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Learning Technologies Project 2000 student data : executive report

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Learning Technologies Project

2000 Student Data

Executive Report



**DEPARTMENT OF EDUCATION
TRAINING AND EMPLOYMENT**

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Flinders University of South Australia
March 2001

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Executive Summary

The DECStech 2001 Learning Technologies Project was developed with the major aim of maximising the uptake of purposeful use of technologies to improve student learning outcomes by utilizing a network of nine Discovery and Global Discovery Schools. As one of a number of strategies adopted to address this aim, collaboration between Flinders University School of Education and the Learning Technologies Project resulted in the development of an online survey measuring students' attitudes in three major domains: that of school, self-esteem, and the use of technology in learning. Administered annually over the three-year period of the project to all students in years 5 to 10 in the nine participating schools, the study attempts to measure any change in attitudes attributable to the increased use of learning technologies.

This report provides a summary of the data obtained from the second online student survey conducted across the **Discovery** and **Global Discovery School** sites and presents preliminary longitudinal data analysis by comparing attitudinal and technology related aspects of the 1999 and 2000 student data. Although much more needs to be done, the preliminary findings are summarised.

- The number of students completing the 2000 Student Survey has increased by 9 per cent from 1289 in 1999 compared to 1405 students this year and, due to increased access to the internet, was completed by all schools for the first time online.
- Trends in students' attitudes towards school over the one-year period are environment and gender related. Increases in school attitude across the Primary sample contrast with decreasing attitudes across the Secondary sample. Female students continue to maintain a generally higher regard to schooling than their male peers.
- Student self-esteem increases over the period in all groups, apart from Year 10 female students. The largest growths occur in the Primary environment. Male students generally display a higher level of self-esteem, the greatest gender differences occurring in Year 7 and 9.
- Student's attitude towards the use of computers in learning generally shows a positive growth. However, female students hold lower computer attitudes that decline with age.
- Computer experience (use, skill, knowledge and enjoyment) increases over the period in all but the Year 9 cohort. Male students show a steady growth of computer experience with age: a trend which is less clear in the female sample.
- On average over 85 per cent of Primary students and 90 per cent of Secondary students now have access to a computer at home.
- The use of computers by students individually appears to be increasing in the Primary sample, possibly due to a greater availability of computers.
- Female students tend to work with a partner more frequently, most likely by choice, since their belief about sufficient access to school computers is consistently higher in comparison to male students.
- The decline in school attitude in Secondary schools may relate to a perceived decline in access to computers by students, despite the probable increase in the number of computers available.

These preliminary findings have only touched upon the wealth of understanding that would result from deeper analysis, but do suggest that changes in the learning environment due to the increased use of learning technologies positively impact on the student's educational experience.

Introduction

As a result of the DECStech 2001 Learning Technologies Project (DETE 1999), the first student survey was conducted online during 1999 to gather baseline data that would provide meaningful and comparable measures of change, attributable to the increased use of learning technologies. The main focus of the survey examined students' attitudes in three major domains: that of school, self-esteem, and the use of technology in learning. Additional questions explored practical aspects of computer use, access and knowledge. A summary of the survey questions are provided in Appendix A. A complete description of the survey tools and preliminary results from the first student survey are summarised in the report by Dix (2000) and constitute the first of three documents tracking this longitudinal study.

Accordingly, the survey was re-administered online during 2000 to the six Discovery Schools (metropolitan: Elizabeth Vale Primary, Forbes Primary, Grange Primary, Para Hills East Primary, LeFevre High, and Unley High) and three Global Discovery Schools (country: Coober Pedy Area, Edithburgh Primary, and Kongorong Primary). The schools were encouraged to allow all middle school students, years 5 to 7 in the Primary sector, and years 8 to 10 in the Secondary level, to participate in the online survey. Ultimately, however, the resulting number of students responding to the three scales was dependent on the schools' success in administering the online survey.

The purpose of this report is to present the 2000 student data obtained from the **Discovery and Global Discovery Schools**. Summary statistics for this second student survey in addition to preliminary statistical comparison with the 1999 baseline data are provided.

Data Collection

During September 2000, schools were contacted via their Principal or Project Manager and informed of the format and location (web address) of the Learning Technologies Second Student Online Survey, and that they could commence survey administration. Subsequent contact via email, phone, fax and in-person supported any access difficulties faced by schools.

Each school was provided with unique web addresses to form a database for each school. To ensure optimal access, copies of the survey were located on three independent servers, in the event that if one server should crash or was busy, then students could access one of the remaining locations. Schools were given until the end of the 2000 school year to administer the survey to all students in the appropriate year levels.

The Study Sample

A total of 598 Primary students and 807 Secondary students from the Discovery and Global Discovery Schools responded to the survey, a response rate of approximately 66 per cent, and constitutes the database upon which the proceeding analysis has been conducted. A 9 per cent increase in the number of students completing the 2000 Student Survey, 1405 students this year compared to 1289 in 1999, is due, in part, to the improved access and stability of Internet technologies within each school. Table 1 describes each school by year level and includes the number of students and average age at time of data collection.

Table 1. Description of the Discovery and Global Discovery School sample

		Male		Female		Male		Female	
		Year 5		Year 6		Year 7		Year 8	
Global Discovery Schools	N = 65 Mean Age (SD)	17	16	6	10	5	11	10.46(0.62)	10.72(0.39)
Elizabeth Vale Primary	N = 81 Mean Age (SD)	14	9	15	16	14	13	10.89(0.59)	10.92(0.29)
Forbes Primary	N = 113 Mean Age (SD)	22	12	17	24	20	18	12.10(0.40)	11.97(0.40)
Grange Primary	N = 239 Mean Age (SD)	46	41	25	40	44	43	12.76(0.32)	12.88(0.29)
Para Hills East Primary	N = 100 Mean Age (SD)	17	16	16	22	15	14	10.86(0.34)	10.79(0.38)
		Year 9		Year 10		Year 11		Year 12	
CooberPedy Area School	N = 23 Mean Age (SD)	9	6	1	1	3	3	11.80(0.32)	11.77(0.30)
LeFevre High	N = 338 Mean Age (SD)	84	69	53	50	45	37	12.80(0.27)	12.72(0.36)
Unley High	N = 447 Mean Age (SD)	86	96	79	56	65	65	13.94(0.39)	13.89(0.39)
		14.01(0.77)	13.87(0.38)	14.96(0.41)	14.93(0.39)	15.88(0.61)	15.72(1.26)	13.84(0.73)	13.81(0.49)
Response Rate		Rural Schools		44%		Metro Primary Schools		89%	
		Metro High Schools		66%					

Treatment of Missing Data

The occurrence of missing data can arise through several different causes. Students can inadvertently miss a question, or choose not to answer on personal grounds. Some students missed a whole section if they did not complete the survey in the allotted time or were absent. A final difficulty in obtaining complete data resulted from computer network conflicts, in which case the school server crashed so that any students in the midst of a section were unable to send their responses. Encouragingly, this cause of data loss, although a concern during the 1999 survey, appeared to be non-existent in the 2000 survey, an observation that is supported by the 9 per cent increase in data obtained. In the case where the majority of items were completed within any one of the three sections, those items missed were assigned the mean year level value for that item, yielding a complete section.

Summary Statistics and Discussion

A summary of the student data obtained from the Discovery and Global Discovery Schools on all attitudinal scales and sub-scales, including associated means and standard deviations, is presented in Appendix B. The raw scores provide the database on which the statistical analyses carried out in this report are performed. To generate all statistical calculations, a spreadsheet and two statistical packages were employed, Microsoft Excel, SPSS and WestVar.

Descriptive statistics (means and standard deviations) are used to describe the central tendency and dispersion on all measures (see Appendix B). To test for differences between groups, probability testing was selected as the appropriate statistical method, since just two groups were compared in each case. Significance testing was performed using WestVar to allow for the effects caused by the clustering of students at the school level. The 0.05 level of significance was chosen.

Given the type of data collected, statistical comparisons can be conducted in three ways, as illustrated in Figure 1:

1. Same year – by comparing male to female students in the same grade in the same year.
2. Same grade – by comparing students of the same sex in the same grade in different years.
3. Same group – by comparing the student with him or her self the following year.

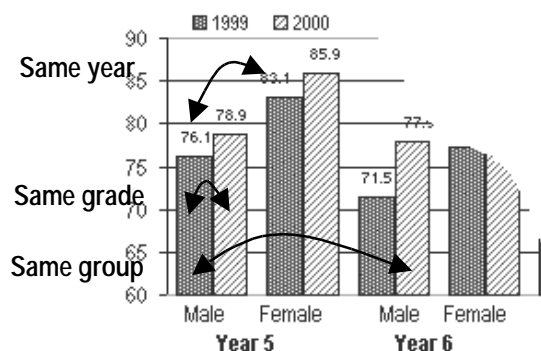


Figure 1. Comparing the longitudinal data

However, given that the prime focus of this study is to measure change over time, and not gender differences, the first of these comparative methods will not be conducted even though clear differences appear to exist. The proceeding analysis graphically presents gender and year level differences by combining the student data obtained from the nine schools participating in the study. For example, although the location of school sites allows for deeper analysis, by drawing comparison between the rural and metropolitan settings, the scope of this report limits the findings to a Statewide average. Furthermore, the analysis and discussion will also refrain from examination at the sub-scale level of each of the attitudinal scales. In terms of gaining a general understanding of the data, such detail may distract from the overall trend, possibly being more appropriate in detailed longitudinal comparison following the final re-administration of the survey.

Changes in Attitude

Of greater interest to this study is the measure of change in students' attitudes with time, due to a changing learning environment. The nature and degree of change in the Discovery and Global Discovery Schools will vary in extent from school to school, and although the use of learning technologies is a major project within each school, it may not be the only program that effects the learning environment or influences attitudes. Within this caveat, any change in student attitude can be attributable to the increased use of technologies in the learning environment.

Attitudes Towards School

The School View tool (Section A) examines students' attitudes towards school in terms of liking school and academic motivation, and may reflect changes in the learning environment. Change in student's attitudes towards school is summarised in three graphs in Figure 2 by comparing the means of the 1999 and 2000 student data. For simplicity, Figures 2.1 and 2.2 respectively, consider male and female students' changes in school attitude. To more closely examine gender differences, both graphs have been combined in Figure 2.3.

Changes in students' attitudes towards school over the one-year period appear to be environment and gender related. In the Primary school setting (Years 5 to 7), mean student attitude increases in male (Figure 2.1) and female (Figure 2.2) students, however these differences are not significant at the 0.05 level. The High school environment (Years 8 to 10) contrasts markedly by showing a decline in mean student attitude across the cohort but the differences are not significant. Gender differences, presented in Figure 2.3, reveal that female students continue to maintain a generally higher regard to schooling than their male peers.

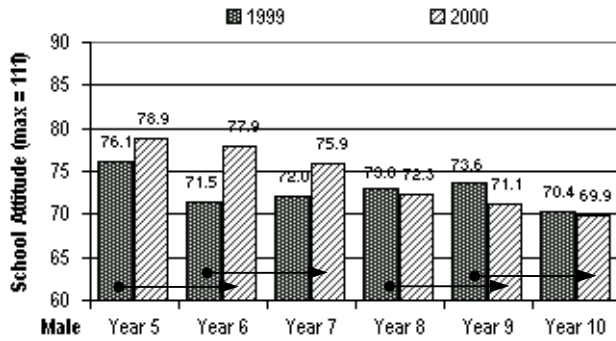


Figure 2.1 Change in male students' attitude towards school

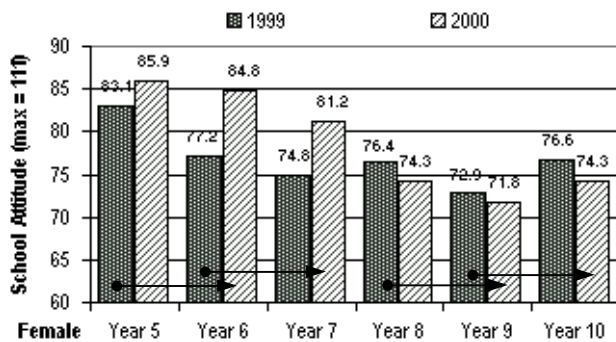


Figure 2.2 Change in female students' attitude towards school

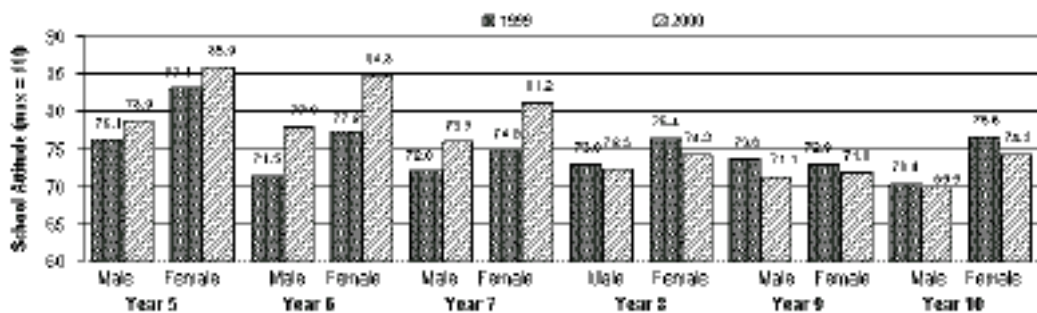


Figure 2.3 Gender differences in students' changing attitudes towards school

In addition to drawing comparisons between the same grade levels over the 1999/2000 period, the data allows for within group comparison, indicated by the arrows in Figures 2.1 and 2.2. Therefore, Year 5 students completing the survey in 1999 are the same students in the Year 6 group in 2000. The same holds for students in the Year 6/7, Year 8/9 and Year 9/10 cohorts. Across the Primary year levels both genders show increases over the period, none of which are significant. Quite a different picture emerges from the High school students with all but Year 9/10 female students showing decline in school attitude. This drop is significant for Year 8/9 female students and Year 9/10 male students.

Self-Esteem

A similar analysis can be conducted for the You View tool (Section B) which examines students' self-attitude in terms of peer, parents, school and personal interests. Although the lie sub-scale is presented for completeness in Appendix B, the sub-scale has been excluded from the Total score. Figure 3, simplified into three graphs, presents change in mean self-esteem over the 1999-2000 period. Male and female students' beliefs in self-esteem are shown separately in Figures 3.1 and 3.2, respectively, while Figure 3.3 combines the two genders for easier comparison.

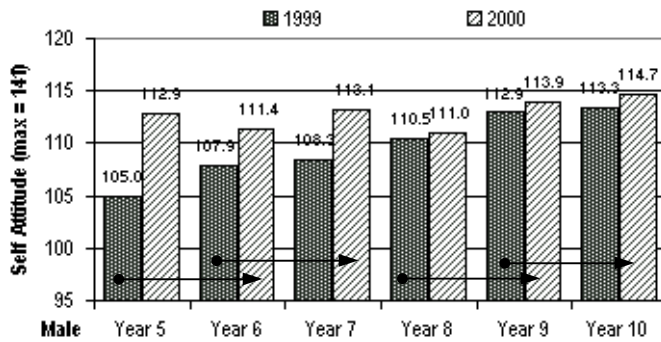


Figure 3.1 Change in male students' self-esteem

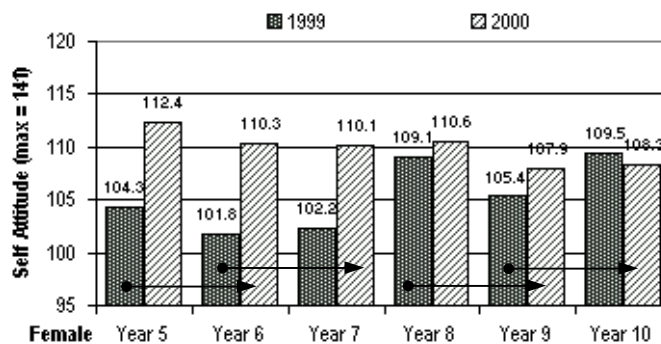


Figure 3.2 Change in female students' self-esteem

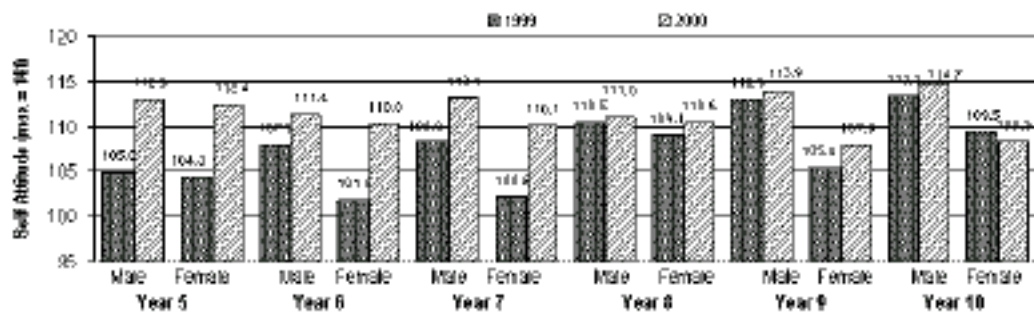


Figure 3.3 Gender comparison of change in students' self-esteem

Like the school-attitude results, the profiles of change in self-attitude over the period differ between the Primary and High school environments. Although growth in students' self-esteem generally occurs in all groups, apart from female students in Year 10 (see Figure 3.2), the positive shift is the largest across the Primary setting and is significant in the Year 5 female cohort. Although the shift is not visibly large, Year 9 male students also show a significant increase in self-esteem, presented in Figure 3.1. In contrast to students' attitudes towards school (Figure 2), Figure 3.3 shows that female students generally display lower self-esteem than their male counterparts.

Comparisons between the same group over the 1999/2000 period, indicated by the arrows in Figures 3.1 and 3.2, generally show mean increases across all groups, apart from Year8/9 female students (see Figure 3.2). This drop in self-esteem is sufficiently large to be statistically significant. Interestingly, in the same Year8/9 cohort male students show significant increases in self-esteem, as do their older peers in the Year9/10 group (shown in Figure 3.1).

Attitude Towards Computers

Examination of the school-attitude and self-attitude scales reveals both positive and negative shifts in attitude, some significant, particularly in the Primary school environment. Whether these observed changes over the 1999 – 2000 period are linked to the increased use of learning technologies in these schools may be better understood when reflected against the computer-attitude scale. Since the computer-attitude scale purports to measure students' attitudes towards the use of computers in learning, it would be reasonable to expect that in an environment stimulated by the changing use of technology the computer-attitude scale would be the strongest measure of such change.

Change in student attitudes towards computers is again presented for simplicity by three graphs in Figure 4 by comparing the 1999 and 2000 student data. Figures 4.1 and 4.2 present male and female students' computer attitudes, respectively, while Figure 4.3 combines the genders for comparison of gender differences.

Across the year levels, Figure 4.3 shows that female students maintain a lower attitude towards computers compared to their male peers: a trend that diverges with age, particularly in the Secondary years. The generally positive growth in computer attitude over the period is most significant ($p < 0.05$) in Years 6 and 8 female students (see Figure 3.2) and, arguably, can be attributed to the increased use of learning technologies.

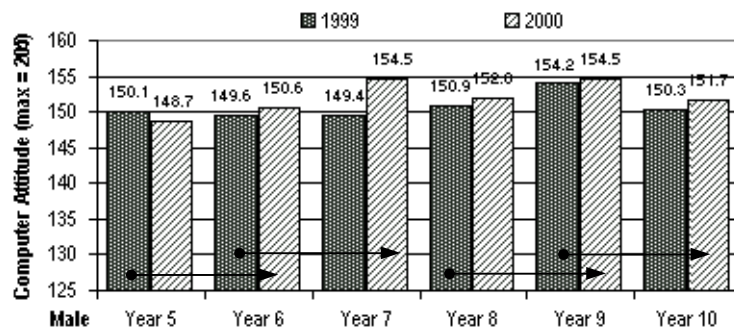


Figure 4.1 Change in male students' attitudes towards technology

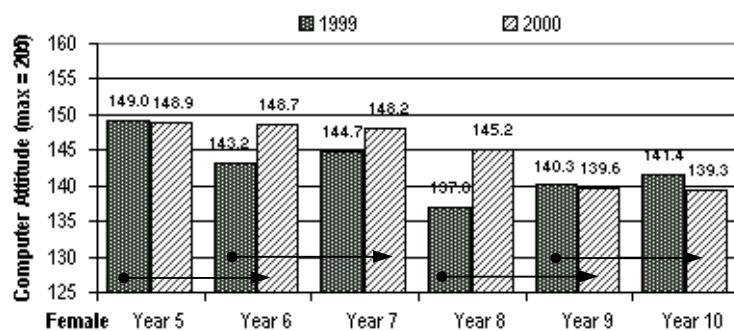


Figure 4.2 Change in female students' attitudes towards technology

The arrows in Figures 4.1 and 4.2 draw comparisons between the same groups over the 1999/2000 period. General increases in computer attitude, apart from Year5/6 girls are observed in the Primary sector. For male students in Year6/7 the increase is significant. This trend continues in the Year8/9 cohort and is significant for both boys and girls, but decreases in the Year9/10 group, significantly so for the boys.

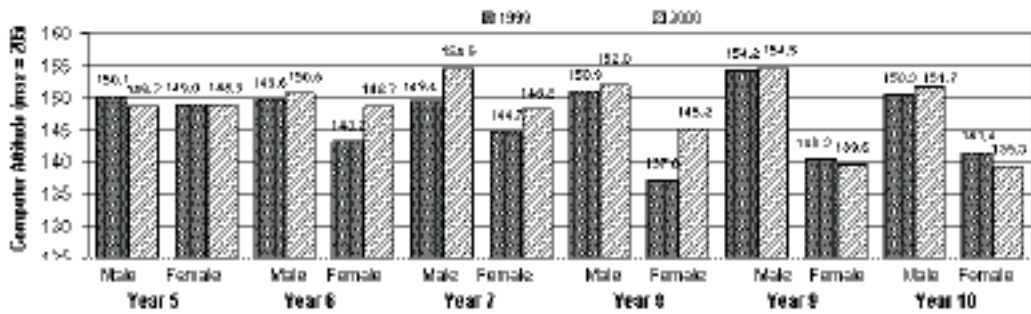


Figure 4.3 Gender differences in students' changing attitudes towards technology

Computer and Technology Use

In addition to the computer-attitude scale, IT View (section C through G and section I) consists of a composite of tools designed to gauge practical aspects of computer experience. Although each section can be examined individually, as was done in the first report (Dix 2000), only questions in Section D and Section E, examining specific uses of computer and use of other forms of technology outside of school, are considered in detail. Figure 5 summarises the 2000 data by comparing year level and gender.

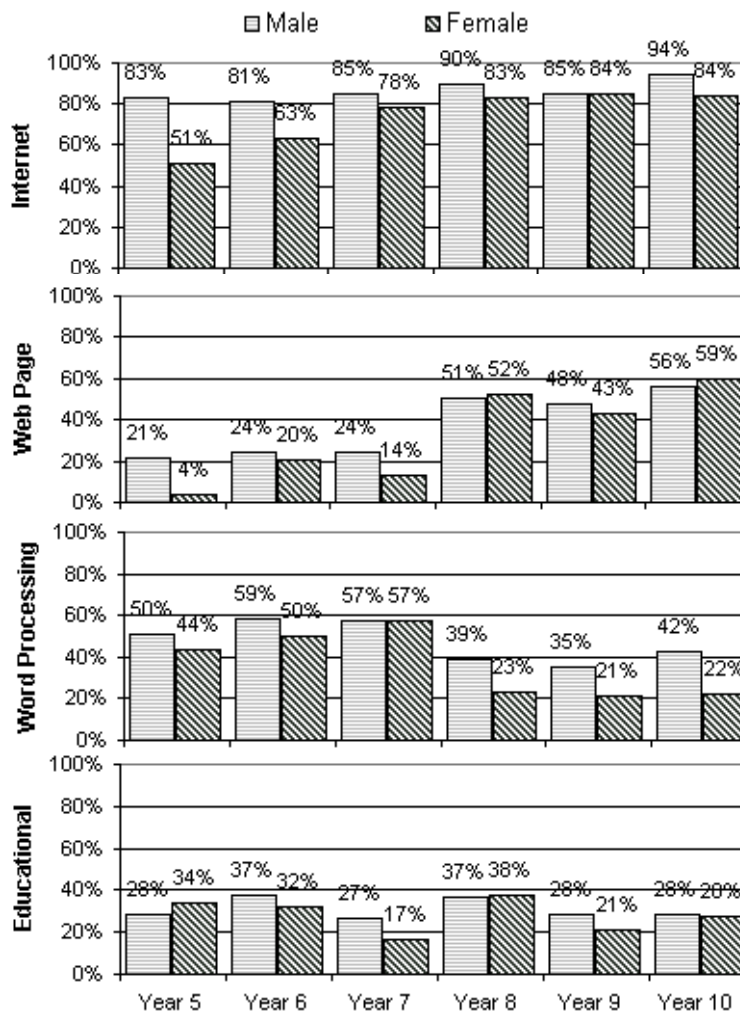


Figure 5.1 Internet usage outside of school

Figure 5.2 Web Page Design Software usage outside of school

Figure 5.3 Word Processor usage outside of school

Figure 5.4 Educational Software usage outside of school

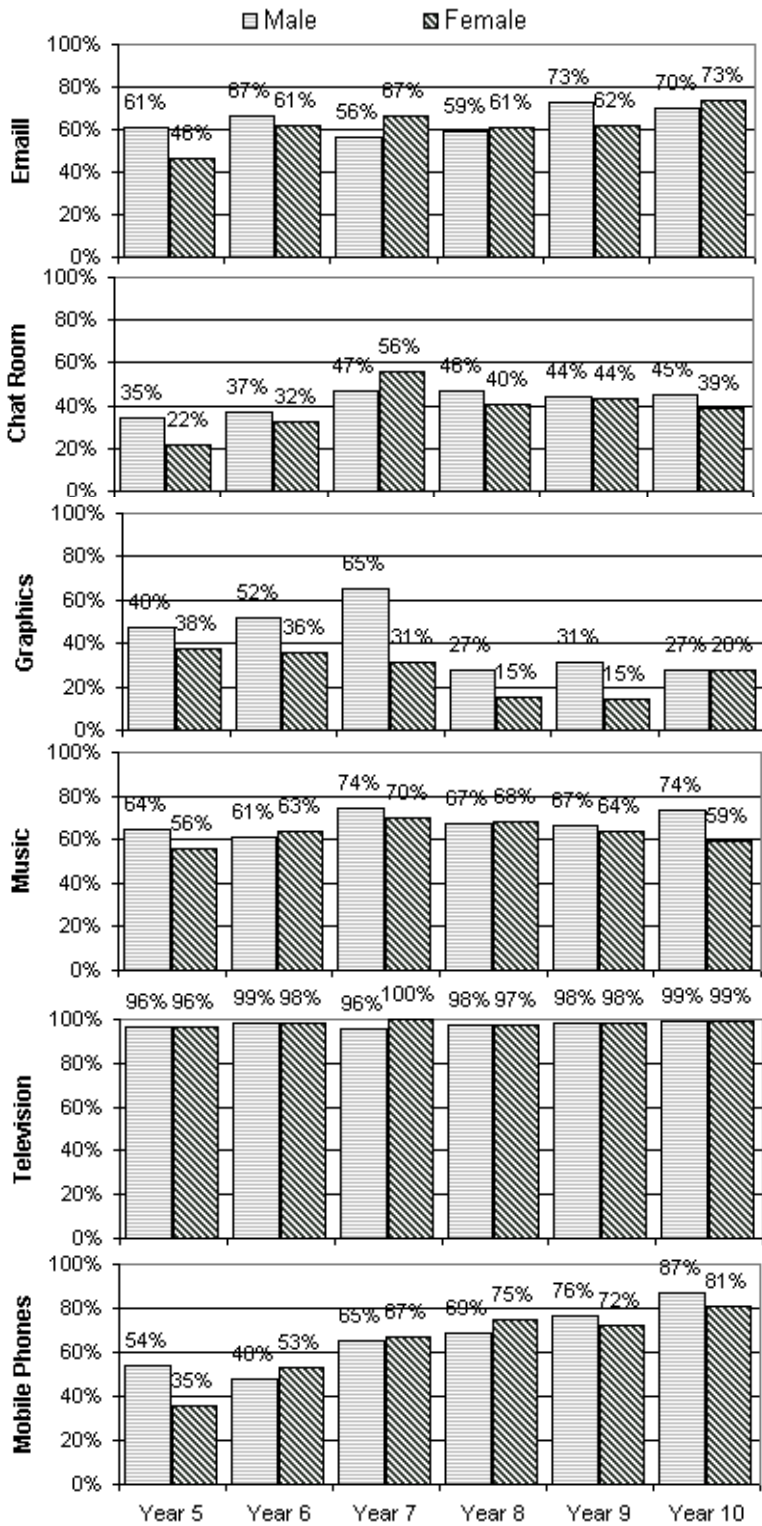


Figure 5.5 Email usage outside of school

Figure 5.6 Chat Room usage outside of school

Figure 5.7 Graphics Software usage outside of school

Figure 5.8 Music software and hardware usage outside of school

Figure 5.9 Television usage outside of school

Figure 5.10 Mobile Phone usage outside of school

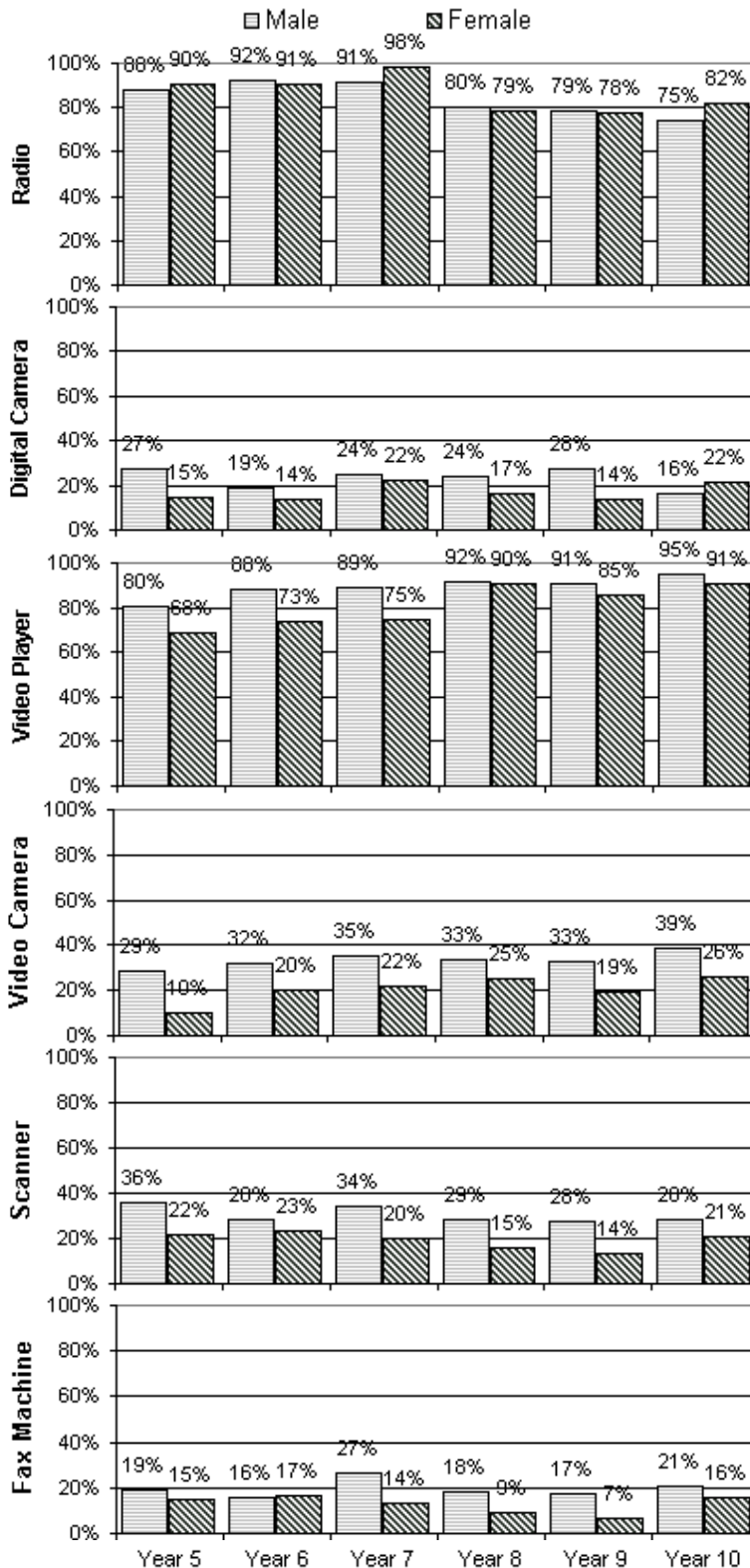


Figure 5.11 Radio usage outside of school

Figure 5.12 Digital Camera usage outside of school

Figure 5.13 Video Player usage outside of school

Figure 5.14 Video Camera usage outside of school

Figure 5.15 Scanner usage outside of school

Figure 5.15 Fax Machine usage outside of school

Across most forms of computer use outside of school (see Figures 5.1 to 5.8) male students generally dominate in each year level, particularly in the use of the Internet, Word Processing and Graphics software. The use of Web Page software is dominated by male students in the Primary years but increasingly becomes the domain of female students in High school. Year 7 girls show a strong trend in the communication technologies, with higher usage levels of email (Figure 5.5), chat rooms (Figure 5.6) and mobile phones (Figure 5.10).

Change in Computer Use, Skill and Knowledge

To contrast change over the 1999/2000 period in computer use, skill and knowledge a number of sections in IT View (section C through G and section I) have been combined to form a computer experience index. Specifically, the questions concerning computer use (Section C, D and E), computer enjoyment and skill (Section F5-F7) and computer knowledge (Section G) yield a computer experience total of 43. The three graphs in Figure 6 presents mean gender and year level differences in computer experience as a percentage of the total. Figures 6.1 and 6.2 separate the genders, respectively showing change in male and female students' computer experience. For easier gender comparison the two graphs are combined in Figure 6.3.

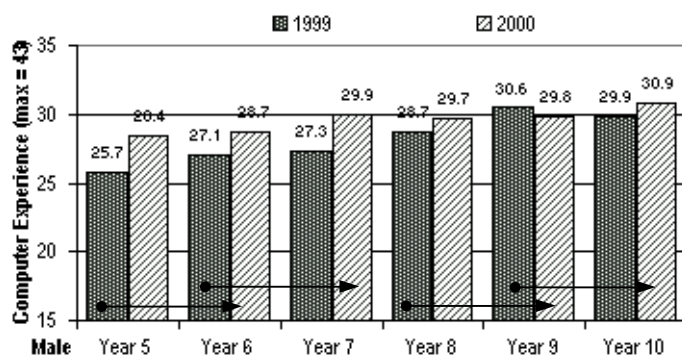


Figure 6.1 Change in male students' technology use, skill and knowledge

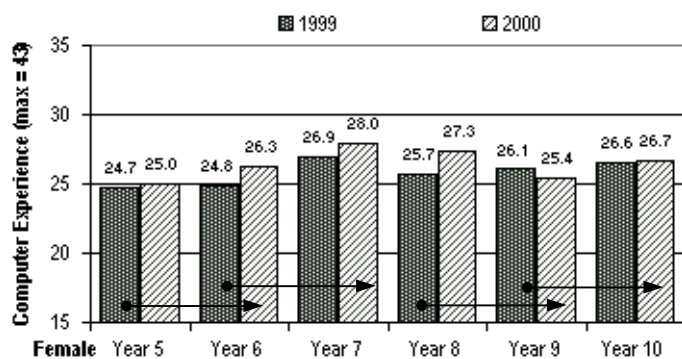


Figure 6.2 Change in female students' technology use, skill and knowledge

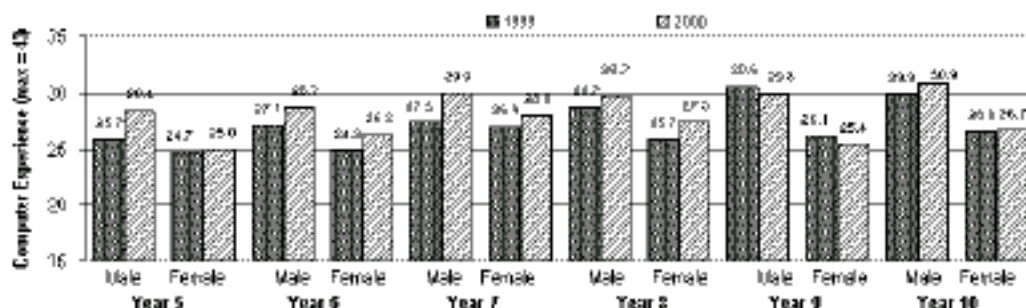


Figure 6.3 Gender comparison of change in technology use, skill and knowledge

Male students, shown in Figure 6.1, reveal a steady growth in computer experience through the years. A similar trend is displayed by female students (Figure 6.2) in Primary school but becomes less clear in the older cohort. The pattern of lower levels of experience by female students (see Figure 6.3) with growing differences in the senior year levels, mirrors closely the computer-attitude profile, suggesting a strong relationship between a student's attitudes towards computers and their level of computer skill, knowledge and enjoyment. The significant growth found in Year 8 female students' attitudes towards computers is reflected in a significant increase in their computer experience. However, the decline found in Year 9 girls is also significant. The boys in Primary school reveal that at all grades, a significant increase is experienced.

Same group comparison, indicated by the arrows in Figures 6.1 and 6.2, generally show an increase in attitudes, particularly in the Primary setting where increases in computer experiences in the Year5/6 and Year6/7 cohorts are significant. Boys in the Year8/9 group also show a significant increase, all of which may be a direct result of the Learning Technologies Project.

Levels of Computer Access

Greater understanding of changes in computer attitude and experience may be gained by placing these findings in the context of changing levels of computer access, both at home and in school. Figure 7 shows a general increase in mean home computer ownership, with the greatest increases occurring in Year 5 and at the beginning of Secondary school. In the 2000 student sample, over 85 per cent of Primary students and over 90 per cent of Secondary students have access to a home computer.

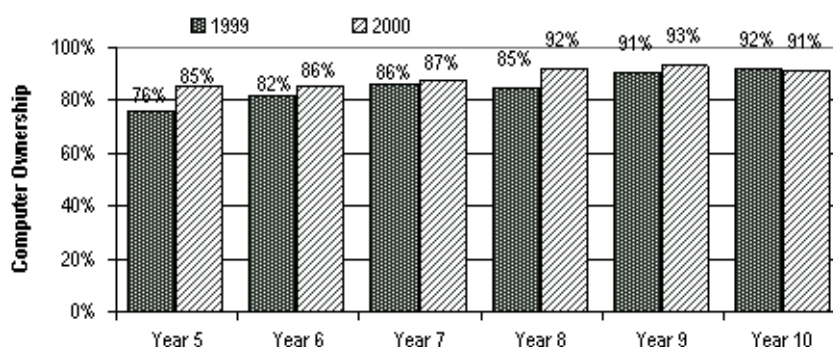


Figure 7. Computer ownership by year level

Level of computer access in school (presented by three graphs in Figure 8) provide further insight and is addressed by two questions. The last question in Section F asks students to select the most common situation in which they use computers in school. The choice ranges from working individually, to using a computer with the whole class: so the lower the score is, the more often students work individually. Whether students work individually, in pairs or, less commonly, in groups, may not be an indication of the number of computers available to students. Some students may prefer to work in pairs, even if there are enough computers to work individually, or the learning activity may require them to work with others.

The final question in the IT view survey (Section I), provides further clarity by addressing the issue of sufficient student access to computers for their work. Posed as an attitudinal question, students responded on a five-point scale ranging from strongly agree (5) to strongly disagree (1): so a high response indicates good student access to computers.

Figure 8.1, although very complex, summarises the two questions relating to student grouping and student access to school computers, in addition to showing the differences between male and female students and change over time. Interpreting such a graph, however, is challenging. Figures 8.2 and 8.3 simplify interpretation by combining students' responses to grouping and access to give a total computer access score out of 10. Since the grouping question is effectively negative stated, values have been reversed, so that a grouping response of 'working individually', originally a score of 1, is now given a score of 5.

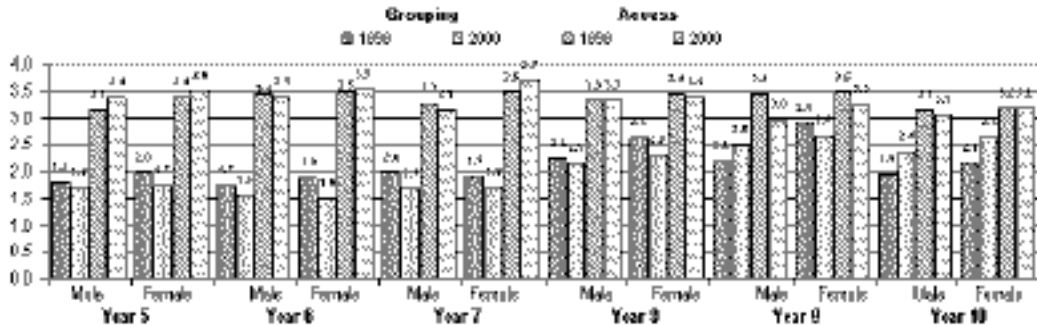


Figure 8.1 Student grouping and access to computers in school

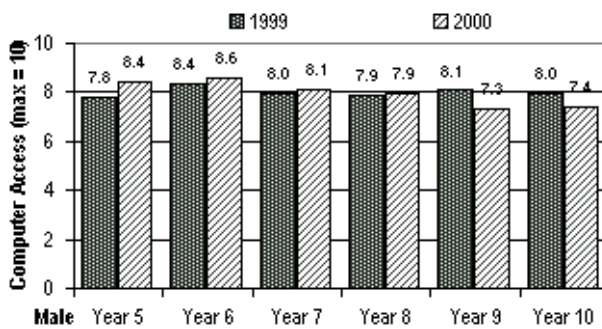


Figure 8.2 Change in male students' total computers access in school

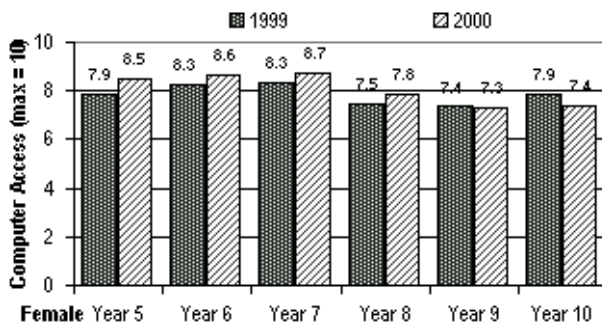


Figure 8.3 Change in female students' total computers access in school

Throughout the Primary sample, students increasingly use computers individually, which generally corresponds to a more positive belief about student access to computers (see Figure 8.1). Therefore, the increase in individual work may be a reflection of greater availability of computers for students. The Year 6 cohort shows the lowest levels of group work and amongst the highest levels of perceived computer access. However, it is the Year 5 students, both male (Figure 8.2) and female (Figure 8.3), that are actually statistically significant, along with Year 7 female students.

In comparison, the Secondary environment shows a marked difference in the grouping/access profile. Working in pairs or small groups appears to be more common, particularly in the Year 8 and 9 female cohort, although this decreases over the period. Across the Secondary sample, students' belief about sufficient access to computers has remained unchanged or dropped, bringing into question school management of the computer access issue. The Year 10 cohort shows the greatest

increase in group work with amongst the lowest beliefs about sufficient computer access in school. The decline in access to computers shown by the boys in Year 9 (Figure 8.2) and the girls in Year 10 (Figure 8.3) are significant.

Interestingly, the differences in gender seen in the previous measures are reversed in Figure 8.1. Female students, in general, hold a more positive belief about access to computers in schools, which may in part, be a result of favoritism. Teachers generally give greater trust to girls to use computers appropriately, resulting in greater access. However, despite greater perceived access, female students still more commonly work in pairs compared to their male peers, a choice that may be reflected in their lower levels of computer experience and attitude.

Differences Between Schools

Although this report focuses on exploring change in students' attitudes and experiences over time it is important to consider these changes in the context of the learning environment. Are students in each of the participating schools similar, or are there differences between country and metropolitan or Primary and Secondary schools? Differences in the Primary and High school settings have already been observed in the graphs as comparisons are drawn between students in Years 5 to 7 with those in Years 8 to 10. However, the detail of individual schools has been sacrificed in order to examine gender and longitudinal differences.

To ensure anonymity the nine participating schools have been grouped into Country Primary (Cooper Pedy Area, Edithburgh Primary, and Kongorong Primary), Metro Primary (Elizabeth Vale Primary, Forbes Primary, Grange Primary, and Para Hills East Primary) and Metro Secondary (LeFevre High and Unley High) schools. Figure 9 examines the differences between the three school settings by comparing the students' mean responses to school attitude, self-esteem and computer attitude, experience and access.

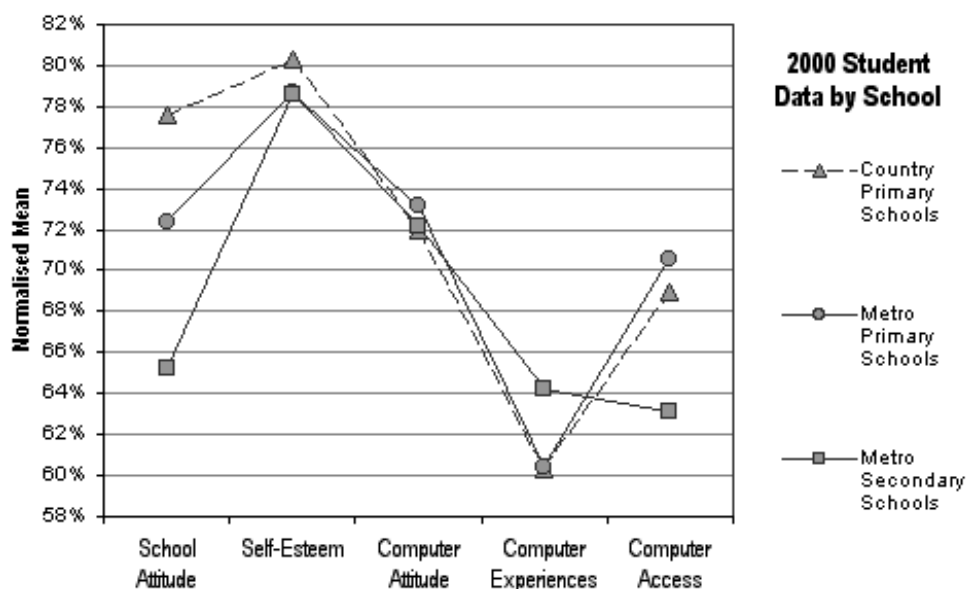


Figure 9. The 2000 Student survey data by school setting

Students in country Primary schools clearly hold among the highest attitudes towards school and themselves and have similar levels of computer attitude, experience and access compared to

metropolitan Primary schools. Not surprisingly, Secondary school students have the poorest attitudes towards school, which may be compounded by the apparent lack of access to technology, but among the highest level of computer experience. Students' attitudes towards computers appear to be a very stable indicator, holding similar values irrespective of school environment.

Changes over the one year period also differ in each environment illustrated by the three graphics in Figure 10, representing the Country Primary, Metro Primary and Metro Secondary schools, respectively. While there has been no change in computer attitude in the Country Primary Schools, the shift in school attitude and self-esteem has been substantial. Such a large change does bring into question the validity of the 1999 data and should be interpreted with caution. The Metro Primary schools also show growth across all measures, and arguably, can be attributed to the increased use of learning technologies.

The Secondary school environment shown in the last graph in Figure 10 reveals that computers have had less impact on the students, with only small increases in self-esteem, computer attitude and experience. Adding further support to the relationship between school attitude and computer access is the decline in both measures over the period. Despite the probable increase in the amount of computers available in the High schools, the likely increase in demand on these resources may result in students' perceptions of an overall decline in computer access to complete their work.

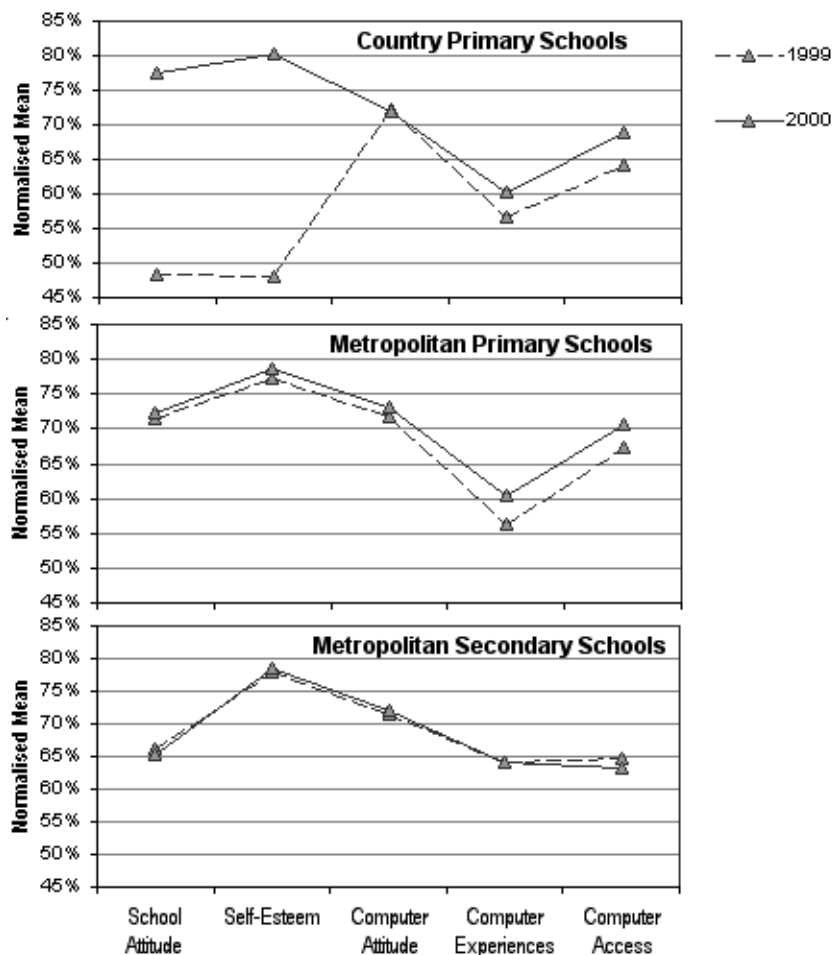


Figure 10. Change in school attitude, self-esteem, computer attitude, experience and access across Country Primary, Metro Primary and Metro Secondary schools

Conclusion

The importance of embedding learning technologies in teaching and learning programs to develop the life skills necessary for an information-enabled society has been recognised for many years. Of most recent note and significance to South Australian public schools, is the government's DECStech initiative. The Learning Technology Project's Student Survey is one of a number of responses to this initiative. This report provides a summary of the data obtained from the second online student survey and begins the complex process of longitudinal data analysis by comparing attitudinal and technology related aspects of the 1999 and 2000 student data. Clearly, much more needs to be done.

Over the one year period from 1999 to 2000, a number of significant changes ($p < 0.05$) in students' attitudes towards school, themselves and computers, in addition to changes in computer experience and access have been observed. The majority of changes are positive in nature and can, arguably, be attributed to the Learning Technologies Project, the dominant initiative ongoing within each of the nine participating schools.

Increases in attitudes towards school are most significant in the female population, while male students appear to be more responsive in the self-esteem domain. Similarly, attitudes towards computers continue to be stronger in the male cohort and reflect higher levels of experience. Related to gender differences in computer attitude and experience, may be differences in group size, evidenced by a higher proportion of female students working with a partner, most likely by choice.

The increased use of learning technologies appears to have greater impact in the Primary school environment, both country and metropolitan, although this has not been confirmed by other research. Growth across all measures suggests that the Project is a positive program in each of the schools. Students in the Secondary school environment reveal less growth, some of which is not positive. The decline in school attitude may relate to a perceived decline in access to computers in school. While it is assumed that the availability of computers in the High schools should, at the least, have remained the same, the increase in demand of these resources may result in an overall belief by students of less access.

These preliminary findings have only touched upon the wealth of understanding that would result from deeper analysis, but do suggest that changes in the learning environment due to the increased use of learning technologies positively impact on the student's educational experience.

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The School View survey with sub-scale components

SECTION A

- A1. We have interesting lessons at School **LS**
- A2. The most enjoyable part of my day is the time I spend at school **LS**
- A3. I don't like school **LS** *
- A4. I find school interesting and challenging **LS**
- A5. I enjoy everything I do at school **LS**
- A6. The things I look forward to in school are weekends and holidays **LS** *
- A7. School is not very enjoyable **LS** *
- A8. I like most of my school subjects **LS**
- A9. I shall leave school as soon as possible **LS** *
- A10. I am bored most of the time in school **LS** *
- A11. I enjoy most of my school work **LS**
- A12. I will be glad to leave this school **LS** *
- A13. I want to stay at school as long as possible **LS**
- A14. The sooner I can leave school the better **LS** *
- A15. I don't like missing a day at school **LS**
- A16. There is no point in me staying at school after I am Fifteen **LS** *
- A17. I agree with people who say "school days are the happiest days" **LS**
- A18. I like being asked questions in class **AM**
- A19. I tend to leave my homework to the last minute **AM** *
- A20. I enjoy working out difficult problems **AM**
- A21. I work hard all of the time in school **AM**
- A22. I want as much education as I can get **AM**
- A23. I find it hard to keep my mind on school work **AM** *
- A24. I try my hardest to get high marks at school **AM**
- A25. It is not worth spending a lot of time on a hard homework problem **AM** *
- A26. In school we like to annoy the teacher by playing up **AM** *
- A27. I don't always try my hardest at school **AM** *
- A28. When I find the work at school difficult I do extra at home **AM**
- A29. When the teacher is out of the room I tend to stop **AM** *
- A30. I like to sit next to someone who is working hard all the time **AM**
- A31. I don't always revise for tests **AM** *
- A32. I always try to do my school work carefully and neatly **AM**
- A33. I like to have homework every night because it helps me learn **AM**
- A34. I like to complete all the work set **AM**
- A35. Sometimes I forget to do all my homework **AM** *
- A36. When I can't understand something I always ask a question **AM**
- A37. Sometimes I pretend to be sick to avoid a test **AM** *

LS Like School; **AM** Academic Motivation; * reverse scoring
Modified from Keeves (1974)

The You View survey items and component representations

SECTION B

- B1. Things usually don't bother me **GS**
B2. I find it very hard to talk in front of the class **SA***
B3. There are lots of things about myself I'd change if I could **GS***
B4. I can make up my mind without too much trouble **GS**
B5. I'm a lot of fun to be with **SP**
B6. I get upset easily at home **HP***
B7. It takes me a long time to get use to anything new **GS***
B8. I'm popular with kids my own age **SP**
B9. My parents usually consider my feelings **HP**
B10. I give in very easily **GS***
B11. My parents expect too much of me **HP***
B12. It's pretty tough to be me **GS***
B13. Things are all mixed up in my life **GS***
B14. Kids usually follow my ideas **SP**
B15. I have a low opinion of myself **GS***
B16. There are many times when I'd like to leave home **HP***
B17. I often feel upset in school **SA***
B18. I'm not as nice looking as most people **GS***
B19. If I have something to say, I usually say it **GS**
B20. My parents understand me **HP**
B21. Most people are better liked than I am **SP***
B22. I usually feel as if my parents are pushing me **HP***
B23. I often wish I were someone else **GS***
B24. I can't be depended on **GS***
B25. I never worry about anything **L**
B26. I'm pretty sure of myself **GS**
B27. I'm easy to like **SP**
B28. My parents and I have a lot of fun together **HP**
B29. I spend a lot of time daydreaming **GS***
B30. I wish I were younger **GS***
B31. I always do the right thing **L**
B32. I'm proud of my school work **SA**
B33. Someone always has to tell me what to do **GS***
B34. I'm often sorry for the things I do **GS***
B35. I'm never happy **L***
B36. I'm doing the best work that I can **SA**
B37. I can usually take care of myself **GS**
B38. I'm pretty happy **GS**
B39. I would rather play with children younger than I am **SP***
B40. I like everyone I know **L**
B41. I understand myself **GS**
B42. No one pays much attention to me at home **HP***
B43. I'm not doing as well in school as I'd like to **SA***
B44. I can make up my mind and stick to it **GS**
B45. I really don't like being a boy/girl **GS***
B46. I don't like to be with other people **SP***
B47. I'm never shy **L**
B48. I often feel ashamed of myself **GS***
B49. Kids pick on me very often **SP***
B50. I always tell the truth **L**
B51. My teachers make me feel I'm not good enough **SA***
B52. I don't care what happens to me **GS***
B53. I'm a failure **GS***
B54. I always know what to say to people **L**

GS General-Self; **SP** Social Self-Peers; **HP** Home-Parents; **SA** School-Academic; **L** Lie items; * reverse scoring
Modified from Coopersmith (1986) and Ross (1974)

The IT survey items related to practical issues

SECTION C

Outside of school, do you use a computer for?

- C1. homework/projects/studying,
- C2. playing computer games, and
- C3. using computer programs.

Each item requires a response of lots (2), sometimes (1) or not at all (0).

SECTION D

What else do you use the computer for?

- D1. Internet - Surfing
- D2. Making web pages
- D3. Word-processing
- D4. Educational Software
- D5. E-mail
- D6. Chat Rooms
- D7. Graphics/Animation
- D8. Music

SECTION E

What other forms of technology have you used outside of school in the last week?

- E1. Television
- E2. Mobile phone
- E3. Radio
- E4. CD or cassette player
- E5. Video player
- E6. Video camera
- E7. Scanner
- E8. Fax machine

Sections D and E allow the selection of as many items as applicable from the respective lists.

SECTION F

Do you have a computer at home? *Requires a response of:*

- F1. Yes (1) or No (0)

What type of computer is it? *Participants select from:*

- F2. PC,
- F3. MAC, and
- F4. Gameboy/Nintendo

How much do you like using a computer? *Students select from:*

- F5. I love it (3), I like it (2), or I don't like it (1).

How good are you at using a computer? *A choice of three responses include:*

- F6. Excellent (3), Good (2), or Not good (1).

How good do you use the computer keyboard? *Participants choose from:*

- F7. Excellent (4), Good (3), Okay (2), or Not good at all (1).

When I use a computer at school it is usually: *Respondents select one of five possibilities:*

- F8. by myself (1), with one other student (2), in a small group (3), in a large group (4), or whole class (5).

SECTION G

I can do these things and I first learned them at:

- G1. Use the World Wide Web (WWW)
- G2. Search the WWW using keywords
- G3. Send an e-mail message
- G4. Play computer games
- G5. Copy games onto a computer from a CD-ROM or the WWW
- G6. Using spreadsheets or databases to store information
- G7. Create stories, poems, letters etc
- G8. Draw pictures using the mouse
- G9. Make your own website/home page
- G10. Create your own multimedia presentation (words, pictures, sounds in one document)
- G11. Create your own music or sound using a computer
- G12. Using software that finds and gets rid of viruses

Students respond to each item on the list by selecting from:
Can't do it yet (0), Home (1), School (2), or Other (3).

SECTION I

I1. I think my school has enough computers for students to use for their work.

Posed as an attitudinal question (as for Section H), students respond on a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1).

The IT survey items related to computer attitude with component representations

SECTION H

- H1. Computers intimidate and threaten me ***A**
- H2. All computer people talk in a strange and technical language ***C**
- H3. I learn new computer tasks by trial and error **B**
- H4. Working with a computer makes me feel tense and uncomfortable ***A**
- H5. Computers are difficult to understand ***C**
- H6. Other students look to me for help when using the computer **B**
- H7. I feel helpless when asked to perform a new task on a computer ***A**
- H8. Boys students like computers more than girls students do *+**C**
- H9. When I have a problem with the computer, I will usually solve it on my own **B**
- H10. I feel important when others ask me for information about computers **A**
- H11. Learning about computers is a waste of time ***C**
- H12. Using the computer has increased my interaction with other students **B**
- H13. Computers bore me ***A**
- H14. Anything that a computer can be used for, I can do just as well in another way ***C**
- H15. I develop short cuts, and more efficient ways to use computers **B**
- H16. Working with computers makes me feel isolated from other people ***A**
- H17. Working with computers will not be important to me in my career ***C**
- H18. I would like to spend more time using a computer **B**
- H19. I do not feel I have control over what I do when I use a computer ***A**
- H20. People who use computers are seen as being more important than those who don't **C**
- H21. If I can I will take subjects that will teach me to use computers **B**
- H22. Computers sometimes scare me ***A**
- H23. People who work with computers sit in front of a computer screen all day ***C**
- H24. I would like to learn more about computers **B**
- H25. I feel unhappy walking into a room filled with computers ***A**
- H26. Working with computers means working on your own, without contact with others ***C**
- H27. If I need computer skills for my career choice, I will develop them **B**
- H28. I'm no good with computers ***A**
- H29. To use computers you have to be highly qualified ***C**
- H30. If my school offered a computer camp I would like to attend it **B**
- H31. Working with a computer makes me feel very nervous ***A**
- H32. Using computers prevents me from being creative ***C**
- H33. I feel threatened when others talk about computers ***A**
- H34. Computers are confusing ***C**
- H35. Computers make me feel uncomfortable ***A**
- H36. You have to be a "brain" to work with computers ***C**
- H37. I get a sinking feeling when I think of trying to use a computer ***A**
- H38. Not many people can use computers ***C**
- H39. Computers frustrate me ***A**
- H40. People who work with computers make really good money **C**
- H41. It is easier to answer truthfully when a question is asked by a computer **B**

A affective item; **B** behavioural item; **C** cognitive item; * reverse scoring; + change scoring for boys

Modified from Jones and Clarke (1994)

Appendix B

Summary of Discovery and Global Discovery School Data

Elizabeth Vale Primary School: Summary of data with associated means and standard deviations

Year	Gender	Age	Language	Section A		Section B				Section C			Sect D	Sect E	Section F					Section G								Section H				Sect I											
				(51)	(60)	(111)	(75)	(24)	(24)	(18)	(21)	(141)	(2)	(2)	(2)	(8)	(8)	(3)	(3)	(3)	(5)	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	(75)	(55)	(75)	(205)	(5)					
				H = Home; S = School; O = Other; C = Can't do it yet																																							
EV0005001	5	Male	12.26	English	31	37	68	59	16	13	14	11	102	1	2	2	6	6	X	X	X	3	2	3	1	H	H	H	H	H	H	O	H	H	S	S	O	52	47	42	141	1	
EV0005002	5	Male	11.29	English	32	44	76	65	18	22	15	14	120	1	2	1	4	2	X	X	X	2	2	2	1	S	S	S	S	C	S	S	S	C	C	S	S	53	32	44	129	5	
EV0005003	5	Male	11.18	English	42	38	80	54	22	16	12	15	104	1	2	2	6	5	X		X	3	3	2	2	S	S	S	H	H	S	S	C	S	S	H	C	72	50	63	185	1	
EV0005004	5	Male	10.44	English	50	53	103	70	21	24	15	14	130	0	2	1	2	7	X	X	X	3	2	3	1	C	C	H	H	C	H	S	S	H	C	C	C	59	43	60	162	2	
EV0005005	5	Male	10.65	English	41	37	78	51	20	16	12	12	99	0	2	1	6	4	X	X	X	3	2	2	2	O	O	O	H	H	H	H	S	C	H	H	H	56	39	50	145	3	
EV0005006	5	Male	9.89	English	31	43	74	50	16	16	12	14	94													H	S	H	H	H	S	S	H	C	S	S	C	65	35	52	152	5	
EV0005007	5	Male	10.93	English	41	44	85	68	19	23	17	10	127	1	1	2	7	6	X	X					1	H	S	H	H	H	S	S	H	C	S	S	C	65	35	52	152	5	
EV0005008	5	Male	10.47	English	35	42	77	54	13	16	16	15	99	0	2	0	3	5							2	C	C	C	H	O	C	C	S	C	C	C	57	43	53	153	5		
EV0005009	5	Male	10.97	English	43	54	97	67	24	19	17	15	127	1	2	2	3	3							3	S	S	O	O	O	O	S	O	S	O	O	O	63	44	55	162	4	
EV0005010	5	Male	10.55	English	23	48	71	55	16	24	10	15	105	0	2	2	6	5	X		X	3	3	2	1	S	S	H	H	H	C	H	H	H	H	H	O	58	40	50	148	2	
EV0005011	5	Male	10.53	English	46	37	83	58	20	21	12	17	111	1	2	1	4	3	X		X				2	H	H	H	H	H	C	O	H	H	C	S	H	40	40	43	123	4	
EV0005012	5	Male	11.14	English	17	26	43	62	24	18	12	17	116	0	1	1	3	4							2	S	C	S	H	S	C	S	O	S	O	S	53	29	44	126	3		
EV0005013	5	Male	10.56	English	40	49	89	70	17	22	15	17	124	1	2	1	6	6	X	X					2	S	H	S	H	H	S	H	S	S	C	C	S	53	38	49	140	3	
EV0005014	5	Male	11.59	English	17	32	49	51	16	16	10	13	93	0	2	0	6	5	X		X	1	2	2	2	O	O	S	O	S	C	S	S	O	S	O	C	37	49	36	122	2	
Mean	14	10.89			34.93	41.71	76.64	59.57	18.71	19.00	13.50	14.21	110.79	0.54	1.85	1.23	4.77	4.69																				55.23	40.69	49.31	145.23	3.08	
SD		0.59			10.34	7.87	16.16	7.36	3.29	3.62	2.38	2.15	13.05	0.52	0.38	0.73	1.64	1.44																			9.36	6.28	7.54	18.19	1.44		
EV0005015	5	Female	10.40	English	48	55	103	64	21	20	16	15	121	1	2	2	3	3	X	X					3	H	H	H	S	C	S	S	H	C	S	C	C	62	39	54	155	5	
EV0005016	5	Female	10.59	English	46	54	100	53	17	19	14	13	103	1	0	1	2	2							3	H	S	S	H	C	S	H	H	S	S	C	C	63	38	53	154	3	
EV0005017	5	Female	10.78	English	47	48	95	64	22	22	16	16	124	0	0	0	6	3							3	S	S	S	C	S	S	S	S	S	O	S	61	36	51	138	2		
EV0005018	5	Female	10.86	English	40	51	91	53	18	12	17	15	100	0	0	0	2	3							2	S	S	C	S	C	S	S	S	C	C	S	54	35	45	134	4		
EV0005019	5	Female	11.15	English	35	46	81	72	21	24	17	19	134	1	1	1	4	3	X	X					3	S	S	C	H	C	H	H	H	C	S	H	H	62	41	60	163	2	
EV0005020	5	Female	11.24	English	38	43	81	54	18	17	12	15	101	0	1	0	2	3	X		X				2	S	C	C	S	C	C	S	S	C	C	C	53	29	47	129	4		
EV0005021	5	Female	11.05	English	47	52	99	49	14	18	10	15	91	0	0	2	3	1							3	S	S	S	C	S	S	O	S	O	O	54	36	54	144	2			
EV0005022	5	Female	11.01	English	31	52	83	53	17	19	15	15	104	1	1	0	0	1	X		X	3	2	2	1	C	C	C	H	C	C	S	S	C	C	C	48	34	50	132	2		
EV0005023	5	Female	11.24	English	23	54	77	53	15	10	12	8	90	1	2	0	3	4	X		X	3	3	3	1	S	S	C	O	C	C	S	S	C	C	C	64	40	59	163	1		
Mean	9	10.92			39.44	50.56	90.00	57.22	18.11	17.89	14.33	14.56	107.56	0.56	0.78	0.67	2.78	2.56																			56.78	36.44	52.56	145.78	2.78		
SD		0.29			8.62	4.07	9.72	7.58	2.76	4.46	2.50	2.92	15.27	0.53	0.83	0.87	1.64	1.01																		5.97	3.64	4.98	13.32	1.30			
EV0006001	6	Male	11.90	English	49	52	101	66	21	23	14	17	124	9	1	9	1	1	X	X					2	S	H	H	H	H	H	S	O	H	S	S	H	43	45	39	127	3	
EV0006002	6	Male	11.79	English	26	45	71	63	20	18	16	16	117	0	0	0	3	3							3	S	C	S	O	C	S	S	S	S	C	C	61	46	56	163	3		
EV0006003	6	Male	11.77	English	33	43	76	48	19	16	13	14	96	2	1	2	0	4							3	S	O	O	S	O	S	H	O	O	S	S	45	38	48	131	4		
EV0006004	6	Male	12.07	English	36	34	70	48	20	17	12	15	97	1	2	2	4	3	X		X	3	2	3	2	S	S	S	S	C	C	S	S	S	H	S	C	35	46	41	122	5	
EV0006005	6	Male	12.01	English	37	46	83	41	18	14	10	19	83	1	2	0	6	3	X	X					3	S	S	S	H	C	C	H	S	S	C	S	C	22	55	27	104	5	
EV0006006	6	Male	12.19	English	21	28	49	48	17	23	6	12	94																														
EV0006007	6	Male	12.18	English	34	45	79	55	14	14	12	19	95	0	0	0	4	3							2	O	S	S	S	S	S	S	S	S	S	S	S	S	29	35	46	110	4
EV0006008	6	Male	12.23	English	18	35	53	55	18	17	9	13	99	1	2	2	4	4	X	X					3	S	S	S	H	H	S	S	S	C	C	S	C	56	43	53	152	4	
EV0006009	6	Male	11.82	English	17	26	43	46	24	12	12	11	94	0	1	1	4	4	X	X					2	S	S	S	H	H	C	S	S	C	C	C	45	33	45	123	3		
EV0006010	6	Male	11.50	English	44	42	86	58	16	10	15	12	99	0	0	0	5	7	X		X	3	3	2	1	S	S	S	S	S	S	S	S	C	S	S	C	73	46	58	177	1	
EV0006011	6	Male	12.21	English	22	23	45	57	18	11	10	9	96	0	1	1	2	3							2	C	S	C	O	C	S	S	S	C	C	C	53	35	48	136	2		

EV0006027	6	Female	12.09	English	35	48	83	58	18	16	15	13	107	1	2	2	4	4	X	X	X	3	2	2	2	S	S	H	H	C	S	S	H	S	S	S	S	C	56	40	58	154	3
EV0006028	6	Female	11.56	English	45	48	93	66	22	24	15	16	127	0	0	0	1	1				2	1	2	2	S	O	C	O	C	S	S	S	C	C	O	C	44	28	44	116	4	
EV0006029	6	Female	12.25	English	41	30	71	43	19	19	9	11	90	1	1	1	3	4	X	X		2	2	3	1	S	S	C	H	C	S	S	H	C	S	S	C	58	39	56	153	5	
EV0006030	6	Female	11.83	English	42	41	83	52	19	16	9	14	96	1	1	2	1	4	X	X		2	2	2	2	H	H	H	H	C	C	S	H	C	C	S	C	52	37	45	134	2	
EV0006031	6	Female	12.23	English	49	48	97	45	24	12	14	11	95	0	1	1	2	1	X		X	2	3	2	1	S	S	S	S	S	S	S	S	C	S	S	S	49	27	47	123	5	
Mean	16	11.97			42.94	45.13	88.06	56.38	20.19	18.69	13.69	13.31	108.94	0.88	1.31	1.31	3.19	3.25				2.63	2.19	2.25	1.56													56.63	39.25	53.00	148.88	3.81	
SD	0.40				4.64	6.48	9.75	8.48	2.29	3.32	2.55	2.89	13.99	0.72	0.60	0.70	1.83	2.02				0.50	0.66	0.45	0.51													8.04	7.51	6.83	18.92	1.17	
EV0007001	7	Male	12.41	cookisland	43	49	92	53	18	14	15	17	100	0	0	0	5	4								C	S	C	S	C	C	C	S	S	C	C	C	41	39	44	124	4	
EV0007002	7	Male	14.02	English	39	30	69	57	18	22	16	13	113	1	1	1	6	6	X	X	X	2	3	2	1	H	H	H	H	H	H	H	H	C	H	H	H	68	42	57	167	1	
EV0007003	7	Male	12.57	English	43	44	87	47	19	11	11	10	88	0	2	2	4	6	X	X	X	3	2	2	1	S	S	S	H	S	S	C	S	S	S	S	C	54	32	50	136	3	
EV0007004	7	Male	13.15	English	45	32	77	68	20	14	16	15	118	0	2	1	5	4	X	X	X	3	3	2	1	H	S	H	S	H	S	H	H	S	S	C	C	70	54	67	191	2	
EV0007005	7	Male	13.31	Phillipno	27	49	76	64	24	16	12	17	116	1	2	2	6	7	X		X	3	2	2	2	S	S	S	H	C	S	S	S	S	S	S	60	47	42	149	2		
EV0007006	7	Male	12.47	English	34	37	71	63	23	23	14	15	123	0	1	2	5	4				3	2	3	2	S	S	S	H	H	S	S	O	S	S	H	C	48	39	46	133	3	
EV0007007	7	Male	13.16	English	42	39	81	48	13	17	11	14	89	0	0	0	2	2				2	2	2	2	S	S	C	S	S	S	S	S	C	S	S	C	52	49	54	155	1	
EV0007008	7	Male	12.60	English	28	38	66	55	15	18	12	13	100	1	2	1	4	4	X		X	3	2	2	1	O	O	S	O	S	S	S	S	S	S	S	C	63	48	57	168	5	
EV0007009	7	Male	12.43	English	36	40	76	54	19	15	8	20	96	1	2	2	6	5	X	X		2	1	2	1	S	S	C	S	H	H	S	S	S	C	C	C	57	48	49	154	5	
EV0007010	7	Male	12.70	English	41	35	76	51	22	17	12	10	102	0	1	1	6	4	X	X	X	2	2	1	3	H	S	H	H	H	S	S	S	S	S	C	61	37	63	161	3		
EV0007011	7	Male	13.55	Romanian	39	42	81	67	21	24	14	13	126	0	1	1	1	4				2	2	2	1	S	S	C	S	C	S	S	C	S	S	C	58	42	54	154	2		
EV0007012	7	Male	12.89	English	21	24	45	33	13	12	7	9	65	1	2	2	3	4	X	X	X	3	3	2	3	S	S	S	H	H	S	S	H	S	H	H	H	59	44	54	157	1	
EV0007013	7	Male	12.95	English	29	44	73	53	21	19	13	16	106	0	0	0	1	3			X	2	2	2	1	S	O	C	H	C	C	O	O	C	C	C	49	35	47	131	3		
EV0007014	7	Male	12.97	English	24	31	55	51	22	12	9	13	94	0	2	0	2	0	X	X	X	3	3	2	1	S	S	C	H	C	S	S	S	C	S	S	C	61	53	53	167	5	
Mean	14	12.94			35.07	38.14	73.21	54.57	19.14	16.71	12.14	13.93	102.57	0.36	1.29	1.07	4.00	4.07				2.54	2.23	2.00	1.54												57.21	43.50	52.64	153.36	2.86		
SD	0.47				7.91	7.28	12.10	9.19	3.48	4.14	2.80	3.05	16.28	0.50	0.83	0.83	1.88	1.73				0.52	0.60	0.41	0.78													7.88	6.65	7.02	17.92	1.46	
EV0007015	7	Female	13.08	English	43	48	91	58	14	19	16	10	107	9	9	2	5	8	X	X		3	3	2	2	H	H	H	H	H	S	S	S	H	S	C	C	56	40	58	154	4	
EV0007016	7	Female	13.41	English	47	34	81	45	20	21	11	9	97	1	2	2	5	6	X	X		3	1	3	2	C	S	H	H	C	C	S	S	S	C	S	C	49	28	53	130	4	
EV0007017	7	Female	13.02	English	35	38	73	55	17	12	11	13	95	1	2	1	5	5	X	X	X	2	2	2	2	H	H	H	H	C	S	S	S	C	S	C	48	35	49	132	3		
EV0007018	7	Female	12.45	English	33	41	74	54	14	20	13	12	101	1	1	1	0	3	X	X		2	2	2	2	H	H	C	H	C	S	S	H	S	S	C	48	29	57	134	5		
EV0007019	7	Female	12.51	English	47	40	87	67	22	18	18	15	125	1	1	1	3	4	X		X	2	2	2	1	S	S	S	H	C	S	S	S	S	S	C	57	35	60	152	3		
EV0007020	7	Female	12.55	English	50	41	91	47	23	11	9	9	90	2	2	2	7	8	X	X		3	2	2	1	H	H	S	H	S	S	H	H	C	H	H	C	64	44	56	164	5	
EV0007021	7	Female	14.00	English	33	47	80	62	20	24	17	17	123	0	1	0	3	3	X	X	X	2	3	3	1	S	S	C	H	C	S	S	S	C	C	S	C	65	37	57	159	4	
EV0007022	7	Female	12.77	English	40	56	96	65	14	16	16	13	111	0	1	2	6	5	X	X	X	2	2	3	4	H	S	H	H	S	H	O	H	S	S	H	C	55	25	57	137	5	
EV0007023	7	Female	13.16	English	21	33	54	49	20	13	8	14	90	1	1	1	1	4				2	2	2	2	S	S	S	S	S	S	S	S	S	S	S	S	58	35	56	149	4	
EV0007024	7	Female	12.66	English	21	23	44	50	15	14	12	11	91	1	0	1	0	3	X	X		2	2	2	1	S	S	C	C	C	S	S	S	C	C	C	C	57	30	57	144	2	
EV0007025	7	Female	12.92	English	37	51	88	64	24	19	17	13	124	0	2	0	4	3	X		X	2	2	2	1	S	S	S	H	C	S	H	O	S	C	S	C	44	30	44	118	3	
EV0007026	7	Female	13.05	English	40	46	86	55	19	19	11	9	104	1	2	1	5	4	X	X		3	2	2	1	H	H	H	H	C	H	S	H	H	C	H	57	33	53	143	4		
EV0007027	7	Female	13.90	English	43	38	81	52	12	18	10	16	92	1	1	2	3	4	X	X		2	2	2	1	C	O	C	H	C	S	H	S	S	C	H	C	58	39	49	146	4	
Mean	13	13.04			37.69	41.23	78.92	55.62	18.00	17.23	13.00	12.38	103.85	1.46	1.92	1.23	3.62	4.62				2.31	2.08	2.23	1.62												55.08	33.85	54.31	143.23	3.85		
SD	0.49				9.13	8.61	14.97	7.15	3.92	3.81	3.39	2.69	13.24	2.33	2.22	0.73	2.22	1.76				0.48	0.49	0.44	0.87												6.24	5.38	4.53	12.83	0.90		

Forbes Primary School: Summary of data with associated means and standard deviations

Year	Gender	Age	Language	Section A			Section B				Section C			Sect D	Sect E	Section F					Section G						Section H				Sect I													
				(51)	(60)	(111)	(75)	(24)	(24)	(18)	(21)	(141)	(2)	(2)	(2)	(8)	(8)	(3)	(3)	(3)	(5)	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	(75)	(55)	(75)	(205)	(5)						
				H = Home; S = School; O = Other; C = Can't do it yet																																								
(years)																																												
FB0005001	5	Male	11.75	English	17	53	70	53	20	20	12	21	105	2	2	2	8	8					2	2	3	2	0	0	0	0	0	0	0	0	H	H	H	H	60	44	52	156	4	
FB0005002	5	Male	11.15	English	36	47	83	69	24	24	18	16	135	1	2	1	2	3	X	X			X	3	3	2	1	S	S	H	H	H	S	S	H	S	H	H	S	65	44	55	164	4
FB0005003	5	Male	10.62	English	29	39	68	51	15	15	12	10	93	1	1	1	1	4	X	X				2	2	1	2	C	C	C	H	C	S	H	S	C	C	H	C	59	32	54	145	1
FB0005004	5	Male	10.55	English	38	50	88	67	19	20	18	19	124	1	1	2	6	3	X	X				3	2	2	1	S	H	H	H	H	C	S	S	H	S	H	C	62	39	55	156	4
FB0005005	5	Male	10.55	chinese	51	57	108	65	21	21	16	16	123	0	2	2	1	3	X	X				3	3	2	3	S	S	S	H	H	C	H	H	C	H	C	S	70	44	52	166	3
FB0005006	5	Male	10.93	English	37	48	85	54	16	10	12	17	92	2	1	1	6	3	X	X			X	3	3	3	1	C	C	C	H	C	H	H	H	C	H	H	C	57	51	48	156	5
FB0005007	5	Male	10.99	English	47	54	101	71	19	24	18	19	132	2	1	2	5	5	X	X			X	3	3	3	1	S	H	H	H	C	S	H	C	S	S	H	62	45	60	167	4	
FB0005008	5	Male	11.05	Lebanian	43	48	91	64	16	22	9	12	111	0	2	1	1	3	X				X	2	2	2	1	C	C	C	H	C	C	H	S	C	S	C	C	63	43	51	157	5
FB0005009	5	Male	10.62	English	43	52	95	67	21	24	18	13	130	1	2	2	3	1	X	X				3	2	2	1	H	H	C	H	C	S	S	S	C	S	C	63	38	52	153	4	
FB0005010	5	Male	10.67	greek	41	46	87	52	20	17	14	20	103	2	1	2	6	6	X	X				3	2	3	2	H	H	H	H	C	S	S	H	H	H	H	58	55	39	152	5	
FB0005011	5	Male	10.39	English	30	32	62	44	13	17	7	8	81	1	2	2	3	3	X	X			X	2	1	2	5	H	C	C	H	C	C	S	C	C	C	C	48	30	56	134	3	
FB0005012	5	Male	10.93	English	47	51	98	66	20	20	17	18	123	1	1	2	3	3	X				X	2	2	2	2	C	H	C	H	C	C	S	H	C	C	C	68	43	58	169	3	
FB0005013	5	Male	10.61	bosnian	32	46	78	68	20	19	15	14	122	0	0	0	3	3	X				X	3	2	2	2	C	C	C	H	C	O	O	H	C	O	C	63	35	54	152	4	
FB0005014	5	Male	10.70	English	44	53	97	59	22	22	16	13	119	2	1	2	5	4	X	X				2	2	2	2	H	H	H	H	C	C	H	H	C	H	C	H	69	36	61	166	2
FB0005015	5	Male	10.91	English	42	53	95	70	24	24	17	14	135	1	2	2	4	5	X				X	2	2	2	1	S	S	C	H	C	S	S	C	S	O	C	67	46	55	168	5	
FB0005016	5	Male	11.15	English	49	56	105	50	16	21	10	13	97	2	1	2	0	8	X	X				3	3	3	5	H	H	H	H	H	H	H	H	H	H	H	64	47	57	168	2	
FB0005017	5	Male	10.28	English	42	56	98	70	24	24	17	17	135	1	0	2	3	6	X	X				2	2	2	5	H	H	H	H	C	S	S	C	S	C	S	59	46	54	159	3	
FB0005018	5	Male	10.25	Polish	49	58	107	70	21	24	18	13	133	1	1	2	6	5	X	X				2	3	3	2	H	H	H	H	H	H	H	C	S	C	H	70	50	63	183	2	
FB0005019	5	Male	10.76	English	44	48	92	62	21	23	16	16	122	0	1	0	6	6	X					3	1	3	2	S	C	C	H	C	C	H	S	C	S	C	61	42	49	152	4	
FB0005020	5	Male	10.51	chinese	37	53	90	72	21	24	17	13	134	2	2	1	2	3	X	X			X	3	3	3	2	S	H	H	H	S	S	S	C	H	H	H	71	51	56	178	1	
FB0005021	5	Male	11.01	English	46	57	103	67	21	21	15	14	124	1	1	2	8	7	X	X			X	3	3	3	1	H	H	H	H	S	S	S	H	O	H	O	72	53	63	188	1	
FB0005022	5	Male	9.98	English	34	45	79	64	21	19	13	15	117	1	2	2	6	5	X	X				3	2	2	2	O	O	H	H	O	O	O	H	C	C	C	H	72	37	58	167	5
Mean	22	10.74			39.91	50.09	90.00	62.50	19.77	20.68	14.77	15.05	117.73	1.14	1.32	1.59							2.59	2.27	2.36	2.09													63.77	43.23	54.64	161.64	3.36	
SD		0.38			8.06	6.23	12.69	8.18	2.94	3.56	3.24	3.23	16.03	0.71	0.65	0.67								0.50	0.63	0.58	1.31													5.88	6.70	5.33	12.29	1.36
FB0005023	5	Female	10.59	English	36	42	78	55	19	16	13	14	103	2	1	1	2	3	X	X			X	3	2	2	1	C	C	C	H	C	C	H	H	C	H	S	C	50	34	44	128	3
FB0005024	5	Female	10.67	tagalog	46	54	100	68	20	24	17	18	129	1	0	1	2	2	X					3	3	2	1	S	S	C	H	C	S	H	C	C	S	O	C	73	46	53	172	4
FB0005025	5	Female	10.61	English	37	52	89	69	22	23	17	20	131	1	1	1	4	4	X					2	2	2	2	S	S	H	H	C	O	S	S	H	C	S	C	70	44	59	173	4
FB0005026	5	Female	10.99	English	40	52	92	59	20	22	14	13	115	2	1	2	4	4	X	X			X	2	2	2	1	H	H	H	H	H	S	S	H	C	S	H	C	58	36	52	146	3
FB0005027	5	Female	10.56	English	30	44	74	56	18	20	14	12	108	2	1	2	4	5	X	X				2	3	2	1	H	H	H	H	C	H	H	S	C	S	C	C	59	34	51	144	3
FB0005028	5	Female	10.85	English	37	56	93	64	18	24	17	15	123	1	1	1	3	3	X	X				2	2	2	1	H	H	H	H	C	H	H	S	H	S	H	S	61	40	54	155	3
FB0005029	5	Female	10.31	English	44	50	94	59	20	22	16	14	117	1	1	1	2	3	X	X				2	2	2	1	H	C	C	H	C	C	H	H	C	C	C	C	51	31	50	132	4
FB0005030	5	Female	11.09	English	45	54	99	66	23	21	14	11	124	2	1	2	2	3	X	X				3	3	2	2	H	H	H	H	C	C	H	H	H	H	C	C	72	39	54	165	4
FB0005031	5	Female	10.84	English	41	49	90	60	20	16	14	11	110	1	1	2	5	4	X	X			X	3	2	3	2	S	S	C	S	C	H	S	H	C	S	C	66	42	60	168	2	
FB0005032	5	Female	11.25	English	45	44	89	66	18	24	14	13	122	1	1	1	1	4	X	X				2	2	2	5	H	H	C	H	C	H	H	H	C	S	C	C	61	36	57	154	3
FB0005033	5	Female	11.25	English	46	56	102	69	21	23	13	13	126	1	1	1	4	4	X	X			X	2	2	2	1	H	H	H	H	H	H	O	C	H	H	C	56	39	53	148	3	
FB0005034	5	Female	10.60	English	23	44	67	55	14	18	10	17	97	2	2	2	3	7	X					3	3	3	1	H	H	H	H	H	C	S	S	H	H	C	C	47	38	38	123	5
Mean	12	10.80			39.17	49.75	88.92	62.17	19.42	21.08	14.42	14.25	117.08	1.42	1.00	1.42								2.42	2.33	2.17	1.58													60.33	38.25	52.08	150.67	3.42
SD		0.30			7.09	5.08	10.75	5.44	2.31	2.97	2.07	2.80	10.71	0.51	0.43	0.51								0.51	0.49	0.39	1.16													8.64	4.37	6.13	17.03	0.79
FB0006001	6	Male	11.75	Urdu	41	48	89	65	24	20	13	16	122	2	1	2	6	6	X	X				3	3	3	1	H	S	H	H	H	S	S	H	S	H	H	H	72	48	70	190	2
FB0006002	6	Male	12.19	indonesian	42	56	98	69	22	21	16	16	128	2	2	2	7	5	X	X				2	2	2	2	O	O	O	H	H	C	H	H	H	H	H	H	59	37	55	151	4
FB0006003	6	Male	11.76	Kurdish	47	53	100	48	15	17	14	16	94	0	0	0	0	2						2	1	1	2	C	C	C	S	C	S	S	S	C	C	C	47	39	39	125	3	
FB0006004	6	Male	11.73	English	39	50	89	73	24	23	17	11	137	1	1	1	6	3	X	X			X	2	2	2	1	H	H	H	H	H	S	H										

		Mean	17	11.82	39.29	45.00	84.29	59.41	19.82	19.35	13.88	14.24	112.47	0.88	1.29	1.24	3.76	3.65	2.47	2.25	2.00	1.75	57.88	39.06	53.65	150.59	2.94																
		SD	0.36	7.43	11.39	17.41	8.83	3.23	3.30	2.55	3.09	15.38	0.78	0.77	0.75	2.86	1.54	0.62	0.68	0.61	0.86	15.41	10.07	10.38	31.59	1.39																	
FB0006018	6	Female	11.50	English	37	46	83	55	21	19	14	12	109	1	2	1	2	5	X	X	X	3	2	2	2	S	H	C	H	H	H	S	S	C	H	C	C	58	40	52	150	4	
FB0006019	6	Female	11.74	English	40	54	94	65	20	23	15	15	123	2	1	1	2	4	X	X	X	3	3	3	1	S	S	S	H	H	H	H	H	S	S	S	C	61	42	51	154	4	
FB0006020	6	Female	12.17	English	45	52	97	59	20	20	15	17	114	1	2	2	7	4	X	X	X	2	2	2	1	H	O	H	H	C	C	H	H	C	H	H	57	39	53	149	2		
FB0006021	6	Female	11.74	English	43	54	97	47	21	13	13	11	94	1	2	1	4	3	X	X	X	3	2	3	1	S	C	C	H	C	S	S	H	C	H	H	54	41	48	143	3		
FB0006022	6	Female	11.32	English	27	47	74	44	19	20	10	13	93	1	2	2	5	5	X	X	X	2	2	2	2	H	H	H	H	O	H	S	S	C	S	C	65	39	51	155	4		
FB0006023	6	Female	11.28	English	34	49	83	64	23	24	16	12	127	1	2	2	0	3	X	X	X	3	2	2	2	S	S	S	H	C	S	H	S	C	C	S	C	63	35	58	156	3	
FB0006024	6	Female	11.38	English	17	25	42	45	16	18	6	8	85	0	0	0	2	4	X	X	X	2	1	2	2	S	C	C	S	C	C	S	O	S	S	S	S	C	51	31	46	128	2
FB0006025	6	Female	11.69	Cantonese	37	55	92	69	16	21	15	14	121	1	1	1	0	2	X	X	X	2	1	2	2	C	C	C	S	C	C	S	S	S	C	C	C	C	53	32	51	136	4
FB0006026	6	Female	11.94	English	43	48	91	64	20	24	12	12	120	1	1	2	1	2	X	X	X	2	2	2	1	S	C	C	H	C	S	S	H	C	S	S	C	65	37	58	160	3	
FB0006027	6	Female	12.35	LEBANESE	43	49	92	60	21	22	16	18	119	1	1	1	4	1	X	X	X	2	2	2	1	C	S	C	S	C	O	S	S	S	S	S	C	51	39	46	136	5	
FB0006028	6	Female	11.95	English	23	32	55	41	14	14	12	9	81	1	2	1	5	4	X	X	X	2	2	2	2	H	H	H	S	S	S	S	S	S	S	S	H	46	36	45	127	4	
FB0006029	6	Female	11.67	greek	40	51	91	54	14	18	12	10	98	0	0	0	0	0	X	X	X	3	2	3	1	S	S	C	H	C	S	O	S	C	C	H	C	61	47	54	162	1	
FB0006030	6	Female	11.78	English	30	44	74	55	18	13	12	14	98	0	0	0	0	3	X	X	X	3	3	2	1	S	S	C	S	C	C	S	S	C	S	C	S	C	62	46	55	163	1
FB0006031	6	Female	11.81	English	40	47	87	50	20	20	14	14	104	0	1	1	3	2	X	X	X	2	2	2	2	C	S	C	S	C	O	C	S	S	C	O	C	53	29	41	123	3	
FB0006032	6	Female	11.50	vietnamese	42	45	87	49	19	14	13	12	95	2	1	2	4	6	X	X	X	3	2	2	2	O	O	O	H	O	H	H	H	S	H	O	C	58	38	51	147	4	
FB0006033	6	Female	12.31	English	26	42	68	58	17	22	13	15	110	1	1	1	1	3	X	X	X	2	2	2	2	S	C	H	C	S	S	S	S	C	S	C	C	51	32	47	130	3	
FB0006034	6	Female	11.78	English	43	54	97	54	18	9	14	13	95	2	2	2	8	5	X	X	X	3	3	2	2	H	H	H	H	H	H	S	S	S	H	H	60	44	59	163	5		
FB0006035	6	Female	11.50	English	30	38	68	53	18	14	10	14	95	0	0	0	0	0	X	X	X	1	1	2	C	C	C	C	C	C	C	C	C	C	C	C	C	43	23	43	109	4	
FB0006036	6	Female	11.40	English	47	51	98	66	22	24	18	17	130	2	2	2	6	7	X	X	X	3	2	3	2	S	H	H	H	C	S	S	S	H	H	S	H	68	47	57	172	5	
FB0006037	6	Female	12.02	English	34	48	82	54	19	20	14	12	107	1	2	1	1	0	X	X	X	2	1	2	1	H	C	S	H	C	S	S	S	S	C	S	C	C	52	30	57	139	4
FB0006038	6	Female	11.36	English	49	42	91	43	18	9	7	10	77	1	1	2	7	4	X	X	X	3	2	2	2	S	C	C	H	C	S	S	S	S	S	C	C	C	66	36	61	163	2
FB0006039	6	Female	11.33	English	51	60	111	58	13	22	14	13	107	0	0	1	8	2	X	X	X	2	3	3	1	S	S	O	O	O	S	S	S	O	O	O	S	C	71	48	59	178	1
FB0006040	6	Female	12.11	chinese	41	54	95	64	18	22	15	11	119	1	1	2	3	3	X	X	X	3	2	2	2	S	C	H	C	H	S	S	S	S	S	S	C	54	42	54	150	4	
FB0006041	6	Female	12.13	English	37	36	73	62	21	16	16	9	115	2	2	2	5	3	X	X	X	3	3	2	2	H	H	H	H	H	S	S	H	S	H	S	H	69	36	63	168	1	
					Mean	24	11.74	37.46	46.79	84.25	55.54	18.58	18.38	13.17	12.71	105.67	0.96	1.21	1.25	3.25	3.13	2.46	2.04	2.21	1.61	58.00	37.88	52.50	148.38	3.17													
					SD	0.33	8.45	7.99	15.31	7.95	2.59	4.59	2.79	2.60	14.67	0.69	0.78	0.74	2.67	1.83	0.59	0.62	0.41	0.50	7.37	6.33	5.91	17.13	1.31														
FB0007001	7	Male	12.38	English	38	39	77	62	19	23	16	13	120	2	1	1	3	4	X	X	X	2	3	2	1	S	S	C	H	C	S	H	S	C	H	C	C	61	33	57	151	4	
FB0007002	7	Male	12.45	English	32	39	71	61	22	21	14	14	118	1	2	1	2	3	X	X	X	3	2	2	2	S	S	S	H	C	S	S	S	S	S	S	C	68	41	56	165	2	
FB0007003	7	Male	12.73	English	37	52	89	68	20	24	17	11	129	0	0	0	2	2	X	X	X	2	2	2	2	S	S	H	H	S	S	H	S	S	S	S	C	61	31	57	149	2	
FB0007004	7	Male	12.90	English	24	39	63	71	19	24	15	13	129	1	2	2	5	7	X	X	X	3	2	2	2	H	H	H	H	H	H	H	H	H	H	H	63	41	59	163	4		
FB0007005	7	Male	12.86	English	17	26	43	41	10	18	6	11	75	1	2	1	2	4	X	X	X	3	2	1	1	H	C	H	C	S	S	H	C	S	H	C	56	43	53	152	1		
FB0007006	7	Male	13.02	English	44	58	102	71	24	24	18	18	137	2	1	2	3	4	X	X	X	2	2	2	2	S	S	S	H	H	S	H	H	C	S	S	H	64	38	57	159	4	
FB0007007	7	Male	13.43	English	30	46	76	65	18	20	12	13	115	1	2	1	5	4	X	X	X	3	3	3	1	S	S	H	H	H	S	H	S	H	S	S	H	69	50	63	182	2	
FB0007008	7	Male	13.05	English	32	42	74	69	23	24	18	13	134	1	2	2	5	4	X	X	X	3	3	2	2	S	S	H	H	H	S	S	H	S	S	H	S	71	46	64	181	2	
FB0007009	7	Male	12.85	English	38	51	89	72	24	24	18	18	138	1	2	1	6	6	X	X	X	2	3	5	2	S	S	S	H	H	S	S	H	S	S	O	H	67	43	54	164	1	
FB0007010	7	Male	13.04	English,Tagalog	32	39	71	61	18	17	9	12	105	1	1	1	3	4	X	X	X	2	2	2	2	S	S	O	H	C	C	C	S	C	S	C	C	52	30	55	137	2	
FB0007011	7	Male	13.14	English	34	38	72	58	24	24	16	11	122	0	1	1	2	4	X	X	X	2	1	2	1	S	S	S	O	O	C	S	S	C	S	C	54	34	57	145	4		
FB0007012	7	Male	12.88	English	27	50	77	65	21	23	18	15	127	2	2	2	6	5	X	X	X	3	3	2	2	H	H	H	H	C	S	H	H	H	H	H	C	48	43	48	139	3	
FB0007013	7	Male	12.21	chinese	23	37	60	64	24	14	15	16	117	1	2	1	6	5	X	X	X	3	3	3	1	O	H	H	H	H	S	S	S	S	S	S	H	71	49	62	182	4	
FB0007014	7	Male	12.26	English	43	40	83	61	19	17	12	9	109	1	2	2	7	3	X	X	X	2	2	1	2	H	H	H	H	C	H	S	S	S	S	S	H	H	58	33	52	143	4
FB0007015	7	Male	12.87	English	42	50	92	67	21	23	15	16	126	2	2	1	2	2	X	X	X	3	2	2	2	S	S	S	H	S	S	S	S	S	S	S	S	H	60	46	55	161	2
FB0007016	7	Male	12.78	English	40	51	91	70	23	23	17	12	133	1	2	2	4	4	X	X	X	3	2	2	2	H	S	H	H	S	S	S	H	S	S	S	S	S	74	48	60	182	5
FB0007017	7	Male	12.30	English	34	44	78	64	21	23	16	15	124	1	1	1	3	7	X	X	X	3	2	2	3	S	O	C	H	C	C	H	S	C	S	S	S	64	36	55	155	3	
FB0007018	7	Male	12.54	English	21	21																																					

FB0007038	7	Female	12.90	English	45	47	92	66	23	24	16	11	129	1	1	2	3	4	X	X	X	2	2	3	1	S	H	H	H	C	H	H	H	S	S	S	S	62	39	55	156	3		
	Mean	18	12.88		39.56	45.33	84.89	59.67	21.33	18.89	14.00	14.17	113.89	1.06	1.17	1.39	3.61	4.11				2.53	2.29	2.35	1.88														59.11	37.94	52.94	150.00	3.56	
	SD		0.29		9.13	7.45	14.52	8.01	1.14	4.51	3.09	2.85	14.71	0.64	0.51	0.70	1.33	1.41				0.51	0.47	0.49	0.99															9.73	7.49	7.67	22.79	1.20

PE0006017	6	Female	11.61	Lebanese	35	49	84	50	17	19	14	14	100	2	2	2	4	6	X	X	X	3	3	3	1	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	39	45	45	129	5				
PE0006018	6	Female	12.17	bosnian	48	60	108	57	21	21	16	14	115	1	1	2	8	7	X	X	X	2	2	3	1	H	H	H	H	C	C	H	H	H	H	S	C	C	C	58	71	24	61	156	4					
PE0006019	6	Female	11.96	English	33	44	77	67	22	24	15	11	128	0	1	1	4	3	X	X	X	2	2	2	1	S	S	S	H	S	H	H	S	S	S	S	S	S	S	S	51	38	50	146	4					
PE0006020	6	Female	11.80	English	40	47	87	49	14	19	11	12	93	1	2	1	4	4	X	X	X	2	2	2	1	S	S	S	H	C	C	H	H	C	C	H	C	54	28	48	130	4								
PE0006021	6	Female	11.27	English	24	38	62	59	17	11	15	15	102	0	1	0	2	3	X	X	X	3	3	3	1	S	S	S	H	C	C	S	S	S	S	S	S	S	S	71	33	59	163	3						
PE0006022	6	Female	11.73	English	31	46	77	67	23	20	17	16	127	1	1	1	2	4	X	X	X	1	2	2	2	S	S	S	H	C	C	S	S	S	S	S	S	S	S	45	19	23	87	5						
PE0006023	6	Female	11.39	English	41	43	84	62	18	24	17	9	121	0	1	1	2	3	X	X	X	2	2	2	1	S	H	S	H	C	S	S	S	S	S	S	S	S	H	56	33	52	141	5						
PE0006024	6	Female	11.56	English	45	43	88	55	22	22	13	19	112	1	1	2	5	3	X	X	X	2	2	3	2	C	C	H	H	H	C	H	H	C	C	H	C	66	38	66	170	3								
PE0006025	6	Female	11.57	English	26	38	64	67	20	22	14	16	123	1	2	2	5	4	X	X	X	3	2	3	1	H	S	H	H	H	H	H	H	H	H	H	H	67	40	52	159	2								
PE0006026	6	Female	11.30	English	41	57	98	72	23	24	17	18	136	2	2	2	8	8	X	X	X	3	3	3	1	O	O	O	H	C	H	H	H	S	H	H	C	73	44	63	180	3								
PE0006027	6	Female	11.87	English	35	45	80	53	16	24	12	13	105	1	2	2	0	4	X	X	X	3	2	2	1	C	C	C	H	C	S	H	H	C	O	O	C	55	35	55	145	3								
PE0006028	6	Female	11.80	English	25	47	72	62	21	24	17	15	124	1	1	1	1	3	X	X	X	2	2	2	1	S	S	S	H	C	S	S	S	S	S	S	S	O	S	63	32	66	161	5						
PE0006029	6	Female	11.70	English	33	52	85	67	17	11	16	14	111	1	2	2	5	5	X	X	X	2	2	2	1	S	S	H	H	H	S	S	S	S	H	H	H	73	40	67	180	5								
PE0006030	6	Female	12.26	English	38	49	87	71	24	24	18	13	137	1	1	2	4	6	X	X	X	3	2	2	1	S	S	S	H	C	C	S	S	S	S	H	C	62	39	64	165	4								
PE0006031	6	Female	12.27	English	39	57	96	71	24	24	17	18	136	1	1	1	1	3	X	X	X	2	2	2	1	S	S	S	H	C	S	S	S	S	H	H	C	55	38	51	144	3								
PE0006032	6	Female	12.12	English	43	51	94	61	18	21	12	12	112	0	1	1	2	3	X	X	X	1	2	2	1	S	S	S	H	C	S	S	S	S	S	S	S	50	33	45	128	5								
PE0006033	6	Female	12.12	English	39	40	79	71	24	24	18	13	137	1	1	0	1	4	X	X	X	1	2	2	1	S	S	S	H	S	S	S	S	S	S	O	S	57	30	50	137	4								
PE0006034	6	Female	11.69	English	47	38	85	50	20	20	11	13	101	1	1	1	5	4	X	X	X	2	2	1	1	C	S	H	H	C	S	S	H	S	C	H	C	63	32	57	152	5								
PE0006035	6	Female	11.82	English	32	31	63	61	21	16	12	11	110	1	1	2	5	5	X	X	X	2	3	2	1	S	O	H	C	C	C	C	C	C	C	C	48	33	43	124	3									
PE0006036	6	Female	11.93	English	23	38	61	60	20	12	10	15	102	1	2	2	5	5	X	X	X	2	3	3	4	S	O	O	O	S	S	S	O	S	O	C	C	67	47	60	174	1								
PE0006037	6	Female	11.27	English	44	37	81	59	18	20	10	11	107	1	2	1	4	3	X	X	X	2	2	2	1	S	C	H	H	C	C	H	H	C	S	H	C	54	37	49	140	3								
PE0006038	6	Female	11.82	English	34	33	67	37	15	13	13	9	78	1	2	2	5	4	X	X	X	3	2	2	1	O	C	O	H	H	C	H	H	C	S	H	C	70	47	65	182	1								
Mean	22	11.77	36.18	44.68	80.86	60.36	19.77	19.95	14.32	13.68	114.41	0.90	1.41	1.38	3.59	4.27									2.18	2.23	2.27	1.24														59.86	35.68	54.14	149.68	3.64				
SD		0.30	7.38	7.78	12.48	8.85	3.02	4.53	2.66	2.71	15.69	0.54	0.50	0.67	2.15	1.42									0.66	0.43	0.55	0.70															9.50	7.04	10.31	22.71	1.26			
PE0007001	7	Male	13.03	English	29	36	65	57	21	22	13	9	113	1	2	2	1	2	X	X	X	2	3	2	1	S	S	C	H	C	S	S	H	S	S	C	C	62	41	62	165	1								
PE0007002	7	Male	12.51	English	43	47	90	72	22	24	16	11	134	1	1	1	4	3	X	X	X	3	2	2	1	H	C	C	H	H	C	C	H	C	C	C	68	31	57	156	3									
PE0007003	7	Male	12.51	English	45	34	79	66	20	24	14	14	124	0	0	0	4	4	X	X	X	2	3	2	2	S	S	H	H	H	S	H	C	S	H	C	70	33	65	168	1									
PE0007004	7	Male	12.55	English	28	37	65	64	13	24	13	10	114	1	1	1	2	3	X	X	X	1	2	2	1	H	H	C	H	C	S	S	H	C	S	C	43	26	48	117	4									
PE0007005	7	Male	12.91	Portugese	39	46	85	48	18	22	12	15	100	1	1	2	4	4	X	X	X	2	3	2	2	S	S	S	H	O	S	H	O	H	O	H	O	38	37	43	118	2								
PE0007006	7	Male	12.71	English	25	41	66	45	17	16	8	11	86	1	4	1	1	4	X	X	X	2	2	2	1	S	C	C	H	C	S	S	S	C	O	H	C	67	42	60	169	5								
PE0007007	7	Male	13.39	English	26	41	67	57	18	24	14	13	113	0	2	1	5	5	X	X	X	2	2	3	1	H	H	H	H	H	S	S	H	H	H	H	66	30	55	151	5									
PE0007008	7	Male	12.66	English	27	44	71	62	22	16	13	12	113	1	2	2	4	4	X	X	X	3	3	1	1	H	S	H	H	H	S	S	H	H	S	H	H	73	49	62	184	5								
PE0007009	7	Male	13.09	English	46	45	91	62	15	22	12	17	111	0	2	2	6	8	X	X	X	3	3	2	1	H	H	H	H	H	H	H	H	H	H	H	H	70	50	59	179	1								
PE0007010	7	Male	12.77	English	37	46	83	53	18	20	14	19	105	2	2	2	2	4	X	X	X	3	3	2	1	H	H	C	H	H	H	H	C	H	H	H	41	35	41	117	2									
PE0007011	7	Male	12.84	English	27	46	73	51	20	14	12	7	97	1	2	1	6	7	X	X	X	2	2	2	1	H	H	H	H	S	H	S	H	H	H	H	60	45	43	148	5									
PE0007012	7	Male	12.78	English	37	42	79	50	15	15	15	12	95				4	4	X	X	X	2	2	2	1	S	S	S	S	S	S	S	S	S	S	S	45	33	45	123	3									
PE0007013	7	Male	12.35	English	37	41	78	61	19	22	12	14	114	1	2	1	2	6	X	X	X	3	3	2	1	S	S	C	H	H	C	H	C	H	H	H	67	46	59	172	4									
PE0007014	7	Male	12.78	English	41	45	86	50	20	24	16	12	110	1	2	2	6	7	X	X	X	3	2	2	2	H	H	H	H	H	H	S	S	C	S	H	H	55	39	57	151	5								
PE0007015	7	Male	12.88	English	27	22	49	64	23	16	10	9	113	0	2	2	6	7	X	X	X	3	2	2	4	O	O	O	S	S	S	O	S	O	S	O	O	73	35	62	170	4								
Mean	15	12.78	34.27	40.87	75.13	57.47	18.73	20.33	12.93	12.33	109.47	0.75	1.54	1.42	3.80	4.80									2.40	2.47	2.13	1.40																59.87	38.13	54.53	152.53	3.33		
SD		0.26	7.55	6.57	11.49	7.75	2.87	3.81	2.12	3.15	11.75	0.62	0.66	0.67	1.82	1.78										0.63	0.52	0.35	0.83																	12.32	7.22	8.20	23.40	1.59
PE0007016	7	Female	13.20	English	35	50	85	65	22	20	16	15	123	2	1	1	1	4	X	X	X	2	2	3	1	S	S	S	H	H	S	H	H	S	S	S	C	63	34	61	158	4								
PE0007017	7	Female	13.09	English	48	55	103	72	24	20	18	15	134	1	1	2	6	6	X	X	X	2	2	2	2	S	S	H	H	C	H	H	S	C	S	S	C	62	50	61	173	5								
PE0007018	7	Female	13.06	Lebanise	23	32	55	49	22	19	11	12	101	1	1	1	2	4	X	X	X	2	2	2	1	C	C	S	H	C	C	S	H	C	C	C	44	33	45	122	5									
PE0007019	7																																																	

Le Fevre High School: Summary of data with associated means and standard deviations

Year	Gender	Age	Language	Section A									Section B			Section C			Section D	Section E	Section F					Section G												Section H				Section I		
				(51)	(60)	(111)	(75)	(24)	(24)	(18)	(21)	(141)	(2)	(2)	(2)	(8)	(8)	(3)	(3)	(3)	(5)	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	(75)	(55)	(75)	(205)	(5)						
LF0008001	8	Male	14.32	English	33	44	77	63	15	16	14	9	108	1	2	1	5	4	X	X		2	2	2	1	H	S	S	H	H	H	H	H	S	S	S	C	66	35	58	159	4		
LF0008002	8	Male	13.93	English	33	35	68	63	17	19	11	14	110	1	2	2	7	5	X	X		X	2	3	2	5	S	S	S	H	H	S	S	H	S	H	H	H	55	41	51	147	3	
LF0008003	8	Male	14.32	English	42	35	77	64	24	22	15	14	125	1	2	2	4	4	X	X		X	3	3	2	2	H	S	H	H	H	S	S	H	S	S	H	H	67	41	58	166	5	
LF0008004	8	Male	14.51	English	30	45	75	51	13	20	12	11	96	2	2	2	4	4	X	X		X	3	2	2	2	H	S	H	H	H	S	H	H	S	H	H	65	39	57	161	1		
LF0008005	8	Male	13.29	English	40	51	91	73	24	24	17	18	138	1	1	1	2	4	X	X			2	2	2	5	S	S	S	H	H	H	H	S	S	H	S	S	64	38	60	162	4	
LF0008006	8	Male	13.50	English	41	50	91	57	22	16	14	11	109	1	2	2	4	3	X	X		X	3	3	2	2	S	S	S	H	H	H	S	H	S	H	H	H	69	39	64	172	5	
LF0008007	8	Male	14.04	English	41	51	92	62	22	19	17	13	120	1	0	0	3	4	X	X		X	2	3	3	1	S	S	H	H	O	S	S	H	S	S	H	H	57	35	46	138	5	
LF0008008	8	Male	13.56	English	37	40	77	63	21	19	8	11	111	1	1	2	5	8	X	X			3	3	2	2	H	H	H	H	H	H	H	H	H	H	H	71	50	60	181	4		
LF0008009	8	Male	14.33	English	20	26	46	63	19	20	12	16	114	0	1	1	3	5	X	X			2	1	2	1	S	S	H	H	C	S	S	S	S	S	S	H	H	57	30	54	141	4
LF0008010	8	Male	13.98	English	44	52	96	42	12	15	16	11	85	2	1	1	2	2	X	X		X	3	3	3	1	S	S	S	H	H	S	H	H	C	S	S	S	53	45	62	180	5	
LF0008011	8	Male	13.78	English	36	47	83	68	17	22	16	13	123	2	2	2	2	2	X	X			2	3	3	5	S	S	S	H	H	S	H	H	S	S	H	H	68	37	59	164	4	
LF0008012	8	Male	14.10	English	30	40	70																																					
LF0008013	8	Male	13.45	English	37	46	83	58	20	14	15	15	107	1	2	2	5	4	X			X	3	3	2	2	S	S	S	H	O	S	S	S	S	S	O	S	68	46	64	178	4	
LF0008014	8	Male	13.88	English	36	43	79	71	17	24	16	13	128	1	1	1	2	4	X	X			2	2	2	5	S	S	O	O	S	S	H	S	S	S	S	H	53	33	55	141	5	
LF0008015	8	Male	14.24	English	38	44	82	58	17	22	14	14	111	1	1	1	4	3	X	X			X	2	2	1	H	H	H	O	H	S	S	H	S	H	O	56	37	48	141	4		
LF0008016	8	Male	13.35	English	36	42	78	45	21	18	9	14	93	1	2	2	7	8	X	X			X	2	2	1	H	H	H	H	H	O	S	S	S	H	H	34	40	36	110	4		
LF0008017	8	Male	14.23	English	37	43	80	39	12	13	10	9	74	0	2	2	8	4	X	X	X		X	3	3	3	1	H	C	C	C	C	C	C	C	C	C	C	C	47	34	49	130	2
LF0008018	8	Male	13.77	English	29	39	68	50	18	16	11	13	95	1	2	1	4	4	X			X	3	3	2	1	H	S	H	H	S	S	S	S	S	S	S	H	H					
LF0008019	8	Male	14.40	English	23	29	52																																					
LF0008020	8	Male	14.23	English	41	37	78	55	15	18	14	10	102	1	1	1	1	2	X	X			2	2	2	5	C	C	C	H	C	C	S	H	C	C	C	C	C	50	29	56	135	4
LF0008021	8	Male	14.16	English	41	42	83	57	18	17	10	15	102	0	0	0	0	4	2	X				2	1	1	5	S	S	S	H	C	C	S	S	C	S	C	C	47	31	46	124	3
LF0008022	8	Male	13.73	English	44	51	95	72	24	24	16	18	136	2	2	2	6	5	X	X		X	3	2	2	5	H	H	H	H	H	H	H	H	S	H	H	H	68	42	61	171	5	
LF0008023	8	Male	13.75	English	35	47	82	70	23	22	15	15	130	2	1	1	4	5	X	X		X	2	2	2	5	H	H	H	H	H	H	C	H	C	H	64	41	57	162	4			
LF0008024	8	Male	13.90	English	42	45	87	44	15	16	12	8	87	0	0	0	4	3	X			X	2	2	2	5	O	S	H	O	S	H	S	O	C	S	H	45	35	48	128	2		
LF0008025	8	Male	12.88	English	20	30	50	43	20	11	12	17	86	1	2	2	7	8				X	3	3	3	1	H	H	S	S	S	S	H	H	H	H	H	O	S	19	55	27	101	5
LF0008026	8	Male	14.15	English	31	30	61	58	20	22	12	11	112	1	2	1	4	3	X	X		X	3	2	3	1	S	S	S	H	O	S	S	H	O	C	O	H	72	49	62	183	1	
LF0008027	8	Male	13.68	English	32	38	70	51	21	13	12	12	97	2	2	2	4	4	X	X			3	3	2	1	S	S	H	H	S	H	H	S	H	C	H	68	47	60	175	2		
LF0008028	8	Male	13.71	English	35	39	74	53	24	16	12	17	105	1	2	2	5	6	X	X		X	3	2	2	1	S	H	S	H	S	H	H	C	S	C	H	62	44	55	161	5		
LF0008029	8	Male	14.42	English	40	46	86	64	18	19	13	17	114	1	1	2	6	4	X	X			2	3	2	1	H	H	H	H	H	H	H	S	H	H	H	55	49	58	162	4		
LF0008030	8	Male	14.64	somalian	33	36	69	52	21	15	13	16	101					7	X			2	2	2	1	H	H	O	H	C	H	S	H	C	S	H	C							
LF0008031	8	Male	13.36	English	32	35	67	51	18	11	13	15	93	2	2	2	5	6	X				2	2	2	1	S	S	H	H	O	S	H	S	H	H	H	56	40	49	145	3		
LF0008032	8	Male	14.52	English	25	41	66	53	19	15	12	15	99	1	1	1	5	2	X	X		X	2	2	3	1	H	H	H	H	S	O	H	C	S	H	H	49	34	47	130	3		
LF0008033	8	Male	14.54	English	24	31	55	51	18	17	8	15	94	1	2	2	3	4				X	3	3	3	1	S	H	S	S	C	S	S	S	C	S	S	44	41	43	128	4		
LF0008034	8	Male	14.00	English	32	38	70	71	22	20	14	16	127	0	0	0	0	6	X	X	X		X	1	2	3	1	O	O	O	O	O	O	O	O	O	O	O	55	23	55	133	1	
LF0008035	8	Male	14.19	English	32	34	66	52	21	18	10	10	101	0	1	0	3	3					2	2	2	1	O	O	S	O	S	S	S	S	S	S	S	52	40	46	138	5		
LF0008036	8	Male	14.44	English	41	42	83	53	14	17	14	14	98	2	2	2	6	5	X	X			3	3	3	1	H	H	H	H	H	H	H	H	H	H	H	59	36	53	148	2		
LF0008037	8	Male	13.73	English	27	34	61	48	18	19	11	12	96	0	0	0	4	3	X			X	2	2	2	1	S	S	S	S	S	S	S	S	S	S	S	49	39	42	130	3		
LF0008038	8	Male	13.58	English	47	52	99	66	23	20	16	15	125	2	2	2	8	2	X	X		X	3																					

LF0008057	8	Male	13.64	English	32	38	70	48	16	19	11	13	94	0	0	0	3	4	2	2	2	1	S	S	S	S	C	S	C	C	C	C	C	C	54	41	51	146	4				
LF0008058	8	Male	14.28	English	30	43	73	68	24	23	18	14	133	0	1	0	4	4	X	X	X	2	2	2	1	H	H	H	H	S	H	C	O	H	H	56	33	42	121	4			
LF0008059	8	Male	14.39	English	30	45	75	64	18	16	15	16	113	1	1	1	1	2	X	X		2	2	2	1	O	O	O	O	S	S	O	C	O	O	O	46	37	47	140	4		
LF0008060	8	Male	14.39	English	33	44	77																																				
LF0008061	8	Male	13.73	English	37	38	75	55	22	22	12	13	111	2	2	2	6	5	X	X		3	3	3	2	H	S	H	H	H	S	S	H	S	H	C	H	71	49	64	184	5	
LF0008062	8	Male	13.84	English	39	51	90	62	18	18	11	16	109	1	2	2	5	3	X	X	X	3	2	3	1	H	H	H	H	H	H	H	S	H	H	H	H	70	53	64	187	3	
LF0008063	8	Male	14.55	English	43	42	85	42	13	18	13	16	86	0	1	0	0	3				2	2	1	S	C	S	H	C	C	H	S	S	S	C	C	62	48	61	171	5		
LF0008064	8	Male	14.55	English	33	33	66	57	14	18	14	15	103		2		4	7	X	X	X	3	2	1	1	O	S	O	H	C	O	S	O	C	O	H	H	57	42	46	145	5	
LF0008065	8	Male	13.45	English	38	39	77	62	18	22	14	10	116	1	1	1	6	3	X	X	X	3	2	2	1	S	S	H	H	H	H	H	H	H	H	H	H	61	47	55	163	3	
LF0008066	8	Male	14.88	English	23	30	53	64	20	22	14	11	120	2	2	2	5	7	X	X	X	3	3	3	1	H	H	H	H	H	H	H	H	H	H	H	H	64	44	49	157	3	
LF0008067	8	Male	13.70	English	36	39	75	56	18	11	13	13	98	0	1	1	0	1				2	2	2	3	C	C	O	C	H	C	C	C	C	C	C	C	49	37	39	125	3	
LF0008068	8	Male	14.36	English	44	60	104	69	22	24	18	17	133	2	2	1	5	4	X	X	X	3	2	3	1	H	S	H	C	S	H	C	S	S	S	S	C	60	43	54	157	4	
LF0008069	8	Male	14.76	English	28	32	60	60	13	18	13	15	104	0	2	0	0	0	X	X		2	2	2	3	S	S	S	H	C	C	O	C	O	H	S	H	49	32	47	128	2	
LF0008070	8	Male	14.01	English	23	26	49	63	24	17	11	15	115	0	1	1	6	8	X		X	2	3	2	1	O	O	O	H	O	S	S	O	O	O	O	O	72	46	57	175	4	
LF0008071	8	Male	13.70	English	29	25	54	63	20	19	13	14	115	1	2	1	0	6	X			2	2	1	1	S	S	S	H	H	H	H	H	S	H	C	35	29	44	108	4		
LF0008072	8	Male	13.74	English	31	34	65	52	17	10	12	12	91	1	2	2	7	5	X	X		3	3	1	5	S	H	H	H	S	S	S	S	S	C	H	73	46	65	184	2		
LF0008073	8	Male	13.46	English	33	35	68	68	23	22	15	13	128	1	2	1	5	5	X	X	X	3	2	2	1	S	S	S	H	H	S	H	S	H	H	H	H	66	42	56	164	4	
LF0008074	8	Male	13.87	English	32	50	82	66	21	21	13	12	121	1	1	1	4	5	X	X	X	2	2	2	5	H	H	H	H	H	H	H	C	H	H	H	65	41	51	157	4		
LF0008075	8	Male	12.95	English	44	32	76	65	21	20	10	14	116	0	0	0	2	4				2	2	2	2	S	O	O	H	O	O	S	S	S	O	C	C	56	33	41	130	4	
LF0008076	8	Male	19.87	swahili	35	42	77																																				
LF0008077	8	Male	13.38	English	40	44	84	70	17	23	17	14	127	2	2	2	4	4	X	X	X	3	3	3	1	H	H	H	H	H	H	H	H	H	H	H	H	73	46	54	173	4	
LF0008078	8	Male	14.29	English	39	41	80	65	20	10	10	16	105	2	2	2	7	7	X	X	X	3	3	3	5	H	H	H	H	H	H	H	H	H	H	H	H	75	55	63	193	1	
LF0008079	8	Male	14.39	English	47	53	100	73	23	24	17	11	137	2	1	2	4	3	X	X		3	2	2	3	S	S	H	H	C	H	S	H	S	S	C	C	61	38	59	158	3	
LF0008080	8	Male	13.42	English	33	31	64	48	20	15	15	98	1	2	0	6	6				X	2	2	2	1	C	C	H	H	H	H	S	H	H	H	C	50	20	42	112	3		
LF0008081	8	Male	14.22	English	38	43	81	55	24	17	15	13	111	1			4	3	X	X	X	2	2	3	1	S	S	H	H	H	S	S	S	S	S	S	59	43	48	150	5		
LF0008082	8	Male	13.59	English	27	41	68	68	23	24	12	13	127																														
LF0008083	8	Male	13.74	English	43	48	91	71	22	24	18	13	135	1	2	1	4	4	X	X	X	3	3	3	5	H	H	S	H	H	C	H	S	S	S	C	C	64	39	55	158	2	
LF0008084	8	Male	13.37	English	29	47	76	48	18	20	14	16	100	1	0	1	4	4	X			3	2	2	1	S	S	S	H	C	S	S	H	S	S	S	S	50	41	49	140	3	
Mean	84	14.01			34.70	40.82	75.52	58.86	19.25	18.43	13.35	13.66	109.89	1.04	1.43	1.23	4.12	4.33																				59.52	40.05	53.64	153.21	3.52	
SD		0.77			6.35	6.96	12.09	9.04	3.19	3.92	2.57	2.36	15.39	0.66	0.70	0.73	2.06	1.66																					11.40	7.77	8.35	22.06	1.30
LF0008085	8	Female	14.03	English	38	47	85	60	23	12	13	17	108	2	2	2	4	7	X	X	X	3	3	3	2	H	H	H	H	H	H	S	S	S	S	H	H	73	52	58	183	1	
LF0008086	8	Female	13.80	English	34	35	69	64	19	22	12	10	117	1	1	1	0	3	X	X	X	2	2	2	1	S	S	S	H	C	S	H	S	S	C	C	67	29	61	157	4		
LF0008087	8	Female	13.54	English	24	50	74	62	22	18	17	16	119	2	2	2	6	8	X	X		3	3	2	1	H	H	H	O	S	S	S	H	H	H	H	75	54	72	201	5		
LF0008088	8	Female	14.36	English	32	50	82	50	20	18	13	9	101	0	0	0	3	3				1	2	1	5	S	C	S	S	C	S	S	S	S	S	C	S	31	32	43	106	3	
LF0008089	8	Female	14.07	English	29	40	69	46	18	11	12	9	87	1	1	1	5	4	X	X	X	3	2	3	1	H	H	H	C	H	H	H	H	H	H	H	70	43	64	177	2		
LF0008090	8	Female	13.39	English	30	39	69	52	20	19	16	16	107	1	1	1	7	4	X	X		2	1	2	1	H	H	H	H	S	H	H	S	C	C	47	29	42	118	1			
LF0008091	8	Female	14.16	English	37	34	71	59	21	20	12	16	112	1	2	2	6	7	X	X		2	2	2	5	H	H	H	H	S	H	S	H	O	C	69	40	63	172	2			
LF0008092	8	Female	14.00	English	23	27	50	55	16	12	12	9	95	1	2	1	3	5	X	X		2	2	2	5	H	H	H	C	S	H	H	S	S	C	58	21	53	132	3			
LF0008093	8	Female	13.86	English	36	27	63	56	16	9	13	12	94	1	1	1	4	4	X	X	X	3	3	2		H	H	H	C	S	H	H	S	O	C	60	37	57	154	4			
LF0008094	8	Female	13.52	English	36	43	79	63	21	24	14	13	122	1	0	1	4	3	X	X		2	2	2	5	S	S	S	H	C	S	H	S	S	C	67	32	54	153	4			
LF0008095	8	Female	14.67	English	50	58	108	73	22	24	16	21	135	0	0	1	1	2			X	1	2	2	5	S	S	S	H	C	S	S	S	S	S	S	S	67	32	56	155	5	
LF0008096	8	Female	14.05	English	35	53	88	62	19	23	14	16	118	1	1	1	3	3	X	X		2	2	3	1	S	C	S	H	H	S	H	S	H	C	67	32	56	155	5			
LF0008097	8	Female	14.00	English	43	49	92	70	19	24	17	15	130	1	1	1	2	2	X			2	2	2	2	S	S	S	H	C	H	C	H	S	C	C	58	35	47	140	4		
LF0008098	8	Female	13.28	English	26	36	62	35	18	10	13	12	76	1	0	0	3	5	X		X	2	3	3	1	S	O	O	O	O	O	O	O	O	O	O	33	44	34	111	4		
LF0008099	8	Female	13.74	English	44	45	89	72	22	22	16	18	132	2	1	1	6	4	X	X		3	3	3	5	H	H	H	C	C	S	H	S	S	H	H	66	36	55	157	3		
LF0008100	8	Female	14.11	English	32	36	68	66	21	22	13	14	122	1	1	1	5	3	X	X		2	2	3	1	S	O	S	H	S	S	S	C	C	C	60	25	43	128	4			
LF0008101	8	Female	13.30	English	40	43	83	58	18	22	10	15	108	1	1																												

UN0009073	9	Male	15.25	English	47	57	104	66	18	21	17	16	122	1	1	2	1	3	X	X	X		3	3	3	1	H	H	H	H	H	H	S	H	H	H	H	H	74	48	62	184	1	
UN0009074	9	Male	14.44	English	27	28	55	65	19	22	13	14	119	1	1	1	7	7	X	X		2	2	2	1	H	H	H	H	H	S	S	H	S	H	H	H	H	H	67	32	58	157	4
UN0009075	9	Male	14.51	English	17	28	45	75	23	23	17	15	138	1	2	2	3	5	X	X	X	2	2	2	5	C	C	H	H	H	H	H	H	H	H	H	H	H	H	19	55	27	101	5

UN0010004	10	Male	15.29	English	36	49	85	54	22	14	14	12	104	2	2	1	5	3	X	X	X	2	2	2	1	H	H	H	H	O	S	H	S	S	S	H	H	67	35	59	161	4	
UN0010005	10	Male	15.80	English	28	34	62	65	22	24	16	12	127	1	1	2	7	7	X	X	X	2	2	2	1	H	H	H	H	S	S	H	H	H	H	H	H	52	42	55	149	3	
UN0010006	10	Male	15.58	English	45	46	91	64	19	17	14	11	114	2	1	2	7	7	X	X	X	2	2	2	1	S	S	H	H	S	S	S	H	S	S	H	S	H	55	43	47	145	4
UN0010007	10	Male	15.41	English	33	38	71	63	19	20	10	11	112	2	2	2	5	5	X	X	X	3	2	2	5	S	H	H	H	S	H	H	S	S	C	H	74	42	68	184	2		
UN0010008	10	Male	14.95	English	39	44	83	65	19	21	17	11	122	2	1	1	5	5	X	X	X	2	2	2	1	H	H	H	H	H	H	H	H	H	H	H	H	65	31	62	158	2	
UN0010009	10	Male	15.78	English	39	32	71	64	17	23	12	12	116	1	1	1	1	4	X	X	X	2	2	2	5	S	S	H	H	O	S	H	H	S	C	S	C	55	30	49	134	4	
UN0010010	10	Male	15.95	English	34	46	80	68	19	22	17	9	126	2	1	1	5	4	X	X	X	2	2	2	5	H	H	H	H	S	H	H	S	H	H	H	68	23	59	150	1		
UN0010011	10	Male	15.54	English	37	38	75	45	18	18	10	9	91	2	1	2	6	5	X	X	X	3	2	3	2	H	H	H	H	S	S	H	H	S	H	H	59	36	55	150	2		
UN0010012	10	Male	15.48	English	36	30	66	71	23	23	15	14	132	1	1	0	5	6	X	X	X	2	2	2	2	S	S	H	H	H	S	S	S	S	H	O	66	36	52	154	2		
UN0010013	10	Male	15.69	English	34	38	72	67	22	21	14	16	124	2	1	1	2	4	X	X	X	3	2	2	1	H	H	H	H	S	S	H	H	S	H	H	70	38	62	170	4		
UN0010014	10	Male	15.85	English	35	37	72	70	20	23	16	14	129	1	2	2	4	5	X	X	X	3	3	3	2	H	H	H	H	H	S	H	H	S	H	H	70	39	58	167	4		
UN0010015	10	Male	16.04	English	33	33	66	63	22	16	11	15	112	1	1	1	3	3	X	X	X	2	2	2	5	S	S	C	H	O	S	H	S	O	H	C	56	29	54	139	4		
UN0010016	10	Male	16.22	English	35	39	74	66	20	18	10	9	114	2	1	1	4	3	X	X	X	2	2	2	1	H	H	H	H	H	H	H	S	S	H	H	60	36	52	148	2		
UN0010017	10	Male	15.32	English	44	48	92	69	20	20	13	11	122	2	1	2	5	4	X	X	X	3	2	2	5	H	S	H	H	S	S	S	S	S	H	H	69	42	62	173	4		
UN0010018	10	Male	15.33	English	25	33	58	75	23	23	15	11	136	2	2	1	4	8	X	X	X	3	3	3	3	H	H	H	H	S	S	H	H	H	H	H	72	51	60	183	5		
UN0010019	10	Male	15.81	English	43	54	97	73	23	19	16	17	131	2	2	2	5	3	X	X	X	3	3	3	4	H	H	H	H	S	S	H	H	S	S	H	H	72	38	66	176	4	
UN0010020	10	Male	16.19	English	32	38	70	60	24	24	15	17	123	1	1	1	2	8	X	X	X	3	2	2	1	H	S	O	H	O	H	O	H	O	H	O	46	31	47	124	3		
UN0010021	10	Male	16.36	English	37	33	70	61	19	24	11	14	115	1	1	1	4	4	X	X	X	2	2	3	5	S	S	O	H	H	H	H	S	S	H	C	65	33	50	148	4		
UN0010022	10	Male	15.45	English	34	38	72	67	22	10	12	17	111	2	1	1	2	4	X	X	X	3	3	3	1	H	H	H	H	H	H	H	H	H	H	62	31	61	154	3			
UN0010023	10	Male	15.50	greek	34	45	79	74	20	23	13	10	130	1	0	0	2	5	X	X	X	2	1	2	5	S	S	S	C	S	S	S	S	S	C	60	25	52	137	4			
UN0010024	10	Male	15.30	English	41	48	89	67	22	24	18	16	131	2	2	2	8	5	X	X	X	3	2	3	1	H	H	H	H	H	H	H	H	H	H	67	45	60	172	3			
UN0010025	10	Male	15.70	English	44	35	79	57	20	22	11	11	110	1	0	1	3	5	X	X	X	2	2	2	5	S	S	S	S	S	S	C	S	C	S	56	40	54	150	2			
UN0010026	10	Male	15.50	indonesian/Khmer	32	38	70	74	23	23	16	15	136	2	1	2	7	3	X	X	X	3	3	3	1	H	H	H	S	S	H	H	H	H	H	H	70	38	65	173	5		
UN0010027	10	Male	15.91	English	33	27	60	51	19	18	12	9	100	2	2	2	3	4	X	X	X	3	3	3	2	H	H	H	H	H	H	H	H	H	H	75	49	68	192	5			
UN0010028	10	Male	16.44	English	42	54	96	75	24	22	18	13	139	0	0	0	3	3	X	X	X	1	2	2	2	S	S	S	S	S	S	S	S	S	S	52	37	49	138	5			
UN0010029	10	Male	15.85	English	23	30	53	61	20	20	14	9	115	1	2	2	5	3	X	X	X	3	3	3	2	H	H	H	H	H	H	H	H	H	H	65	47	64	176	2			
UN0010030	10	Male	15.20	English	37	46	83	71	24	16	12	9	123	2	1	1	4	4	X	X	X	3	2	3	5	S	O	H	H	S	H	H	H	C	50	44	51	145	3				
UN0010031	10	Male	15.50	English	34	43	77	65	20	24	17	13	126	2	1	1	3	5	X	X	X	2	2	2	1	H	H	H	H	S	S	S	H	H	H	61	40	49	140	4			
UN0010032	10	Male	15.44	English	39	43	82	68	20	21	14	13	123	2	1	1	6	4	X	X	X	2	2	2	1	H	H	H	H	S	S	S	S	S	H	50	37	49	146	4			
UN0010033	10	Male	15.80	English	29	26	55	66	20	23	13	11	122	2	1	2	7	5	X	X	X	2	2	2	5	H	H	H	H	S	H	H	S	H	H	52	37	56	145	3			
UN0010034	10	Male	15.30	English	39	46	85	70	22	22	16	10	130	1	1	1	1	6	X	X	X	2	2	2	5	H	H	H	H	S	H	S	C	H	H	49	34	52	135	1			
UN0010035	10	Male	15.51	English	36	46	82	68	19	24	12	14	123	2	1	1	5	3	X	X	X	2	2	2	1	H	H	H	C	S	S	S	C	H	C	59	27	60	146	5			
UN0010036	10	Male	15.69	English	25	36	61	34	19	21	10	15	84	2	1	2	4	4	X	X	X	2	2	2	2	S	S	O	H	O	O	O	O	O	O	47	33	43	123	3			
UN0010037	10	Male	15.46	English	40	45	85	49	11	19	12	11	91	2	1	1	4	4	X	X	X	2	2	2	5	H	H	H	H	S	H	S	S	H	C	68	34	55	157	4			
UN0010038	10	Male	15.68	English	41	49	90	73	22	20	16	17	131	2	2	2	5	3	X	X	X	3	3	2	2	H	H	H	H	H	H	H	H	H	H	72	30	63	165	1			
UN0010039	10	Male	15.78	English	33	34	67	59	18	20	17	9	114	1	2	0	2	3	X	X	X	3	2	2	1	S	H	H	H	S	S	S	H	H	H	52	34	46	132	2			
UN0010040	10	Male	15.46	English	39	45	84	55	20	20	12	17	107	2	1	2	5	4	X	X	X	3	2	2	2	H	H	H	H	S	S	S	H	H	H	56	48	51	155	4			
UN0010041	10	Male	15.47	English	39	37	76	54	19	20	13	10	106	2	2	2	6	6	X	X	X	3	3	3	2	S	O	H	H	S	S	S	H	H	H	59	49	60	168	2			
UN0010042	10	Male	15.52	English	27	40	67	64	18	18	10	12	110	1	1	1	2	4	X	X	X	2	2	3	1	H	H	H	C	O	H	S	S	H	H	57	31	49	137	4			
UN0010043	10	Male	15.78	English	27	34	61	61	24	24	12	17	121	1	1	1	4	4	X	X	X	2	2	2	3	H	S	S	H	H	H	H	H	S	H	45	33	46	124	3			
UN0010044	10	Male	16.45	English	44	48	92	64	17	17	12	11	110	2	2	1	2	5	X	X	X	3	2	2	1	S	S	S	C	S	S	S	S	C	C	H	62	40	66	168	1		
UN0010045	10	Male	15.79	English	29	37	66							1	0	1	2	5	X	X	X	2	2	2	4	C	H	H	H	S	C	C	C	C	S	H	44	35	47	126	3		
UN0010046	10	Male	15.31	English	30	47	77	58	19	14	10	11	101	2	2	1	6	5	X	X	X	2	2	3	1	H	H	H	H	S	O	H	S	S	H	C	56	33	51	140	3		
UN0010047	10	Male	16.10	English	36	51	5	57	20	17	12	12	106	2	2	1	5	3	X	X	X	3	2	2	1	S	S	H	H	S	S	H	S	S	H	59	36	52	147	4			
UN0010048	10	Male	15.66	English	31	40	71	54	14	18	13	12	99	1	0	0	2	4	X	X	X	2	1	2	1	S	S	H	H	S	S	S	H	S	S	55	37	54	146	2			
UN0010049	10	Male	14.95	English	30	33	63	52	22	21	10	12	105	1	2	0	3	4	X	X	X	3	3	3	2	S	S	H	H	H	S	S	C	S	S	H	69	42	66	177	3		
UN0010050	10	Male	17.16																																								

