New York City Small Schools of Choice

Table 1

Baseline Characteristics of SSC Lottery Participants:
First Year of High School, Cohorts 1 to 4

Characteristic (%)	SSC Lottery Winners	Control Group Members	Estimated Difference	P-Value for Estimated Difference
Race/ethnicity				
Hispanic	47.3	47.9	-0.6	0.480
Black	43.6	43.2	0.4	0.641
Other	7.9	7.5	0.3	0.428
Male	46.0	45.5	0.5	0.525
Eligible for free/reduced-price lunch	84.0	84.5	-0.5	0.467
English language learner	8.4	7.6	0.8	0.114
Special education[a]	6.6	6.7	-0.1	0.826
Overage for 8th grade[b]	16.7	18.1	-1.4	0.153
8th-grade reading proficiency[c]				
Did not meet standards (level 1)	6.9	6.6	0.3	0.486
Partially met standards (level 2)	60.5	61.4	-0.8	0.328
Fully met standards (level 3)	28.4	27.6	0.8	0.287
Met standards with distinction (level 4)	0.7	0.7	0.1	0.580
8th-grade math proficiency[c]				
Did not meet standards (level 1)	18.8	19.2	-0.3	0.628
Partially met standards (level 2)	45.1	44.9	0.3	0.759
Fully met standards (level 3)	32.8	31.9	0.9	0.238
Met standards with distinction (level 4)	2.3	2.2	0.1	0.598

Total number of student observations = 30,959

SOURCES: MDRC's calculations use High School Application Processing System and New York City Department of Education (DOE) state test data for eighth-graders from the 2004-2005 to 2007-2008 school years, as well as data from DOE enrollment files from the 2005-2006 to 2008-2009 school years.

NOTES: Values for SSC lottery winners are the simple means for all lottery winners. Values for the difference between SSC lottery winners and control group members are obtained from a regression of a given baseline characteristic on a series of indicator variables that identify each lottery plus an indicator variable that equals 1 for lottery winners and 0 for lottery losers. The coefficient on the latter indicator variable equals the difference in the mean baseline characteristic for lottery winners and control group members. The value for control group members equals the corresponding value for SSC lottery winners minus the estimated difference between lottery winners and control group members. To facilitate computation, all variables are centered on the mean value for the lottery they represent. This approach is equivalent to directly accounting for each lottery by adding a 0/1 indicator variable for it (Wooldridge, 2000). In some cases, rounding may cause slight discrepancies.

A two-tailed t-test was applied to the estimated difference. Statistical significance levels are indicated as: ** = 1 percent; * = 5 percent.

(continued)

Table 1 (continued)

A chi-square test was used to assess the statistical significance of the overall difference between lottery winners and control group members reflected by the full set of baseline characteristics in the table. The resulting chi-square value is not statistically significant (p-value = 0.387).

Cohorts 1, 2, 3, and 4 consist of students in the study who were eighth-graders in the spring of 2005, 2006, 2007, and 2008, respectively.

[a]This sample includes special education students who can be taught in the regular classroom setting. Special education students classified by the DOE as requiring collaborative team teaching services or self-contained classes are not part of the sample.

[b]Lottery participants are classified as "overage for eighth grade" if they were 14 or older on September 1 of the eighth-grade school year.

[c]Students scoring at proficiency levels 1 and 2 are not considered to be performing at grade level for state math and reading exams. Due to missing test scores, the sum of levels 1-4 may not add to 100 percent.