

ABSTRACT

The purpose of this study was to determine whether school achievement is affected by children's age at time of entrance into first grade.

Procedures of this study included a review of literature which indicated that: (1) no chronological age has been determined as criteria for entrance into first grade, and (2) trends in policy over the years tend to indicate pressures to raise the chronological age for entrance into first grade. Further procedures were to select: (1) children attending Lockwood School, Billings, Montana, who had continuous attendance from the time they entered first grade, (2) children with I Q scores of 95 or above as measured by Kuhlmann-Anderson Intelligence Tests. Pupils selected were in the third, fourth and sixth grades. These pupils at each grade level, were divided into a younger group who entered between the ages of 5 years, 10 months and 6 years, 3 months, and an older group who entered between the ages of 6 years, 4 months and 6 years, 10 months. The null hypothesis to be tested in this study were that the composite achievement scores earned on the Iowa Every-Pupil Tests of Basic Skills by the older children would not significantly exceed the scores earned by the younger children in each of the third, fourth and sixth grades.

The Chi-square statistic was used to test differences between composite achievement scores of the younger and older children. Statistical analysis in this comparison showed that the composite achievement scores of the older children did not significantly exceed the scores of the younger children. The null hypothesis was accepted at all three grade levels.

There were 7 retentions in the younger groups as compared to 1 retention in the older groups of children.

Conclusions drawn from this study were: (1) chronological age at time of entrance into first grade may not influence school achievement, and (2) chances of retention may be greater, based on present admission practices, if a child enters school when he is younger chronologically.

Recommendations suggested that further studies be conducted with a larger sampling to determine causes of retentions and low achievement of children with average or better ability. These studies may supply enough evidence to establish what the school policy should be regarding age at entrance into grade one.

THE RELATIONSHIP BETWEEN SCHOOL ENTRANCE
AGE AND SCHOOL ACHIEVEMENT

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CHAPTER I

INTRODUCTION

It is common knowledge that not all children have experienced the same degree of success in their first year of school. In checking achievement scores on the Houghton-Mifflin Basic Reading Tests, the writer found that some children successfully completed all the work that was designed for first graders long before the end of the year, and were capable of reading second and third grade materials.

According to the "Pre-Reading Inventory of Skills Basic to Beginning Reading", published by Houghton-Mifflin Company, there were some children who scored too low to continue successfully with the regular reading program in which formal reading instruction was given. Consequently it was necessary for them to spend several weeks more in reading readiness work. In our school, Lockwood School, Billings, Montana, children who were unable to complete the work expected of typical children in first grade sometimes were retained.

Problems arose when low achievers were considered for promotion or retention. The children could be promoted if instruction would be geared to the needs of the children. If instruction would not provide for individual differences, then perhaps children should be retained if they did not complete the required work of first grade.

Since some first graders achieved so low, possibly they should have remained at home until they were a few months older.

Traditionally, many schools permit children to enter school when they are six years of age on or before October thirty-first. Could age at time of entrance into first grade have had any effect on achievement of some children? Would the success of low achievers have been greater if they would not have been sent to school until they were older?

Adams¹ has pointed out, as shown in the following statement, that all children should not be expected to begin reading at a specified chronological age.

Many parents believe that a child is automatically ready to learn to read on the day he starts school. It would, of course, be just as sensible to expect all children to begin talking or walking at a specific age or time.

The admission slip which he clutches in his hand states he is six years and four months old. Can the teacher be sure that a child of this age will be able to learn to read satisfactorily? At one time, parents and teachers thought that all children six years of age chronologically were ready to read, and proceeded upon that assumption. Undoubtedly that was one of the reasons why such a large percentage of beginners failed at the end of the first year.²

These statements seem to indicate that with many

¹Adams, Fay, and others, Teaching Children To Read, The Ronald Press Co., New York, 1949, p. 109.

²Ibid., p. 111.

children, chronological age may be a factor in school achievement.

The writer's concern about the low achievement among some elementary school children who entered at a younger age than others, led to this study. Consequently the relationship between entrance age and achievement was the main concern in this study. The writer believed that research might indicate whether or not, age, at entrance into first grade effects school achievement.

Statement of the Problem

The purpose of this study was to determine if some children would have achieved more if they had been required to enter school when they were older.

Procedures

The writer reviewed the literature in the professional library at Lockwood School, Billings, Montana and the library at Montana State University. This literature supplied information about relationships between school entrance age and achievement. The literature revealed different age requirements for entrance in various schools of the United States.

Children in the third, fourth and sixth grades at Lockwood School, Billings, Montana of the 1962-1963 school

term were selected for this study. These children were divided into two groups. One group was selected who entered the first grade when they were from 5 years and 10 months to 6 years and 3 months of age. The other group was selected who entered the first grade when they were from 6 years and 4 months to 6 years and 10 months of age.

Permanent records of these children were checked to determine: (1) ages of the children selected, (2) composite achievement scores earned by the children on the Iowa Every-Pupil Tests of Basic Skills, published by Houghton-Mifflin Company, (3) intelligence quotients of the children as measured by Kuhlmann-Anderson Intelligence Tests, Form B, published by Personnel Press, Inc., and (4) the number of retentions.

Two items were compared between the younger and older groups of children: (1) composite achievement scores, and (2) the total number of retentions.

Limitations

This study was limited to: (1) the research studies available at the libraries of Lockwood School and Montana State University, (2) children with I Q scores of 95 or above as measured by Kuhlmann-Anderson Intelligence Tests, Form B, and (3) children in grades three, four and six who attended Lockwood School during the 1962-1963 school term

and had continuous attendance at Lockwood School since their entrance into first grade.

A review of literature relating to: (1) research and opinion concerning relationship between chronological entrance age and achievement, and (2) policies regarding entrance age requirements in other schools is presented in Chapter 2.

CHAPTER II

REVIEW OF RESEARCH

Research studies available at the Lockwood School library and the library at Montana State University were examined for trends in admission practices which permit children to enter first grade at various chronological ages and for indications of relationship between first grade entrance age of children and their achievement.

Trends in Admission Policies

Pollock¹ states that from the findings of a four-year study by the Gesell Institute of Child Development in New Haven, Connecticut, that many communities permit children to enter first grade on the basis of birth dates. He refers to school practices of permitting entrance into first grade by children at age five if they were born in the months between September and January 1. He maintains admission policies are based largely on the belief that all children have reached the same stage of development at a certain age. He further states that;

Overplacement is perhaps the single greatest cause of children's hating school, failing, dropping out, and eventually becoming delinquent. Approximately half of the pupils doing poorly in school.

¹Pollock, Jack H., "The Folly of Overplacement", NEA Journal, 54:10-13, February, 1965.

have been placed at a grade level above where they should be.²

Investigators found that not all children six years of age were ready for school.³ Dr. Frances L. Ilg, of the Gesell staff, feels that a child should enter school on the basis of behavior. "If a seven-year-old is acting as if he were six, he shouldn't be in the second grade."⁴ Ilg blames ambitious parents for setting unreasonable goals for their children by permitting them to enter school too early.

In a study of kindergartners, first, and second graders in New Haven public schools, the Gesell staff confirmed clinical findings that of children who enter school on the basis of chronological age or I Q score alone, more than half will be overplaced at the beginning of school or in succeeding years.

A series of school readiness tests⁵ were given to all children in the Gesell studies. The Gesell staff believes children should take these tests before entering school.

Despite favorable reports on early admission of

²Ibid., p. 10.

³Ibid., p. 10.

⁴Ibid., p. 10.

⁵Gesell Incomplete Man Test, Monroe Visual I and Visual III, and Lowenfeld Mosaic Test.

carefully selected able pupils, early admission is not a wide-spread practice.

Some children who are as young as 5 years and 3 months of age are admitted to first grade in Brookline, Massachusetts.⁶ Children are admitted to first grade at Brookline when they are 5 years and 9 months old, but they may be admitted 6 months earlier if they have a mental age of 6 years and 2 months as measured by the Revised Stanford-Binet Scale. Brookline has admitted them early since 1932, but has received little public notice.

Birch⁷ insists that schools should be flexible enough in their age requirements for school entrance to adjust to the differences in the developmental rates of children. He points out in a study of children at Warren, Pennsylvania, that properly selected children could enter kindergarten school at an age ranging from 3 years, 8 months to 4 years, 8 months. Children selected for admission at this age were given the Stanford-Binet Scale and the Good-enough Draw-A-Man Test to determine each child's intelligence score. Their social and mental maturity was rated by the Vineland Social Maturity Scale. The method of selection for early admission at Warren, Pennsylvania was

⁶Birch, Jack W. and others, "Early Admission of Able Children to School", School Life, 46:7-9, June, 1964.

⁷Ibid., p. 8.

considered adequate to insure successful achievement by the children.

Variance in Abilities of Different Age Groups

King⁸ reports that in a study of two groups of children in the elementary schools of Oak Ridge, Tennessee, an attempt was made to determine possible effects entrance age at grade one may have on achievement of children in their sixth year of school. Achievement of one group entering first grade before six years of age was compared with achievement of a group eight months older.

Apparently King thought it was important to know: (1) if a child was achieving up to his ability, and (2) if he was achieving consistent with his chronological age.

Although individual needs of the children were considered, the younger entrants frequently met learning situations too difficult for them. As a result, these younger children were not able to realize their maximum achievement and were likely to develop personal and social problems.

The researchers in the King report tried to determine how achievement of the younger group compared with achievement of the older group. Achievement based on performance

⁸King, I.B., "Effect of Age of Entrance Into Grade One Upon Achievement in Elementary School", Elementary School Journal, 55:331-336, February, 1955.

at the end of the sixth grade was compared by grade standards attained on the Stanford Achievement Tests in March 1952.

The younger group of children in the Oak Ridge study entered school between the ages of 5 years and 8 months to 5 years and 11 months. The older group entered school between the ages of 6 years and 5 months and 6 years and 11 months. The mean age for the younger group was found to be 5 years and 10 months and the mean age of the older group was 6 years and 7 months. There was a mean difference of 9 months between the two groups.

the study was controlled further by including only those children with intelligence quotient scores between 90 and 110. The mean I Q score of the younger group was 102.04 as compared with a mean I Q score of 100.08 for the older group. The younger group had a higher mean I Q score than the older group.

All these children were born in 1940 and entered school in September of 1946. They had remained in the Oak Ridge school system for six years. Each group had about an equal number of boys and girls.

The total standard achievement scores earned by the children on the Stanford Achievement Tests showed a mean achievement score of above Grade 7 for the older group and a mean achievement score of slightly above Grade 6 for the younger group. In comparing the mean achievement scores of

the two groups there was a mean difference of slightly more than 1 year and 4 months in favor of the older group. These achievement scores were analyzed by applying Fisher's "t" test to the difference in the scores of the two groups. The "t" tests indicated that the difference was significant at the 5 per cent level of confidence. According to this study there was a significant difference of achievement in favor of the older group.

Ten children had been retained in the younger group as compared with only one retention in the older group in the Oak Ridge study.

In 1959 an extensive investigation was conducted by the National Education Association in trends of policy regarding entrance age.⁹ Hall indicates a trend toward raising minimum entrance age. This trend has continued from early years of public school education. In 1839, 86 of 786 children in school were under four years of age with some children entering as young as two or three. The National Education Association findings of 1959, showed minimum starting ages in the United States schools varied from no minimum to over 6 years. The researchers reported a noticeable trend toward raising the minimum age and the use of psychological tests of mental maturity as criteria for

⁹Hall, R. Vance, "Does Entrance Age Affect Achievement?", Elementary School Journal, 63:391-396, April, 1963.

determining entrance age. Movements in raising entrance age and using psychological tests have not been rapid or uniform.

Hall¹⁰ further reported that movements toward the use of mental age as a criterion for school entrance appeared after many studies showed that children with a mental age between 6 years, 6 months and 7 years, 6 months profitted most from initial reading instruction. Most writers felt that for a child to have a good chance for success in the traditional first grade he must have attained a chronological age of about 6 years, 4 months and a mental age of from 6 years, 4 months to 6 years, 6 months.

Gelles and Coulson¹¹ in summarizing the position of the Bergen County Schools of New Jersey, noted the adoption of an earlier cut-off entrance age. Gelles and Coulson stated reasons for a change in policy were that children of average intelligence and younger than 6 years of age have less chance for success in first grade. On the average, children younger than 6 years, 6 months of age were not ready to read, and premature experience in reading led to an outlook of defeatism.

¹⁰Ibid., p. 392.

¹¹Gelles, Herbert M., and Coulson, M. C., "At What Age is a Child Ready For School?", School Executive, 78:29-31, August, 1959.

The review of research¹² relating to school achievement and chronological age were generally of two types. One type comparing achievement of two groups of children within a normal range of population indicated the older a pupil was at entrance into first grade, and the higher his mental age, the better his chances for success would be. Factors other than age and intelligence helped to determine success in school. The other type of study compared the achievement records of selected children who were permitted to enter school early. These studies generally indicated that pupils who entered early on the basis of high intelligence scores or mental age achieved above those who were not permitted to enter early. The findings also indicated that bright children who entered early had more social and emotional problems in secondary school.

After considering studies of research, it seemed evident that no chronological age had been agreed upon as a requirement for entrance into the first grade. Trends in policy over the years tend to indicate pressures to raise the chronological age for entrance into school.

Lack of evidence for setting a certain entrance age into first grade led the writer to investigate the relationship between school entrance age and school achievement. Examination of different age groups and their school achievement is presented in Chapter 3.

¹²Hall, op. cit., p. 393.

CHAPTER III

RELATIONSHIP BETWEEN ENTRANCE AGE AND SCHOOL ACHIEVEMENT

A review of literature indicated that researchers have not agreed upon a chronological age as a basis for entrance of children into the first grade. The writer made the following study to determine if there was any relationship between school entrance age and achievement.

Methods

A review of literature was made for indications of trends in policy regarding practices of admitting children into first grade on the basis of chronological age. Literature was also reviewed for evidence of a relationship between entrance age and school achievement.

One hundred twenty-four children at Lockwood School, Billings, Montana, were selected for the writer's study. These children were in the third, fourth and sixth grade classes during the 1962-1963 school term. Children selected were those who had continuous attendance at Lockwood School from the time they entered first grade.

Chronological age at time of entrance into first grade was the criteria for selecting these children. Each of the third, fourth and sixth grade classes were divided into two groups. One group of children entered first grade

between 5 years and 10 months and 6 years and 3 months of age. The other group of children entered first grade between 6 years and 4 months and 6 years and 10 months of age. Only those children with I Q scores of 95 or above were selected.

The following information was taken from the children's permanent records at Lockwood School: (1) chronological age at time of entrance into first grade, (2) composite achievement scores earned on the Iowa Every-Pupil Tests of Basic Skills given in February, 1963, (3) intelligence quotient scores earned on the Kuhlmann-Anderson Intelligence Tests, Form B, given when the children were in the second grade, and (4) the number of retentions between the time the children entered school until the end of the 1962-1963 school term.

Analysis of the Data

The null hypotheses to be tested in this study were that the composite achievement scores earned on the Iowa Every-Pupil Tests of Basic Skills by older children would not significantly exceed the scores earned by the younger children in each of the third, fourth and sixth grades at Lockwood School, Billings, Montana. The Chi-square test, with one degree of freedom¹ was used in testing the differ-

¹Siegel, Sidney, Nonparametric Statistics For The Behavioral Sciences, McGraw-Hill Book Company, Inc., 1956, p. 96.

ence between these groups of children. The class median was computed after combining the scores of the younger and older children into one group. Therefore, a 2 x 2 contingency table was constructed which allowed a dichotomy of the groups by ages and composite achievement scores.

Siegel² suggests that, "the region of rejection consists of all Chi-square values which are so large that the probability associated with their occurrence is equal to or less than .05."

Statistical analysis of comparisons made in this study are presented separately for each of the third, fourth and sixth grades.

²Ibid., p. 108.

Third Grade Class

The class median of the composite achievement scores earned by children in the third grade was found to be 4.45. These scores are presented in Table 1.

TABLE I. THIRD GRADE COMPOSITE ACHIEVEMENT SCORES ABOVE AND BELOW THE CLASS MEDIAN.

	Lower scores	Higher scores	Totals
Older group	9	13	22
Younger group	15	11	26
Totals	24	24	48

The figures in Table 1 show that of the 26 younger children, 15 scored below the class median and 11 scored above the class median. Of the 22 older children, 9 scored below the class median and 13 scored above the class median. The Chi-square value for the data in Table 1 was found to be .7853. The hypothesis that the composite achievement scores of the older group of children would not significantly exceed the scores of the younger group was accepted. It was concluded that there was no significant difference in composite achievement scores of the younger and older groups of children in the third grade.

Fourth Grade Class

The class median of the composite achievement scores earned by children in the fourth grade was found to be 5.35. These scores are presented in Table 2.

TABLE 2. FOURTH GRADE COMPOSITE ACHIEVEMENT SCORES ABOVE AND BELOW THE CLASS MEDIAN.

	Lower scores	Higher scores	Totals
Older group	8	9	17
Younger group	10	7	17
Totals	18	16	34

The figures in Table 2 show that of the 17 younger children, 10 scored below the class median and 7 scored above the class median. Of the 17 older children, 8 scored below the class median and 9 scored above the class median. The Chi-square value for the data in Table 2 was found to be .1125. The hypothesis that the composite achievement scores of the older groups of children would not significantly exceed the scores of the younger group was accepted. It was concluded that there was no significant difference in composite achievement scores of the younger and older groups of children in the fourth grade.

Sixth Grade Class

The class median of the composite achievement scores earned by children in the sixth grade was found to be 7.35. These scores are presented in Table 3.

TABLE 3. SIXTH GRADE COMPOSITE ACHIEVEMENT SCORES ABOVE AND BELOW THE CLASS MEDIAN.

	Lower scores	Higher scores	Totals
Older group	11	9	20
Younger group	11	11	22
Totals	22	20	42

The figures in Table 3 show that of the 22 younger children, 11 scored below the class median and 11 scored above the class median. Of the 20 older children, 11 scored below the class median and 9 scored above the class median. The Chi-square value for the data in Table 3 was found to be .0002. The hypothesis that the composite achievement scores of the older group of children would not significantly exceed the scores of the younger group was accepted. It was concluded that there was no significant difference in composite achievement scores of the younger and older groups of children in the sixth grade.

This part of the writer's study was concerned with the comparison and analysis of differences in achievement between younger and older children. Ages of the groups were based on ages at time of entrance into first grade. Children attending Lockwood School, Billings, Montana, during the 1962-1963 school term were selected for this study. Forty-eight children in the third grade, thirty-four children in the fourth grade, and forty-two children in the sixth grade were divided into a younger and older group at each grade level.

Composite achievement scores earned by the children on the Iowa Every-Pupil Test of Basic Skills in February, 1963 were compared for difference in achievement between younger and older groups.

The null hypothesis of no difference of achievement between the younger and older groups was stated. The class median of the composite achievement scores at each grade level was computed and cast in a 2 x 2 contingency table. The data in the 2 x 2 tables were analyzed by use of a Chi-square test to determine any significant difference in achievement between the younger and older groups. As a result of the tests, the null hypothesis of no difference in achievement between younger and older groups of children was accepted at all three grade levels.

It was noted that among the 124 children selected for the writer's study, there were 7 retentions in the

younger groups as compared with only 1 retention in the older groups. The number of retentions are presented in appendices A. B and C. This difference in number of retentions in the groups may indicate that a child who enters at a younger age may stand a greater chance of being retained than if he was a few months older when he entered first grade.

The summary, conclusions and recommendations are presented in Chapter 4.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Knowing when to promote or retain a child, because of his low achievement, is a problem which concerns many teachers, administrators and parents. Studies have been conducted in the past relating to reasons why some school children achieve less than others. Attempts have been made to determine if chronological age at time of entrance into first grade has influenced school achievement. Due to lack of enough evidence concerning entrance age as an influence on low achievement, this study was made in an attempt to determine if entrance age influenced achievement. The problem was to determine whether older children at the time of entrance into grade one will make higher achievement through school.

The first procedure was to review literature to discover what research had been conducted relating to entrance age and school achievement. The review of literature indicated that permission to enter school at a certain age has been a concern of educators and parents for many years. Also, research indicated that attempts have been made to establish entrance age into first grade on the basis of results of psychological and mental maturity tests.

Children attending Lockwood School, Billings, Montana, during the 1962-1963 school term were selected

for this study. Limitations were set which included children with I Q scores of 95 and above and children in grades three, four and six who had attended Lockwood School from the time they entered the first grade. Testing was limited to the use of the Iowa Every-Pupil Test of Basic Skills and Kuhlmann-Anderson Intelligence Tests.

Analysis of this study involved computing the class medians of composite achievement scores earned by children on the Iowa Every-Pupil Tests of Basic Skills and casting these composite achievement scores above and below the class median in 2 x 2 contingency tables. The data in the 2 x 2 tables were used to compute any significant differences in achievement by the use of a Chi-square test. Since there was no significant difference found in achievement between the older and younger groups, the null hypothesis was accepted at all three grade levels.

Conclusions

The following conclusions were made by the writer as a result of this study:

1. Chronological age at time of entrance into first grade may not influence school achievement.

2. Based on present admission practices, chances of retention may be greater if a child enters school when he is young chronologically.

Recommendations

In light of the findings in this study, chronological age is not necessarily a sound criterion for determining readiness for school. The writer recommends that further studies be conducted with larger samplings.

Further investigations should be made to determine the causes of retentions and low achievement among children with average or better ability. These studies should include investigation of such practices of traditional methods of instruction as opposed to individualized instruction, levels systems, ungraded primary and programmed learning for use as positive methods of acceleration. These studies may supply enough evidence to establish what the school policy should be regarding age at entrance into grade one.

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APPENDIX

APPENDIX A
RAW SCORES THIRD GRADE

Younger Group				Older Group			
C.A.	Sex	Ach. Test Score	IQ	C.A.	Sex	Ach. Test Score	IQ
5.10	G	4.2	113	6.4	G	4.5	100
5.10	B	3.7	107	6.4	G	4.6	109
5.10	B	3.6	100	6.4	G	4.9	100
5.10	G	4.8	112	6.5	G	5.6	109
5.10	G	4.4	103	6.5	G	5.1	100
5.11	B	4.1	104	6.5	B	3.4	106
5.11	G	5.2	108	6.5	B	3.0	105*
5.11	B	4.4	114	6.6	G	4.1	104
5.11	B	3.5	99	6.6	B	3.6	103
5.11	B	4.1	105	6.7	B	5.9	104
6.1	G	4.5	107	6.7	B	3.9	103
6.1	B	5.2	105	6.8	B	4.8	103
6.1	B	5.4	96*	6.8	G	4.9	100
6.1	B	5.3	112	6.8	G	4.2	98
6.1	G	3.6	97	6.8	G	5.2	104
6.1	G	3.9	113	6.8	B	5.2	104
6.1	G	4.8	113	6.9	G	5.5	102
6.1	B	3.5	107	6.9	G	5.2	95
6.1	G	3.1	104*	6.10	G	3.7	103
6.2	G	4.7	107	6.10	B	4.8	97
6.2	B	5.2	106	6.10	G	3.8	100
6.3	G	5.7	107	6.10	B	3.5	106
6.3	B	4.2	95				
6.3	B	5.1	115				
6.3	G	3.4	102				
6.3	G	3.2	103				

* Repeated one grade

APPENDIX B
RAW SCORES FOURTH GRADE

Younger Group				Older Group			
C.A.	Sex	Ach. Test Score	IQ	C.A.	Sex	Ach. Test Score	IQ
5.10	B	5.7	105	6.4	G	4.2	96
5.10	B	3.9	105	6.4	B	5.2	97
5.11	B	5.5	110	6.4	B	6.8	99
5.11	B	5.9	112	6.4	G	7.7	119
5.11	G	6.5	111	6.6	B	6.1	99
5.11	B	5.9	103*	6.6	B	5.3	106
5.11	G	4.6	98	6.6	B	5.3	104
6.1	B	6.4	106	6.6	G	4.5	103
6.1	B	5.3	107*	6.6	G	5.1	107
6.1	G	4.7	104	6.7	B	5.9	99
6.1	G	4.7	103*	6.7	G	5.1	102
6.1	B	3.9	98	6.8	G	4.3	103
6.2	B	4.7	95	6.9	B	5.4	100
6.2	G	5.4	104	6.10	G	7.1	110
6.2	G	4.9	100	6.10	G	6.1	95
6.3	B	4.3	104	6.10	B	6.1	101
6.3	B	5.3	105	6.10	G	7.4	107

* Repeated one grade

APPENDIX C
RAW SCORES SIXTH GRADE

Younger Group				Older Group			
C.A.	Sex	Ach. Test Score	IQ	C.A.	Sex	Ach. Test Score	IQ
5.10	B	7.9	106	6.4	G	6.6	100
5.10	G	9.0	123	6.5	G	7.2	106
5.11	B	6.4	105	6.5	B	7.6	120
6.0	G	6.6	103	6.5	G	7.9	103
6.0	B	6.6	105	6.6	B	7.2	105
6.0	B	7.0	110	6.6	B	6.7	108
6.0	B	8.7	110	6.6	G	5.8	95
6.1	G	8.1	114	6.6	G	9.1	114
6.1	B	8.0	105	6.6	G	7.2	103
6.1	G	9.6	113	6.7	G	7.3	106
6.2	B	7.0	99*	6.7	G	5.7	104
6.2	B	7.4	104	6.7	B	7.6	104
6.2	B	6.7	102	6.7	G	8.7	121
6.2	G	6.9	103	6.8	G	6.5	102
6.2	G	5.6	99*	6.8	G	8.2	109
6.2	G	6.1	95	6.8	B	8.5	106
6.2	G	8.3	116	6.8	B	6.5	100
6.3	G	6.3	102	6.8	B	7.8	109
6.3	G	9.0	122	6.10	B	6.7	100
6.3	B	8.2	101	6.10	B	9.0	111
6.3	G	6.2	105				
6.3	G	7.6	101				

* Repeated one grade