

Appendix A

Parent and Guardian Survey

Parent or Guardian Survey

Section A: Background Information:

Please provide the following background information about you and your family:

Gender:

Female----- (

Male----- (

Race/Ethnicity:

Black(non-Hispanic)--- (

Hispanic----- (

White ----- (

Native American ----- (

Asian/Pacific Islander (

Other ----- (

Highest Education Level of Parent or Guardian

Did not complete high school ----- (

high school diploma----- (

some college ----- (

two-year college degree ----- (

four-year college degree ----- (

advanced degree ----- (

Adult(s) responsible for the student attending the magnet school:

two parents----- (

single parent----- (

grandparent guardian ----- (

other relative guardian ----- (

non-relative adult guardian ----- (

Employment status outside of the home of parent(s)/guardian(s):

two work full-time ----- (

one works full-time ----- (

none works full-time----- (

Primary Language Spoken in the Home:

English----- (

Spanish----- (

Other----- (

During this school year, was your child eligible for:

free lunch----- (

reduced cost lunch----- (

not eligible ----- (

Did your child attend this same magnet school last year?

Yes ----- (

No ----- (

If your child attended a different school last year, what type of school did your child attend?

public school----- (

private school ----- (

home school ----- (

charter school ----- (

another magnet school----- (

For how many years has your child attended this magnet school?

1 ----- (

2 ----- (

3 ----- (

4 ----- (

5 or more ----- (

Section B: Based on your experience with your child's current magnet school, respond to the following statements about the school using a scale from ' strongly disagree ' to ' strongly agree .' Check the box that indicates the degree to which you disagree or agree with the statement.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>Parental Involvement</u>	(((((
Parents are encouraged to voice their opinions of the school's academic program.	(((((
Parents are encouraged to volunteer in the school.	(((((
There is open communication between teachers and parents.	(((((
<u>School Climate</u>					
The school provides a safe and secure environment that fosters student learning.	(((((
The school has appropriate standards for proper student behavior.	(((((
Most students follow the behavior standards that the school has set.	(((((
There is mutual respect between teachers and students in the school.	(((((
There is mutual respect among students.	(((((
<u>Program Quality</u>					
The school offers a high quality academic program.	(((((
The school has set high expectations for student academic performance.	(((((
I understand how my child's performance is evaluated.	(((((
Teachers are concerned whether or not students learn.	(((((
Teachers provide extra help for students.	(((((
<u>Resources</u>					
Classes are small enough so students can receive the individual help that they need.	(((((
The school facility is well-suited for the school's academic program.	(((((
The school provides academic and guidance services to support its instructional program.	(((((
Students use computers and other forms of technology to enhance learning.	(((((
The school provides a number of before or after-school activities such as clubs, teams, etc. to meet students' interests.	(((((
The school provides students with opportunities to volunteer in the community.	(((((
Transportation to and from school is available for my child.	(((((
<u>Diversity</u>					
The students in the school come from different backgrounds.	(((((
The school helps students develop friendships with children from different backgrounds.	(((((

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Section C: Please respond to the following statements based on your child's experiences in the magnet school using a scale from 'strongly disagree' to 'strongly agree.' Check the box that indicates the degree to which you disagree or agree with the statement.					
My child is enthusiastic about learning.	<input type="checkbox"/>				
My child finds the school's academic program challenging.	<input type="checkbox"/>				
The theme of the magnet school's program is interesting to my child.	<input type="checkbox"/>				
Teachers watch my child's academic progress closely.	<input type="checkbox"/>				
My child's academic performance has improved.	<input type="checkbox"/>				
My child works on academic projects in school with children from different backgrounds.	<input type="checkbox"/>				
My child participates in activities out of the classroom like dances, talking on the phone, sporting events, or playing on the playground with children from different backgrounds.	<input type="checkbox"/>				
My child's friends and acquaintances come from different backgrounds.	<input type="checkbox"/>				
My child has invited children from different backgrounds to our home.	<input type="checkbox"/>				

	Never	Seldom	Sometimes	Often	Always
Section D: Please respond to the following statements regarding your involvement in the magnet school during the time your child has attended.					
I have attended school activities such as parent meetings, fund-raisers and school events.	<input type="checkbox"/>				
I have visited classes in the school.	<input type="checkbox"/>				
I have volunteered in the school.	<input type="checkbox"/>				
I have met with teacher(s) or other school staff to discuss my child's progress.	<input type="checkbox"/>				
I have helped organize programs that support the school.	<input type="checkbox"/>				

	Unimportant	Of Little Importance	Moderately Important	Important	Very Important
Section E: Please respond to the following statements, using the scale from 'Unimportant' to 'Very important.'					
How important are the following reasons for enrolling your child in this magnet school:					
the school's academic theme	<input type="checkbox"/>				
the challenging academic program	<input type="checkbox"/>				
the quality of the teaching staff	<input type="checkbox"/>				
the quality of the administrative staff	<input type="checkbox"/>				
the distance the school is located from home	<input type="checkbox"/>				
the school's academic support services	<input type="checkbox"/>				
the school's diverse student population	<input type="checkbox"/>				
the technology such as computers that support the academic program	<input type="checkbox"/>				
did not want my child to attend the district public schools	<input type="checkbox"/>				

Section F: Please feel free to use the space below to make any comments about your child's magnet school program or your child's experience in the magnet school.

Appendix B

Teacher and Professional Staff Survey

Teacher and Professional Staff Survey

Section A: Background Information:

Please provide the following background information about you and your school:

Gender:

Female-----

Male-----

Race/Ethnicity:

Black(non-Hispanic)---

Hispanic-----

White -----

Native American -----

Asian/Pacific Islander

Multi-racial ---

Highest Education Level

BA/BS-----

MA/MS-----

6th Year Certificate-----

PhD/EdD-----

other advanced degree-----

Total years of professional education experience at the beginning of the 2000-01 school year:

0-----

1 - 2-----

3 - 4-----

5 - 6-----

7 or more-----

Total years of professional experience in this magnet school at the beginning of the 2000-01 school year:

0-----

1 - 2-----

3 - 4-----

5 - 6-----

7 or more-----

Primary professional assignment:

Administrator-----

Academic Classroom Teacher--

Support Staff-----

Support Classroom Teacher-----

(counselor, psychologist, social worker,
librarian, speech therapist)

(special ed, reading, ELL)

Special Classroom Teacher-----

(art, music, P.E., world language)

Check all boxes that describe the grade levels of your primary assignment:

PK - 3-----

4 - 6-----

7 - 8-----

9 - 12-----

Section B: Please respond to the following statements about the magnet school in which you work using a scale from ‘strongly disagree’ to ‘strongly agree.’ Check the box that indicates the degree to which you disagree or agree with the statement.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>Mission, Curriculum, and Expectations for Learning</u>					
Teachers and administrators share a common mission for the school.	(((((
The school’s theme and mission is the foundation for its academic program.	(((((
The school’s curriculum incorporates its theme and mission.	(((((
The school’s curriculum is aligned with Connecticut’s Common Core of Learning and Connecticut’s Common Core of Teaching.	(((((
Teachers collaborate on curricular and instructional issues.	(((((
The school has high expectations for students’ academic performance.	(((((
Students have high expectations for their own academic performance.	(((((
Students are motivated to learn.	(((((
The school promotes educational innovation.	(((((
The school provides teachers with professional development opportunities that support the theme and mission.	(((((
The school minimizes taking instructional time for professional development activities.	(((((
<u>Resources Supporting the Instructional Program</u>					
The school facility is well-suited for the school’s academic program.	(((((
Teachers have access to computers for instructional and managerial activities.	(((((
Technology is available to support the school’s educational program.	(((((
Textbooks and instructional materials are current.	(((((
Sufficient instructional resources are available to support our program.	(((((
Classes are small enough so that teachers can provide individual attention to students who need it.	(((((
Support services are adequate for students with special needs.	(((((
<u>Instruction and Student Assessment</u>					
Teachers use a variety of teaching strategies to promote active learning.	(((((
Teachers use a variety of measures to assess student learning.	(((((
The school offers a high quality academic program.	(((((
Most students are making steady academic progress.	(((((
Teachers are accountable for students’ academic performance.	(((((
<u>Parental Involvement</u>					
There is open communication between teachers and parents.	(((((
Most parents are committed to the school and its mission.	(((((
Most parents are actively involved in the school.	(((((
Teachers communicate with parents frequently.	(((((
Most parents take an active role in their child’s education.	(((((
Parents are encouraged to voice their opinions about the academic program.	(((((

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>School Climate</u>					
The school provides a safe and secure environment that fosters student learning.	(((((
The school has appropriate standards for proper student behavior.	(((((
Most students follow the behavior standards that the school has set.	(((((
There is mutual respect between teachers and students in the school.	(((((
There is mutual respect among students in the school.	(((((
<u>Diversity</u>					
The school has a diverse student body.	(((((
The school has a diverse professional staff.	(((((
When given the opportunity, students participate in social activities with classmates from different backgrounds.	(((((
The school provides appropriate educational opportunities for all students, regardless of racial, ethnic, or economic background.	(((((
The school helps students develop friendships with students from different backgrounds.	(((((
The racial and ethnic composition of students in all classes is similar to the composition of the school as a whole.	(((((
Students from different backgrounds work on projects and activities in class.	(((((
<u>Leadership</u>					
The principal is a knowledgeable, effective instructional leader.	(((((
The principal encourages teachers to participate in instructional decision-making.	(((((
There is open communication between the principal and school staff.	(((((
The principal is available to teachers when they need to discuss an issue.	(((((
Other school leaders, such as assistant principals, effectively support the professional staff and school mission.	(((((
The district or RESC staff effectively support the professional staff and school mission.	(((((
<u>Satisfaction</u>					
I am satisfied with my position in this magnet school.	(((((
I am satisfied with the operation of the school.	(((((

Section C: Please feel free to use the space below and on the back of this page to make any comments about your magnet school's program and your experience in the magnet school, or to expand on your responses to the statement in Section B.

Appendix C

Student Survey

Student Survey

Background Information: We will collect information about you and your school in the upper left box on the **General Purpose Data Sheet I**. **Thank you for your help!**

1. You do not need to fill in your **Name**.
2. Look at the section under **ID Number**. Your teacher will tell you your school two-digit ID number; write the ID number in the first two boxes and fill in the bubble with the same number in the column below each digit.
3. **Special Codes:** Shade in the bubble that describes you best under each letter.
 - a. Under **A:** Gender
 - 1 = female
 - 2 = male

 - b. Under **B:** Race
 - 1 = Native American
 - 2 = Asian American
 - 3 = African American
 - 4 = White
 - 5 = Hispanic
 - 6 = Multiracial

 - c. Under **C:** Current Grade Level
 - 1 = fifth
 - 2 = eighth
 - 3 = tenth

 - d. Under **D:** Years in this school
 - 1 = 1
 - 2 = 2
 - 3 = 3 or 4
 - 4 = 5 or 6
 - 5 = 7 or more

 - e. Under **E:** Where do you live?
 - 1 = in the town where the magnet is located
 - 2 = in a town where the magnet school is not located

Opinions: Please respond to the following statements about the magnet school you attend using a scale from ‘strongly agree’ to ‘strongly disagree.’ Shade in the bubble to the right of the statement number on the Data Sheet that corresponds to the degree to which you agree or disagree. Do not skip any statements.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. We use our school’s themes (magnets) in our classes.	A	B	C	D	E
2. Teachers expect students to do their best work in class.	A	B	C	D	E
3. Students know they must do their best work in class.	A	B	C	D	E
4. My homework assignments help me to learn at a high level.	A	B	C	D	E
5. I complete my homework assignments each day.	A	B	C	D	E
6. The work I do in school requires my best effort.	A	B	C	D	E
7. The school prepares me to deal with the real world and to solve problems.	A	B	C	D	E
8. I use computers, videos, and other technology at school.	A	B	C	D	E
9. Teachers use computers and technology in class activities.	A	B	C	D	E
10. Textbooks and classroom materials (handouts, manipulatives, lab materials, etc.) relate to what I am learning in class.	A	B	C	D	E

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11. I use materials besides textbooks to improve my learning.	A	B	C	D	E
12. My teachers give me the help I need in class.	A	B	C	D	E
13. Teachers test what I have learned in a variety of ways.	A	B	C	D	E
14. I understand how I am graded (assessed) in my classes.	A	B	C	D	E
15. I am learning at a good pace.	A	B	C	D	E
16. My teachers are interested in how well students perform in school.	A	B	C	D	E
17. I work on reading or homework at home with my parent/guardian.	A	B	C	D	E
18. My parent/guardian participates in school activities.	A	B	C	D	E
19. Teachers communicate with my parent/guardian frequently.	A	B	C	D	E
20. I feel safe and secure in this school.	A	B	C	D	E
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21. Students feel welcome in this school.	A	B	C	D	E
22. I understand my school's behavior rules.	A	B	C	D	E
23. Most students follow the behavior rules that the school has set.	A	B	C	D	E
24. There is respect between teachers and students in the school.	A	B	C	D	E
25. There is respect among students in the school.	A	B	C	D	E
26. Students in the school come from different backgrounds (race, ethnic, community, neighborhood).	A	B	C	D	E
27. Teachers in the school come from different backgrounds.	A	B	C	D	E
28. Students develop friendships with students from different backgrounds.	A	B	C	D	E
29. Students from different backgrounds work together on projects and activities in class.	A	B	C	D	E
30. If I have a problem I can talk to the school principal or other adults at school.	A	B	C	D	E
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31. Classroom teachers provide extra help for students who need help.	A	B	C	D	E
32. I am satisfied with my academic progress in this school.	A	B	C	D	E
33. I am satisfied with the types of student activities this school provides.	A	B	C	D	E

Personal Comments: Please use WRITE-IN AREA 1 and WRITE-IN AREA 2, at the middle and lower left side of the Data Sheet, to make comments about your personal experiences at this magnet school or about the magnet school's programs.

Appendix D

Choice Option Summary

PARENT – STUDENT SCHOOL CHOICE OPTIONS CHART

Revised November 2002

	Interdistrict Magnet Schools	Public Charter Schools	OPEN CHOICE	Lighthouse	Regional Vo-Ag Center	CRVTSS
Definition	<p>“Magnet school means a program which:</p> <ol style="list-style-type: none"> 1. supports diversity; 2. offers a special and high-quality curriculum; and 3. requires students who are enrolled to attend at least half time.” 	<p>“Charter school means a public, nonsectarian school which:</p> <ol style="list-style-type: none"> 1. is established under a charter granted pursuant to section 10-66bb; 2. is organized as a nonprofit entity under state law; 3. is a public agency for purposes of chapter 3; and 4. is operated independently of any local or regional board of education in accordance with the terms of its charter and the provisions of Sections 10-66aa to 10-66gg, inclusive” 	<p>Open Choice is a state-wide interdistrict public school attendance program, the purpose of which is to:</p> <ol style="list-style-type: none"> 1. improve academic achievement; 2. reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and 3. provide a choice of education programs for public school students. 	<p>A “lighthouse school” is an existing public school or a public school planned prior to July 1, 1997, in a priority school district that:</p> <ol style="list-style-type: none"> 1. has a specialized curriculum; and 2. is designed to promote intra-district and inter-district public school choice. 	<p>A regional high school program operated by a local or regional board of education which provides vocational agriculture instruction, including aquaculture and marine-related employment. Each local or regional board of education must designate a regional vocational agriculture center for its students who wish to attend.</p>	<p>The Regional Vocational-Technical School System is a statewide system operated by the State Board of Education, which offers full-time, part-time, and evening programs in vocational, technical and technological education and training.</p>
Statute	10-264l, 10-264h, and 10-264i as amended	10-66aa through 10-66gg, as amended	10-266aa, as amended	10-266cc, as amended	10-64 through 10-66, as amended	10-95, as amended
Purpose	<ol style="list-style-type: none"> 1. Support racial, ethnic and economic diversity; 2. Offer a special and high quality curriculum; 3. Promote interdistrict cooperation; and 4. Provide choice for parents and students. 	<ol style="list-style-type: none"> 1. Improve academic achievement; 2. Provide a vehicle for educational innovations; 3. Provide another vehicle to reduce racial, ethnic, and economic isolation; and 4. Offer parents and students a choice in the provision of their public schooling. 	<ol style="list-style-type: none"> 1. Improve academic achievement; 2. Reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and 3. Provide a choice of educational programs for students. 	<p>Promote inter-and intra-district public school choice.</p>	<p>Prepare individuals for entry-level employment or higher education in the fields of agriculture and related-occupations. Serves secondary students, out-of-school youth, and adults in full and shared-time programs.</p>	<p>Provide academic and technical education to high school age students and adults and prepare them for a career or further education.</p>

	Interdistrict Magnet Schools	Public Charter Schools	OPEN CHOICE	Lighthouse	Regional Vo-Ag Center	CRVTSS
ECS Count	For FY 2002-03 and 2003-04, supplemental grants may be available to enhance programs at magnet schools. (Sec. 106 of P.A. 02-07 MSS). For ECS purposes, students are counted in their district of residence as long as it keeps students enrolled and contributes something toward education costs.	Students are not counted by a local district for ECS purposes.	½ to sending district; ½ to receiving district.	Statute is silent but intent is that they become interdistrict magnet schools. Students then will count in LEA of residence for ECS.	Students are counted in the district of their residence.	Students enrolled in the VTSS are not part of the ECS count.
Operating Costs How funded - (See also ECS and Transportation)	Operating costs are funded through a state operating grant formula (C.G.S 10-264) and local board of education contributions. (Also, federal magnet school assistance, parent tuition and corporate contributions may apply in limited instances.)	State: The state annually pays to the fiscal authority for a state charter school, \$7,000 for each student enrolled in such school. Federal start-up money is also available during the first three years of operation and private fundraising may be used.	Payment of \$2,000 state grant for each pupil enrolled in a receiving district, plus one-half ECS count. Bonus available to districts with schools having 10 or more choice students.	Competitive grants of \$100,000 to Hartford, New Haven and Bridgeport for curriculum development and teacher training. Otherwise, funded by LEA where located. Operating grant when magnet status achieved.	Tuition paid by sending district. Additional state grants are designed to reimburse operating boards of education per each secondary student enrolled.	Operating expenses are requested from the state legislature as part of the SDE's budget.
Transportation Costs – How funded	The local or regional board of education of the district in which the school is located must provide transportation for students who reside in the district. Districts or schools that voluntarily provide transportation for out-of-district students are eligible to receive state reimbursement of up to \$1,200 per students. Excess cost reimbursement is available through the regular transportation	The local or regional board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district. Other transportation by local or regional board is voluntary and costs are reimbursable pursuant to regular transportation grant.	State pays to the RESC or LEA providing transportation up to a per pupil average of \$2,100..	Intradistrict program--regular district transportation. As interdistrict program, will operate like magnets.	Sending districts must pay reasonable and necessary costs of transportation and are reimbursed under regular transportation grant.	Transportation is provided by the town of residence. Reimbursement is made by state to sending district under regular transportation formula. The reimbursement percentage for expenditures in excess of \$800 per pupil shall be increased by 20 percentage points.

	Interdistrict Magnet Schools	Public Charter Schools	OPEN CHOICE	Lighthouse	Regional Vo-Ag Center	CRVTSS
	grant.					
Capital Costs – How funded	The primary method of funding building construction or renovation is through state school construction aid at 95% for projects approved after July 2003.	Charter schools which have been renewed are eligible for a one-time construction grant of \$500,000. CHEFA has created a loan fund for charter schools which offers loans up to \$150,000 @ reduced interest rates..	Receiving districts may receive up to a 10% school construction bonus for creating choice seats.	10% school construction bonus for expansion, alteration or renovation of existing public school to a lighthouse.	Operating boards of education receive state funding for construction and renovation of facilities and purchase of equipment at 100%.	Capital expenses are requested from the state legislature as part of the SDE’s budget.
Special Education	The school district in which the student resides shall: 1. hold the PPT meeting for a student requiring special education and shall invite representatives from the magnet school to participate and 2. pay the state magnet school an amount equal to the difference between the reasonable cost of educating such student and amounts received from state, federal, local or private sources calculated on a per pupil basis. Federal reimbursement goes to the LEA.	The school district in which the student resides shall: 1. hold the PPT meeting for a student requiring special education and shall invite representatives from the charter school to participate and 2. pay the state charter school an amount equal to the difference between the reasonable cost of educating such student and amounts received from state, federal, local or private sources calculated on a per pupil basis. Federal reimbursement goes to the LEA.	First \$2,000 paid by receiving district; remainder paid by sending district. Receiving district holds PPT and invites sending district to participate. Sending district entitled to excess cost grant under 10-76g.	As intradistrict program, like any intradistrict magnet. As interdistrict program, will operate like magnets.	Special education costs are the responsibility of the sending district. Sending district holds PPT and invites representatives of receiving district.	The VTSS provides special education services to all students who are enrolled, in accordance with Sec. 10-76q of the General Statutes.
Access	Interdistrict magnet schools are available to all students who live in districts which participate in the magnet school program. Districts may limit the number of participants and must hold a lottery if more students apply than there is space to accommodate. No student can be refused	Charter schools must be open to all students without regard to race, gender, religion, national origin, sexual orientation or handicapping condition, although individual schools may be granted charters which delineate the community from which students come. Lottery to be held if more applicants	2002-2003 school year participation limited to students in Hartford, Bridgeport, New Haven and New London going out of those towns and students from surrounding towns coming into Hartford, Bridgeport, New Haven and New London Districts are statutorily required to give OPEN	In 2002-2003 school year, grants are only available to Hartford, Bridgeport and New Haven for development and training purposes.	Acceptance into the program is based upon students’ career interests. Any board of education that does not provide vocational agriculture training must designate a school(s) for their students to attend. Agreements may be established pertaining to the admission of students.	Any student who resides in CT may apply to a VT school. There are 17 facilities and two satellites located throughout the state. Districts are statutorily required to give vocational technical school personnel access to district schools for recruiting purposes.

	Interdistrict Magnet Schools	Public Charter Schools	OPEN CHOICE	Lighthouse	Regional Vo-Ag Center	CRVTSS
	enrollment because of race, gender, religion, national origin, sexual orientation, or handicapping condition. Districts are statutorily required to give magnet school personnel access to district schools for recruiting purposes.	than seats. Districts are statutorily required to give charter school personnel access to district schools for recruiting purposes.	Choice personnel access to district schools for recruiting purposes.		Districts are statutorily required to give vocational agriculture personnel access to district schools for recruiting purposes.	
Who can operate programs in this category?	Interdistrict magnet schools can be operated by a school district, a regional educational service center or, under C.G.S 10-158a, by cooperative agreement among the member districts.	Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to establish a charter school. No nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.	Any school district with available space may provide seats. RESCs collect data about “available space”; assign spaces (holding lotteries where necessary); and provide and coordinate transportation.	Hartford, Bridgeport and New Haven	Local or regional boards of education may be designated as regional centers if approved by the State Board of Education.	The CRVTSS is administered by a Superintendent of Schools. The State Board of Education governs, the school system through a subcommittee.
Governance	Governing board is made up of member districts that determine the level of involvement and responsibility in the school’s operations.	Governing council pursuant to by-laws of non-profit corp. and charter.	N/A	(See magnet) Normal LEA governance. When status changes to magnet school, magnet school rules apply.	Board of Education which operates center. Advisory Vo-Ag consulting committee for each center.	SBE, advisory committee pursuant to Section 10-95h.

Appendix E

Weighted Average Calculation

Weighted Average Calculation

A weighted average = $\sum x_i * w_i$, where

'x' is a school-level variable for school 'i' such as 'percent at goal' or 'average SAT score' and 'w' is the school weight based on student enrollment.

Example:

School	% Minority	Enrollment	Weight
A	40	1000	1000/2000 = .50
B	50	500	500/2000 = .25
C	20	300	300/2000 = .15
D	80	200	200/2000 = .10
Total		2000	

weighted average percent minority = $40*(.50) + 50*(.25) + 20*(.15) + 80*(.10) = 43.5$

Appendix F

ERG Assignment for Public School Districts

Appendix G

Percent of Interdistrict Magnet School Students Meeting State Goal on the Second

Generation CMT: 1998-99 and 1999-00

Appendix G: Percent of Students Meeting the State Goal on the Second Generation CMT

School Name	Yr	Grade 4			Grade 6			Grade 8		
		Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing
MALONEY	99	28	31	42						
	98	31	41	22						
MULTICULT	99	42	42	41						
	98	36	38	60						
ROTELLA	99	37	26	24						
	98	27	25	40						
E HRTFD/GLAS	99	64	66	50	37	59	57			
	98	57	50	53	63	58	58			
MONTESSORI	99	50	30	10						
	98									
BENJ. JEPSEN	99	61	43	57	36	61	47			
	98	22	41	70	20	58	73			
SIX - SIX	99	40	43	33	47	67	80			
	98	52	39	85	33	67	28			
WINTERGREEN	99	55	50	42	54	70	57	38	48	21
	98	69	56	50						
BETSY ROSS	99				16	27	26	34	52	38
	98				16	36	41	39	51	35
METRO LEARN	99				47	58	60			
	98				41	52	63			
STATE	99	64	56	54	55	66	60	59	68	60
	98	61	54	58	53	66	54	57	66	59
ERG A	99	83	78	70	80	88	80	84	86	79
	98	82	77	73	79	88	69	82	86	79
ERG I	99	35	23	35	25	29	34	23	35	32
	98	28	21	40	16	26	29	20	32	27

