

School Diversity Inventory™

Student Questionnaire School Report

School: Sample High School (#56)

Date: December 2001

Number of student surveys returned: 204

Number of invalid answer sheets detected: 6

Number of valid student surveys returned: 198

Student response rate: 71%

The School Diversity Inventory (SDI) was developed by Gary D. Gottfredson, Ph.D., Ellen R. Czeh, Jonamay Lambert, M.A., and Richard Friend, Ph.D. This computerized Summary Report for the SDI was developed by Elizabeth M. Jones, Gary D. Gottfredson, and Ellen R. Czeh.

School Diversity Inventory copyright © 1999, 2000, 2011 University of Maryland, College Park. All rights reserved. Not to be reproduced in whole or in part by any process without written permission.

**School Diversity Inventory—Student Questionnaire
Table of Contents**

Interpreting School Diversity Inventory Results	1
Special Administrative Indices	1
Interpretations Based on Judgment About Raw Scores and on Norms	2
Suggested Interpretation for Raw Domain Scores	3
Your Results	3
Student Demographics	4
Interpretive Summary: School Diversity Inventory Student Survey	5
Domain Averages	7
Domain Averages by Sex and Ethnicity	8
Diversity Policies and Practices	8
Openness to Diversity	9
Diversity Knowledge and Role Models	10
School Accessibility.....	11
Respectful Climate.....	12
Intergroup Civility	13
Race/Ethnic Group Relations.....	14
Male-Female Interaction.....	15
Social Group Interaction	16
Perceived Educational Equity	17
Equity Outcomes	18
By Sex	18
By Race/Ethnicity	19
Statement Responses	20
Diversity Policy and Practices	20
Openness to Diversity	21
Diversity Knowledge and Role Models	22
School Accessibility.....	23
Respectful Climate.....	24
Intergroup Civility	26
Race/Ethnic Group Relations.....	27
Male/Female Interaction	28
Social Group Interaction	29
Perceived Educational Equity	30
Appendix A: Guide to Technical Information in Tables	31
Appendix B: Confidence Intervals for School Diversity Inventory	33
Appendix C: School Student Profile	36

Interpreting School Diversity Inventory Results

The results summarized in this report are intended to be used with a companion workbook, *An Educational Leader's Workbook for Diagnosing a School's Climate for Diversity: Initiating Action to Improve or Maintain School Climate*. That workbook provides a step-by-step method to generate consensus on what your school's climate profile should be. It will help you integrate your expectations for the school with these results, and it will help your school set goals.

The present report is organized to provide a detailed summary of how students in your school see the school by showing how they responded to each statement in the inventories. All results summarize the reports of groups of students about the school.

This report also provides summaries of school climate for diversity in each of several domains. The companion workbook provides a structure for graphing and interpreting these domain scores. Some parts of this report show results for diversity domains separately for members of different groups. These parts are organized to make it easy to learn how different groups rate your school's climate. To preserve confidentiality, subgroup results are not shown for very small groups (fewer than seven individuals).

The information in this report is based on surveys, and all survey information involves some degree of uncertainty or error. You are probably familiar with opinion polls being reported in percentages with a "margin of error" of plus or minus a few points. In this report, some pages report 90% confidence intervals for domain scores. These are your "margins of error" for the scores reported. It is unlikely that true scores lie outside these bands. When the confidence intervals for different groups overlap, an apparent difference between the groups may have arisen by chance. If confidence intervals don't overlap it is likely that there is a real difference between the groups. An appendix table at the end of this report provides a way to estimate margins of error for percentages contained in this report. Some pages present technical information about the statistical significance of differences between groups. These are intended for use by educational evaluators.

Special Administrative Indices

Those interpreting School Diversity Inventory results should attend to the width of confidence intervals that are included with score reports or that are printed on profiles. The wider these confidence intervals, the less information is contained in the report or profile. Confidence bands are narrow when sample sizes are large and there is a high degree of agreement among respondents. Confidence bands are wide when sample sizes are larger or respondents are in marked disagreement in their views. In general, interpret these confidence intervals as bands of plausible values for the results.

Attend to the response rate for your survey. Surveys with poor response rates may influence results in ways that are difficult to anticipate. Schools should be able easily to achieve participation rates of 80% or above. If a response rate falls below 80% consider whether the respondents adequately represent the school. If a response rate falls below 70%, interpret results with caution. If both student and faculty/staff surveys have been conducted, separate response rates are reported for each survey. Denominators to calculate these rates are derived from Quality Control Worksheets returned with answer sheets for processing.

One important administrative index is the percentage of student answer sheets that were returned for processing which were identified as probably invalid due to patterned responding. Such answer sheets occur when the student completing the questionnaire fails to take the task seriously or deliberately

sabotages the survey. Answer sheets identified as invalid are not included in summary reports.

When the percentage of answer sheets invalid is above 12%, consider the possibility that the survey was not carefully conducted or that groups of students may have been uncooperative. Only about one school in 20 obtains an invalidity rate of about 12% or higher. Although invalid answer documents do not contribute to summary statistics, if many individuals did not cooperate with the survey, this can by itself influence the results in ways that are difficult to anticipate.

Administrative indices for this school:

Student response rate (percentage)	71%
Percentage of student answer sheets detected as invalid	2.9%

Interpretations Based on Judgment About Raw Scores and on Norms

The developers of the School Diversity Inventory recommend basing interpretations primarily on the raw score results in comparison to what the responsible parties in each school regard as desirable for the school. The *Educational Leader's Workbook for Diagnosing a School's Climate for Diversity* (available from the publisher) provides guidance in making this kind of interpretation.

Survey results can also be compared with results from a reference sample of schools. The school is compared with other schools at the same level. That is, a high school is compared with other high schools, a middle school with other middle schools, and an elementary school (faculty/staff surveys only) with other elementary schools.

The graph in Appendix C shows profiles of norm-referenced scores known as T-scores. In the reference sample, the average school's T-score is 50 and the standard deviation of schools' scores is 10. The introductory tables translate T-score ranges into verbal interpretations. The following table shows T-score ranges for each interpretive statement, and approximate percentile ranges assuming a normal distribution of schools:

Interpretation	Percentile	T-score
Very High	94th and above	65.2 and above
High	85th to 93rd	60.2 to 65.1
Moderately High	70th to 84th	55.1 to 60.1
Average	31st to 69th	44.9 to 55.0
Moderately Low	16th to the 30th	39.9 to 44.8
Low	7th to the 15th	34.8 to 39.8
Very Low	6th and below	34.7 and below

The reference samples are described in the *Supplemental Norms and Profile Sheets for the School Diversity Inventory: Technical Manual Supplement*, available from the publisher.

In preparing the table of verbal interpretations and profiles of T-scores, your results were compared to the following reference sample: high schools.

Suggested Interpretation for Raw Domain Scores

Score range	Interpretation
3.5 - 4.0	Most people see the school climate as very supportive of diversity. Work to maintain a respectful and civil climate.
3.0 - 3.4	Most people see the school climate as supportive of diversity. There is still room for improvement.
2.5 - 2.9	Some people are reporting problems that undermine school climate for diversity, and some groups may be uncomfortable or dissatisfied with their treatment. Corrective action is needed.
2.0 - 2.4	The school has barriers or problems that probably make it uncomfortable for a substantial number of people. Corrective action is needed.
1.5 - 1.9	The school has major problems that require correction.
1.0 - 1.4	The school has extreme problems that require correction.

Note. Does not apply to Teamwork versus Conflict domain.

Your Results

The following pages summarize your results, beginning with a table that shows the demographic composition of your sample according to survey participants' self-reports.

Then an interpretive summary is provided. This summary provides a comparison of your results with a reference sample.

A table of numerical domain averages follows the interpretive summary, and this is followed by detailed tabulations of the results.

Student Demographics

	<i>n</i>	%
<i>Student sex:</i>		
Female	91	46.2
Male	106	53.8
<i>Student self-reported grade level:</i>		
6 th	0	0.0
7 th	0	0.0
8 th	0	0.0
9 th	2	1.0
10 th	50	25.4
11 th	75	38.1
12 th	70	35.5
<i>Student race/ethnic self-identification:</i>		
Black or African American	78	40.8
White or European American	81	42.4
Native American or Alaskan Native	3	1.6
Asian American or Pacific Islander	8	4.2
Latino	6	3.1
Multiracial or other	15	7.9

Note. *n* = number of respondents in subgroup.

Interpretive Summary: School Diversity Inventory Student Survey

Domain	Meaning	This School
Diversity Policy and Practices	Assesses the extent to which the school employs policies and practices that affirm diversity. In a high scoring school students report that both boys and girls have access to all school activities, that the climate does not support bullying or teasing of people because of their group membership, that unfair treatment of people because of their ethnicity is not allowed, and that different groups are taught how to get along.	Moderately Low
Openness to Diversity	Measures the climate of openness to the views, traditions, and contributions of different groups. This scale is a gauge of group attitudes or norms allowing the disclosure and discussion of multiple perspectives and encouraging the open expression of differences. In high scoring schools, members of different groups openly seek each other's views.	Average
Diversity Knowledge and Role Models	Indicates the degree to which examples of the accomplishments of members of many racial/ethnic/cultural groups – and of both men and women – are displayed in a school. In high scoring schools, teachers and staff know about and deliberately teach about the culture and history of different groups.	Average
Accessibility	Assesses the degree to which the school helps or accommodates persons with special needs, so that neither hearing, visual, or physical difficulties, nor cost, language differences, or transportation problems limit access to school facilities or events. High scoring schools anticipate and remove obstacles to access.	Moderately Low
Respectful Climate	Assesses the degree to which a school is characterized by a climate of respect and dignity for persons of all groups versus disrespect or hostility towards persons who are perceived as different. In a high scoring school, persons with disabilities, of different beliefs and traditions, and who speak different languages are treated with dignity; in a low scoring school, people who are perceived as different may be teased or exposed to persons who express disdain or disrespect for their group.	Average

Interpretive Summary: School Diversity Inventory Student Survey

Domain	Meaning	This School
Intergroup Civility	Measures the degree to which a school is free of open disrespect or hostility towards members of minority groups or persons with special difficulties. In a high scoring school, students are not teased or bothered because of their personal characteristics or group membership. In a low scoring school, students may be teased, threatened or insulted because of their group membership or special personal characteristics.	Moderately Low
Intergroup Relations	The quality of intergroup relations in a school is measured in the following three ways:	
Race/Ethnic Group	Indicates the degree of positive interaction and social integration of members of different race/ethnic groups. In a high scoring school, members of different groups interact socially with each other, help each other, and enjoy working together.	Average
Male-Female	Indicates the degree of positive interaction and social integration of boys and girls and men and women in a school. In a high scoring school, people of different sexes interact socially, help each other, and enjoy working together.	Moderately High
Social	Indicates the degree of positive interaction (versus segregation or exclusion) of students of different social groups. In a high scoring school, students of different backgrounds are accepted in social groups and everyone can feel they fit in. In a low scoring school, some students avoid activities because they feel unwelcome and are excluded or isolated because of their social group identification.	Average
Perceived Educational Equity	Assesses perceptions of the evenhandedness or fairness in the treatment of boys and girls, members of different racial/ethnic groups, and people of diverse views in a school. In a high scoring school, different groups are seen as fairly treated.	Low

Domain Averages

Domain	Average	SD	N
Diversity Policies and Practices	2.52	0.50	193
Openness to Diversity	2.75	0.47	188
Diversity Knowledge and Role Models	2.80	0.50	189
Accessibility	2.41	0.40	182
Intergroup Civility (versus Hostility)			
Respectful Climate	2.58	0.40	195
Intergroup Civility	2.23	0.47	185
Intergroup Relations			
Race/Ethnic Group Relations	2.57	0.45	188
Male-Female Interaction	2.89	0.44	189
Social Group Interaction	2.24	0.49	191
Perceived Educational Equity	2.61	0.46	185

Note. SD = sample standard deviation. N = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate.

Domain Averages by Sex and Ethnicity: Diversity Policies and Practices

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.54	0.52	102	2.46 -	2.63
Female	2.50	0.47	91	2.42 -	2.58
Ethnicity					
Black or African American	2.61	0.47	76	2.52 -	2.70
White or European American	2.45	0.51	80	2.36 -	2.54
Native American or Alaskan Native	—	—	3	—	—
Asian American or Pacific Islander	2.54	0.33	8	2.35 -	2.73
Latino	—	—	6	—	—
Multiracial or other	2.49	0.53	14	2.26 -	2.72
Total	2.52	0.50	193	2.46 -	2.58

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Notice. Pay special attention to the width of the confidence intervals for groups with small *Ns*.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific design used in school surveys.

Domain Averages by Sex and Ethnicity: Openness to Diversity

	Average	SD	N	90% Confidence Interval	
Sex					
Male	2.75	0.48	99	2.67	2.83
Female	2.75	0.45	89	2.67	2.83
Ethnicity					
Black or African American	2.82	0.42	74	2.74	2.90
White or European American	2.71	0.50	79	2.62	2.80
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.83	0.31	8	2.65	3.01
Latino	—	—	6	—	—
Multiracial or other	2.75	0.57	13	2.49	3.01
Total	2.75	0.47	188	2.69	2.81

Note. SD = sample standard deviation. N = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Caution. Results from any groups with a small number of survey participants may be subject to large margins of error. Attend to the confidence intervals.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Diversity Knowledge and Role Models

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.83	0.53	100	2.74 -	2.92
Female	2.77	0.47	88	2.69 -	2.85
Ethnicity					
Black or African American	2.78	0.48	73	2.69 -	2.87
White or European American	2.85	0.47	80	2.76 -	2.94
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.64	0.45	8	2.38 -	2.90
Latino	—	—	6	—	—
Multiracial or other	2.82	0.65	13	2.52 -	3.12
Total	2.80	0.50	189	2.74 -	2.86

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Notice. Pay special attention to the width of the confidence intervals for groups with small *N*s.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: School Accessibility

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.42	0.41	95	2.35 -	2.49
Female	2.40	0.40	87	2.33 -	2.47
Ethnicity					
Black or African American	2.42	0.42	71	2.34 -	2.50
White or European American	2.38	0.41	76	2.30 -	2.46
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.50	0.35	8	2.30 -	2.70
Latino	—	—	6	—	—
Multiracial or other	2.53	0.34	13	2.37 -	2.69
Total	2.41	0.40	182	2.36 -	2.46

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Caution. Results from any groups with a small number of survey participants may be subject to large margins of error. Attend to the confidence intervals.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Respectful Climate

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.58	0.42	104	2.51 -	2.65
Female	2.59	0.37	91	2.53 -	2.65
Ethnicity					
Black or African American	2.60	0.37	77	2.53 -	2.67
White or European American	2.58	0.40	81	2.51 -	2.65
Native American or Alaskan Native	—	—	3	—	—
Asian American or Pacific Islander	2.64	0.33	8	2.45 -	2.83
Latino	—	—	5	—	—
Multiracial or other	2.46	0.56	15	2.22 -	2.70
Total	2.58	0.40	195	2.53 -	2.63

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Notice. Pay special attention to the width of the confidence intervals for groups with small *Ns*.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Intergroup Civility

	Average	SD	N	90% Confidence Interval	
Sex					
Male	2.24	0.43	97	2.17	2.31
Female	2.21	0.51	88	2.12	2.30
Ethnicity					
Black or African American	2.21	0.42	73	2.13	2.29
White or European American	2.27	0.51	78	2.17	2.37
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.30	0.39	8	2.07	2.53
Latino	—	—	6	—	—
Multiracial or other	2.11	0.65	13	1.81	2.41
Total	2.23	0.47	185	2.17	2.29

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Caution. Results from any groups with a small number of survey participants may be subject to large margins of error. Attend to the confidence intervals.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Race/Ethnic Group Relations

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.58	0.49	98	2.50 -	2.66
Female	2.56	0.41	89	2.49 -	2.63
Ethnicity					
Black or African American	2.59	0.41	74	2.51 -	2.67
White or European American	2.56	0.44	79	2.48 -	2.64
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.58	0.43	8	2.33 -	2.83
Latino	—	—	5	—	—
Multiracial or other	2.65	0.65	13	2.35 -	2.95
Total	2.57	0.45	188	2.52 -	2.62

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Notice. Pay special attention to the width of the confidence intervals for groups with small *N*s.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Male-Female Interaction

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.92	0.50	99	2.84 -	3.00
Female	2.87	0.38	89	2.80 -	2.94
Ethnicity					
Black or African American	2.87	0.41	74	2.79 -	2.95
White or European American	2.93	0.46	79	2.84 -	3.02
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.78	0.54	8	2.47 -	3.10
Latino	—	—	6	—	—
Multiracial or other	2.89	0.53	13	2.65 -	3.13
Total	2.89	0.44	189	2.84 -	2.94

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Caution. Results from any groups with a small number of survey participants may be subject to large margins of error. Attend to the confidence intervals.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Social Group Interaction

	Average	<i>SD</i>	<i>N</i>	90% Confidence Interval	
Sex					
Male	2.33	0.46	101	2.25 -	2.41
Female	2.14	0.51	90	2.05 -	2.23
Ethnicity					
Black or African American	2.38	0.45	76	2.29 -	2.47
White or European American	2.12	0.49	79	2.03 -	2.21
Native American or Alaskan Native	—	—	3	—	—
Asian American or Pacific Islander	2.63	0.38	8	2.41 -	2.85
Latino	—	—	5	—	—
Multiracial or other	2.19	0.47	14	1.98 -	2.40
Total	2.24	0.49	191	2.18 -	2.30

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Notice. Pay special attention to the width of the confidence intervals for groups with small *Ns*.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific sampling design used in school surveys.

Domain Averages by Sex and Ethnicity: Perceived Educational Equity

	Average	SD	N	90% Confidence Interval	
Sex					
Male	2.55	0.47	97	2.47	- 2.63
Female	2.67	0.45	88	2.59	- 2.75
Ethnicity					
Black or African American	2.60	0.44	73	2.52	- 2.69
White or European American	2.66	0.48	78	2.57	- 2.75
Native American or Alaskan Native	—	—	2	—	—
Asian American or Pacific Islander	2.46	0.22	8	2.33	- 2.59
Latino	—	—	5	—	—
Multiracial or other	2.58	0.63	13	2.29	- 2.87
Total	2.61	0.46	185	2.55	- 2.67

Note. *SD* = sample standard deviation. *N* = number of respondents. Averages for all domains are based on a scale of 1 to 4, with 1 being the undesirable end and 4 being the desirable end. High scores reflect more positive school climate. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Caution. Results from any groups with a small number of survey participants may be subject to large margins of error. Attend to the confidence intervals.

Note. Means (averages) and standard deviations are based on responses of participants in the survey sample. The extent to which they describe the school depends on the specific design used in school surveys.

Equity Outcomes By Sex

Item	Percent responding "True"		
	Total	Boys	Girls
[This school year, I have participated in] school athletic events (soccer, softball, swimming, volleyball, wrestling, basketball, or other sport).	51.6 (188)	57.1 (98)	45.6 (90)
[This school year, I have participated in] student council, student government, political club.	22.3 (188)	18.4 (98)	26.7 (90)
[This school year, I have participated in] speech or debate.	13.8 (188)	13.3 (98)	14.4 (90)
I am taking an English course at a more advanced level than other students of my age.	37.3 (185)	35.7 (98)	39.1 (87)
I am taking a math course at a more advanced level than other students of my age.	31.4 (188)	32.7 (98)	30.0 (90)
I am taking at least one course intended for students who are "gifted and talented."	43.9 (187)	44.9 (98)	42.7 (89)
I am taking a science course at a more advanced level than other students of my age.	33.2 (187)	32.0 (97)	34.4 (90)
I have received a certificate or award for outstanding educational performance in this school.	34.0 (188)	29.6 (98)	38.9 (90)

Note. Number in parentheses is the number of students who answered the question.

Equity Outcomes By Race/Ethnicity

Item	Percent responding "True"						
	Total	African Amer.	Euro-pean Amer.	Native Amer.	Asian Amer.	Latino	Multi-racial /other
[This school year, I have participated in] school athletic events (soccer, softball, swimming, volleyball, wrestling, basketball, or other sport).	51.6 (188)	54.7 (75)	50.0 (78)	— (2)	50.0 (8)	— (6)	69.2 (13)
[This school year, I have participated in] student council, student government, political club.	22.3 (188)	25.3 (75)	19.2 (78)	— (2)	12.5 (8)	— (6)	30.8 (13)
[This school year, I have participated in] speech or debate.	13.8 (188)	17.3 (75)	7.7 (78)	— (2)	25.0 (8)	— (6)	23.1 (13)
I am taking an English course at a more advanced level than other students of my age.	37.3 (185)	31.9 (72)	42.3 (78)	— (2)	12.5 (8)	— (6)	46.2 (13)
I am taking a math course at a more advanced level than other students of my age.	31.4 (188)	24.0 (75)	37.2 (78)	— (2)	25.0 (8)	— (6)	46.2 (13)
I am taking at least one course intended for students who are "gifted and talented."	43.9 (187)	37.3 (75)	47.4 (78)	— (2)	37.5 (8)	— (6)	50.0 (12)
I am taking a science course at a more advanced level than other students of my age.	33.2 (187)	20.3 (74)	43.6 (78)	— (2)	25.0 (8)	— (6)	46.2 (13)
I have received a certificate or award for outstanding educational performance in this school.	34.0 (188)	30.7 (75)	43.6 (78)	— (2)	0.0 (8)	— (6)	30.8 (13)

Note. Number in parentheses is the number of students who answered the question. Dashes are printed where results are not reported for groups with fewer than seven respondents.

Statement Responses: Diversity Policy and Practices

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Both boys and girls can join all school activities.	5.6	10.7	42.1	41.6	3.20	197
This school admits that some students are different from others, and makes sure people know it is OK to be different.	7.7	19.5	56.4	16.4	2.82	195
People in the school speak openly about stopping bullying or teasing others because of their group membership.	19.6	49.5	24.7	6.2	2.18	194
Everyone in this school knows what to do if a person is treated unfairly or bothered because of his or her race/ethnicity or sex.	12.4	38.9	37.3	11.4	2.48	193
My school does not allow anyone to be treated unfairly because of race or ethnicity.	16.0	29.9	43.8	10.3	2.48	194
My school helps people of different ethnic groups understand each other.	15.5	39.4	39.4	5.7	2.35	193
This school makes all kinds of people feel welcome and comfortable.	12.8	26.6	48.4	12.2	2.60	188
In the cafeteria or at school events, this school serves food that comes from different cultures (African, Asian, Latino, Polish, etc.)	25.3	33.3	34.4	7.0	2.23	186
In this school we are taught how to talk with people who are different from ourselves.	15.3	37.8	36.7	10.2	2.42	196
In this school we are taught how to solve problems and avoid fights with people who are different from ourselves.	14.4	39.7	36.6	9.3	2.41	194

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

Statement Responses: Openness to Diversity

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Students of different ethnic/racial groups want to work together in this school.	3.6	19.8	55.3	21.3	2.94	197
Most people in this school want people from <i>all</i> ethnic/racial groups to be treated fairly.	3.1	15.4	48.2	33.3	3.12	195
Students should have to learn about people from different cultural/ethnic groups.	12.4	18.0	50.0	19.6	2.77	194
<i>Teachers and school staff</i> who are members of one group try to learn from people who are members of other groups.	6.5	27.0	58.4	8.1	2.68	185
<i>Students</i> who are members of one group try to learn from people who are members of other groups.	10.6	37.2	49.5	8.1	2.44	188
In this school students can talk about their own views and learn the views of students from other groups who may think differently about things.	7.4	23.4	55.9	13.3	2.75	188
Teachers and students in this school have talked about different groups' views on race/ethnicity so that students learn how different groups feel and think.	10.6	29.8	43.1	16.5	2.65	188
In this school students can tell how they think and they can listen to the opinions of members of other race/ethnic groups in areas where opinions may differ.	9.1	30.1	52.7	8.1	2.60	186

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

Statement Responses: Diversity Knowledge and Role Models

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
In this school, students learn about leaders from different cultural groups.	4.1	29.0	51.3	15.5	2.78	193
In this school, student read the writings of people from different racial/ethnic groups.	6.3	25.0	51.6	17.2	2.80	192
This school teaches about the advances in science made by both women and men.	3.6	19.3	53.6	23.4	2.97	192
This school displays examples of success by members of many racial/ethnic groups.	4.8	17.0	60.1	18.1	2.91	188
Most <i>teachers and school staff</i> know about the culture and history of the main ethnic/racial groups in America.	6.4	29.4	51.3	12.8	2.71	187
Most <i>students</i> know about the culture and history of the main ethnic/racial groups in America.	7.4	36.3	47.9	8.4	2.57	190
There are adults in this school who are good examples of what I can be or do when I am an adult, and are members of my own racial, ethnic, or other group.	8.4	21.1	48.4	22.1	2.84	190

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

Statement Responses: School Accessibility

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
This school makes it known that it will help people with hearing, visual, or physical difficulties.	5.4	22.3	53.8	18.5	2.85	184
People with physical disabilities could find it hard getting to all places in this school. *	8.1	45.4	35.7	10.8	2.51	185
Events are held away from school for students and families who might not want to come to the school.	16.3	44.0	33.2	6.5	2.30	184
Cost does not prevent students from taking part in school events.	16.8	39.5	35.7	8.1	2.35	185
The school makes it known that it will try to communicate with students' homes in more than one language.	14.8	37.7	41.5	6.0	2.39	183
It is hard for some students and families who live far from the school to get to school activities. *	2.2	23.1	53.8	20.9	2.07	182

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

* Reverse-scored statement.

Statement Responses: Respectful Climate

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Teachers treat students with respect regardless of their sex.	9.6	19.8	53.8	16.8	2.78	197
Some people in this school don't help students from minority ethnic/racial groups get ahead. *	13.5	43.5	34.7	8.3	2.62	193
Students would rather be in a school without kids from some other race. *	32.0	45.9	16.0	6.2	3.04	194
Boys and girls treat each other with respect in this school.	14.4	25.1	50.8	9.7	2.56	195
Persons with disabilities are treated with respect in this school.	7.1	27.0	45.4	20.4	2.79	196
Persons of different beliefs and traditions treat each other with respect in this school.	4.1	21.5	60.0	14.4	2.85	195
People in this school have respect for others whose opinions differ from their own.	8.7	35.4	49.2	6.7	2.54	195
If a student were being teased or bothered because of his or her race or ethnicity, most other students would try to stop it.	15.0	50.3	31.6	3.1	2.23	193
If a student were telling a joke about another student's race, most other students would laugh at the joke. *	1.5	15.5	45.4	37.6	1.81	194
Many students think it is rude when other students speak to each other in a language other than English. *	10.8	48.6	25.9	14.6	2.56	185
Students and teachers help students who speak a language other than English in their homes feel comfortable using that language in school.	6.6	27.9	54.1	11.5	2.70	183

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored

Sample High School
December 2001

School Diversity Inventory
Student Questionnaire

statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

* Reverse-scored statement.

Statement Responses: Intergroup Civility

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Students make fun of others who stutter, lisp, or have difficulty speaking. *	3.6	20.4	49.0	27.0	2.01	196
In this school people make rude remarks about boys or men. *	8.2	41.8	36.2	13.8	2.44	196
Students of one ethnic/racial group are hurt or bothered by members of another group. *	9.7	41.0	36.4	12.8	2.48	195
Some students or staff are teased or harassed because of their ethnicity or race. *	14.4	50.5	28.9	6.2	2.73	194
Students from one group sometimes threaten other students because of the group they belong to. *	5.8	34.0	44.0	16.2	2.29	191
Students have been picked on by other students at school because of the way they think about things. *	3.8	20.5	50.8	24.9	2.03	185
At school, I have heard people making racial insults. *	1.6	15.2	40.8	42.4	1.76	184
In this school, people make rude remarks about girls or women. *	6.5	21.1	43.8	28.6	2.05	185

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

* Reverse-scored statement.

Statement Responses: Race/Ethnic Group Relations

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Students of different ethnic/racial groups help each other at school.	4.6	19.4	56.1	19.9	2.91	196
<i>Teachers and school staff</i> who are members of different ethnic/racial groups want to work together in this school.	5.3	16.0	60.1	18.6	2.92	188
<i>Students</i> who are members of different ethnic/racial groups want to work together in this school.	6.9	25.5	58.5	9.0	2.70	188
<i>Teachers and school staff</i> who are members of one race usually spend free time with members of their own group. *	2.7	37.3	46.5	13.5	2.29	185
<i>Students</i> who are members of one race usually spend free time with members of their own group. *	2.1	20.7	53.2	23.9	2.01	188

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

* Reverse-scored statement.

Statement Responses: Male/Female Interaction

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Boys freely join school social activities where most participants are girls.	12.1	34.7	42.6	10.5	2.52	190
Girls freely join school social activities where most participants are boys.	8.4	38.4	44.7	8.4	2.53	190
In classes, boys and girls work well together on projects and assignments.	1.6	13.7	55.3	29.5	3.13	190
<i>Teachers and school staff</i> of different sexes eat lunch together and hang out together when they are not teaching.	3.8	16.8	58.4	21.1	2.97	185
<i>Students</i> of different sexes eat lunch together and hang out together when they are not in class.	2.1	9.5	40.7	47.6	3.34	189

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

Statement Responses: Social Group Interaction

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
Groups of students who hang out together often exclude kids from other groups. *	5.7	27.3	46.4	20.6	2.18	194
It is easy for a student from one group to be accepted in a different group.	18.2	41.1	35.4	5.2	2.28	192
Students who are members of some groups do not participate in some school activities because they do not fit in. *	4.7	14.6	55.2	25.5	1.98	192
All kinds of students feel welcome to join athletic teams, clubs, and other activities in my school.	16.0	24.7	42.3	17.0	2.60	194
Some students avoid some school activities because they feel that they are not welcome because of their social group. *	5.7	25.4	48.2	20.7	2.16	193

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

* Reverse-scored statement.

Statement Responses: Perceived Educational Equity

Statement	Percentage choosing response				Average	N
	SD	D	A	SA		
If a student breaks a school rule, the punishment is the same for boys and girls.	7.7	21.5	37.9	32.8	2.96	195
Most teachers favor students of their own ethnic/racial group. *	11.8	48.2	28.2	11.8	2.60	195
Most teachers favor students of their own sex. *	18.9	59.7	16.8	4.6	2.93	196
The school unfairly treats members of some racial/ethnic groups as trouble makers. *	12.4	40.2	28.9	18.6	2.46	194
All math and science classes for high ability students are about half boys and half girls.	11.5	25.7	50.3	12.6	2.64	183
All math and science classes for high ability students have students from all ethnic/race groups in the school.	17.5	24.6	45.9	12.0	2.52	183
Students have been treated unfairly by a teacher because of their race or ethnic group*	11.3	40.9	35.5	12.4	2.51	186
Students have been treated unfairly by a teacher because of their sex. *	11.8	43.0	35.5	9.7	2.57	186
Students have been treated unfairly by a teacher because of their life style or what they like. *	5.9	34.9	40.3	18.8	2.28	186

Note. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree. In computing item average scores, 1 indicates the least desirable response and 4 indicates the most desirable response. For positively scored statements, "Strongly Disagree" = 1 and "Strongly Agree" = 4. For reverse scored statements, "Strongly Agree" = 1 and "Strongly Disagree" = 4. For all item average scores, higher scores are more desirable.

* Reverse-scored statement.

Appendix A: Guide to Technical Information in Tables

This appendix explains the technical information shown in the tables in this report. All people using this report should understand the meaning of the percentages, averages, and confidence intervals presented in the tables. The meaning of confidence intervals is described in Appendix B. All users should also understand the importance of examining the survey response rate and the number of persons reporting for the school or any subgroup.

SDI reports contain additional information that is intended for use by evaluation specialists. Not all users of this report will need to understand all of the technical information presented.

Response rate. The response rate is important. Consider both the number of individuals upon which results are based and the percentage of individuals who completed questionnaires. If the number of respondents is small, results may have large margins of error. If a response rate for a school is low (below 80%) consider the possibility that the survey may not represent the school well or may not have been well conducted. The response rates contained in this report are based on information provided to the scoring service about the population size (denominator) and counts of answer documents scored (numerator).

Demographic characteristics of respondents. The table showing the demographic composition (sex, grade, race/ethnicity) of respondents is based on the self-identification of survey respondents. The table shows the number of respondents in each category (column labeled "*n*") and the percentage of those respondents who indicated their category membership who fall in each category (column headed %).

Domain score reports. The principal tables of results are organized first by SDI domain score (Diversity Policies and Practices, Openness to Diversity, Diversity Knowledge and Role Models, and so on) and then by respondent groupings (sex, ethnicity). Results for groups smaller than 7 are not reported. Users of the SDI should focus their attention on these domain scores.

Columns headed "*N*" show the number of respondents on which the remainder of the information in each row is based. In many cases the *N*s shown in the rows of the score reports are somewhat smaller than the total number of respondents in the groups. This occurs when individuals fail to respond to enough of the specific *items* (individual statements) that are used to calculate a domain score that the score can not be calculated for those individuals.

Columns headed "Average" show the average domain score for respondents in each group. Scores for all domains potentially range from 1 to 4, with 1 being the low (undesirable) end of the scale and 4 being the high (desirable) end of the scale. In other words, higher scores reflect more positive school climate.

Columns headed "*SD*" report the standard deviation of scores for each group. The standard deviation (along with the average and number of respondents) is information required by evaluation personnel for estimating the statistical significance of certain differences. Most users can interpret SDI results without an understanding of the standard deviation. In nontechnical terms, it is a measure of how much variability around the mean was observed in the scores of individual respondents. The larger the standard deviation, the greater the variability around the average score.

The columns headed "90% Conf. Int." make the range of plausible values for the average clear.

The probability that a score lies outside the confidence interval (lower bound to upper bound) shown is 10% or less. (See appendix B for an explanation of confidence intervals and why the intervals tabled are usually conservative.)

Detailed tabulation of item responses by domain. Tables show the percentage distribution of respondents choosing each response alternative for every item (statement) in each domain. Percentages add to 100% across the rows. The columns headed "Average" and "N" show the mean score for each item and the number of persons responding to each item. Scores are on a scale of 1 to 4 where 4 is the most desirable response.

Comparing Schools and Groups and Examining Change Over Time

In making comparisons among groups, or when comparing your school's results on successive assessments, use the score averages and confidence intervals. If the confidence intervals for two groups overlap, a difference in the sample estimates of the average Domain Scores for these groups may have arisen by chance. If the confidence intervals do not overlap, it is not plausible to assume that the averages are actually equal. Standard deviations and sample sizes are provided to help district evaluation personnel apply statistical tests for the significance of changes over time or of differences among schools. Appendix B provides further information on using confidence intervals.

Appendix B: Confidence Intervals for School Diversity Inventory Results

All estimates from sample surveys involve some degree of error. This appendix will help you understand how sampling error may influence the SDI results for your school or for a specific group in a school.

Some of the survey features that influence the amount of error in an estimate made from the school assessment include the following:

- The *number* of individuals included in the sample. Other things being equal, the larger the number of individuals in a simple random sample or subsample, the smaller the sampling error.
- Whether *all* or *most* persons are included or if *only some* persons are included. Other things being equal, the *larger the fraction* of individuals in a school who are included in a sample, the smaller the sampling error. This means that in a small school, if all or nearly all persons have been included in a survey, sampling errors can be small or negligible.
- How the sample was designed. Sample size and other things being equal, sampling from within well chosen strata can decrease sampling error. On the other hand, sampling of intact classrooms or homerooms usually produces sampling errors that are considerably larger than those produced by simple random samples of the same number of persons, and it may be necessary to utilize weighting of the data to produce unbiased estimates.¹

The SDI's developers have recommended that schools include all students and all educators in a school in surveys – or use large simple random samples of individuals – because this will avoid introducing bias in the sampling, weighting is not required to represent the school, and special expertise in sampling is not required (although a person with training in research methods should be involved in drawing even simple random samples). SDs and confidence intervals in this report assume simple random sampling.

Confidence Intervals for Percentages

Table B-1 provides 90% confidence intervals for percentages estimated from samples of different sizes. To use the table, find the sub-table for the sample size (N) closest to the sample size on which your percentage is based. Then look down the column headed % to find the percentage closest to that estimated from your sample. Then look across the row to read the lower and upper bounds of the confidence interval. The probability is .90 that the population proportion is greater than the lower bound of the confidence interval and less than the upper bound of the confidence interval. In other words, there is only a 1 in 10 chance that the population proportion is outside this range of percentages.

The confidence intervals shown in Table B-1 are usually conservative because they are based on an assumption of simple random sampling from an infinitely large population. Because no school's population is infinitely large, the tabled values overestimate the width of the confidence intervals.²

¹For complex samples (such as samples involving the sampling of intact classes), it is advisable to consult a sampling statistician or a behavioral scientist knowledgeable about the estimation of standard errors.

²Sampling of clusters of persons (such as intact classrooms) increases sampling errors. In such cases, the confidence intervals based on an assumption of simple random sampling may not be conservative.

Not all values are tabled, but you can approximate the width of the confidence band around a sample percentage not tabled by assuming that it will be about as wide as the band for nearby percentages that are tabled. Notice that the confidence bands are not symmetrical for very large and very small percentages.

In comparing percentages based on the responses of two separate groups—say boys and girls—find the confidence bands for each percentage. If the confidence bands do not overlap, you can be reasonably confident that the difference observed in your samples did not arise by chance.

Confidence Intervals for Domain Scores

Tables showing domain scores in this school report present 90% confidence intervals for means (averages). These confidence intervals are based on the assumption of simple random sampling from a very large population. If all students were included in the sample—or if a large fraction of the individuals in the school population were included in a simple random sample—then these confidence intervals are conservative.

The probability is .90 that the population mean domain score is greater than the lower bound of the confidence interval and less than the upper bound of the confidence interval. In other words, there is only a 1 in 10 chance that the population mean is outside the confidence band.

The same survey features that influence the size of sampling errors for proportions influence the size of errors for means. If intact classrooms are sampled, or if some other deviation from simple random sampling or inclusion of all persons in samples is used, you may wish to consult a sampling statistician or scientist knowledgeable about the design of and estimation of errors from complex samples.

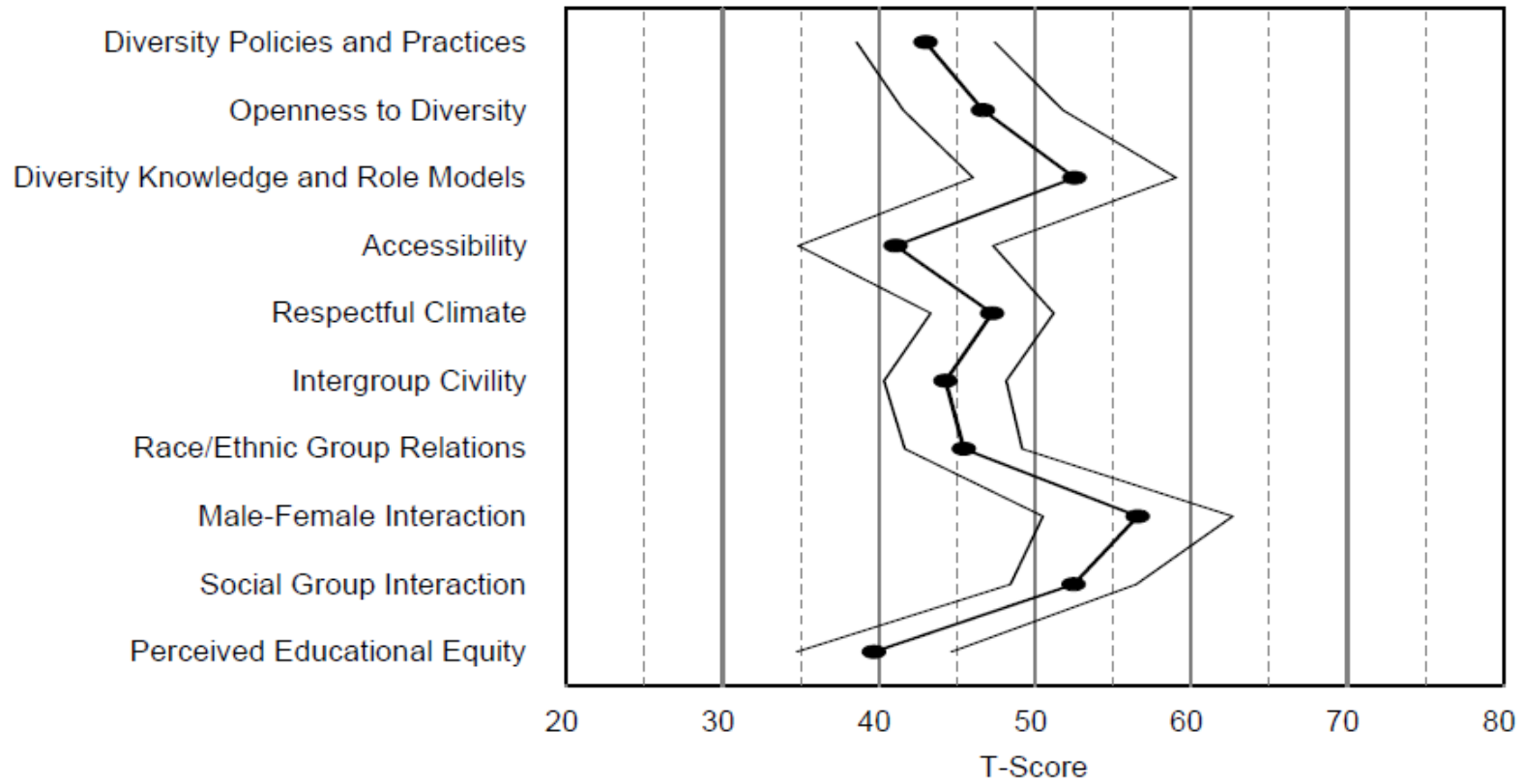
In comparing percentages based on the responses of two separate groups—say Black students and White students—examine the confidence bands for each domain score. If the confidence bands do not overlap, you can be reasonably confident that the difference observed in your samples did not arise by chance.

Table B-1
90% Confidence Intervals for Percentages for Samples of Different Sizes

N = 25			N = 75			N = 125			N = 175			N = 225		
%	Low	High	%	Low	High	%	Low	High	%	Low	High	%	Low	High
0	0.0	9.8	0	0.0	3.5	0	0.0	2.1	0	0.0	1.5	0	0.0	1.2
5	1.3	17.5	5	2.2	10.9	5	2.6	9.3	5	2.9	8.5	5	3.1	8.0
10	3.7	24.1	10	5.6	17.2	10	6.4	15.3	10	6.9	14.4	10	7.2	13.8
15	6.7	30.1	15	9.4	23.0	15	10.5	21.0	15	11.1	20.0	15	11.5	19.3
20	10.1	35.8	20	13.5	28.6	20	14.8	26.5	20	15.5	25.4	20	16.0	24.7
25	13.7	41.2	25	17.7	34.0	25	19.2	31.9	25	20.0	30.7	25	20.6	30.0
30	17.5	46.4	30	22.1	39.3	30	23.7	37.1	30	24.6	36.0	30	25.2	35.2
35	21.5	51.4	35	26.6	44.4	35	28.4	42.3	35	29.3	41.1	35	30.0	40.4
40	25.6	56.3	40	31.2	49.5	40	33.1	47.3	40	34.1	46.2	40	34.8	45.5
45	29.9	61.0	45	35.9	54.5	45	37.9	52.3	45	38.9	51.2	45	39.6	50.5
50	34.4	65.6	50	40.7	59.3	50	42.7	57.3	50	43.8	56.2	50	44.5	55.5
55	39.0	70.1	55	45.5	64.1	55	47.7	62.1	55	48.8	61.1	55	49.5	60.4
60	43.7	74.4	60	50.5	68.8	60	52.7	66.9	60	53.8	65.9	60	54.5	65.2
65	48.6	78.5	65	55.6	73.4	65	57.7	71.6	65	58.9	70.7	65	59.6	70.0
70	53.6	82.5	70	60.7	77.9	70	62.9	76.3	70	64.0	75.4	70	64.8	74.8
75	58.8	86.3	75	66.0	82.3	75	68.1	80.8	75	69.3	80.0	75	70.0	79.4
80	64.2	89.9	80	71.4	86.5	80	73.5	85.2	80	74.6	84.5	80	75.3	84.0
85	69.9	93.3	85	77.0	90.6	85	79.0	89.5	85	80.0	88.9	85	80.7	88.5
90	75.9	96.3	90	82.8	94.4	90	84.7	93.6	90	85.6	93.1	90	86.2	92.8
95	82.5	98.7	95	89.1	97.8	95	90.7	97.4	95	91.5	97.1	95	92.0	96.9
100	90.2	100.0	100	96.5	100.0	100	97.9	100.0	100	98.5	100.0	100	98.8	100.0
N = 50			N = 100			N = 150			N = 200			N = 250		
%	Low	High	%	Low	High	%	Low	High	%	Low	High	%	Low	High
0	0.0	5.1	0	0.0	2.6	0	0.0	1.8	0	0.0	1.3	0	0.0	1.1
5	1.9	12.8	5	2.5	9.9	5	2.8	8.8	5	3.0	8.2	5	3.2	7.8
10	5.0	19.2	10	6.1	16.0	10	6.7	14.8	10	7.0	14.0	10	7.3	13.6
15	8.5	25.1	15	10.1	21.8	15	10.8	20.4	15	11.3	19.6	15	11.7	19.1
20	12.3	30.7	20	14.2	27.3	20	15.2	25.9	20	15.8	25.0	20	16.2	24.5
25	16.4	36.2	25	18.6	32.7	25	19.7	31.2	25	20.3	30.3	25	20.8	29.8
30	20.6	41.5	30	23.1	38.0	30	24.2	36.5	30	25.0	35.6	30	25.5	35.0
35	24.9	46.6	35	27.6	43.1	35	28.9	41.6	35	29.7	40.7	35	30.2	40.1
40	29.4	51.6	40	32.3	48.2	40	33.7	46.7	40	34.5	45.8	40	35.0	45.2
45	34.0	56.5	45	37.1	53.2	45	38.5	51.7	45	39.3	50.8	45	39.9	50.2
50	38.7	61.3	50	41.9	58.1	50	43.3	56.7	50	44.2	55.8	50	44.8	55.2
55	43.5	66.0	55	46.8	62.9	55	48.3	61.5	55	49.2	60.7	55	49.8	60.1
60	48.4	70.6	60	51.8	67.7	60	53.3	66.3	60	54.2	65.5	60	54.8	65.0
65	53.4	75.1	65	56.9	72.4	65	58.4	71.1	65	59.3	70.3	65	59.9	69.8
70	58.5	79.4	70	62.0	76.9	70	63.5	75.8	70	64.4	75.0	70	65.0	74.5
75	63.8	83.6	75	67.3	81.4	75	68.8	80.3	75	69.7	79.7	75	70.2	79.2
80	69.3	87.7	80	72.7	85.8	80	74.1	84.8	80	75.0	84.2	80	75.5	83.8
85	74.9	91.5	85	78.2	89.9	85	79.6	89.2	85	80.4	88.7	85	80.9	88.3
90	80.8	95.0	90	84.0	93.9	90	85.2	93.3	90	86.0	93.0	90	86.4	92.7
95	87.2	98.1	95	90.1	97.5	95	91.2	97.2	95	91.8	97.0	95	92.2	96.8
100	94.9	100.0	100	97.4	100.0	100	98.2	100.0	100	98.7	100.0	100	98.9	100.0

Note. N = number of individuals in sample. % = estimate of percentage obtained from sample. Low = lower bound of the 90% confidence interval for the population percentage. High = upper bound of the 90% confidence interval for the population percentage.

Appendix C: School Student Profile



Note. The dark line shows the profile of T-scores for this school, and the lighter lines show the 80% confidence boundaries for this school's T-score.