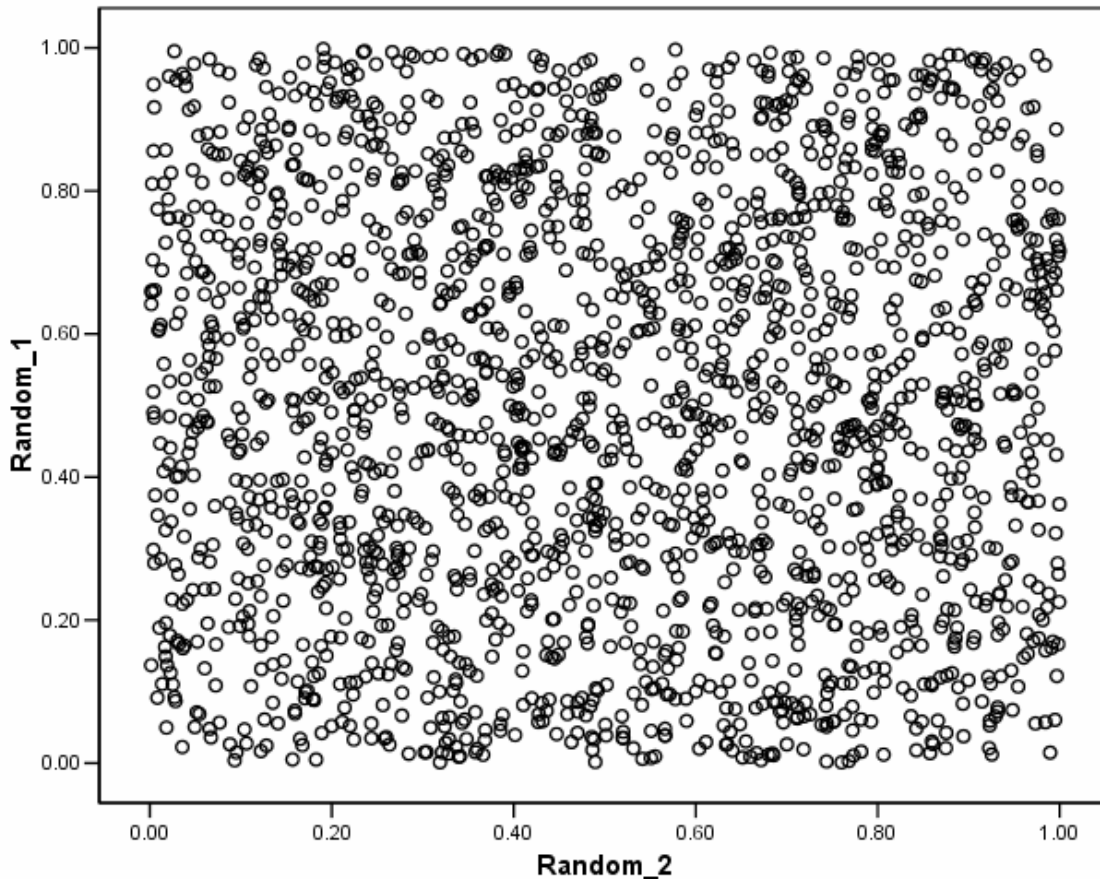


**HOW STRONG OF A RELATIONSHIP DOES DEMOGRAPHICS HAVE WITH ACHIEVEMENT STATUS?**

Below is a scatter plot showing the relationship between two variables with no relationship. In other words, knowing the value of one variable provides no information about the likely value of another variable. (approx. 2000 observations)



Another way to convey this association is to express the correlation between both variables. Please note below:

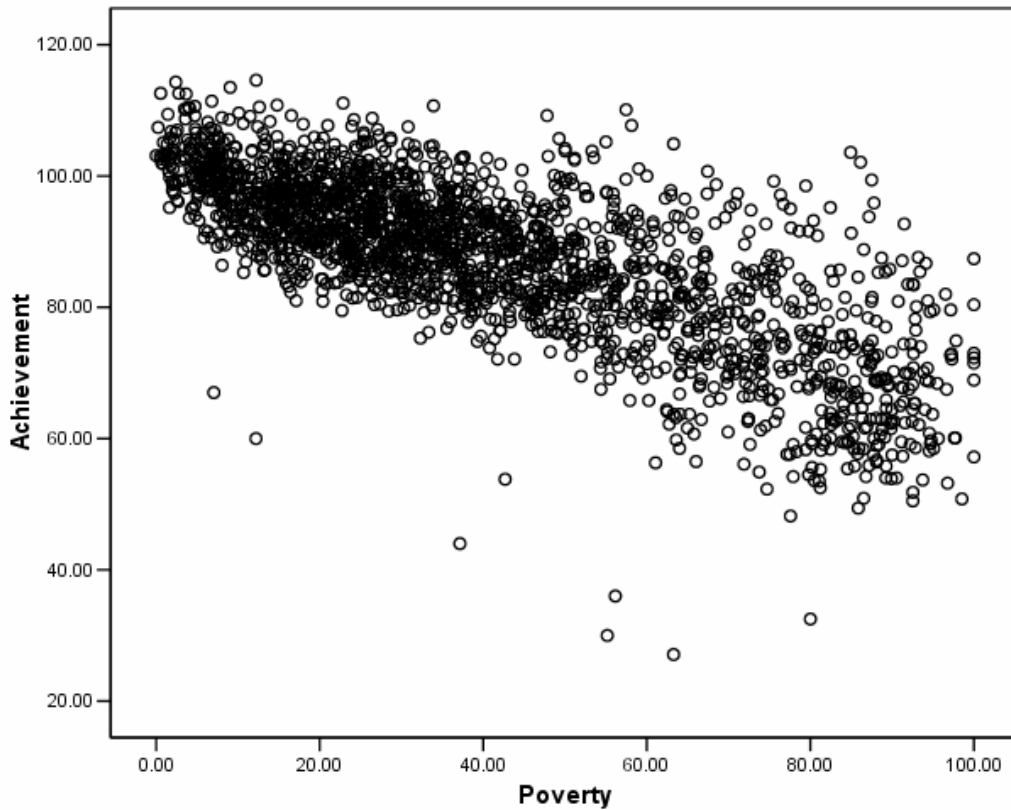
**Correlations**

		Random_1	Random_2
Random_1	Pearson Correlation	1	.000
	Sig. (2-tailed)		.996
	N	2000	2000
Random_2	Pearson Correlation	.000	1
	Sig. (2-tailed)	.996	
	N	2000	2000

Correlation values run from -1 to 1.

-1 = strong negative relationship      0 = no relationship      1 = strong positive relationship

What is the relationship between Achievement Status and Demographics? (approx: 2000 Ohio Elem Schools)



### **Achievement Status as portrayed by the Performance Index**

A student score at the advanced level earns 1.2 points. An accelerated score earns 1.1 points. A proficient score earns 1.0 point. A basic score earns 0.6 point. A below basic/limited score earns 0.3 point. Students who are not tested earn zero points. All the points earned by a school or a school district are averaged and multiplied by 100 to generate a school and district index. Higher designations are given to schools and districts with higher index scores.

### **The Correlation between Achievement and Demographics**

**Correlations**

		Poverty	Performance Index
Poverty	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	2199	2162
Performance Index	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	2162	2450

\*\* . Correlation is significant at the 0.01 level (2-tailed).