes	25.4	9.6	11.3	15.5
No	3.1	9.9	11.9	15.5
Don't know	26.2	6.5	8.8	0.0

**Question 36**

Standard errors of the percentage of principals reporting to whom their school performance profile is provided, by school characteristics

**Table 36A - Title I Status**

	<b>All Title I Schools (N=750)</b>	<b>SW (N=440)</b>	<b>TA (N=310)</b>
Teachers	1.3	1.7	2.0
Parents	1.6	1.8	2.5
Community	1.7	2.0	2.6

**Table 36B - Minority Enrollment**

	<b>0-49.9% (N=230)</b>	<b>50-79.9% (N=253)</b>	<b>80-100% (N=267)</b>
Teachers	2.0	2.2	2.5
Parents	2.7	2.2	2.5
Community	2.8	3.0	3.7

**Table 36C - School Level**

	<b>Elementary (N=395)</b>	<b>Middle (N=199)</b>	<b>High (N=115)</b>
Teachers	1.5	3.8	2.9
Parents	2.1	3.8	3.1
Community	2.3	4.3	2.8

**Question 36 (continued)**

**Standard errors of the percentage of principals reporting to whom their school performance profile is provided, by school characteristics**

**Table 36D - Metropolitan Status**

	<b>Central City of MSA (N=269)</b>	<b>MSA not Central City (N=175)</b>	<b>Not MSA (N=306)</b>
Teachers	1.3	3.0	2.1
Parents	1.5	3.5	2.6
Community	2.1	3.8	2.8

**Table 36E - Poverty Level**

	<b>0-34.9% (N=119)</b>	<b>35-49.9% (N=105)</b>	<b>50-74.9% (N=226)</b>	<b>75-100% (N=295)</b>
Teachers	2.9	2.7	2.6	2.3
Parents	3.8	4.2	2.6	2.3
Community	3.9	5.2	3.2	2.9

**Table 36F - School Size**

	<b>Less than 300 (N=115)</b>	<b>300-499 (N=193)</b>	<b>500-999 (N=312)</b>	<b>1,000 or more (N=130)</b>
Teachers	3.9	2.3	1.3	2.7
Parents	4.3	3.1	1.7	3.2
Community	5.0	3.6	1.9	3.6

**Question 37**

**Standard errors of the percentage of principals reporting to what extent they perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents, and the community, by school characteristics**

**Table 37A - Title I Status**

	<b>All Title I Schools (N=741)</b>	<b>SW (N=434)</b>	<b>TA (N=307)</b>
Not at all	1.3	1.4	2.3
Small extent	2.1	2.0	3.4
Moderate extent	2.2	2.8	3.6
Great extent	2.0	2.4	2.7

**Table 37B - Minority Enrollment**

	<b>0-49.9% (N=230)</b>	<b>50-79.9% (N=249)</b>	<b>80-100% (N=262)</b>
Not at all	2.2	2.0	2.4
Small extent	3.4	3.7	3.1
Moderate extent	3.6	3.6	4.1
Great extent	3.2	2.9	4.2

**Table 37C - School Level**

	<b>Elementary (N=392)</b>	<b>Middle (N=194)</b>	<b>High (N=114)</b>
Not at all	1.4	4.1	6.1
Small extent	2.5	5.6	8.0
Moderate extent	2.7	5.0	8.0
Great extent	2.2	4.6	2.9

**Question 37 (continued)**

**Standard errors of the percentage of principals reporting to what extent they perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents, and the community, by school characteristics**

**Table 37D - Metropolitan Status**

	<b>Central City of MSA (N=261)</b>	<b>MSA not Central City (N=176)</b>	<b>Not MSA (N=304)</b>
Not at all	0.1	1.0	2.7
Small extent	3.1	4.2	3.6
Moderate extent	4.0	4.9	4.0
Great extent	3.1	3.6	3.3

**Table 37E - Poverty Level**

	<b>0-34.9% (N=119)</b>	<b>35-49.9% (N=106)</b>	<b>50-74.9% (N=222)</b>	<b>75-100% (N=289)</b>
Not at all	2.7	2.4	2.2	2.2
Small extent	4.7	5.0	3.7	3.0
Moderate extent	4.7	5.4	3.5	3.8
Great extent	3.6	5.1	3.0	3.8

**Table 37F - School Size**

	<b>Less than 300 (N=111)</b>	<b>300-499 (N=193)</b>	<b>500-999 (N=309)</b>	<b>1,000 or more (N=128)</b>
Not at all	3.9	1.8	1.3	2.7
Small extent	5.6	3.4	3.1	5.8
Moderate extent	5.8	3.9	3.0	6.1
Great extent	5.2	3.3	2.5	5.9

**Question 38**

**Standard errors of the percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by school characteristics**

**Table 38A - Title I Status**

	<b>All Title I Schools (N=767)</b>	<b>SW (N=445)</b>	<b>TA (N=322)</b>
Yes	2.1	2.3	3.2
No	1.9	2.2	3.2
Don't know	0.7	0.7	1.2

**Table 38B - Minority Enrollment**

	<b>0-49.9% (N=242)</b>	<b>50-79.9% (N=252)</b>	<b>80-100% (N=273)</b>
Yes	3.6	4.2	2.8
No	3.5	3.6	2.8
Don't know	0.7	2.3	0.0

**Table 38C - School Level**

	<b>Elementary (N=407)</b>	<b>Middle (N=199)</b>	<b>High (N=120)</b>
Yes	2.5	5.7	8.2
No	2.5	5.5	8.2
Don't know	0.5	1.9	0.4

**Question 38 (continued)**

**Standard errors of the percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by school characteristics**

**Table 38D - Metropolitan Status**

	<b>Central City of MSA (N=268)</b>	<b>MSA not Central City (N=181)</b>	<b>Not MSA (N=318)</b>
Yes	3.0	4.3	3.4
No	3.0	4.3	3.3
Don't know	0.6	1.5	0.9

**Table 38E - Poverty Level**

	<b>0-34.9% (N=126)</b>	<b>35-49.9% (N=109)</b>	<b>50-74.9% (N=228)</b>	<b>75-100% (N=299)</b>
Yes	5.2	5.7	4.3	2.7
No	5.3	5.3	3.5	2.7
Don't know	1.0	1.0	2.5	0.0

**Table 38F - School Size**

	<b>Less than 300 (N=121)</b>	<b>300-499 (N=199)</b>	<b>500-999 (N=317)</b>	<b>1,000 or more (N=130)</b>
Yes	5.9	3.4	3.0	5.8
No	5.5	3.7	3.1	5.8
Don't know	1.8	0.7	0.9	0.0

**Question 39**

Standard errors of the average percentage of time as reported by principals that paraprofessionals spend in various activities, by school characteristics

**Table 39A - Title I Status**

	<b>All Title I Schools (N=538)</b>	<b>SW (N=344)</b>	<b>TA (N=194)</b>
Working one-on-one with students	1.0	1.3	1.6
Working with students in groups	1.1	1.4	1.8
Doing clerical tasks	0.5	0.8	0.7
Working with parents	0.5	0.8	0.5

**Table 39B - Minority Enrollment**

	<b>0-49.9% (N=139)</b>	<b>50-79.9% (N=181)</b>	<b>80-100% (N=218)</b>
Working one-on-one with students	2.0	1.9	1.4
Working with students in groups	2.2	2.0	1.6
Doing clerical tasks	1.0	0.9	0.8
Working with parents	0.7	1.0	0.9

**Table 39C - School Level**

	<b>Elementary (N=298)</b>	<b>Middle (N=139)</b>	<b>High (N=72)</b>
Working one-on-one with students	1.3	2.2	3.1
Working with students in groups	1.4	2.4	3.2
Doing clerical tasks	0.6	1.3	1.8
Working with parents	0.7	1.0	0.6

**Question 39 (continued)**

Standard errors of the average percentage of time as reported by principals that paraprofessionals spend in various activities, by school characteristics

**Table 39D - Metropolitan Status**

	<b>Central City of MSA (N=202)</b>	<b>MSA not Central City (N=118)</b>	<b>Not MSA (N=218)</b>
Working one-on-one with students	1.7	2.4	1.5
Working with students in groups	1.8	2.7	1.6
Doing clerical tasks	1.0	1.3	0.7
Working with parents	1.1	1.0	0.5

**Table 39E - Poverty Level**

	<b>0-34.9% (N=65)</b>	<b>35-49.9% (N=70)</b>	<b>50-74.9% (N=160)</b>	<b>75-100% (N=240)</b>
Working one-on-one with students	3.0	2.8	2.0	1.4
Working with students in groups	3.3	3.0	2.1	1.6
Doing clerical tasks	1.5	1.5	1.0	0.8
Working with parents	0.7	1.1	1.1	0.9

**Table 39F - School Size**

	<b>Less than 300 (N=76)</b>	<b>300-499 (N=138)</b>	<b>500-999 (N=222)</b>	<b>1,000 or more (N=102)</b>
Working one-on-one with students	2.7	2.0	1.6	2.2
Working with students in groups	2.8	2.2	1.8	2.5
Doing clerical tasks	1.4	0.8	0.9	1.3
Working with parents	0.7	1.1	0.9	0.9

**Question 40**

Standard errors of the average percentage of paraprofessionals or teacher aides lacking a high school diploma as reported by the principal, by school characteristics

**Table 40A - Title I Status**

	<b>All Title I Schools (N=541)</b>	<b>SW (N=351)</b>	<b>TA (N=190)</b>
Average	0.4	0.6	0.7
School has no paraprofessionals lacking a diploma	0.8	1.3	1.1
School has paraprofessionals lacking a diploma	0.8	1.3	1.1

**Table 40B - Minority Enrollment**

	<b>0-49.9% (N=144)</b>	<b>50-79.9% (N=182)</b>	<b>80-100% (N=215)</b>
Average	0.8	0.6	0.9
School has no paraprofessionals lacking a diploma	1.2	0.8	2.1
School has paraprofessionals lacking a diploma	1.2	0.8	2.1

**Table 40C - School Level**

	<b>Elementary (N=299)</b>	<b>Middle (N=136)</b>	<b>High (N=76)</b>
Average	0.6	0.3	1.0
School has no paraprofessionals lacking a diploma	1.1	0.1	0.7
School has paraprofessionals lacking a diploma	1.1	0.1	0.7

**Question 40 (continued)**

Standard errors of the average percentage of paraprofessionals or teacher aides lacking a high school diploma as reported by the principal, by school characteristics

**Table 40D - Metropolitan Status**

	<b>Central City of MSA (N=202)</b>	<b>MSA not Central City (N=116)</b>	<b>Not MSA (N=223)</b>
Average	0.9	0.5	0.7
School has no paraprofessionals lacking a diploma	2.2	0.3	0.8
School has paraprofessionals lacking a diploma	2.2	0.3	0.8

**Table 40E - Poverty Level**

	<b>0-34.9% (N=67)</b>	<b>35-49.9% (N=72)</b>	<b>50-74.9% (N=161)</b>	<b>75-100% (N=237)</b>
Average	0.1	0.6	1.1	0.9
School has no paraprofessionals lacking a diploma	1.7	0.3	1.9	1.9
School has paraprofessionals lacking a diploma	1.7	0.3	1.9	1.9

**Table 40F - School Size**

	<b>Less than 300 (N=80)</b>	<b>300-499 (N=139)</b>	<b>500-999 (N=223)</b>	<b>1,000 or more (N=99)</b>
Average	1.0	1.2	0.4	1.2
School has no paraprofessionals lacking a diploma	0.7	1.9	1.2	1.4
School has paraprofessionals lacking a diploma	0.7	1.9	1.2	1.4

**Question 41**

Standard errors of the percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma are working to earn a diploma or GED within the next two years, by school characteristics

**Table 41A - Title I Status**

	<b>All Title I Schools (N=16)</b>	<b>SW (N=9)</b>	<b>TA (N=7)</b>
Yes	15.9	0.0	39.3
No	19.6	21.2	41.6
Don't know	20.6	21.2	24.4

**Table 41B - Minority Enrollment**

	<b>0-49.9% (N=2)</b>	<b>50-79.9% (N=3)</b>	<b>80-100% (N=11)</b>
Yes	0.0	0.0	22.5
No	91.0	0.0	16.3
Don't know	91.0	0.0	24.0

**Table 41C - School Level**

	<b>Elementary (N=10)</b>	<b>Middle (N=5)</b>	<b>High (N=1)</b>
Yes	19.2	9.4	--
No	23.2	30.3	--
Don't know	23.0	39.7	--

**Question 41 (continued)**

**Standard errors of the percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma are working to earn a diploma or GED within the next two years, by school characteristics**

**Table 41D - Metropolitan Status**

	<b>Central City of MSA (N=12)</b>	<b>MSA not Central City (N=3)</b>	<b>Not MSA (N=1)</b>
Yes	20.7	20.4	--
No	24.8	0.0	--
Don't know	24.4	20.4	--

**Table 41E - Poverty Level**

	<b>0-34.9% (N=2)</b>	<b>35-49.9% (N=1)</b>	<b>50-74.9% (N=3)</b>	<b>75-100% (N=10)</b>
Yes	0.0	--	0.0	27.3
No	71.2	--	0.0	20.1
Don't know	71.2	--	0.0	28.0

**Table 41F - School Size**

	<b>Less than 300 (N=0)</b>	<b>300-499 (N=4)</b>	<b>500-999 (N=4)</b>	<b>1,000 or more (N=8)</b>
Yes	--	32.1	0.0	4.9
No	--	35.3	0.0	15.7
Don't know	--	25.6	0.0	20.7

**Question 42**

**Standard errors of the percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics**

**Table 42A - Title I Status**

	<b>All Title I Schools (N=375)</b>	<b>SW (N=242)</b>	<b>TA (N=133)</b>
Career ladder for paraprofessionals/teacher aides	2.9	4.2	4.6
Release time for classwork or studying for a high school diploma or GED	1.6	2.4	1.7
Funding for high school diploma or GED classes	0.7	1.4	0.0
Release time for classwork or studying for higher education courses	3.3	4.0	4.9
Funding for higher education classes	3.4	4.4	5.0

**Table 42B - Minority Enrollment**

	<b>0-49.9% (N=90)</b>	<b>50-79.9% (N=118)</b>	<b>80-100% (N=167)</b>
Career ladder for paraprofessionals/teacher aides	5.1	5.6	6.7
Release time for classwork or studying for a high school diploma or GED	3.2	1.9	2.9
Funding for high school diploma or GED classes	0.6	1.0	2.3
Release time for classwork or studying for higher education courses	5.6	4.5	5.3
Funding for higher education classes	5.5	5.9	5.4

**Question 42 (continued)**

**Standard errors of the percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics**

**Table 42C - School Level**

	<b>Elementary (N=208)</b>	<b>Middle (N=97)</b>	<b>High (N=52)</b>
Career ladder for paraprofessionals/teacher aides	3.2	6.4	9.1
Release time for classwork or studying for a high school diploma or GED	1.5	2.4	12.0
Funding for high school diploma or GED classes	0.9	1.8	0.2
Release time for classwork or studying for higher education courses	4.2	5.4	12.1
Funding for higher education classes	4.0	6.3	11.4

**Table 42D - Metropolitan Status**

	<b>Central City of MSA (N=141)</b>	<b>MSA not Central City (N=82)</b>	<b>Not MSA (N=152)</b>
Career ladder for paraprofessionals/teacher aides	5.8	7.1	4.1
Release time for classwork or studying for a high school diploma or GED	2.8	2.1	2.0
Funding for high school diploma or GED classes	2.0	0.1	1.0
Release time for classwork or studying for higher education courses	4.4	4.9	5.0
Funding for higher education classes	5.4	5.6	5.6

**Question 42 (continued)**

**Standard errors of the percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics**

**Table 42E - Poverty Level**

	<b>0-34.9%</b> <b>(N=42)</b>	<b>35-49.9%</b> <b>(N=46)</b>	<b>50-74.9%</b> <b>(N=103)</b>	<b>75-100%</b> <b>(N=182)</b>
Career ladder for paraprofessionals/teacher aides	7.9	7.4	5.7	7.0
Release time for classwork or studying for a high school diploma or GED	4.6	1.1	2.3	2.7
Funding for high school diploma or GED classes	0.6	1.1	1.9	1.7
Release time for classwork or studying for higher education courses	6.2	7.9	5.3	5.5
Funding for higher education classes	8.3	7.3	5.9	4.7

**Table 42F - School Size**

	<b>Less than 300</b> <b>(N=56)</b>	<b>300-499</b> <b>(N=87)</b>	<b>500-999</b> <b>(N=153)</b>	<b>1,000 or more</b> <b>(N=79)</b>
Career ladder for paraprofessionals/teacher aides	6.3	6.7	4.4	7.8
Release time for classwork or studying for a high school diploma or GED	2.4	3.6	1.5	8.0
Funding for high school diploma or GED classes	2.0	0.2	1.4	1.8
Release time for classwork or studying for higher education courses	8.1	4.8	4.5	9.0
Funding for higher education classes	9.8	5.4	4.7	8.6

**Question 43**

**Standard errors of the percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma or GED are proficient in a language other than English spoken by their students, by school characteristics**

**Table 43A - Title I Status**

	<b>All Title I Schools (N=11)</b>	<b>SW (N=9)</b>	<b>TA (N=20)</b>
Yes	15.1	20.9	26.4
No	15.3	20.9	26.9
Don't know	1.2	0.3	2.7

**Table 43B - Minority Enrollment**

	<b>0-49.9% (N=3)</b>	<b>50-79.9% (N=3)</b>	<b>80-100% (N=14)</b>
Yes	61.3	0.0	18.7
No	68.0	0.0	18.7
Don't know	11.0	0.0	0.2

**Table 43C - School Level**

	<b>Elementary (N=13)</b>	<b>Middle (N=6)</b>	<b>High (N=1)</b>
Yes	18.5	50.9	--
No	18.8	50.9	--
Don't know	1.5	0.0	--

**Question 43 (continued)**

**Standard errors of the percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma or GED are proficient in a language other than English spoken by their students, by school characteristics**

**Table 43D - Metropolitan Status**

	<b>Central City of MSA (N=13)</b>	<b>MSA not Central City (N=4)</b>	<b>Not MSA (N=3)</b>
Yes	22.2	12.7	46.0
No	22.2	0.0	46.0
Don't know	0.3	12.7	0.0

**Table 43E - Poverty Level**

	<b>0-34.9% (N=2)</b>	<b>35-49.9% (N=2)</b>	<b>50-74.9% (N=3)</b>	<b>75-100% (N=13)</b>
Yes	0.0	85.6	0.0	19.4
No	0.0	0.0	0.0	19.4
Don't know	0.0	85.6	0.0	0.3

**Table 43F - School Size**

	<b>Less than 300 (N=1)</b>	<b>300-499 (N=4)</b>	<b>500-999 (N=7)</b>	<b>1,000 or more (N=8)</b>
Yes	--	0.0	0.0	25.7
No	--	0.0	0.0	25.0
Don't know	--	0.0	0.0	15.0

**Question 44**

Standard errors of the percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents. by school characteristics

**Table 44A - Title I Status**

	<b>All Title I Schools (N=757)</b>	<b>SW (N=441)</b>	<b>TA (N=316)</b>
Yes	2.0	2.3	3.2
No	2.0	2.3	3.2

**Table 44B - Minority Enrollment**

	<b>0-49.9% (N=236)</b>	<b>50-79.9% (N=252)</b>	<b>80-100% (N=269)</b>
Yes	3.4	2.7	3.8
No	3.4	2.7	3.8

**Table 44C - Poverty Level**

	<b>0-34.9% (N=125)</b>	<b>35-49.9% (N=105)</b>	<b>50-74.9% (N=227)</b>	<b>75-100% (N=295)</b>
Yes	4.7	4.9	2.9	2.9
No	4.7	4.9	2.9	2.9

**Table 44D - School Size**

	<b>Less than 300 (N=120)</b>	<b>300-499 (N=196)</b>	<b>500-999 (N=311)</b>	<b>1,000 or more (N=130)</b>
Yes	5.0	4.1	2.4	5.0
No	5.0	4.1	2.4	5.0

**Question 44 (continued)**

**Standard errors of the percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents. by school characteristics**

**Table 44E - Metropolitan Status**

	<b>Central City of MSA (N=264)</b>	<b>MSA not Central City (N=179)</b>	<b>Not MSA (N=314)</b>
Yes	3.2	4.4	3.5
No	3.2	4.4	3.5

**Table 44F - School Level**

	<b>Elementary (N=402)</b>	<b>Middle (N=199)</b>	<b>High (N=115)</b>
Yes	2.3	4.3	6.6
No	2.3	4.3	6.6

**Question 45**

Standard errors of the percentage of principals reporting that their school has a school-parent compact by school characteristics

**Table 45A - Title I Status**

	<b>All Title I Schools (N=765)</b>	<b>SW (N=447)</b>	<b>TA (N=318)</b>
Yes	2.0	2.9	3.3
No	2.0	2.9	3.3

**Table 45B - Minority Enrollment**

	<b>0-49.9% (N=238)</b>	<b>50-79.9% (N=253)</b>	<b>80-100% (N=274)</b>
Yes	3.7	3.4	3.2
No	3.7	3.4	3.2

**Table 45C - School Level**

	<b>Elementary (N=406)</b>	<b>Middle (N=200)</b>	<b>High (N=118)</b>
Yes	2.5	4.1	8.7
No	2.5	4.1	8.7

**Table 45D - Metropolitan Status**

	<b>Central City of MSA (N=271)</b>	<b>MSA not Central City (N=179)</b>	<b>Not MSA (N=315)</b>
Yes	3.1	4.5	3.1
No	3.1	4.5	3.1

**Question 45 (continued)**

**Standard errors of the percentage of principals reporting that their school has a school-parent compact by school characteristics**

**Table 45E - Poverty Level**

	<b>0-34.9%</b> <b>(N=125)</b>	<b>35-49.9%</b> <b>(N=106)</b>	<b>50-74.9%</b> <b>(N=228)</b>	<b>75-100%</b> <b>(N=301)</b>
Yes	3.5	5.5	3.6	3.0
No	3.5	5.5	3.6	3.0

**Table 45F - School Size**

	<b>Less than 300</b> <b>(N=119)</b>	<b>300-499</b> <b>(N=199)</b>	<b>500-999</b> <b>(N=316)</b>	<b>1,000 or more</b> <b>(N=131)</b>
Yes	5.1	3.9	2.4	6.5
No	5.1	3.9	2.4	6.5

**Question 46**

Standard errors of the percentage of principals from targeted assistance schools reporting on who receives the school-parent compact, by school characteristics

**Table 46A - Title I Status**

	<b>All Targeted Assistance Schools (N=194)</b>
All parents	4.1
Title I parents	4.1

**Table 46B - Minority Enrollment**

	<b>0-49.9% (N=110)</b>	<b>50-79.9% (N=58)</b>	<b>80-100% (N=26)</b>
All parents	5.1	7.9	13.2
Title I parents	5.1	7.9	13.2

**Table 46C - School Level**

	<b>Elementary (N=125)</b>	<b>Middle (N=43)</b>	<b>High (N=19)</b>
All parents	4.6	9.0	15.2
Title I parents	4.6	9.0	15.2

**Table 46D - Metropolitan Status**

	<b>Central City of MSA (N=45)</b>	<b>MSA not Central City (N=54)</b>	<b>Not MSA (N=95)</b>
All parents	9.6	6.8	5.3
Title I parents	9.6	6.8	5.3

**Question 46 (continued)**

**Standard errors of the percentage of principals from targeted assistance schools reporting on who receives the school-parent compact, by school characteristics**

**Table 46E - Poverty Level**

	<b>0-34.9%</b> <b>(N=56)</b>	<b>35-49.9%</b> <b>(N=56)</b>	<b>50-74.9%</b> <b>(N=53)</b>	<b>75-100%</b> <b>(N=26)</b>
All parents	6.2	6.6	8.6	13.7
Title I parents	6.2	6.6	8.6	13.7

**Table 46F - School Size**

	<b>Less than 300</b> <b>(N=33)</b>	<b>300-499</b> <b>(N=55)</b>	<b>500-999</b> <b>(N=83)</b>	<b>1,000 or more</b> <b>(N=23)</b>
All parents	9.0	7.4	6.5	11.4
Title I parents	9.0	7.4	6.5	11.4

**Question 47**

**Standard errors of the percentage of principals reporting on the persons who participated in developing the school-parent compact by school characteristics**

**Table 47A - Title I Status**

	<b>All Title I Schools (N=584)</b>	<b>SW (N=366)</b>	<b>TA (N=218)</b>
Principal	1.9	2.6	3.0
Teacher	2.0	2.7	2.4
Parent	2.5	3.1	3.9
Title I Liaison	2.2	2.8	3.6

**Table 47B - Minority Enrollment**

	<b>0-49.9% (N=152)</b>	<b>50-79.9% (N=206)</b>	<b>80-100% (N=226)</b>
Principal	3.7	2.1	4.1
Teacher	3.4	2.0	4.1
Parent	4.4	2.8	4.1
Title I Liaison	3.9	3.5	4.6

**Table 47C - School Level**

	<b>Elementary (N=322)</b>	<b>Middle (N=148)</b>	<b>High (N=83)</b>
Principal	2.2	5.7	7.5
Teacher	2.2	4.4	3.0
Parent	3.1	5.4	8.4
Title I Liaison	2.8	4.5	11.0

**Question 47 (continued)**

**Standard errors of the percentage of principals reporting on the persons who participated in developing the school-parent compact by school characteristics**

**Table 47D - Metropolitan Status**

	<b>Central City of MSA (N=215)</b>	<b>MSA not Central City (N=134)</b>	<b>Not MSA (N=235)</b>
Principal	2.4	4.8	3.2
Teacher	2.5	3.5	3.3
Parent	3.7	5.0	4.5
Title I Liaison	3.7	5.3	3.1

**Table 47E - Poverty**

	<b>0-34.9% (N=73)</b>	<b>35-49.9% (N=75)</b>	<b>50-74.9% (N=186)</b>	<b>75-100% (N=246)</b>
Principal	6.0	5.4	2.3	3.9
Teacher	4.8	5.2	2.3	3.7
Parent	5.2	7.2	3.4	4.0
Title I Liaison	5.7	5.6	3.7	4.1

**Table 47F - School Size**

	<b>Less than 300 (N=80)</b>	<b>300-499 (N=142)</b>	<b>500-999 (N=259)</b>	<b>1,000 or more (N=103)</b>
Principal	6.2	2.7	3.2	6.1
Teacher	5.4	2.9	1.9	3.5
Parent	6.9	4.6	2.6	4.5
Title I Liaison	5.5	4.1	3.0	4.9

**Question 48**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48A - Title I Status**

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)
Parents helping students with learning at home	1.3	1.3	2.3	2.6	3.3	4.1	1.9	2.3	3.4	1.9	2.4	2.9
Parent participation in school-related decision-making such as budget considerations or curriculum reform	2.6	3.5	4.1	2.3	3.0	3.6	1.7	2.3	2.8	1.7	1.7	2.8
Parent volunteering in the classroom	2.3	3.1	3.7	2.6	3.3	4.2	2.2	3.1	3.2	1.9	2.2	2.9
Other parent volunteering	3.4	3.9	5.5	2.9	4.0	4.9	2.4	3.1	3.2	2.7	4.0	3.8
Parents' awareness of state standards for learning	2.4	3.0	3.0	2.7	3.6	3.6	2.1	3.6	2.7	1.9	2.6	2.3
Parents' awareness of skills students need to meet state standards for learning	2.3	2.8	3.5	2.8	3.7	4.1	2.2	3.5	3.1	2.0	2.3	2.6
Student attendance	1.8	2.2	3.3	2.4	3.3	3.1	2.4	3.2	3.5	1.7	2.1	2.7
Student discipline	2.0	2.1	3.7	2.6	3.4	3.6	2.4	3.2	3.9	1.8	2.0	2.8
Homework completion	1.6	1.5	3.0	2.7	3.8	3.3	2.6	3.5	4.0	1.9	2.4	2.6
Reading at home	1.4	1.7	2.5	2.7	3.7	4.4	2.5	3.0	4.6	1.9	2.5	2.5
Student preparedness for school	2.1	2.4	3.8	2.9	4.1	4.3	2.2	3.2	3.7	2.6	3.0	4.3
School climate	1.7	1.6	2.9	2.2	3.6	4.1	2.6	3.4	4.2	1.9	2.3	2.5
Teacher-parent relations	1.7	2.5	2.3	2.6	3.9	3.6	2.9	3.6	4.5	1.8	2.1	2.9

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48B - Minority Enrollment**

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	0-49.9% (N=148)	50-79.9% (N=205)	80-100% (N=221)									
Parents helping students with learning at home	2.7	1.6	1.8	4.3	3.6	4.3	3.2	3.6	3.5	3.5	2.1	3.6
Parent participation in school-related decision-making such as budget considerations or curriculum reform	4.7	3.8	4.9	4.3	4.5	4.5	2.3	3.2	3.0	3.4	1.3	3.4
Parent volunteering in the classroom	4.0	3.6	3.4	4.7	4.2	4.9	3.2	3.6	4.9	3.5	2.0	3.4
Other parent volunteering	6.1	4.7	4.8	4.6	4.5	5.3	4.2	3.6	5.2	4.9	3.9	4.6
Parents' awareness of state standards for learning	3.8	3.8	4.2	4.4	4.5	4.6	3.0	3.7	3.9	3.5	2.4	3.5
Parents' awareness of skills students need to meet state standards for learning	4.3	3.4	3.9	5.1	4.4	5.4	3.6	4.1	4.3	3.7	2.1	3.6
Student attendance	3.7	2.6	3.0	3.5	4.1	5.0	4.7	4.1	4.7	3.1	2.3	3.5
Student discipline	4.2	2.9	3.0	4.0	4.2	5.0	4.3	4.1	4.2	3.0	2.4	3.4
Homework completion	3.4	2.0	2.5	4.2	4.4	5.6	4.4	4.3	4.9	3.7	2.3	3.5
Reading at home	2.9	1.8	2.5	4.8	4.1	4.9	4.7	4.5	4.6	3.3	2.4	3.8
Student preparedness for school	4.1	3.9	2.7	4.6	5.3	5.0	4.0	4.1	4.8	4.1	3.3	4.4
School climate	3.5	2.4	1.6	4.6	3.8	5.5	5.1	4.4	5.1	3.1	2.0	3.5
Teacher-parent relations	2.9	2.9	3.5	4.3	3.9	4.3	5.1	4.2	4.9	3.3	2.3	3.6

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48C - School Level**

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	Elementary (N=313)	Middle (N=150)	High (N=80)									
Parents helping students with learning at home	1.4	4.8	5.9	3.2	5.9	10.5	2.1	4.0	6.7	2.3	4.6	9.7
Parent participation in school-related decision-making such as budget considerations or curriculum reform	2.9	5.6	9.6	2.8	4.6	11.7	2.0	3.6	3.0	1.9	4.5	8.8
Parent volunteering in the classroom	2.7	5.8	10.2	3.0	5.5	6.2	2.6	3.5	6.9	2.2	4.7	5.9
Other parent volunteering	4.3	6.8	9.8	3.8	5.8	7.8	3.0	4.5	5.8	3.6	6.2	11.1
Parents' awareness of state standards for learning	2.8	6.2	4.9	3.2	5.2	10.2	2.3	4.0	7.5	2.3	5.3	7.6
Parents' awareness of skills students need to meet state standards for learning	2.7	6.5	5.5	3.2	5.9	10.8	2.6	4.7	9.3	2.6	3.8	6.1
Student attendance	2.0	5.5	4.9	2.7	5.3	9.7	2.8	5.1	9.0	1.9	4.5	5.8
Student discipline	2.4	5.5	7.0	2.9	5.7	8.5	2.7	3.5	4.9	2.1	4.5	5.8
Homework completion	1.9	4.9	7.1	3.1	6.5	9.7	2.8	5.0	11.5	2.3	4.4	7.7
Reading at home	1.6	4.6	8.6	2.9	6.3	11.5	2.9	5.1	7.9	2.3	4.9	8.1
Student preparedness for school	2.5	5.9	8.2	3.3	6.9	10.6	2.7	3.6	4.5	3.1	5.2	7.0
School climate	1.9	5.2	7.0	2.7	5.6	9.9	2.7	5.4	11.6	2.1	4.2	6.0
Teacher-parent relations	1.9	5.1	4.8	3.0	6.4	10.0	3.1	5.7	11.3	2.0	4.7	5.7

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48D - Metropolitan Status**

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)
Parents helping students with learning at home	1.8	4.3	1.6	3.9	6.5	4.2	3.6	5.1	3.4	1.9	3.4	3.2
Parent participation in school-related decision-making such as budget considerations or curriculum reform	4.2	4.9	4.4	4.1	5.5	4.2	2.9	3.3	2.5	1.9	3.3	3.1
Parent volunteering in the classroom	4.0	5.0	3.8	4.6	5.1	3.9	3.9	4.7	3.7	1.8	3.5	3.2
Other parent volunteering	4.2	8.0	4.9	5.7	6.1	4.6	4.8	5.8	3.6	3.5	5.2	4.6
Parents' awareness of state standards for learning	4.3	5.0	3.2	4.3	5.6	3.7	3.7	4.5	3.5	2.2	2.8	3.3
Parents' awareness of skills students need to meet state standards for learning	4.0	4.9	3.3	4.4	6.1	4.5	3.7	5.2	3.9	1.9	3.1	3.3
Student attendance	2.6	4.9	2.7	4.2	5.4	4.1	4.4	4.8	4.0	2.6	3.8	2.7
Student discipline	3.0	4.5	2.9	4.3	5.6	3.9	4.3	5.2	3.6	1.9	3.8	2.7
Homework completion	2.3	4.3	2.6	3.9	5.7	4.3	4.3	4.2	4.1	2.3	3.7	3.2
Reading at home	2.3	4.4	1.6	3.8	5.2	4.1	4.4	5.2	3.8	2.0	4.2	2.9
Student preparedness for school	3.8	5.5	2.9	4.9	6.2	4.7	3.9	5.7	3.1	2.8	4.5	4.0
School climate	1.9	3.7	3.1	3.7	5.2	3.9	3.8	4.8	4.0	1.7	3.3	2.7
Teacher-parent relations	3.6	3.6	2.6	3.9	4.6	4.2	4.2	4.6	4.3	1.6	2.6	3.1

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48E - Poverty Level**

	<b>Not at All Helpful</b>				<b>Somewhat Helpful</b>			
	<b>0-34.9%</b> <b>(N=72)</b>	<b>35-49.9%</b> <b>(N=73)</b>	<b>50-74.9%</b> <b>(N=184)</b>	<b>75-100%</b> <b>(N=241)</b>	<b>0-34.9%</b> <b>(N=72)</b>	<b>35-49.9%</b> <b>(N=73)</b>	<b>50-74.9%</b> <b>(N=184)</b>	<b>75-100%</b> <b>(N=241)</b>
Parents helping students with learning at home	4.5	1.9	1.9	1.9	6.4	4.7	3.8	4.2
Parent participation in school-related decision-making such as budget considerations or curriculum reform	5.9	7.1	4.2	4.7	5.9	7.2	4.9	4.4
Parent volunteering in the classroom	5.3	7.4	3.8	3.5	6.4	7.9	4.7	4.5
Other parent volunteering	7.0	9.0	5.3	4.9	6.4	7.4	5.5	5.1
Parents' awareness of state standards for learning	6.3	6.1	3.9	4.1	7.1	5.3	4.4	4.4
Parents' awareness of skills students need to meet state standards for learning	6.4	4.7	3.5	3.6	7.4	6.9	4.3	4.9
Student attendance	5.7	5.0	2.8	2.8	5.6	6.5	4.2	4.4
Student discipline	5.7	6.4	3.0	2.8	6.0	7.0	4.3	4.5
Homework completion	5.4	3.7	2.5	2.0	6.5	6.7	4.8	4.6
Reading at home	4.4	3.7	2.3	2.1	6.8	6.9	4.3	4.0
Student preparedness for school	5.4	6.1	4.4	2.7	6.7	8.5	5.7	5.3
School climate	5.4	3.3	2.7	1.5	5.9	7.3	4.3	4.7
Teacher-parent relations	4.3	3.5	3.3	3.6	6.1	6.4	4.6	3.9

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48E - Poverty Level (continued)**

	<b>Very Helpful</b>				<b>Don't Know</b>			
	<b>0-34.9% (N=72)</b>	<b>35-49.9% (N=73)</b>	<b>50-74.9% (N=184)</b>	<b>75-100% (N=241)</b>	<b>0-34.9% (N=72)</b>	<b>35-49.9% (N=73)</b>	<b>50-74.9% (N=184)</b>	<b>75-100% (N=241)</b>
Parents helping students with learning at home	5.1	4.9	3.7	3.0	5.4	2.9	2.6	3.1
Parent participation in school-related decision-making such as budget considerations or curriculum reform	3.1	3.8	3.7	2.8	5.6	2.1	1.5	2.9
Parent volunteering in the classroom	4.2	4.8	4.0	4.0	5.7	0.7	2.2	2.9
Other parent volunteering	5.5	7.2	3.7	4.5	5.8	7.5	4.3	4.0
Parents' awareness of state standards for learning	3.8	5.1	3.8	4.2	4.3	4.3	2.5	3.9
Parents' awareness of skills students need to meet state standards for learning	4.6	6.3	4.1	4.1	5.0	4.1	2.3	3.0
Student attendance	6.3	7.0	4.2	4.4	4.7	3.0	2.7	3.0
Student discipline	6.8	5.1	4.3	4.1	4.5	2.7	2.7	3.0
Homework completion	6.1	6.4	4.9	4.3	4.6	4.4	2.6	2.9
Reading at home	6.4	7.5	4.7	4.1	4.7	4.6	2.3	3.6
Student preparedness for school	5.6	6.2	4.1	4.3	6.6	3.6	3.5	4.7
School climate	6.4	7.3	4.8	4.2	4.3	4.4	2.2	3.0
Teacher-parent relations	5.9	7.9	4.9	4.6	4.6	3.8	2.4	3.2

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48F - School Size**

	Not at All Helpful				Somewhat Helpful			
	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)
Parents helping students with learning at home	1.9	3.0	2.5	7.4	6.8	5.2	3.5	7.9
Parent participation in school-related decision-making such as budget considerations or curriculum reform	6.9	4.8	4.0	8.2	6.6	5.1	3.4	6.9
Parent volunteering in the classroom	6.4	4.6	3.5	8.7	6.9	4.8	3.7	6.2
Other parent volunteering	7.4	5.7	4.1	9.9	7.1	6.0	4.0	9.9
Parents' awareness of state standards for learning	5.4	4.2	3.1	8.2	6.5	5.1	3.5	7.4
Parents' awareness of skills students need to meet state standards for learning	4.7	3.9	3.2	8.5	7.1	4.8	3.9	6.9
Student attendance	4.3	3.1	3.0	8.5	5.3	4.2	3.4	5.3
Student discipline	4.3	4.0	3.0	8.5	6.5	4.1	4.2	5.5
Homework completion	3.8	3.5	2.5	8.1	5.6	5.7	4.3	7.9
Reading at home	2.7	2.9	2.5	8.5	5.4	5.1	3.9	7.8
Student preparedness for school	4.6	3.7	2.8	9.8	6.9	5.0	3.6	7.0
School climate	4.3	3.3	2.6	8.4	5.8	5.2	3.1	7.8
Teacher-parent relations	3.5	3.3	2.7	7.6	5.8	4.9	3.8	8.1

**Question 48 (continued)**

**Standard errors of the percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics**

**Table 48F - School Size (continued)**

	Very Helpful				Don't Know			
	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)
Parents helping students with learning at home	5.6	4.2	2.8	3.4	5.2	2.5	2.5	8.0
Parent participation in school-related decision-making such as budget considerations or curriculum reform	4.1	2.6	2.7	2.2	4.3	2.4	2.1	6.4
Parent volunteering in the classroom	6.0	3.5	3.1	6.0	4.4	3.0	2.4	3.6
Other parent volunteering	7.0	4.2	3.8	3.6	6.8	4.9	3.2	5.3
Parents' awareness of state standards for learning	5.2	4.0	2.8	5.6	5.1	2.9	2.2	3.3
Parents' awareness of skills students need to meet state standards for learning	5.6	4.0	3.9	6.5	6.4	2.5	1.9	3.2
Student attendance	5.5	3.9	3.4	6.2	5.1	2.4	2.8	5.4
Student discipline	5.9	4.4	3.1	6.4	5.9	2.2	2.1	5.0
Homework completion	6.2	3.9	3.4	6.2	5.8	2.4	2.4	4.7
Reading at home	5.6	4.8	3.6	6.2	5.6	2.6	2.8	4.9
Student preparedness for school	5.3	4.4	3.0	7.6	7.8	3.8	3.0	6.6
School climate	6.2	5.0	3.5	6.4	6.3	1.3	2.3	4.9
Teacher-parent relations	6.9	5.0	4.0	6.6	6.1	2.6	1.8	4.0

**Question 49**

**Standard errors of the percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics**

**Table 49A - Title I Status**

	<b>All Title I Schools (N=579)</b>	<b>SW (N=363)</b>	<b>TA (N=216)</b>
Discussions at PTA meetings	2.1	2.9	2.9
Meetings(s) called specifically to develop the compact	2.0	3.1	3.1
Other meeting(s)	2.2	2.9	4.0
Parent survey	2.5	3.3	4.1
School staff survey	2.9	3.1	4.6
Review of other schools' compacts	2.4	3.4	3.5
Technical assistance provided by the state education department	2.1	2.3	3.8
Technical assistance provided by the regional assistance providers	2.0	2.7	2.8
Technical assistance provided by district	2.5	3.9	3.7

**Table 49B - Minority Enrollment**

	<b>0-49.9% (N=151)</b>	<b>50-79.9% (N=206)</b>	<b>80-100% (N=222)</b>
Discussions at PTA meetings	3.2	3.9	4.9
Meetings(s) called specifically to develop the compact	3.9	3.4	4.6
Other meeting(s)	4.5	3.8	3.9
Parent survey	3.9	4.3	4.5
School staff survey	4.7	4.6	4.9
Review of other schools' compacts	4.1	3.8	3.4
Technical assistance provided by the state education department	4.4	3.2	2.3
Technical assistance provided by the regional assistance providers	3.5	2.9	1.6
Technical assistance provided by district	3.8	4.4	4.6

**Question 49 (continued)**

Standard errors of the percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

**Table 49C - School Level**

	<b>Elementary (N=318)</b>	<b>Middle (N=148)</b>	<b>High (N=82)</b>
Discussions at PTA meetings	2.4	5.6	6.9
Meetings(s) called specifically to develop the compact	2.3	6.4	10.8
Other meeting(s)	2.9	6.2	9.0
Parent survey	2.8	6.2	11.3
School staff survey	3.4	5.8	10.0
Review of other schools' compacts	2.7	5.5	8.9
Technical assistance provided by the state education department	2.6	5.4	9.0
Technical assistance provided by the regional assistance providers	2.3	3.6	5.8
Technical assistance provided by district	2.8	5.4	8.6

**Table 49D - Metropolitan Status**

	<b>Central City of MSA (N=214)</b>	<b>MSA not Central City (N=131)</b>	<b>Not MSA (N=234)</b>
Discussions at PTA meetings	5.2	4.6	2.9
Meetings(s) called specifically to develop the compact	3.4	4.5	3.2
Other meeting(s)	4.1	5.6	4.1
Parent survey	4.1	5.7	4.5
School staff survey	4.8	5.2	4.9
Review of other schools' compacts	3.7	4.7	3.9
Technical assistance provided by the state education department	2.8	5.1	3.4
Technical assistance provided by the regional assistance providers	2.3	3.4	3.0
Technical assistance provided by district	4.8	5.2	3.8

Question 49 (continued)

Standard errors of the percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

**Table 49E – Poverty Level**

	<b>0-34.9%</b> <b>(N=72)</b>	<b>35-49.9%</b> <b>(N=75)</b>	<b>50-74.9%</b> <b>(N=185)</b>	<b>75-100%</b> <b>(N=243)</b>
Discussions at PTA meetings	4.2	4.7	4.3	4.6
Meetings(s) called specifically to develop the compact	5.0	5.7	3.5	4.6
Other meeting(s)	6.7	6.3	3.9	3.3
Parent survey	6.1	4.6	4.5	4.4
School staff survey	6.4	7.1	4.6	4.9
Review of other schools' compacts	5.9	6.3	4.0	3.6
Technical assistance provided by the state education department	6.0	7.6	3.4	2.7
Technical assistance provided by the regional assistance providers	4.7	5.0	3.3	1.9
Technical assistance provided by district	5.5	5.2	4.3	4.7

**Table 49F - School Size**

	<b>Less than 300</b> <b>(N=82)</b>	<b>300-499</b> <b>(N=142)</b>	<b>500-999</b> <b>(N=255)</b>	<b>1,000 or more</b> <b>(N=100)</b>
Discussions at PTA meetings	4.5	4.7	3.3	7.8
Meetings(s) called specifically to develop the compact	5.7	3.5	3.6	7.4
Other meeting(s)	7.0	4.1	3.6	7.1
Parent survey	7.1	5.1	3.8	6.3
School staff survey	6.9	5.3	3.5	7.2
Review of other schools' compacts	5.8	4.2	3.3	7.8
Technical assistance provided by the state education department	5.2	3.7	2.6	6.9
Technical assistance provided by the regional assistance providers	5.5	2.2	3.0	1.7
Technical assistance provided by district	5.6	4.2	4.4	8.3

**Question 50**

**Standard errors of the percentage of principals reporting the use of various procedures to evaluate their parent involvement policy including the school-parent compact, by school characteristics**

**Table 50A - Title I Status**

	<b>All Title I Schools (N=704)</b>	<b>SW (N=422)</b>	<b>TA (N=282)</b>
Parent survey	2.6	3.1	4.0
School personnel survey	2.5	2.7	3.6
Verbal feedback from parents	2.5	3.3	4.1
Verbal feedback from school personnel	2.3	2.9	3.6
No evaluation activities implemented	1.8	1.9	3.1

**Table 50B - Minority Enrollment**

	<b>0-49.9% (N=213)</b>	<b>50-79.9% (N=235)</b>	<b>80-100% (N=256)</b>
Parent survey	4.0	4.6	4.0
School personnel survey	3.9	4.4	4.0
Verbal feedback from parents	4.1	3.5	3.8
Verbal feedback from school personnel	3.8	3.0	4.8
No evaluation activities implemented	3.0	2.6	2.3

**Table 50C - School Level**

	<b>Elementary (N=374)</b>	<b>Middle (N=185)</b>	<b>High (N=108)</b>
Parent survey	3.3	5.1	8.1
School personnel survey	3.0	5.4	8.0
Verbal feedback from parents	2.7	4.8	7.8
Verbal feedback from school personnel	2.7	4.7	7.8
No evaluation activities implemented	2.2	4.0	6.2

**Question 50 (continued)**

Standard errors of the percentage of principals reporting the use of various procedures to evaluate their parent involvement policy including the school-parent compact, by school characteristics

**Table 50D - Metropolitan Status**

	<b>Central City of MSA (N=246)</b>	<b>MSA not Central City (N=163)</b>	<b>Not MSA (N=295)</b>
Parent survey	4.2	5.4	4.1
School personnel survey	3.8	4.6	3.8
Verbal feedback from parents	3.5	5.1	4.0
Verbal feedback from school personnel	4.0	4.9	3.3
No evaluation activities implemented	2.6	3.9	2.7

**Table 50E - Poverty Level**

	<b>0-34.9% (N=112)</b>	<b>35-49.9% (N=95)</b>	<b>50-74.9% (N=213)</b>	<b>75-100% (N=279)</b>
Parent survey	5.6	5.8	5.4	4.1
School personnel survey	4.6	6.0	4.7	4.1
Verbal feedback from parents	5.5	4.5	3.6	3.7
Verbal feedback from school personnel	5.3	5.1	3.3	4.4
No evaluation activities implemented	4.1	3.8	2.8	2.1

**Table 50F - School Size**

	<b>Less than 300 (N=113)</b>	<b>300-499 (N=178)</b>	<b>500-999 (N=294)</b>	<b>1,000 or more (N=119)</b>
Parent survey	5.7	4.5	3.7	6.2
School personnel survey	5.0	4.4	4.0	7.9
Verbal feedback from parents	6.1	3.3	2.9	4.4
Verbal feedback from school personnel	4.4	4.4	3.0	7.2
No evaluation activities implemented	4.5	3.0	2.2	3.6