

Appendix B

Standard Errors and Sample Sizes

| Exhibit 3-1 (ATTITUDES TOWARD SCHOOL) | |
|---|-------|
| Have parents who agree that their child enjoys school | 9,578 |
| Strongly agree | (1.2) |
| Agree | (1.2) |
| Disagree/strongly disagree | (.8) |
| Motivation toward school | 3,206 |
| High (scores of 13 to 16) ^b | (3.9) |
| Moderate (scores of 8 to 12) ^b | (3.5) |
| Low (scores of 4 to 7) ^b | (3.4) |
| Standard errors are in parentheses. | |

| Exhibit 3-2 (MOTIVATION FOR SCHOOLING) | | | | | |
|---|-------|--------------------|------------------|-----------------|----------------|
| | Never | Sometimes Agree | Usually Agree | Always Agree | Sample Size |
| I look forward to each new school year | (.2) | (.4) | (.3) | (.7) | |
| School will help me have a better life | (.2) | (.4) | (.3) | (.7) | |
| I don't like to stay home from school | (.2) | (.4) | (.3) | (.7) | |
| I look forward to more years of school | (.2) | (.4) | (.3) | (.7) | |
| I like Mondays because I come back to school | (.2) | (.4) | (.3) | (.7) | |
| School is the best place to learn | (.2) | (.4) | (.3) | (.7) | |
| I am happy at school | (.2) | (.4) | (.3) | (.7) | |
| Standard errors are in parentheses. | | | | | |

| Exhibit 3-3 (ABSENTEEISM) | | |
|---|-------------|----------------|
| | Sample Size | Standard Error |
| Mean number of days absent in 1 month | 4,618 | .2 |
| Percentage absent 6 or more days in 1 month | 4,618 | .7 |

| Exhibit 3-4 (CLASSROOM ENGAGEMENT SCALE SCORES IN LANGUAGE ARTS, BY CLASS SETTING) | | |
|---|----------------------|----------------------|
| | General Education | Special Education |
| Percentage less engaged (scores of 5 to 7) | (1.0) | (1.3) |
| Percentage highly engaged (scores of 13 to 16) | (3.0) | (2.2) |
| Mean scores | (.2) | (.2) |
| Sample size | 2,610 | 3,444 |
| Standard errors are in parentheses. | | |

| Exhibit 3-5 (CLASSROOM ENGAGEMENT BEHAVIORS) | | | | |
|---|--------|----------------|------------------------|----------------|
| | Rarely | Some- times | Usually/ Very Often | Sample Size |
| Participates in group discussions | | | | |
| General education | (.2) | (.4) | (.3) | 2,640 |
| Special education | (.1) | (.3) | (.2) | 3,418 |
| Complete homework on time | | | | |
| General education | (.2) | (.4) | (.3) | 2,608 |
| Special education | (.1) | (.3) | (.2) | 3,375 |
| Follows directions | | | | |
| General education | (.2) | (.4) | (.3) | 2,610 |
| Special education | (.1) | (.3) | (.2) | 3,444 |
| Keeps at task until finished, even if it takes a long time | | | | |
| General education | (.2) | (.4) | (.3) | 2,611 |
| Special education | (.1) | (.3) | (.2) | 3,434 |
| Does things on own even if hard | | | | |
| General education | (.2) | (.4) | (.3) | 2,613 |
| Special education | (.1) | (.3) | (.2) | 3,433 |
| Standard errors are in parentheses. | | | | |

| Exhibit 3-6 (STUDENTS' SCHOOL ENGAGEMENT, BY DISABILITY CATEGORY) | | | | | | | | | | | |
|--|-----------------------|-----------|-----------|------------|-----------|-----------|-----------|------------|------------|------------|-------------|
| | LD¹ | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| Enjoyment of school | | | | | | | | | | | |
| Percentage whose parents agree that their child enjoys school ^a | 1,036 | 826 | 858 | 857 | 1,018 | 803 | 964 | 914 | 1,090 | 348 | 828 |
| Strongly agree | (2.0) | (2.3) | (2.3) | (2.0) | (2.5) | (3.0) | (2.5) | (2.4) | (2.4) | (4.5) | (2.7) |
| Disagree/strongly disagree | (1.4) | (1.3) | (1.3) | (1.9) | (1.3) | (1.4) | (1.1) | (1.7) | (1.4) | (3.4) | (1.2) |
| Motivation for schooling ^b | | | | | | | | | | | |
| Percentage with low motivation scale scores (7 to 13) | 359 | 276 | 271 | 298 | 353 | 182 | 322 | 379 | 231 | 97 | 131 |
| Percentage with high motivation scale scores (21 to 28) | (2.7) | (1.9) | (2.4) | (3.1) | (2.6) | (3.2) | (2.8) | (3.0) | (3.4) | (6.8) | (4.0) |
| Percentage with low motivation scale scores (7 to 13) | (3.8) | (4.2) | (4.3) | (4.1) | (4.) | (5.7) | (4.5) | (3.8) | (5.7)) | (8.0) | (7.7) |
| Absenteeism ^c | | | | | | | | | | | |
| Average days absent in 1 month | 508 | 442 | 468 | 381 | 524 | 392 | 451 | 370 | 547 | 167 | 330 |
| Percentage absent 6 or more days in 1 month | (.3) | (.2) | (.2) | (.4) | (.3) | (.3) | (.2) | (.2) | (.2) | (.5) | (.3) |
| Percentage absent 6 or more days in 1 month | (1.4) | (.9) | (1.7) | (1.8) | (1.4) | (2.0) | (1.7) | (1.9) | (1.5) | (3.4) | (2.4) |
| Classroom engagement behaviors ^d | | | | | | | | | | | |
| Percentage with high classroom engagement scale scores (15 or 16) in: | | | | | | | | | | | |
| General education class | 338 | 487 | 96 | 206 | 270 | 304 | 322 | 270 | 197 | 77 | 52 |
| Special education class | (5.7) | (4.3) | (8.0) | (6.1) | (5.8) | (6.6) | (6.4) | (5.3) | (6.4) | (12.4) | (14.8) |
| Percentage with low classroom engagement scale scores (4 to 8) in: | 354 | 86 | 521 | 306 | 436 | 200 | 275 | 220 | 467 | 147 | 375 |
| General education class | (5.6) | (11.3) | (4.1) | (5.6) | (6.3) | (8.4) | (6.8) | (5.7) | (3.8) | (10.0) | (5.8) |
| Percentage with low classroom engagement scale scores (4 to 8) in: | 338 | 487 | 96 | 206 | 270 | 304 | 322 | 270 | 197 | 77 | 52 |
| General education class | (2.0) | (1.4) | (4.6) | (3.3) | (.0) | (1.4) | (1.0) | (1.6) | (2.3) | (3.9) | (8.1) |
| Special education class | 354 | 86 | 521 | 306 | 436 | 200 | 275 | 220 | 467 | 147 | 375 |
| | (1.3) | (5.4) | (2.1) | (2.8) | (2.2) | (7.0) | (3.6) | (2.2) | (3.1) | (2.9) | (4.2) |
| Standard errors are in parentheses. | | | | | | | | | | | |

¹Note: All tables that indicate disability categories refer to the following: LD=learning disability; SP=speech impairment; MR=mental retardation; SED=serious emotional disturbance; HI=hearing impairment; VI=visual impairment; OI=orthopedic impairment; OHI=other health impairment; Aut=autism; TBI=traumatic brain injury; MULT=multiple disabilities.

| Exhibit 4-1 (STUDENTS' GRADES, BY DISABILITY CATEGORY) | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|-------|-------|
| | ALL | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| Overall grades | 860 | 611 | 539 | 697 | 763 | 551 | 677 | 710 | 469 | 233 | 324 | 860 |
| Mostly As and Bs | (.2) | (.4) | (.3) | (.7) | (.5) | (.6) | (.5) | (.4) | (.6) | (.8) | (1.4) | (1.2) |
| Mostly Ds and Fs | (.2) | (.4) | (.3) | (.7) | (.5) | (.6) | (.5) | (.4) | (.6) | (.8) | (1.8) | (1.3) |

Standard errors are in parentheses.

| Exhibit 4-2 (STUDENT RETENTION, BY DISABILITY CATEGORY) | | | | | | | | | | | | |
|--|-------|-------|------|------|------|------|------|------|------|------|-------|-------|
| | ALL | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| Ever retained at grade level | 9,168 | 1,035 | 826 | 816 | 847 | 990 | 755 | 961 | 916 | 964 | 342 | 680 |
| | (.2) | (.4) | (.3) | (.7) | (.5) | (.6) | (.5) | (.4) | (.6) | (.8) | (1.4) | (1.2) |

Standard errors are in parentheses.

| Exhibit 4-3 (WJIII PASSAGE COMPREHENSION, BY DISABILITY CATEGORY) | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Total | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| WJIII Passage Comprehension (percentile) | 3,912 | 457 | 367 | 392 | 363 | 483 | 253 | 416 | 469 | 377 | 127 | 203 |
| 0-25 | (1.9) | (3.0) | (3.6) | (1.9) | (3.7) | (3.5) | (4.9) | (3.8) | (3.5) | (3.8) | (6.3) | (4.5) |
| 26-50 | (1.6) | (2.7) | (3.4) | (1.6) | (3.3) | (2.9) | (4.3) | (3.1) | (3.0) | (3.0) | (5.1) | (3.8) |
| 51-75 | (1.1) | (1.5) | (2.6) | (0.8) | (2.2) | (2.1) | (3.7) | (2.6) | (2.2) | (2.2) | (4.2) | (2.1) |
| 76+ | (.8) | (1.1) | (2.0) | (0.7) | (1.7) | (1.8) | (2.9) | (2.0) | (1.5) | (1.8) | (1.8) | (1.7) |

Standard errors are in parentheses.

| Exhibit 4-4 (WJIII MATHEMATICS CALCULATION, BY DISABILITY CATEGORY) | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Total | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| WJIII Mathematics Calculation (percentile) | 3,649 | 446 | 354 | 342 | 351 | 464 | 240 | 385 | 450 | 331 | 115 | 167 |
| 0-25 | (1.9) | (3.4) | (3.0) | (2.8) | (3.9) | (3.6) | (4.5) | (4.0) | (3.6) | (4.6) | (7.4) | (6.0) |
| 26-50 | (1.8) | (3.2) | (3.4) | (2.4) | (3.6) | (3.4) | (4.4) | (3.5) | (3.3) | (4.1) | (6.0) | (4.8) |
| 51-75 | (1.4) | (2.1) | (3.2) | (1.3) | (3.1) | (2.9) | (4.3) | (3.2) | (2.4) | (3.0) | (4.8) | (3.0) |
| 76+ | (1.4) | (2.0) | (3.1) | (1.0) | (2.1) | (2.9) | (4.3) | (2.8) | (2.2) | (2.9) | (4.9) | (3.3) |

Standard errors are in parentheses.

| Exhibit 4-5 (AVERAGE GRADE LEVELS BEHIND IN READING AND MATHEMATICS, BY DISABILITY CATEGORY) | | | | | | | | | | | | |
|---|-------|------|------|------|------|------|------|------|------|------|-------|-------|
| | Total | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| Reading | 5,286 | 637 | 530 | 527 | 467 | 649 | 418 | 527 | 451 | 549 | 195 | 303 |
| | (.2) | (.4) | (.3) | (.7) | (.5) | (.6) | (.5) | (.4) | (.6) | (.8) | (1.4) | (1.2) |
| Math | 5,244 | 632 | 521 | 526 | 463 | 645 | 414 | 520 | 446 | 544 | 194 | 306 |
| | (.2) | (.4) | (.3) | (.7) | (.5) | (.6) | (.5) | (.4) | (.6) | (.8) | (1.8) | (1.3) |
| Standard errors are in parentheses. | | | | | | | | | | | | |

| Exhibit 5-1 (PARENTS' RATINGS OF SOCIAL SKILLS OF STUDENTS WITH DISABILITIES AND STUDENTS IN THE GENERAL POPULATION) | | | | |
|---|----------------------------|------------|------------------------------------|------------|
| | Students with Disabilities | | Students in the General Population | |
| | Never | Very often | Never | Very often |
| | 9,538 | | 655 | |
| Make friends easily | (.6) | (1.2) | (.5) | (1.9) |
| Avoid situations that are likely to result in trouble | (.7) | (1.2) | (.8) | (2.0) |
| Speak in an appropriate tone of voice at home | (.6) | (1.2) | .5 | 2.0 |
| Start conversations rather than waiting for others to start | (.7) | (1.2) | (1.0) | (1.9) |
| Seem confident in social situations, such as parties or group outings | (.7) | (1.2) | (1.0) | (2.0) |
| Cooperate with family members without being told to do so. | (.6) | (1.2) | (.6) | (1.9) |
| Control temper when arguing with other children | (.8) | (1.2) | (1.1) | (1.8) |
| End disagreements with parent calmly | (.9) | (1.1) | (1.2) | (1.8) |
| Join group activities, such as a group having lunch together, without being told to do so. | (1.1) | (1.1) | (1.0) | (1.9) |
| Receive criticism well | (1.1) | (.9) | (1.5) | (1.5) |
| Standard errors are in parentheses. | | | | |

| Exhibit 5-2 (TEACHERS' RATINGS OF SOCIAL SKILLS OF STUDENTS WITH DISABILITIES AND STUDENTS IN THE GENERAL POPULATION) | | | | |
|--|----------------------------|------------|------------------------------------|------------|
| | Students with Disabilities | | Students in the General Population | |
| | Never | Very often | Never | Very often |
| Easily transition between classroom activities | 6,053 (1.0) | (2.1) | (.8) | (1.6) |
| Follow teacher directions | 6,063 (.6) | (2.1) | (.4) | (1.6) |
| Control temper in conflict situations with peers | 6,019 (1.4) | (2.1) | (1.0) | (1.7) |
| Cooperate with peers without prompting | 6,050 (1.1) | (2.1) | (.7) | (1.7) |
| Act sad or depressed | 6,058 (2.1) | (1.1) | (1.6) | (.8) |
| Fight with others | 6,045 (2.1) | (1.2) | (1.6) | (.8) |
| Get easily distracted | 6,067 (1.0) | (2.1) | (1.6) | (1.4) |
| Standard errors are in parentheses. | | | | |

| Exhibit 5-3 (STUDENTS GET ALONG WITH TEACHERS AND OTHER STUDENTS) | | | | | |
|--|-----------|-------------|---------------|-----------------|-------------|
| | Very well | Pretty well | Not very well | Not at all well | Sample Size |
| Get along with teachers | (1.2) | (1.1) | (.6) | (.3) | 9,297 |
| Get along with students | (1.2) | (1.2) | (.7) | (.3) | 9,106 |
| Standard errors are in parentheses. | | | | | |

| Exhibit 5-4 (SOCIAL INTERACTIONS OF STUDENTS WITH DISABILITIES) | | |
|---|-------------|----------------|
| | Sample Size | Standard Error |
| Participate in an extracurricular school group | 9,669 | (1.1) |
| Participate in an out-of-school group | 9,707 | (1.2) |
| Participate in any extracurricular school or out-of-school group | 9,707 | (1.1) |
| Get together with friends outside of school or organized groups: | 8,338 | |
| Frequently (four or more times a week) | | (1.1) |
| Regularly (one to three times a week) | | (1.3) |
| Occasionally (less than once a week) | | (1.1) |
| Never | | (.8) |
| Are socially engaged—get together with friends at least once a week or belong to at least one group | 8,324 | (.9) |
| Standard errors are in parentheses. | | |

| Exhibit 5-6 (RELATIONSHIP OF SOCIAL SKILLS TO OTHER INDICATORS OF SOCIAL ADJUSTMENT) | | | |
|---|-------------------------|--------|-------|
| | Social Skills Rated as: | | |
| | Low | Medium | High |
| Percentage with classroom social behaviors rated: | | 4782 | |
| Low | (.8) | (.3) | (.1) |
| Medium | (2.6) | (2.1) | (5.5) |
| High | (2.5) | (2.1) | (5.5) |
| How well students get along with others | | 8828 | |
| Not well | (1.2) | (.4) | (.5) |
| Well or very well | (2.1) | (.9) | (1.1) |
| Percentage who: | | 9524 | |
| Belong to a group | (2.2) | (1.4) | (3.3) |
| See friends outside of groups at least weekly | (2.4) | (1.6) | (3.7) |
| Have been the subject of a disciplinary action at school in the past year | (1.8) | (1.0) | (1.7) |
| Standard errors are in parentheses. | | | |

| Exhibit 5-7 (SOCIAL ADJUSTMENT OF STUDENTS, BY DISABILITY CATEGORY) | | | | | | | | | | | |
|--|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|------------|------------|-------------|
| | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
| Social skills scale score: | 1,030 | 822 | 860 | 843 | 1,013 | 797 | 964 | 920 | 1,092 | 351 | 808 |
| High | (1.3) | (1.7) | (1.0) | (.8) | (1.5) | (2.0) | (1.6) | (1.3) | (0.6) | (2.0) | (1.2) |
| Medium | (2.1) | (2.2) | (2.4) | (2.3) | (2.4) | (2.9) | (2.4) | (2.5) | (2.4) | (4.8) | (2.7) |
| Low | (1.9) | (1.8) | (2.3) | (2.3) | (2.2) | (2.6) | (2.1) | (2.4) | (2.4) | (4.7) | (2.7) |
| Classroom social behavior scale score: | 690 | 569 | 622 | 515 | 714 | 491 | 595 | 488 | 689 | 224 | 425 |
| High | (2.4) | (2.9) | (2.4) | (2.0) | (3.0) | (2.8) | (3.1) | (2.9) | (2.6) | (5.4) | (3.7) |
| Medium | (2.5) | (2.9) | (2.5) | (2.1) | (3.0) | (3.9) | (3.1) | (3.0) | (2.7) | (5.4) | (3.8) |
| Low | (.4) | (.5) | (.6) | (.7) | (.4) | (.9) | (.6) | (.9) | (.6) | (.4) | (1.4) |
| Belong to a group or get together with friends at least weekly | 1,044 | 838 | 859 | 869 | 1,024 | 810 | 990 | 924 | 1,101 | 355 | 843 |
| | (1.6) | (1.7) | (2.1) | (2.0) | (2.0) | (2.7) | (2.2) | (1.7) | (2.4) | (4.3) | (2.5) |
| Have been subject to disciplinary action at school | 477 | 416 | 442 | 331 | 521 | 388 | 454 | 362 | 494 | 140 | 320 |
| | (1.6) | (1.1) | (1.8) | (2.3) | (1.4) | (1.3) | (1.3) | (1.9) | (1.2) | (3.5) | (1.9) |
| Have been arrested | 340 | 81 | 238 | 266 | 264 | 167 | 204 | 323 | 174 | 90 | 214 |
| | (1.0) | (2.4) | (1.2) | (2.6) | (1.6) | (.3) | (1.1) | (1.6) | (.9) | (2.9) | (2.2) |
| Standard errors are in parentheses. | | | | | | | | | | | |

| Exhibit 6-1 SELF-CARE SKILLS | |
|---|-------|
| Feed themrself without help | 9,036 |
| Very well | (.8) |
| Pretty well | (.7) |
| Not very or not at all well | (.4) |
| Dress themselves without help | 9,041 |
| Very well | (1.0) |
| Pretty well | (.9) |
| Not very or not at all well | (.6) |
| Self-care scale score | 9,036 |
| High (8) | (1.0) |
| Medium (5 to 7) | (1.0) |
| Low (2 to 4) | (.3) |
| Standard errors are in parentheses. | |

| Exhibit 6-2 (FUNCTIONAL COGNITIVE SKILLS) | |
|--|-------|
| Read and understand common signs | 9,512 |
| Very well | (1.1) |
| Pretty well | (.9) |
| Not very well | (.6) |
| Not at all well | (.5) |
| Tell time on an analog clock | 9,495 |
| Very well | (1.2) |
| Pretty well | (1.1) |
| Not very well | (1.0) |
| Not at all well | (.7) |
| Count change | 9,503 |
| Very well | (1.2) |
| Pretty well | (1.1) |
| Not very well | (1.0) |
| Not at all well | (.6) |
| Look up telephone numbers and use the phone | 8,897 |
| Very well | (1.1) |
| Pretty well | (1.1) |
| Not very well | (1.0) |
| Not at all well | (1.0) |
| Functional cognitive skills scale score | 8,897 |
| High (15 or 16) | (1.0) |
| Medium (9 to 14) | (1.2) |
| Low (4 to 8) | (.8) |
| Standard errors are in parentheses. | |

| Exhibit 6-3 (MOBILITY) | |
|---|-------|
| Students age 12 or older get places outside the home: | 2,360 |
| Very well | (2.2) |
| Pretty Well | (1.5) |
| Not very well | (1.2) |
| Not at all well | (1.5) |
| Mobility scale score for students with visual impairments | |
| High (24-30) | (5.0) |
| Medium (16-23) | (4.7) |
| Low (10-16) | (3.1) |
| Standard errors are in parentheses. | |

| Exhibit 6-4 (PERSISTENCE AND SELF-ADVOCACY SKILLS) | |
|---|-------|
| Keep working at something until finished | 9,547 |
| Very often | (1.1) |
| Sometimes | (1.2) |
| Never | (.9) |
| Ask for what they need to do their best in class | 6,060 |
| Very often | (1.4) |
| Sometimes | (1.5) |
| Never | (1.2) |
| Standard errors are in parentheses. | |

| Exhibit 6-5 HOUSEHOLD RESPONSIBILITIES | |
|---|-------|
| Fixes own breakfast or lunch | 9,559 |
| Always | (.9) |
| Usually | (.9) |
| Sometimes | (1.2) |
| Never | (.9) |
| Straightens up own room/living area | 9,563 |
| Always | (1.0) |
| Usually | (.9) |
| Sometimes | (1.2) |
| Never | (.9) |
| Do laundry | 9,548 |
| Always | (.5) |
| Usually | (.5) |
| Sometimes | (1.0) |
| Never | (1.1) |
| Household responsibilities scale score | 9,548 |
| High (15 or 16) | (.4) |
| Medium (9 to 14) | (1.2) |
| Low (4 to 8) | (1.2) |
| Standard errors are in parentheses. | |

Exhibit 6-6
(DAILY LIVING SKILLS, BY DISABILITY CATEGORY)

| | LD | SP | MR | SED | HI | VI | OI | OHI | AUT | TBI | MULT |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Self-care skills scale score | | | | | | | | | | | |
| High (8) | (1.7) | (1.6) | (2.3) | (2.2) | (2.1) | (3.0) | (2.4) | (2.5) | (2.3) | (4.7) | (2.5) |
| Medium (5 to 7) | (1.7) | (1.6) | (2.4) | (2.3) | (2.3) | (3.1) | (2.8) | (2.5) | (2.6) | (4.9) | (2.8) |
| Low (2 to 4) | (.3) | (.2) | (1.1) | (.7) | (.6) | (1.8) | (1.9) | (.9) | (1.3) | (3.1) | (2.2) |
| Functional cognitive skills scale score | | | | | | | | | | | |
| High (15 or 16) | (1.8) | (2.2) | (1.1) | (2.1) | (2.1) | (2.2) | (2.0) | (2.2) | (1.4) | (2.9) | (1.5) |
| Medium (9 to 14) | (2.0) | (2.3) | (2.4) | (2.3) | (2.6) | (3.2) | (2.7) | (2.5) | (2.6) | (4.8) | (2.7) |
| Low (4 to 8) | (1.1) | (1.2) | (2.3) | (1.4) | (1.6) | (2.7) | (2.1) | (1.7) | (2.4) | (4.3) | (2.7) |
| Get around outside the house: | 380 | 87 | 242 | 279 | 256 | 167 | 200 | 307 | 146 | 86 | 195 |
| Very well | (3.0) | (6.7) | (4.4) | (3.9) | (5.7) | (6.5) | (5.0) | (3.4) | (6.7) | (9.9) | (5.3) |
| Not at all well | (2.2) | (4.9) | (3.2) | (2.5) | (3.5) | (5.8) | (4.3) | (1.5) | (7.1) | (5.9) | (5.3) |
| Keep working at something until finished: | 1,031 | 823 | 842 | 861 | 1,012 | 797 | 965 | 921 | 1,092 | 349 | 810 |
| Very often | (2.0) | (2.3) | (2.1) | (2.0) | (2.5) | (3.0) | (2.4) | (2.1) | (2.2) | (4.3) | (2.4s) |
| Sometimes | (2.1) | (2.4) | (2.4) | (2.3) | (2.7) | (3.0) | (2.7) | (2.5) | (2.7) | (4.9) | (2.8) |
| Never | (1.6) | (1.4) | (2.0) | (2.0) | (1.5) | (2.2) | (1.8) | (2.1) | (2.0) | (4.3) | (2.4) |
| Ask for what they need to do their best in class: | 693 | 570 | 620 | 516 | 714 | 493 | 593 | 492 | 675 | 224 | 422 |
| Very often | (2.5) | (2.8) | (2.6) | (2.4) | (3.0) | (3.7) | (3.1) | (3.1) | (2.2) | (5.4) | (3.6) |
| Sometimes | (2.7) | (2.9) | (2.8) | (3.0) | (3.1) | (3.9) | (3.2) | (3.5) | (3.2) | (5.8) | (4.0) |
| Never | (2.0) | (2.1) | (2.2) | (2.6) | (2.4) | (3.0) | (2.6) | (3.1) | (3.0) | (4.5) | (3.7) |
| Household responsibilities scale score: | | | | | | | | | | | |
| High (15 or 16) | (.8) | (.6) | (.6) | (.5) | (.7) | (.6) | (.4) | (.7) | (.2) | (1.0) | (.6) |
| Medium (9 to 14) | (2.1) | (2.3) | (2.2) | (2.2) | (2.7) | (2.8) | (2.2) | (2.3) | (1.9) | (4.4) | (2.1) |
| Low (4 to 8) | (2.1) | (2.3) | (2.2) | (2.2) | (2.5) | (2.8) | (2.1) | (2.3) | (1.8) | (4.4) | (2.2) |
| Locus of control scale score: | 361 | 278 | 288 | 302 | 365 | 183 | 330 | 386 | 244 | 98 | 138 |
| High | (3.8) | (4.2) | (3.8) | (4.2) | (4.3) | (5.6) | (4.4) | (3.9) | (5.6) | (7.8) | (7.7) |
| Medium | (3.8) | (4.2) | (4.2) | (4.0) | (4.3) | (5.6) | (4.3) | (3.9) | (5.5) | (8.1) | (7.6) |
| Low | (3.8) | (4.2) | (3.8) | (4.2) | (4.3) | (5.6) | (4.4) | (3.9) | (5.6) | (7.8) | (7.7) |
| Standard errors are in parentheses. | | | | | | | | | | | |