

Living Arrangement

| | | | | |
|-------------------|------------------|--------|----------------------|--------|
| Mother and Father | 37.0% | 36.6% | 37.5% ^{###} | 67.2% |
| Only Mother | 57.1 | 54.8 | 54.7 ^{###} | 29.2 |
| Only Father | 1.3 | 1.2 | 0.8 | 1.5 |
| Grandparent | 3.2 | 3.8 | 3.9 ^{###} | 0.4 |
| Other | 1.3 [*] | 3.4 | 2.7 | 1.7 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

Mobility (time at current residence)

| | | | | |
|-----------|-------------------|--------|---------------------|--------|
| 0-1 year | 8.2% [*] | 5.9% | 7.5% [#] | 4.2% |
| 1-2 years | 16.4 [*] | 13.4 | 13.8 ^{###} | 6.1 |
| 2+ years | 75.4 | 78.8 | 78.7 ^{###} | 88.7 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

Ethnicity

| | | | | |
|------------------|----------------------|--------|----------------------|--------|
| African American | 66.8% ^{TTT} | 76.1% | 48.4% ^{###} | 35.1% |
| White | 25.0 ^{TTT} | 15.5 | 37.9 ^{###} | 56.7 |
| Hispanic | 3.2 ^{TTT} | 3.2 | 7.4 ^{##} | 4.0 |
| Multiracial | 3.8 | 3.8 | 4.3 | 3.0 |
| Other | 1.2 | 1.4 | 2.0 | 1.3 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

Religious Affiliation

| | | | | |
|------------------|------------------------|--------|---------------------|--------|
| Baptist | 40.4% ^{TTT} | 43.0% | 29.4% ^{##} | 22.1% |
| Other Protestant | 13.8 | 17.4 | 12.6 | 15.7 |
| Catholic | 24.8 ^{***TTT} | 13.4 | 43.1 [#] | 49.8 |
| Other Religion | 13.2 ^{TTT} | 14.3 | 5.9 | 7.2 |
| No Religion | 7.9 | 10.2 | 9.0 ^{##} | 4.8 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

| | | | | |
|----------|-----|-----|-----|-----|
| <i>n</i> | 533 | 416 | 236 | 426 |
|----------|-----|-----|-----|-----|

Column (1) refers to scholarship recipients who previously were in public school; (2) to public school students; (3) to scholarship students who previously were in private school; and (4) to private students who applied, but did not receive, a scholarship. All kindergartners who are scholarship students are included in column one. Values of *n* signify the lowest number of cases represented by a group among the selected items; consequently, one cannot infer the value of certain frequencies by taking the product of a percentage and the value of *n*.

- * signifies that differences between columns 1 and 2 are statistically significant at the .05 level.
- ** signifies that differences between columns 1 and 2 are statistically significant at the .01 level.
- *** signifies that differences between columns 1 and 2 are statistically significant at the .001 level.

- # signifies that differences between columns 3 and 4 are statistically significant at the .05 level.
- ## signifies that differences between columns 3 and 4 are statistically significant at the .01 level.
- ### signifies that differences between columns 3 and 4 are statistically significant at the .001 level.

- T signifies that differences between columns 1 and 3 are statistically significant at the .05 level.
- TT signifies that differences between columns 1 and 3 are statistically significant at the .01 level.
- TTT signifies that differences between columns 1 and 3 are statistically significant at the .001 level.

The actual questions read as follows:

- "What is your annual family income before taxes? Please include all sources of earnings from all members of the household. Do not, however, include the value of food stamps, Medicaid or public housing."
- "What is the highest level of education that you [the mother] completed?"
- "Do you [the mother] currently have a job, either full-time or part-time?"
- "Does your child live with either biological parent?"
- "How long have you [the mother] lived at your current address?"
- "What is your [the mother's] religious affiliation?"

Data on ethnicity and family size were compiled from CSTP office records.

⁽¹⁾ Of those students who did not receive a scholarship and attended a public school in 1996-97, 7.4 percent had attended a private school the year before.

⁽²⁾ Of those students who did not receive a scholarship and attended a private school in 1996-97, 28.4 percent had attended a public school the year before.

⁽³⁾ When calculating average income, responses of "over \$50,000" were set at \$60,000.

⁽⁴⁾ Standard errors are in parentheses.

⁽⁵⁾ This index is scaled from 1 to 6 where 1 signifies less than high school, 2 some high school, 3 high school graduate (including GED), 4 some college, 5 college graduate and 6 more than college.

⁽⁶⁾ This index is scaled from 1 to 4 where 1 signifies not looking for work, 2 looking for work, 3 part-time employment and 4 full-time employment.

Table 2: Reasons for Applying for Scholarship
Grades K-3, average scores

| 1996-97 School Program: | Choice | Public | Choice | Private |
|---|---|------------------------------|-------------------------------|-------------------------------|
| Previous School: | Public | Mostly Public ⁽¹⁾ | Private | Mostly Private ⁽²⁾ |
| Received Scholarship? | Yes | No | Yes | No |
| | (1) | (2) | (3) | (4) |
| <i>How important were the following considerations in your decision to apply for a scholarship?</i> | | | | |
| Improved Academic Quality: | 2.85 ^{**} (0.38) ⁽³⁾ | 2.69 (0.51) | 2.79 ^{###} (0.46) | 2.56 (0.67) |
| Greater Safety: | 2.78 ^{***} (0.46) | 2.55 (0.62) | 2.75 ^{###} (0.52) | 2.51 (0.69) |
| Location: | 2.47 (0.70) | 2.44 (0.70) | 2.52 ^{###} (0.69) | 2.33 (0.77) |
| Religion: | 2.12 ^{***TTT} (0.79) | 1.80 (0.80) | 2.40 ^{##} (0.73) | 2.27 (0.77) |
| Friends: | 1.63 ^T (0.79) | 1.62 (0.76) | 1.70 (0.79) | 1.68 (0.79) |
| <i>n</i> | 597 | 459 | 255 | 415 |

Indices scored from 1 to 3, averages reported: 1 signifies not important; 2 important; and 3 very important. Also, see notes to Table 1.

Table 3: Reasons for not Participating in CSTP
Grades K-3, percent responding 'important'

| | |
|--|---------------|
| 1996-97 School Program: | Public |
| Previous School: | Mostly Public |
| Received Scholarship? | No |
| <i>Did you receive a scholarship this year?</i> | |
| Believed not Offered a Scholarship: ⁽¹⁾ | 44.1% |
| <i>How important was each of the following in your decision not to participate in the scholarship program?</i> | |
| Transportation: | 36.5 |
| Offered Admission to Desired Public School: | 35.3 |
| Financial Reasons: | 31.2 |
| Refused Admission to Private School: | 21.1 |
| Moved from Area: | 13.1 |
| <i>n</i> | 460 |

Possible responses to survey question were dichotomous. Also, see notes to Table 1.

⁽¹⁾ These results combine answers to two questions. Those who believed they were not offered a scholarship were not asked the second question. Consequently, while individual respondents who believed they were offered a scholarship could claim that multiple reasons influenced their decision not to accept a scholarship, those who believed they were not offered one in the first place could only indicate the one reason.

Table 4: Parent Satisfaction with Their Own School
Grades K-3, average score

| 1996-97 School Program: Previous School: Received Scholarship? | Choice Public Yes | Public Mostly Public No | Choice Private Yes | Private Mostly Private No |
|--|---------------------------------|-------------------------------|-------------------------------|---------------------------------|
| | (1) | (2) | (3) | (4) |
| <i>For the following characteristics, how satisfied are you with the school your child is attending?</i> | | | | |
| Academic Quality: | 3.56 ^{***T} (0.66) | 3.06 (0.63) | 3.64 [#] (0.56) | 3.57 (0.60) |
| Safety: | 3.51 ^{***TT} (0.68) | 3.02 (0.63) | 3.66 [#] (0.54) | 3.58 (0.61) |
| Discipline: | 3.49 ^{***TT} (0.63) | 2.91 (0.81) | 3.59 ^{##} (0.57) | 3.49 (0.67) |
| Teaching Moral Values: | 3.66 ^{***} (0.58) | 3.02 (0.75) | 3.69 (0.50) | 3.68 (0.56) |
| Private Attention to Child: | 3.42 ^{***} (0.70) | 2.80 (0.88) | 3.42 (0.67) | 3.36 (0.68) |
| Parent Involvement: | 3.44 ^{***} (0.67) | 3.03 (0.79) | 3.47 (0.61) | 3.44 (0.69) |
| Class Size: | 3.37 ^{***} (0.64) | 2.75 (0.71) | 3.35 ^{##} (0.77) | 3.23 (0.78) |
| Facility: | 3.38 ^{***T} (0.72) | 2.85 (0.81) | 3.47 ^{###} (0.63) | 3.30 (0.67) |
| <i>n</i> | 592 | 483 | 254 | 465 |

* compares columns 1 and 2.

compares columns 3 and 4.

T compares columns 1 and 3.

Indices scored from 1 to 4; averages reported. 1 signifies very dissatisfied; 2 dissatisfied; 3 satisfied; and 4 very satisfied. Also, see notes to Table 1.

Table 5: Explanations for Scholarship Applicants' Satisfaction with Their Own School
Grades K-3

| | Parental Satisfaction ⁽¹⁾ | |
|---|--------------------------------------|---------------------|
| | Model 1 | Model 2 |
| <i>Educational Experiences:</i> | | |
| Involuntarily in Public School: | -6.7 ^{***} | -6.6 ^{***} |
| <i>Type of School:</i> ⁽²⁾ | | |
| Private (No Scholarship): | 15.5 ^{***} | 15.0 ^{***} |
| Established Parochial School (Scholarship): | 16.0 ^{***} | 15.9 ^{***} |
| New Parochial School (Scholarship): | 0.5 | 0.3 |
| Established Secular School (Scholarship): | 15.7 ^{***} | 16.1 ^{***} |
| New Secular School (Scholarship): | 6.5 ^{***} | 6.6 ^{***} |
| <i>Demographics:</i> | | |
| Special Needs: | -2.6 ^{**} | -2.7 ^{**} |
| Minority: | -3.3 ^{**} | -3.0 ^{***} |
| Income: | 0.2 | 0.2 |
| Kindergarten: | 2.8 ^{**} | 2.4 ^{**} |
| Family Size: | -- | 0.4 |
| Mother's Education: | -- | 0.7 |
| Mother's Employment Status: | -- | -0.6 |
| Residential Mobility: | -- | 0.2 |
| Constant | 69.4 ^{***} | 66.9 ^{***} |
| Adjusted R ² | .24 | .23 |
| n | 1586 | 1585 |

Unstandardized coefficients from OLS regressions reported. * significant at the .05 level; ** significant at the .01 level; *** significant at the .001 level.

⁽¹⁾ Index of satisfaction, summarizing eight dimensions listed in Table 3. See page 15 for description.

⁽²⁾ The baseline group includes those individuals who were offered a scholarship, but refused it, and claimed that being refused admission to a desired public school was not an important reason for choosing to attend a public school.

**Table 6: Explanations for Scholarship Recipients'
Satisfaction with Their Own School
Grades K-3**

| | Parental Satisfaction | |
|---------------------------------------|-----------------------|---------------------|
| | Model 1 | Model 2 |
| <i>Educational Experiences:</i> | | |
| Prior Public School: | -0.3 | -0.5 |
| Religious Compatibility: | -0.4 | -0.2 |
| <i>Type of School:</i> ⁽¹⁾ | | |
| Established Parochial School: | 15.0 ^{***} | 15.0 ^{***} |
| Established Secular School: | 14.9 ^{***} | 15.4 ^{***} |
| New Secular School: | 5.6 ^{**} | 5.9 ^{***} |
| <i>Demographics:</i> | | |
| Special Needs: | -3.0 [*] | -3.0 [*] |
| Minority: | -4.2 ^{**} | -3.5 ^{**} |
| Income: | -0.1 | -1.8 |
| Kindergarten: | 2.3 | 2.3 |
| Family Size: | -- | 0.7 |
| Mother's Education: | -- | 0.5 |
| Mother's Employment Status: | -- | -0.4 |
| Residential Mobility: | -- | 0.1 |
| <i>Constant</i> | 76.3 ^{***} | 73.3 ^{***} |
| <i>Adjusted R²</i> | .17 | .17 |
| <i>n</i> | 770 | 755 |

Unstandardized coefficients from OLS regressions reported. * significant at the .05 level; ** significant at the .01 level; *** significant at the .001 level.

⁽¹⁾ The baseline group consists of two parochial schools with a high number of new scholarship students.

**Table 7: Explanations for Non-Recipients'
Satisfaction with Their Own School
Grades K-3**

| | Parental Satisfaction | |
|--------------------------------------|-----------------------|----------|
| | Model 1 | Model 2 |
| <i>Educational Experiences:</i> | | |
| Prior Public School: | 1.9 | 1.4 |
| Involuntarily in Public School: | -3.8 ** | -3.6 ** |
| <i>Type of School:⁽¹⁾</i> | | |
| Private School: | 19.1 *** | 18.3 *** |
| <i>Demographics:</i> | | |
| Special Needs: | -1.5 | -1.4 |
| Minority: | -0.8 | -0.3 |
| Income: | 0.5 | 0.6 * |
| Kindergarten: | 3.4 * | 3.1 |
| Family Size: | -- | 0.1 |
| Mother's Education: | -- | 0.3 |
| Mother's Employment Status: | -- | -0.8 |
| Residential Mobility: | -- | 0.0 |
| Constant | 57.3 *** | 56.0 *** |
| Adjusted R ² | .20 | .20 |
| n | 813 | 736 |

Standardized coefficients from OLS regressions reported. * significant at the .05 level; ** significant at the .01 level; *** significant at the .001 level.

⁽¹⁾ The baseline group includes those individuals who were offered a scholarship, but refused it, and claimed that being refused admission to a desired public school was not an important reason for choosing to attend a public school.

**Table 8: School Mobility Rates of Scholarship Students
Grades K-3**

| 1996-97 School Program: Previous School: Received Scholarship? | Choice Public Yes | Choice Private Yes | Choice Total Yes |
|--|-------------------------|--------------------------|------------------------|
| <i>Child attend same school entire year?</i> | | | |
| Yes: | 91.0%*** | 99.2% | 93.7% |
| No (broken out by stated reason): | | | |
| Admitted to Preferred Private School: | 3.3* | 0.0 | 2.3 |
| Quality of Schools: | 1.3 | 0.4 | 1.1 |
| Admitted to Preferred Public School: | 1.0 | 0.0 | 0.7 |
| Moved: | 0.8 | 0.0 | 0.6 |
| Transportation Difficulties: | 0.8 | 0.4 | 0.7 |
| Administration: | 0.3 | 0.0 | 0.2 |
| Disability/Behavior Problems: | 0.3 | 0.0 | 0.2 |
| School Closure/Change: | 0.3 | 0.0 | 0.2 |
| Financial: | 0.2 | 0.0 | 0.1 |
| Expulsion: | 0.2 | 0.0 | 0.1 |
| Other: | 0.3 | 0.0 | 0.2 |
| <i>n</i> | 600 | 256 | 856 |

* compares columns 1 and 2.

Also, see notes to Table 1.

**Table 9: Matriculation Plans of Scholarship Students
Grades K-3**

| 1996-97 School Program: Previous School: Received Scholarship? | Choice Public Yes | Choice Private Yes | Choice Total Yes |
|--|-------------------------|--------------------------|------------------------|
| <i>Plan on attending same school next year?</i> | | | |
| Yes: | 80.5% ^{**} | 87.7% | 82.8% |
| No (broken out by stated reason): | | | |
| Quality of School: | 5.7 [*] | 2.1 | 4.5 |
| Change of Student's Grade Level: | 3.5 [*] | 0.4 | 2.5 |
| Move from Area: | 2.0 | 1.3 | 1.8 |
| Prefer Different Private School: | 1.6 | 2.1 | 1.8 |
| Transportation Difficulties: | 1.4 [*] | 0.0 | 1.0 |
| Cost: | 1.0 | 2.1 | 1.4 |
| Disappointed with Program: | 0.8 | 0.9 | 0.8 |
| School or Program Closing Down: | 0.8 | 0.8 | 0.8 |
| Lack Special Ed. Resources: | 0.4 | 0.0 | 0.3 |
| Prefer Different Public School: | 0.4 | 0.0 | 0.3 |
| Refused Readmission/Expulsion: | 0.4 | 0.4 | 0.4 |
| Other: | 1.8 | 2.1 | 1.9 |
| Total: | 100.0% | 100.0% | 100.0% |
| <i>n</i> | 507 | 244 | 751 |

* compares columns 1 and 2.

Also, see notes to Table 1.

**Table 10: Explanations for Retention of Scholarship Recipients
Grades K-3**

| | Retention Rate ⁽¹⁾ | | |
|--|-------------------------------|----------------------|---------------------|
| | Model 1 | Model 2 | Model 3 |
| <i>Educational Experiences:</i> | | | |
| Satisfaction: | 2.88 ^{***} | 2.24 ^{***} | -- |
| Prior Public School: | -0.17 | -0.13 | -0.14 |
| Religious Compatibility: | -0.02 | 0.06 | -0.02 |
| <i>Type of School:</i> ⁽²⁾ | | | |
| Established Parochial School (Scholarship) | 0.46 ^{***} | 0.36 [*] | 0.84 ^{***} |
| Established Secular School (Scholarship) | -1.01 ^{***} | -0.74 ^{***} | -0.46 [*] |
| New Secular School (Scholarship) | -0.05 | 0.02 | 0.15 |
| <i>Demographics:</i> | | | |
| Special Needs: | 0.11 | 0.09 | -0.02 |
| Minority: | -0.22 | -0.16 | -0.29 [*] |
| Income: | -0.00 | 0.02 | -0.00 |
| Kindergarten: | -0.07 | -0.10 | -0.06 |
| Family Size: | -0.06 | -0.07 | -0.06 |
| Residential Mobility: | -0.11 | -0.09 | -0.06 |
| Mother's Education: | -- | -0.09 | -0.07 |
| Mother's Employment Status: | -- | 0.04 | 0.08 |
| Single Parent Household: | -- | -0.07 | -0.09 |
| Constant | -1.05 ^{**} | -0.62 | 0.99 [*] |
| Degrees of Freedom | 753 | 737 | 763 |
| Chi-Square Goodness of Fit | 785 | 899 | 776 |
| n | 766 | 753 | 778 |

Regression coefficients from a Probit Model are reported. * significant at the .05 level; ** significant at the .01 level; *** significant at the .001 level.

⁽¹⁾ Mobility is a dummy variable, scored 1 if the respondent changed school during the school year or planned to change school at the end of the school year.

⁽²⁾ The baseline group consists of two parochial schools, both of which were established in the early 1990s, with a high number of new scholarship students.

Table 11: Test Score Changes
Grades 1-3, Hope schools

| | Fall, 1996 | Spring, 1997 | Change |
|-----------------------|---------------|---------------|--------|
| Reading | 28.4 (155) | 34.1 (155) | 5.6* |
| Language | 41.2 (154) | 36.6 (154) | -4.5 |
| Mathematics Total | 29.2 (155) | 40.8 (155) | 11.6* |
| Mathematical Concepts | 28.6 (155) | 41.4 (155) | 12.8* |

* Statistically Significant at .05 level. Numbers may not add, due to rounding. Number of cases in parentheses.

**Table 12: Test Score Changes in Language
Grades 1-3, Hope schools**

| | Fall 1996 | Spring 1997 | Change | Number of Students |
|---------------------|-----------|-------------|---------|--------------------|
| Kindergarten | | | | |
| Math | | | N/A | |
| Math Concepts | 36.6 | 54.7 | 18.1** | (108) |
| Reading | 30.4 | 35.8 | 5.4** | (108) |
| Language | | | N/A | |
| Total | | | N/A | |
| Grade 1 | | | | |
| Math | 25.0 | 31.6 | 6.6** | (66) |
| Math Concepts | 21.6 | 37.0 | 15.4** | (67) |
| Reading | 25.5 | 32.2 | 6.6** | (67) |
| Language | 48.8 | 29.8 | -19.0** | (66) |
| Total | 26.6 | 29.8 | 3.2 | (66) |
| Grade 2 | | | | |
| Math | 36.3 | 54.4 | 18.0** | (59) |
| Math Concepts | 37.7 | 50.5 | 12.8** | (59) |
| Reading | 28.8 | 33.3 | 4.5* | (59) |
| Language | 40.3 | 43.2 | 2.9 | (59) |
| Total | 30.6 | 42.6 | 12.0** | (59) |
| Grade 3 | | | | |
| Math | 24.6 | 34.6 | 10.0** | (29) |
| Math Concepts | 26.3 | 33.0 | 6.7* | (29) |
| Reading | 34.4 | 39.9 | 5.5 | (29) |
| Language | 25.4 | 38.9 | 13.5** | (29) |
| Total | 25.8 | 36.5 | 10.7** | (29) |

** Statistically significant at .05 level; * significant at the .1 level. Numbers may not add, due to rounding.

Table 13: National Percentile Rankings of Low-Income Students at the Hope schools and Low-Income Voucher Applicants in Milwaukee in Grade K-3

| | Hope schools | Hope schools | Milwaukee Low-Income Scholarship Applicants |
|---------------|--------------|--------------|--|
| | Fall | Spring | Spring |
| Math | 29.2 | 40.8 | 34.9 |
| Math Concepts | 31.9 | 49.9 | 31.0 |
| Reading | 29.2 | 34.8 | 33.5 |

* Language and total scores were not available for students in Milwaukee.

Appendix A:

Table A1: Breakdown of Survey Response Rates

| 1996-97 School Program: Previous School: | Choice Public | Choice Private | Not a Recipient Public & Private | Total Public & Private |
|---|------------------|-------------------|-------------------------------------|---------------------------|
|---|------------------|-------------------|-------------------------------------|---------------------------|

Frequencies:

| | | | | |
|----------------------------------|-------|-----|-------|-------|
| Interviewed | 726 | 288 | 1,006 | 2,020 |
| Could not Contact ⁽¹⁾ | 240 | 69 | 933 | 1,242 |
| Refused to be Interviewed | 37 | 8 | 130 | 175 |
| Total Contacts Attempted: | 1,003 | 365 | 2,069 | 3,437 |

As a percentage of contacts attempted:

| | | | | |
|---------------------------|--------|--------|--------|--------|
| Interviewed | 72.4% | 78.9% | 48.6% | 58.8% |
| Could not Contact | 23.9 | 18.9 | 45.1 | 36.1 |
| Refused to be Interviewed | 3.7 | 2.2 | 6.3 | 5.1 |
| Total: | 100.0% | 100.0% | 100.0% | 100.0% |

⁽¹⁾ The majority of these cases are non-working numbers (53.9% in column 4). Other reasons for not being able to contact a household include: the respondent being unavailable or unknown at attempted number (27.2%); and multiple failed attempts (10.9%); change of numbers to business, electronic or mobile use (5.8%); the respondent not speaking English or being mentally or physically impaired (1.4%).

**Table A2: Examining the Possibility of Response Bias
Grades K-3**

| Select Group: Data Source: | All Applicants | | Choice(Public) ⁽¹⁾ | | Choice(Private) ⁽³⁾ | | No Voucher | |
|-------------------------------|-------------------------------------|----------------------|-------------------------------------|----------------------|-----------------------------------|---------------------|-------------------------------------|----------------------|
| | Survey | Universe | Survey | Universe | Survey | Universe | Survey | Universe |
| | (1A) | (1B) | (2A) | (2B) | (3A) | (3B) | (4A) | (4B) |
| Average Income | \$16,279 ^{***} (14,586) | \$14,754 (14,184) | \$12,533 ⁽³⁾ (12,194) | \$12,045 (11,361) | \$11,923 ^{**} (9,959) | \$10,698 (7,907) | \$20,748 ^{***} (16,261) | \$16,251 (15,424) |
| Average Family Size | 3.77 ^{***} (1.47) | 4.03 (1.46) | 3.77 ^{**} (1.43) | 3.89 (1.43) | 3.83 ^{***} (1.51) | 3.97 (1.54) | 3.92 ^{***} (1.40) | 4.09 (1.46) |
| <i>Ethnicity</i> | | | | | | | | |
| African American | 59.5% [*] | 62.8% | 68.6% | 68.8% | 49.3% | 48.7% | 55.9% ^{***} | 62.4% |
| White | 31.7 [*] | 27.4 | 23.8 | 22.0 | 38.2 | 37.3 | 35.8 ^{***} | 28.1 |
| Hispanic | 3.9 [*] | 5.0 | 3.0 | 3.5 | 6.9 | 7.3 | 3.5 [*] | 5.2 |
| Multiracial | 3.5 | 3.2 | 3.5 | 3.8 | 3.8 | 4.4 | 3.3 | 2.9 |
| Other | 1.3 | 1.6 | 1.1 | 1.9 | 1.7 | 2.0 | 1.3 | 1.4 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| <i>n</i> | 1896 | 6050 | 719 | 1,493 | 288 | 496 | 887 | 4,548 |

See notes to Table 1.

* compares differences between the survey and universe.

⁽¹⁾ Choice(Public) refers to those individuals who received a scholarship and previously attended a public school – this includes kindergartners.

⁽²⁾ Choice(Private) refers to all individuals who received a scholarship and previously attended a private school – this too includes kindergartners.

⁽³⁾ See footnote 8 in the text.

106TH CONGRESS
1ST SESSION

S. 1266

To allow a State to combine certain funds to improve the academic achievement of all its students.

IN THE SENATE OF THE UNITED STATES

JUNE 22, 1999

Mr. GORTON (for himself, Ms. COLLINS, Mr. GREGG, Mr. COVERDELL, Mr. BROWNBACK, Mr. ASHCROFT, Mr. HELMS, and Mr. VOINOVICH) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To allow a State to combine certain funds to improve the academic achievement of all its students.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Academic Achievement
5 for All Act (Straight A’s Act)”.

6 **SEC. 2. PURPOSE.**

7 The purpose of this Act is to create options for States
8 and communities—