
Achievement, Post-Secondary Educational Aspirations, and Peer Pressure in Three Urban School Districts

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1. Introduction

Background to Paper

1998 AEFA Meeting

NY Standards

Creation of Educational Excellence Alliance

Fall, 1998 Cornell Survey

2. Nature of Questionnaire

Attitudes and Effort towards studies (Q9, Q10, Q11)

Intellectual Self-Confidence (Q16)

Motivational Forces (Q17, Q18)

Educational Aspirations (Q19)

Background, Demographics (Q20, Q28, Q29, Q30, Q31)

Attitudes towards Others (Q23)

Perceptions of Others' Attitudes (Q25)

Popularity Determinants (Q27)

Events (Q26)

3. General Story

Outcomes of Interest:

Homework-- time as the productive input is driven by

- i) educational ambition,
- ii) sense of own ability,
- iii) parental pressure
- iv) teacher encouragement
- v) whether or not given homework,
- vi) demographics and building level effects.

Achievement-- (production) function is driven by:

- i) hours of homework
- ii) whether or not they cheat
- iii) demographics and building level effects.

Intellectual Self-Confidence

- i) frequency of being insulted or teased to one's face
- ii) think friends don't respect kids who do well in school
- iii) think friends think it's important to party
- iv) think friends think it's important to go to good college
- iv) demographics and building level effects.

Educational Aspirations

- i) mom's educational attainment
- ii) dad's educational attainment
- iii) demographics and building level effects.

4. Story as Statistical Model (Note: The Structural Model is Work in Progress)

$$\begin{aligned} \text{Homework} = & B_{31} + B_{32} \text{ Male} + B_{33} \text{ Black} + B_{34} - B_{312} \text{ Building} + \\ & B_{313} \text{ Never Math Homework?} + B_{314} \text{ Never English Homework?} + \\ & B_{315} \text{ Never Soc Sci Homework?} + B_{316} \text{ Never Science Homework?} + \\ & B_{317} \text{ Parental Pressure} + B_{318} \text{ Teacher Encouragement} + \\ & B_{319} \text{ Desired Years of Education} + B_{320} \text{ Perceived Ability} + s_{3a} \end{aligned} \quad (1a)$$

$$\begin{aligned} \text{TV Hours} = & B_{31} + B_{32} \text{ Male} + B_{33} \text{ Black} + B_{34} - B_{312} \text{ Building} + \\ & B_{313} \text{ Never Math Homework?} + B_{314} \text{ Never English Homework?} + \\ & B_{315} \text{ Never Soc Sci Homework?} + B_{316} \text{ Never Science Homework?} + \\ & B_{317} \text{ Parental Pressure} + B_{318} \text{ Teacher Encouragement} + \\ & B_{319} \text{ Desired Years of Education} + B_{320} \text{ Perceived Ability} + s_{3b} \end{aligned} \quad (1b)$$

$$\begin{aligned} \text{GPA} = & B_{11} + B_{12} \text{ Male} + B_{13} \text{ Black} + B_{14} - B_{112} \text{ Building} + B_{13} \text{ Homework} + \\ & B_{15} \text{ Copy Homework?} + s_1 \end{aligned} \quad (2)$$

$$\begin{aligned} \text{Perceived Ability} = & B_{41} + B_{42} \text{ Male} + B_{43} \text{ Black} + B_{44} - B_{412} \text{ Building} + B_{413} \text{ GPA} + \\ & B_{414} \text{ Insulted to Face} + B_{415} \text{ Friends Make Fun of Smart Kids} + \\ & B_{416} \text{ Not Cool to Study} + B_{417} \text{ Friends Think Important to Party} + \\ & B_{418} \text{ Friends think College is Important} + s_4 \end{aligned} \quad (3)$$

$$\begin{aligned} \text{Desired Years} = & B_{21} + B_{22} \text{ Male} + B_{23} \text{ Black} + B_{24} - B_{212} \text{ Building} + B_{213} \text{ GPA} + \\ & B_{215} \text{ Mother's Education} + s_2 \end{aligned} \quad (4)$$

5. Empirical Results: Tabulations and Regression Results

Table 1

% Distribution of 10'th Grade Students in
Three Urban School Districts
By Desired Years of Education

Desired Years of Education	New Jersey	New York	Pennsylvania
10	0.7 %	.2 %	.4 %
12	8.4 %	4.9 %	9.5 %
14	11.1 %	8.9 %	10.0 %
16	24.3 %	18.3 %	20.1 %
18	28.3 %	33.3 %	29.4 %
20	27.1 %	34.4 %	30.6 %

Table2

% Distribution of 10'th Grade Students in
One New Jersey Urban School District
By Desired Years of Education and High School

Desired Years of Education	HS1	HS2	HS3	HS4
10	.4 %	.4 %	1.7 %	2.0 %
12	9.6 %	8.4 %	5.1 %	7.0 %
14	12.1 %	14.9 %	3.4 %	3.0 %
16	22.9 %	25.3 %	22.0 %	27.0 %
18	29.6 %	24.5 %	37.3 %	29.0 %
20	25.4 %	26.4 %	30.5 %	32.0 %

Table 3

% Distribution of 10'th Grade Students in
One New York Urban School District
By Desired Years of Education and High School (HS)

Desired Years of Education	HS1	HS2	HS3	HS4	HS5	HS6	HS7
10	0.0 %	.4 %	0.0 %	0.0 %	0.0 %	0.0 %	2.6 %
12	2.2 %	2.0 %	8.5 %	8.6 %	0.0 %	11.0 %	0.0 %
14	6.5 %	.8 %	10.3 %	19.8 %	0.0 %	24.2 %	5.1 %
16	19.6 %	18.1%	17.6 %	22.8 %	7.4 %	24.2 %	18.0 %
18	38.0 %	37.0%	27.9 %	33.3 %	36.1 %	25.3 %	30.8 %
20	33.7 %	41.7%	35.8 %	15.4 %	56.5 %	15.4 %	43.6 %

Table 4
% Distribution of 10'th Grade Students in
One Pennsylvania Urban School District
By Desired Years of Education and High School (HS)

Desired Years of Education	HS1	HS2	HS3	HS4	HS5
10	1.1 %	.4 %	.8 %	0.0 %	.7 %
12	5.4 %	10.5 %	10.4 %	9.2 %	14.8 %
14	4.3 %	12.2 %	12.5 %	12.2 %	11.1 %
16	16.6 %	21.4 %	18.3 %	26.7 %	25.9 %
18	32.1 %	25.6 %	34.0 %	19.9 %	23.7 %
20	40.4 %	29.8 %	24.1 %	32.1 %	23.7 %

Desired Years of Education	HS6	HS7	HS8	HS9	HS10
10	0.0 %	0.0 %	.5 %	0.0 %	0.0 %
12	6.9 %	14.8 %	3.7 %	18.5 %	10.3 %
14	6.5 %	9.0 %	7.4 %	33.7 %	4.7 %
16	21.7 %	14.2 %	23.8 %	9.8 %	21.5 %
18	31.5 %	31.6 %	32.8 %	22.8 %	29.9 %
20	33.3 %	30.3 %	31.8 %	15.2 %	33.6 %

Table 5

10'th Grade Students
In Three Urban School Districts
% Not Getting Homework by Subject

Not Getting Homework in:	State of Urban District		
	<u>New Jersey</u>	<u>New York</u>	<u>Pennsylvania</u>
<u>Subject</u>			
Math	4.0%	0.4%	4.4%
English	5.6%	15.1%	5.6%
Social Studies	17.8%	4.3%	17.0%
Science	9.2%	6.5%	9.1%

Note: Table entry is response to following question in 1999-2000 school year:

“10. When your teacher assigns homework, how much of the homework do you usually do?” (Table entry is % of respondents answering “Homework is never assigned”.)

Table 6

10'th Grade Students in One
New Jersey Urban District by Building (HS)
 % Not Getting Homework by Subject

Not Getting Homework in:	Building				<u>Min %</u>	<u>Max %</u>
	<u>HS1</u>	<u>HS2</u>	<u>HS3</u>	<u>HS4</u>		
Math	1.4%	4.2%	0.0%	6.1%	0.0%	6.1%
English	8.9%	4.3%	1.7%	2.0%	1.7%	8.9%
Social Studies	22.2%	14.8%	8.0%	17.7%	8.0%	22.2%
Science	10.3%	12.1%	1.7%	4.1%	1.7%	12.1%

Note: Table entry is response to following question in 1999-2000 school year:

“10. When your teacher assigns homework, how much of the homework do you usually do?” (Table entry is % of respondents answering “Homework is never assigned”.)

Table 7

10'th Grade Students in One
New York Urban District by Building (HS)
 % Not Getting Homework by Subject

Not Getting Homework in:	Building							Min %	Max %
	<u>HS1</u>	<u>HS2</u>	<u>HS3</u>	<u>HS4</u>	<u>HS5</u>	<u>HS6</u>	<u>HS7</u>		
Math	0.0%	0.0%	0.6%	1.9%	0.0%	0.0%	0.0%	0.0%	1.9%
English	1.1%	27.6%	18.8%	16.1%	0.0%	7.5%	7.3%	1.1%	27.6%
Social Studies	0.0%	0.0%	5.4%	9.8%	3.7%	9.8%	2.4%	0.0%	9.8%
Science	2.2%	8.8%	9.4%	1.9%	0.0%	22.1%	0.0%	1.9%	9.4%

Note: Table entry is response to following question in 1999-2000 school year:

“10. When your teacher assigns homework, how much of the homework do you usually do?” (Table entry is % of respondents answering “Homework is never assigned”.)

Table 8
 10'th Grade Students in One
Pennsylvania Urban District by Building (HS)
 % Not Getting Homework by Subject

Not Getting
 Homework in:

<u>Subject</u>	<u>Building</u>										<u>Min %</u>	<u>Max %</u>
	<u>HS1</u>	<u>HS2</u>	<u>HS3</u>	<u>HS4</u>	<u>HS5</u>	<u>HS6</u>	<u>HS7</u>	<u>HS8</u>	<u>HS9</u>	<u>HS10</u>		
Math	2.5%	0.8%	6.3%	3.8%	14.0%	0.0%	7.1%	4.7%	9.8%	3.7%	0.0%	14.0%
English	2.5%	9.2%	10.7%	0.0%	2.2%	2.1%	11.0%	4.2%	6.5%	8.6%	0.0%	11.0%
Social Studies	2.5%	24.7%	11.6%	6.1%	34.8%	0.7%	21.1%	29.4%	36.7%	43.8%	0.7%	43.8%
Science	3.6%	8.8%	3.2%	22.9%	20.3%	2.2%	13.7%	8.3%	6.5%	21.0%	2.2%	22.9%

Note: Table entry is response to following question in 1999-2000 school year:

“10. When your teacher assigns homework, how much of the homework do you usually do?” (Table entry is % of respondents answering “Homework is never assigned”.)

Table 9
Means of Endogenous and Exogenous Variables by State

ENDOGENOUS VARIABLES	New Jersey	New York	Pennsylvania
HW (homework hours/day)	1.22	1.53	1.16
TV (hours/day)	3.45	3.00	2.94
ED: Self (years of education would like to complete)	17.0	17.7	17.2
GPA (grade point average last semester A=4.0)	2.4	2.8	2.7
Ability (how quickly do you learn? Slower than most(1) to faster than anybody else (10))	6.1	6.6	6.8
EXOGENOUS VARIABLES			
Male (=1)	43.0%	46.2%	47.2%
Black (=1)	33.3%	48.4%	33.3%
ED: Mom (years of mother's education)	13.0	14.4	14.1
ED: Dad (years of dad's education)	13.0	14.0	14.0
No :Math HW	3.0%	0.4%	4.4%
No English HW	5.6%	15.1%	5.6%
No Studies HW	17.8%	4.3%	17.0%
No Science HW	9.2%	6.5%	9.1%
Work : Parent: WHEN WORKED HARD: DUE TO PARENTAL PRESSURE?	37.7%	44.9%	40.8%
Work : Teacher: WHEN WORKED HARD: DUE TO TEACHER ENCOURAGEMENT	45.2%	38.8%	35.8%
Face0: TEASED TO FACE: NEVER	57.4%	56.8%	55.1%
Face1: TEASED TO FACE: UP TO ONCE/MONTH	22.1%	23.3%	24.7%
Face2: TEASED TO FACE: ONCE/WEEK	12.2%	11.8%	12.2%
Face3: TEASED TO FACE: ALMOST DAILY	8.3%	8.1%	8.0%
Fun0: FRIENDS MAKE FUN OF THOSE WHO TRY TO DO WELL IN SCHOOL: STONGLY DISAGREE	29.3%	31.4%	28.4%

EXOGENOUS VARIABLES (CONTINUED)	New Jersey	New York	Pennsylvania
Fun1: FRIENDS MAKE FUN OF THOSE WHO TRY TO DO WELL IN SCHOOL: DISAGREE	41.6%	49.7%	50.1%
Fun2: FRIENDS MAKE FUN OF THOSE WHO TRY TO DO WELL IN SCHOOL: AGREE	18.7%	14.2%	16.0%
Fun3: FRIENDS MAKE FUN OF THOSE WHO TRY TO DO WELL IN SCHOOL: STRONGLY AGREE	10.4%	4.7%	5.4%
Study Not Cool0 FRIENDS THINK IT'S NOT COOL TO STUDY FOR EXAM OR QUIZ: STRONGLY DISAGREE	21.9%	25.6%	17.0%
Not Cool1 FRIENDS THINK IT'S NOT COOL TO STUDY FOR EXAM OR QUIZ: DISAGREE	61.5%	61.2%	66.0%
Not Cool2 FRIENDS THINK IT'S NOT COOL TO STUDY FOR EXAM OR QUIZ: AGREE	11.8%	11.0%	12.6%
Not Cool3 FRIENDS THINK IT'S NOT COOL TO STUDY FOR EXAM OR QUIZ: STRONGLY AGREE	4.8%	2.0%	4.3%
Party0 HOW IMPORTANT DO YOUR FRIENDS THINK IT IS TO PARTY: NOT AT ALL IMPORTANT	6.0%	4.8%	4.8%
Party1 HOW IMPORTANT DO YOUR FRIENDS THINK IT IS TO PARTY: NOT TOO IMPORTANT	23.6%	26.8%	23.3%
Party2 HOW IMPORTANT DO YOUR FRIENDS THINK IT IS TO PARTY: SOMEWHAT IMPORTANT	32.5%	37.2%	37.1%
Party3 HOW IMPORTANT DO YOUR FRIENDS THINK IT IS TO PARTY: VERY IMPORTANT	37.9%	31.1%	34.8%
FrColl0 THINK FRIENDS IT'S IMPORTANT TO GO TO BEST COLLEGE?: NOT AT ALL	2.8%	.8%	3.0%
FrColl1 THINK FRIENDS IT'S IMPORTANT TO GO TO BEST COLLEGE?: NOT TOO IMPORTANT	6.7%	4.9%	9.3%
FrColl2 THINK FRIENDS IT'S IMPORTANT TO GO TO BEST COLLEGE?: SOMEWHAT IMPORTANT	27.4%	22.9%	30.8%
FRColl3 THINK FRIENDS IT'S IMPORTANT TO GO TO BEST COLLEGE?: VERY IMPORTANT	63.1%	71.5%	56.9%
HW Copy0 COPY HW FROM FRIEND : NEVER	25.7%	19.3%	20.1%
HW Copy1 COPY HW FROM FRIEND ONCE/MONTH	34.4%	38.4%	37.4%
HW COPY2 COPY HW FROM FRIEND: ONCE/WEEK	26.6%	32.2%	30.7%
HW Copy3 COPY HW FROM FRIEND: EVERY DAY	13.3%	10.1%	11.8%

Table 10:

Hours of Homework per Day
OLS

Regressor:	<u>New Jersey</u>		<u>New York</u>		<u>Pennsylvania</u>	
	Estimate	t statistic	Estimate	T statistic	Estimate	t statistic
Constant	0.2390	0.44	0.3447	0.82	-0.7618	-3.29
Male	0.4790	-0.33	-0.2558	-2.82	-0.1092	-2.03
Black	0.1733	1.08	0.3079	3.32	-0.0723	-1.21
No Math HW	-0.2255	-0.43	0.0423	0.07	-0.1547	-1.15
No Engl HW	-0.1586	-0.51	-0.0526	-0.41	-0.0333	-0.28
No SocSt HW	-0.1777	-0.92	-0.3210	-1.45	-0.2356	-3.04
No Sci HW	-0.1654	-0.63	-0.4387	-2.41	-0.2360	-2.41
Work : Parent	-0.3806	-2.63	-0.2111	-2.52	-0.0850	-1.62
Work: Teacher	0.2663	1.85	0.3189	3.71	0.1402	2.57
ED: Self	0.0429	1.51	0.0591	2.92	0.0832	7.64
Ability	0.1019	2.83	-0.0114	-0.46	0.0510	3.47
HS1	-0.3777	-1.82	0.5150	2.30	0.5770	4.35
HS2	-0.3105	-1.47	0.9096	4.29	0.2239	1.70
HS3	-0.1020	-0.29	-0.3317	-1.56	0.2811	2.07
HS4			-0.3215	-1.49	0.1796	1.22
HS5			1.0585	4.80	0.2159	1.51
HS6			-0.4492	-1.86	0.6032	4.65
HS7					0.1151	0.82
HS8					0.1123	0.80
HS9					-0.0571	-0.36
	N=433	R ² =.0778	N=768	R ² =.2747	N=1700	R ² =.1437

Table 11

Hours of TV per Day
OLS

Regressor:	New Jersey		New York		Pennsylvania	
	Estimate	t statistic	Estimate	t statistic	Estimate	t statistic
Constant	1.6544	1.52	3.0286	3.55	4.1773	7.84
Male	0.1872	0.64	-0.1695	-0.92	-0.0360	-0.29
Black	0.6915	2.15	1.3539	7.18	1.0730	7.81
No Math HW	1.3837	1.42	-1.3941	-1.17	-0.1735	-0.57
No Engl HW	0.6070	0.97	0.1557	0.59	-0.2756	-1.00
No SocSt HW	0.1637	0.43	-0.0676	-0.15	0.3678	2.06
No Sci HW	0.4605	0.87	-0.1847	-0.50	0.0932	0.42
Work : Parent	0.0897	0.31	0.4388	2.57	0.1199	0.99
Work: Teacher	0.2398	0.83	-0.1251	-0.72	-0.0812	-0.65
ED: Self	0.0815	1.43	-0.0486	-1.18	-0.0643	-2.57
Ability	0.0322	0.44	-0.0002	0.00	-0.0206	-0.61
HS1	-0.4213	-1.01	0.1976	0.44	-0.7689	-2.48
HS2	-0.3726	-0.88	-0.1791	-0.42	-0.3477	-1.13
HS3	-0.8052	-1.15	0.4592	1.07	-0.6674	-2.11
HS4			0.4927	1.13	-0.3635	-1.06
HS5			-0.4523	-1.02	0.2117	0.63
HS6			0.4495	0.92	-0.2803	-0.92
HS7					-0.5560	-1.70
HS8					-0.5175	-1.58
HS9					0.4596	1.24
	N=427	R ² =.039	N=769	R ² =.1410	N=1689	R ² =.0865

Table 12

Grade Point Average on 4.0 Scale
OLS

	<u>New Jersey</u>		<u>New York</u>		<u>Pennsylvania</u>	
Regressor:	Estimate	t statistic	Estimate	t statistic	Estimate	t statistic
Constant	3.0636	27.14	2.9020	21.14	2.6911	23.89
Male	-0.0423	-0.64	-0.1256	-2.40	-0.1699	-3.81
Black	0.0139	0.20	-0.2227	-4.05	-0.3132	-6.16
HW	0.1758	7.31	0.1117	5.19	0.2289	11.36
HW Copy1	0.0523	0.64	-0.0279	-0.41	0.1029	1.78
HW Copy2	-0.1330	-1.50	-0.1064	-1.49	-0.0244	-0.40
HW Copy3	-0.2069	-1.90	-0.3361	-3.49	0.0036	0.05
HS1	-0.8217	-8.24	0.1750	1.24	0.0364	0.31
HS2	-1.1732	-11.41	0.0334	0.26	-0.1323	-1.13
HS3	-0.8994	-6.63	-0.1432	-1.07	-0.0674	-0.57
HS4			-0.0491	-0.37	-0.1457	-1.13
HS5			0.0153	0.11	-0.1932	-1.55
HS6			-0.1455	-1.00	-0.1838	-1.63
HS7					-0.0896	-0.73
HS8					0.2136	1.79
HS9					-0.2241	-1.62
	N=589	R ² =.2696	N=806	R ² =.1497	N=1683	R ² =.1389

Table 13

Intellectual Self-Confidence
OLS

Regressor:	<u>New Jersey</u>		<u>New York</u>		<u>Pennsylvania</u>	
	Estimate	t statistic	Estimate	t statistic	Estimate	t statistic
Constant	3.9323	7.69	5.5290	11.03	4.9036	17.92
Male	0.6290	3.69	0.7364	5.78	0.6658	7.39
Black	0.5070	2.81	0.1335	1.00	0.2144	2.14
GPA	0.6521	6.58	0.5396	6.54	0.5811	12.56
Face1	-0.0273	-0.13	0.0094	0.06	-0.2405	-2.29
Face2	0.2725	1.04	-0.0758	-0.39	0.0869	0.61
Face3	-0.5485	-1.75	-0.0826	-0.36	-0.1520	-0.90
Fun1	0.0214	0.10	0.0396	0.29	-0.0582	-0.58
Fun2	0.0857	0.34	0.1494	0.76	0.1498	1.10
Fun3	-0.3053	-0.96	-0.3282	-1.10	-0.1516	-0.72
Not Cool1	-0.1084	-0.51	0.1092	0.77	-0.1383	-1.22
Not Cool2	-0.4025	-1.26	0.1129	0.50	-0.3056	-1.86
Not Cool3	-0.4105	-0.91	-0.0193	-0.05	0.1575	0.65
Party1	0.1695	0.50	0.3232	1.23	-0.0114	-0.06
Party2	0.1084	0.33	0.2216	0.86	0.1723	0.94
Party3	0.3984	1.25	0.0408	0.16	0.0736	0.40
Fr Coll1	0.1989	0.40	-1.3330	-2.82	0.1081	0.46
Fr Coll2	-0.5245	-1.25	-0.9664	-2.39	0.0365	0.18
Fr Coll3	-0.3096	-0.78	-0.7442	-1.90	0.2531	1.27
HS1	0.5036	1.89	-0.3708	-1.09	-0.0131	-0.06
HS2	0.4644	1.63	-0.0758	-0.25	-0.0260	-0.12
HS3	1.5442	4.29	-0.3611	-1.12	-0.2526	-1.12
HS4			-0.4809	-1.49	-0.1238	-0.50
HS5			0.1151	0.35	-0.1207	-0.50
HS6			-0.6652	-1.92	0.0066	0.03
HS7					-0.1795	-0.76
HS8					-0.1705	-0.74
HS9					-0.3268	-1.23
	N=595	R ² =.1498	N=814	R ² =.1200	N=1686	R ² =.1295

Table 14
Desired years of schooling
OLS

Regressor:	<u>New Jersey</u>		<u>New York</u>		<u>Pennsylvania</u>	
	Estimate	t statistic	Estimate	t statistic	Estimate	t statistic
Constant	13.8964	18.74	15.5255	24.60	13.5215	29.07
Male	-0.7261	-3.21	-0.7175	-4.36	-0.6321	-5.07
Black	-0.1878	-0.76	0.2599	1.45	0.3980	2.75
GPA	0.8076	5.92	0.4222	3.84	0.7711	11.35
ED:Mom	0.0574	1.54	0.0594	2.00	0.0741	3.25
ED:Dad	0.0209	0.57	0.0687	2.27	0.0972	4.40
HS1	0.7911	2.21	-0.4836	-1.10	-0.1741	-0.53
HS2	0.6175	1.63	-0.0142	-0.04	-0.4430	-1.34
HS3	1.4144	2.98	-0.9533	-2.29	-0.7864	-2.33
HS4			-1.4941	-3.56	-0.5450	-1.51
HS5			0.2573	0.59	-1.1790	-3.31
HS6			-1.7047	-3.77	-0.3864	-1.21
HS7					-0.4136	-1.18
HS8					-0.4659	-1.39
HS9					-1.8731	-4.49
	N=463	R ² =.1196	N=692	R ² =.2224	N=1363	R ² =.2039

6. Conclusions

----Surveying classroom students anonymously is inexpensive, feasible, and revealing.

There is **Good News** and **Bad News**:

Good News:

----Three urban districts' 10'th graders display very high levels of post-secondary educational aspirations. About 80% would like to go to complete at least a four year college education.

----Educational aspirations of 10'th grade males are lower than for females

----Educational aspirations of 10'th grade black students are higher than for others

----At 10'th grade, the kids seem to understand that with education they will "get it." This is true across high school buildings in urban districts.

Bad News:

----What they don't always get is homework..

----10'th graders surveyed report getting 1 to 1.5 hours of homework/night

----Fully 17% of 10'th graders in two of three urban districts said they did not get Social Studies homework.

----There are very evident departmental patterns at the building level: math departments seem generally to give homework, as do science departments, but English and Social Studies departments frequently do not.

---- In the Pennsylvania urban district analyzed, the same 10'th grade students in one building reported that 43% did not get social studies homework, but only 11% did not get English homework..

-----Repeated field discussions in one urban district with the administrators (superintendent, principals, union president, and school board president) revealed a distinct lack of interest in making sure that students in each building were given homework.

Environment and Peer Findings:

-----about 20% of 10th graders report they are insulted or teased to their face at least once/week.

----more than 20% of 10th graders think their friends make fun of those who try to do well in school

----about 15% of 10th graders think their friends think it's not cool to study for exams or quizzes

----about 90% of 10th graders agree that their friends think it's important or very important to go to a good college

----about 40% copy homework from their friend at least once/week or more

Preliminary econometric modeling seems to tell us:

----there are clearly building level effects on all outcome measures holding constant gender and race (and other factors); likely consistent with building level school culture effects

Homework

----there are gender differences in doing homework; not getting specific homework depresses the overall amount of time devoted to it;

----having higher educational aspirations increases the amount of homework performed; (the elasticity is from +.6 to +1.2)

-----greater self-perceived ability increases the amount of homework performed; (the elasticity is from +.3 to +.5)

TV

----there are racial differences in watching tv: black 10th graders watch from 2/3 to 1 1/3 more hours of tv/night than their white counterparts;

GPA

----doing more homework has small but significant effects on the grade point averages of the 10th grade students surveyed (elasticities ranged from +.06 to +.09);

----black students have lower (-.2 to -.3) grade point averages than white students in the three urban districts analyzed;

----students who copy often tend to have somewhat lower grade point averages

Intellectual Self Confidence

----10th grade male students think they learn about 10% more quickly than 10th grade females

----10th grade black students think they learn about from 13 to 50% faster than 10th grade white students

-----various measures of peer environment do not seem to affect intellectual self-confidence when examined in multiple regression context

Desired Levels of Education

----10th grade males desire to complete about 7/10 of one year of school less than their female counterparts

----higher grade point averages lead to greater desired years of schooling, but the effect is modest; elasticities vary from +.07 to +.12.

-----educational attainment of mothers and fathers lead to raises the desired levels of education for 10th grade students, but the effects are modest.