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# Assessment of Omaha Public School's Magnet School Objectives of Integration and Academic Excellence

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ASSESSMENT OF OMAHA PUBLIC SCHOOL'S MAGNET SCHOOL OBJECTIVES  
OF INTEGRATION AND ACADEMIC EXCELLENCE

A Field Project

Presented to the

Department of Educational Administration

and the

Faculty of the Graduate College

University of Nebraska at Omaha

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

by

Erik Chaussee

September, 1988

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FIELD PROJECT ACCEPTANCE

Acceptance for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION AND STATEMENT OF THE PROBLEM	4
Statement of the Problem	
Significance of the Study	
Delimitations	
Limitations	
Assumptions	
Hypothesis	
Methodology	
Definition of Terms	
II. REVIEW OF RELATED LITERATURE	13
Racism	
White Flight	
Reasons for Existence	
Recruitment/Marketing	
Recommendations	
III. METHODOLOGY	33
Academic Comparison	
Integration	
Parent, Staff, and Student Surveys	
Costs of Magnet Schools	
Student/Teacher Ratio	
IV. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	59
Summary	
Conclusions	
Recommendations	
REFERENCES	63

## CHAPTER ONE

### INTRODUCTION AND STATEMENT OF THE PROBLEM

Twenty-five sixth graders are working in a classroom, with several different groups involved in a plethora of activities. A large group is working on software that is displayed on a big-screen monitor which has been hooked up to a computer via a coaxial cable, another group is working on a worksheet generated from a computer, still another group is being helped by the teacher, and the remaining individuals are independently working. Every single student is involved and interested. Learning is taking place. Half the children are black and the other half are mostly white. This is the type of classroom that teachers envisioned for the future while in college. The kind that teachers can look around the room and feel proud of what is going on, feel good that they are part of it, and responsible for it.

The above situation takes place in an intermediate magnet school in Omaha, Nebraska, Druid Hill. This is not to say that all magnet schools are like this or that Druid Hill is like this all the time. In fact, one of the problems that exists, and further discussed in the review of literature chapter, is the concept of dumping, moving not the best, but rather the worst students into magnet schools. This of course leads to more discipline problems. But, even with problems,

magnet schools may offer a fairly inexpensive and innovative way to achieve racial integration and a curriculum alternative.

Magnet schools as we know them today have come about fairly recently. After the 1954 Brown v. Board of Education Supreme Court decision, school districts across the nation were being hauled into court and forced to desegregate their schools. Strong opposition and resistance met these decisions in many cities. Boston experienced violent protests and mass dissatisfaction which eventually led to great exodus from the inner city to the suburbs or to the nonpublic schools in what became known as white flight. Cities were losing thousands of students and millions of dollars of their tax base. Thus, the birth of modern day magnet schools.

But desegregation was not the only purpose. Education in America has long sought out alternatives to traditional schools. Here was a chance to offer an alternative, but the alternative had to be good. There had to be an excellent school waiting for the child at the end of the bus ride. Therefore, magnet schools as a whole had two goals: racial integration and a quality educational alternative.

A great deal of research has been done on magnet schools in the last few years. Most of it has focused on such areas as development, history, need, criticism, types or themes, quality, marketing, attraction, and recommendations. But, there is relatively little information regarding quantitative

analysis of such items as student and parental satisfaction, students' interracial interaction, and academic success. In other words, do magnet schools meet their primary objectives?

#### STATEMENT OF THE PROBLEM

Over 1000 magnet schools exist in the nation's large school districts and more districts are moving toward this concept. Considerable time, effort, and money have gone into the development and maintenance of magnets. But are they effective? The purpose of this study is to assess the Omaha Public School's (OPS) magnet school objectives of maintaining racial and sexual balance (integration) and academic excellence. To assess the objectives dealing with integration in the intermediate magnet schools in the Omaha School District the following questions will be asked. First, those dealing with racial and sex balance specifically:

1. Are the OPS magnet schools racially balanced?
2. Are the OPS magnet schools sexually balanced?
3. Are the OPS magnet school students satisfied?
4. Are the OPS magnet school parents satisfied with their children's education?
5. Is the OPS magnet school staff satisfied?
6. Are the OPS magnet school students tolerant and accepting



of other races?

The second set of questions deals with academic success:

1. Are the OPS magnet school students significantly better academically than nonmagnet school students from similar socioeconomic backgrounds?
2. Is the class size of the magnet schools and nonmagnet schools significantly different?
3. Are magnet school's costs significantly different than the costs of the nonmagnets?

#### Significance of the Study

These questions are important, as they are at the very heart of the reason magnet schools exist. If magnets don't achieve racial integration, if they aren't offering a better curriculum alternative, and if they aren't drawing the students voluntarily, then the continuation of magnets should be seriously questioned. During this past school year (1986/87), the staff at Druid Hill had been writing a grant proposal for magnet schools. This gave the staff an excellent opportunity to evaluate their own program, as well as look at others. Some of that information will be presented in the methodology chapter.

When this study is over, there will be a better comprehension of research nationally and the data from the

Omaha schools. The information can help teachers and administrators in developing a magnet program or evaluating a current program.

#### Delimitations

The only comparison to be used for matching the schools is the percentage of students on the free or reduced hot lunch program. No other data will be used for this matching.

This study is only concerned with intermediate schools in the Omaha Public School District. Nonintermediate magnets and schools outside OPS will not be included.

Although a big concern to school districts, this paper will not address the issue of white flight in the city of Omaha.

#### Limitations


There are certain factors involved in this study over which the researcher has no control over. Druid Hill is a computer/math magnet and there is no district-wide test given to assess computer skills.

Currently Omaha Public Schools does not give the science battery of the Comprehensive Achievement Tests, thus there is no district-wide method that can be used to compare students at the King Science Center with other students to assess their

science achievement. Therefore, this study will look at the full battery of CAT tests when comparing magnet students to nonmagnet students.

Another limitation is the different organization of the two schools in this study. Druid Hill is currently made up of one-half of the students who apply for the magnet, are randomly selected, and are given free transportation. The other half of the student body is composed of the children who live in the immediate attendance area.

King, on the other hand, is made up entirely of students like the first group mentioned above who attend Druid Hill. Thus, half of Druid Hill's students are true magnet students and all of King's students are. This tends to make a comparison somewhat difficult.

 Another comparison that could be of limited validity is that magnet school students apply and elect their school, whereas nonmagnet school students are assigned to their neighborhood school. Therefore, different types of students may be attending a magnet center. For the purpose of this study, that difference will not be taken into account.

### Assumptions

There are certain assumptions that need to be mentioned in this study. The first is that it is assumed that the different types of students (those that apply at magnets,

those that don't apply and remain in their home school, and those that apply and don't get in) will not make a difference in the study.

Another assumption is that the percentage of students on the free and reduced school lunch program is a good indicator of socioeconomic status. This will be used in comparing schools to find similar socioeconomic backgrounds. Tied into this is also is the assumption that schools with similar socioeconomic background have the same types of students, and if one school does better on standardized achievement tests, it educates students better.

The final assumptions deal with the questionnaires that will be used in the methodology. It is assumed that students can fill out questionnaires accurately and honestly, and that parents and staff can do the same.

### Hypothesis

Magnet schools meet their objectives. The three subhypotheses are:

1. There are no significant differences in academic achievement between students of magnet schools than students of nonmagnet schools.
2. There is no significant difference in the racial composition of students between magnets and nonmagnets.
3. There is no significant difference in the sexual

composition between magnets and nonmagnets.

### Methodology

The methodology for this study consists of a number of components. The first hypothesis (academic excellence) uses the following components: (1) a review of the literature, (2) comparison of Comprehensive Achievement Test (CAT) scores from all OPS schools housing intermediate students, (3) individual CAT scores for a longitudinal study, (4) comparison of free and reduced lunch program data, and (5) comparison of teacher/student ratio.

The second and third hypotheses (integration) uses: (1) a review of the literature, (2) racial and sexual data, and (3) parent, staff, and student surveys of one of the intermediate magnet schools.

### Definition of Terms

achievement- based on CAT scores.

CAT- Comprehensive Tests of Achievement, standardized tests used in the Omaha Public School District that give students a percentile ranking compared with other students in the country at the same grade level.

socioeconomic status- the economic and social level of the student and his or her family.

racial and sex balance- the percentage of students according to race (white and nonwhite) and sex (male and female).

tolerant- the acceptance of children different from oneself.

teacher/student ratio- the number of total students divided by the number of teachers in a given school or school district.

## CHAPTER TWO

### RELATED LITERATURE

Magnet schools are briefly defined by Lehman (1977) as schools that bring students together because of a common interest that the school emphasizes and not because of their common neighborhood geography. These schools, which could be called specialty or alternative schools, came about for two basic reasons--a desire to desegregate schools without mandatory assignment of students to a specific school and a sincere desire to improve education. This chapter will examine and synthesize the research regarding these two reasons.

#### Racism

Racism is deeply embedded in the history of the United States, going back to first days of slavery and the definition in the U.S. Constitution of blacks as less than whole people. Olson (1967) reports that racial intermarriage was even illegal in 18th century New England. Ohio in 1829 declared integrated schools unlawful, which was the common practice in those days. Massachusetts banned segregated schools in 1855. In fact, it was illegal to even educate blacks in almost every state in the early 1800's. However, information found in

Stephen's book (1980), School Desegregation: Past, Present, and Future states that a few entirely black schools did exist in both the North and the South, but only 7% of all black school age children attended school in 1860. At that time, there was nothing to guarantee education for blacks. In 1871, the state supreme courts of both Indiana and Ohio found that segregated schools could exist if they were equal. This "separate but equal" phenomenon took hold in the South in hotels, restaurants, housing, transportation, and of course, public education. Homer Plessy, a black man who purchased a first class ticket for a ride within the state of Louisiana, challenged the East Louisiana Railway when they placed him on a separate railroad car. This case went all the way to the United States Supreme Court where Plessy lost in the landmark case of Plessy v. Ferguson. The Court stated that a segregated American society was acceptable, legal, and unavoidable.

### Separate But Equal

The Civil Rights Act of 1866 and the 14th Amendment attempted to improve the black's civil rights, but did very little for education. Many segments of American society were separate, and usually not equal. This led, according to the case's dissenting opinion, to increasing the "seeds of race hate." In 1908, the Supreme Court decided for separate but



equal schools specifically in Berea College v. Kentucky. Issues and court cases like this led to the formation of the National Association for the Advancement of Colored People (NAACP) in 1910.

In the early 20th century blacks by the millions began leaving the South due to economic failures of the southern economy, economic promises of the North, and the continual enforcement of the Jim Crow laws, a policy of segregating blacks. In 1930 the national average per pupil expenditures for educating a white child was \$44, for a black child, \$13. In Georgia it was \$38 compared to \$6 and in Mississippi it was \$45 for white students and a mere \$5 for a black child. The NAACP formulated a plan in 1930 calling for desegregation of America's neighborhood schools. By 1935, forty-four school districts had been challenged and school segregation was upheld every time.

#### Light At the End of the Tunnel

It wasn't until the late 1940's and early 1950's that things started to change. During World War II the war industrial plants were desegregated and after the war President Truman did the same to the armed forces. School desegregation cases were being won in state courts, leading eventually to Brown v. Board of Education of Topeka in 1954. The Supreme Court brought down the separate but equal

stronghold in the nation, declaring segregated schools illegal. One of the factors that led to the view the schools were really not equal was the fact that black children had to travel long distances by bus to achieve segregated schools.

Things moved slowly. Ten years later, 99% of all black students were still in segregated schools and in 1966, the figure was 86%. The case of Griffin v. County School Board of Prince Edward County and the 1964 Civil Rights Act sped up the desegregation of one of American education's strongest tradition, the neighborhood school.

### Early Magnet Schools

While this was going on, there were some alternatives being developed to the neighborhood school. They were known as alternative schools, or specialty schools. These schools are the forerunners to today's magnet schools. Considered to be the first, according to Doyle and Levine (1984) was Boston Latin School founded in 1635. Other early alternative schools include Lowell High School in San Francisco; Central High School in Philadelphia; Bronx High School, Aviation High School, and New York High School of the Performing Arts all in New York; and Dunbar High School in Washington D.C., an all black alternative school.

These early schools were set up to attract students who might have gone to private or parochial schools. But this led

to accusations of elitism, which still plagues magnet schools today. Magnet schools, as we know them today, got their big push in the 1960's. They received grants from Mario Fantini, considered to be the father of magnet schools. He was an official of the Ford Foundation at the time. Congress also passed laws in 1976 and in 1983 providing funds for the establishment of magnet schools (Lemann, 1987). Some of this money came from the Emergency School Aid Act. Today there are over 1000 magnet schools in 130 of the largest school districts. Lemann's opinion (1987) is that they are very successful in that they are integrated without incident and enrollment is oversubscribed.

#### From Brown to Busing

After the Brown and Griffin cases, the Legal Defense Fund of the NAACP began suing one school district after another to force cities to desegregate their schools. Lemann (1987) states that Judge Arthur Garrity accused Boston Public Schools of perverting the desegregation rules by gerrymandering and other manipulative devices including not hiring minority teachers. The case was presented before Judge Garrity in March of 1972 and was decided in June of 1974. The schools began integrating in September of that year. What was to follow was to have a profound effect on the rest of the nation for years to come, in terms of social, legal, educational, and

judicial issues. Violence, overt racism, and mass protests and demonstrations wrecked havoc in Boston for the next four years. Although Judge Garrity was merely upholding Supreme Court rulings; Sheehan (1984) feels the judge had no choice, but he probably should not have begun where he did. He attempted to mix black and lower-class Roxbury students with white, fiercely-defiant, middle to lower-class South Boston. This polarized the community.

What happened in Boston began happening in other cities, although to a lesser degree. However some cities were able to peacefully desegregate. Grant (1982) found that true in Tucson, Arizona, and Tsapatsaris (1985) in Lowell, Massachusetts. But cities such as Los Angeles and Louisville both experienced community outrage which eventually helped to create a new phenomenon of the 1970's, white flight.

### White Flight

After the desegregation orders were mandated in city after city across the country, it became quite clear that many white parents were not going to send their children to schools in minority neighborhoods no matter what the law and the courts said. Parents felt that they had a right to the neighborhood school concept, although many parents removed their children from these neighborhood schools to avoid integration. Compare these figures from Ford (1985) which

show student demographics in Boston before and after court-mandated desegregation (see Table 1).

TABLE 1

Pre and Post Boston School Desegregation Student Enrollment

1973	Students	1984
93,647	total students	55,135
53,593	white students	15,327
31,963	black students	26,662

Some of this drop in enrollment was due to declining birth rates, but nevertheless, Boston lost almost 40,000 white students in eleven years. The whites, who not so long ago were the majority, by 1984 made up just over one quarter (28%) of the total student enrollment. This not only affects the social climate of the city, but the tax base is lowered when families and companies leave the city. Another negative aspect is that many of the better students are the ones that leave to go to the suburbs or parochial schools. The fact that white neighborhood schools had good students was one of the reasons that made them so attractive to the initiators of the desegregation cases. When they are gone, part of the

purpose for desegregation is defeated.

### Reaction to White Flight

The mood of the nation has started to swing back the other way in the mid-1980's, because of white flight and the fact that the Reagan Administration is basically against mandated busing. The courts have begun to reverse desegregation plans in reaction to this and to the fact that there are relatively few white students left in the inner city.

In the fall of 1986, as reported by Flygare (1986), the Norfolk, Virginia, Public Schools will return to neighborhood schools. The school district had lost 18,000 white students from 1970 to 1983. Oklahoma City has also eliminated busing for elementary students.

A University of Chicago study (School Law News, 1987) shows that busing does work to integrate schools, but the political and judicial climate has changed to the point that the plaintiffs must prove that the school district is intentionally discriminating. The article goes on to quote Edward Kelly of the National School Board Association that magnet schools offer hope.

## Minorities Today

Despite the Reagan Administration's current opposition, blacks are holding their own, according to School Law News (1987). Sixty-three percent of the nation's black students attended predominately minority schools in 1984; the same number as in 1972. However, some look upon this as a defeat, that no improvements have been made.

Hispanics are now reportedly losing ground in education ("Blacks Holding Ground," 1987). In 1968, 55% of Hispanics attended predominately minority schools. In 1987, the figure was 71%. Part of the problem is that there are so few white students left in the inner city schools. Since 1968, Hispanic enrollment has increased 80%, while white enrollment has declined 19%.

Cities around the country are not integrating the same. Houston is 40% black, 40% white, and 20% Hispanic. But local judges feel that 10% minimum minority enrollment is adequate (Dorgan, 1980; McIntire, Hughes, & Say, 1982).

## White-Black Achievement Differences

The National Assessment of Student Data collects data dealing with achievement levels of different groups, including race and age. Conclusions of this data by Jones (1984) reveal a decline in the average difference on test scores between whites and blacks at different ages. For students born in 1953, the difference in correct responses was 20%, for

students born in 1970, the difference was reduced to 10%. Standardized Achievement Tests scores also show a narrowing gap between the races. The indications are that this trend will continue in the future.

Desegregated schools are just one reason cited for this improvement. Other reasons include increased income, better attitude, and motivation by blacks. The laws have been changed to provide less discrimination, at least overtly; and more blacks are in school, giving rise to more good students.

#### Reasons for Existence

Because of what happened in Boston and elsewhere and the the great migration to the suburbs, there had to be a better option. Magnet schools as we know them today came about primarily as an alternative to mandated busing and secondly as an innovative idea, which really was just a continuation of the reason that alternative and specialty schools originated. When a magnet school functions at its best, it relies solely on attraction to fill its building. Voluntary reassignment sits much better in a community than mandatorily assigning students. If white parents are going to send their children into minority neighborhoods, it has to be a better school. This was the impetus to change; to become better schools. But magnet schools not only had to be better, they needed to offer an alternative or an area of specialization.



## Magnet Schools Evaluated

An extensive study by Rolf Blank (Rolf Blank, 1984 & Special Report-National School Public Relations Association, 1985) revealed some new trends in magnet schools. There is a growth in interest in educational options and diversity, including variety in curriculum, teaching methods, and school design. There is a renewed involvement of parents and community leaders and greater attention is placed on the eventual outcome of the education.

Blank (1984) studied forty-five schools in fifteen cities and Smith, Gregory, and Pugh (1981) studied thirteen schools in four states. Blank found that one-third of the magnet schools were rated excellent in areas of instruction, curriculum, student learning opportunities, student-teacher interaction, and use of resources. The majority of the remaining thirty schools rated well. Magnet school quality was found not to relate to size, type, theme, or method of organization. The schools in the study served average and high-ability students. To counteract cries of elitism, most of the schools were found not to have admission requirements that only attract the best students. However, generally, they do attract highly-motivated students due to voluntary enrollment. The students, teachers, and principals chose to be there. The schools had better attendance, fewer drop outs,

and more parental and community support, as well as more parental satisfaction. Eighty percent had higher achievement levels than the district average. These schools can compete with nonpublic and suburban schools, and at only \$59 more than the average per pupil expenditure in their districts. The 1981 study of thirteen magnets found test scores higher in magnet schools than conventional schools.

Rolf and his associates came up with some characteristics of the high quality magnet schools. One characteristic was an innovative, "entrepreneurial" principal who can motivate students and staff. The quality of the schools does not come from selectivity of the students. One very important characteristic, the community and district proved their commitment and level of involvement by providing extra resources, especially money.

### Criticism of Magnet Schools

Of course, magnet schools are not without their critics. The most frequently lodged criticism is the cry of elitism. This goes back to the early days of the alternative schools. Dorgan (1980) accuses magnet schools of setting up a dual system within the school district. They get more money which benefits a small percentage of the district. They take the better kids and teach fewer of them. This allows the nonmagnet neighborhood schools to have less money, higher

teacher-pupil ratios, more "average" students, all of which contribute to their deterioration. In some school districts students must provide their own transportation and in others the application procedures are difficult to read for some, both of these factors discriminate against the financially-poor and the academically-poor student. Furthermore, magnet school staff generally has more inservices, creating better prepared teachers than nonmagnet schools.

Lemann (1987) feels that magnet schools should be elitist. They should not randomly select, rather they should have criteria for entrance. He believes this will motivate students to work harder if entrance is based on merit, not randomness.

Dorgan (1980) also accuses cities of not desegregating quickly enough. St. Louis had less than 5% of their 82,000 students involved in integration programs in 1976. Houston had less than 3%. Houston was ordered to add 1000 students a year to their integration plans. At that rate, it would take 200 years to involve all students. Dallas, at their current rate, will take until 1995 to integrate their schools.

Dorgan feels that busing does not cause white flight. She has seen magnet schools used exactly opposite of their intent. Some magnet schools have so few minorities that parents send their children there because their assigned school has a higher minority enrollment than the magnet school

due to changing neighborhoods. Desegregation programs discriminate against poor white students. They live in the black neighborhoods, but they are not allowed or given the opportunity to attend the better white neighborhood schools because they would not increase the minority enrollments. Thus they continue in the same schools.

### Recruitment/Marketing

As stated previously, in theory magnet schools draw students simply because of attraction. They exist solely to reallocate students. White parents have a strong reluctance to send their children to minority neighborhoods. Magnet schools must be able to overcome this by recruiting, and recruiting means marketing. Although certainly common in business and in higher education, marketing is not common in public elementary and secondary schools.

Blank (1986), who did an extensive study on the quality of magnet schools, has also looked at an in-depth study of marketing and recruitment in magnet schools done by the U.S. Department of Education. The study identified five reasons magnet schools should market themselves. The first one is to use the facilities to capacity. It is easier to plan if an organization knows how many students will be enrolled. Another is to meet desegregation guidelines. There is an obligation to inform the community of what is happening and marketing will

inevitably do this. The last reason is that good recruiting will keep a constant pool of students available.

The study found that most magnet schools use a variety of techniques to draw students, and that marketing definitly contributes to enrollment. Few rely solely on such informal methods as word of mouth or school reputation, although they can be useful. Specific methods of recruiting were identified and listed here in order of frequency and then in order of effectiveness.

Most frequently used methods (in order of use):

1. Principal and staff recruitment to district schools
2. Letters and material sent to parents and other schools
3. Media coverage
4. Magnet school performances and presentations by students
5. Parent visits to school and interviews
6. Central office staff recruitment

Effectiveness of methods (in order of effectiveness):

1. Principal and staff recruitment
2. Letters and material sent ot parents and schools
3. Media coverage
4. Student performances and presentations
5. Parent visits to schools and interviews

6. Central office staff recruitment
7. Counselor recruitment in homes and community groups
8. Survey of parents and students
9. Student recruiting

Marketing also helps school-community relations. The community is usually more involved in magnet schools, possibly because the community is involved in the initial development of the school and the program. Of course, this works the other way also. The staff becomes more aware of community relations and works harder to achieve good relations.

Marketing helps foster healthy competition. Due to the fact that the community is more aware of the magnet schools, the nonmagnet schools may be forced to work harder to compete to keep certain types of students. The parents may put pressure on these schools, thus getting more involved. Since the major recruiting method is staff visitation to other schools, creating a better image for their own school is a result. If they say their schools are better, they'll want to back it up. Parents are only going to send their children there if they feel the school has an effective and successful program. Of course, this competition may lead to cries of elitism from the other schools. Often times, magnet schools do attract more highly-motivated and brighter students, but Metz (1985) found that the opposite frequently occurs, she refers to it as dumping. Nonmagnet schools try to encourage students

they don't want to go to the magnet schools. These principals and counselors do not seek out the best students to go, but rather the worst. She found this happening in Heartland, a fictional midwestern city where she intently studied magnet schools reported in her book, Different by Design (1986).

### What Parents Want

Levine and Eubanks (1985) studied magnet schools in three different cities and found that magnet schools need a special type of curriculum and strong, innovative leadership and outstanding instruction to draw students. The school itself needs to be of high quality, with math, science, and computer magnets being the most popular. The type of parents that will send their children into minority neighborhoods tend to be of higher socioeconomic status than parents who won't. These parents generally want a more individualized type of instruction, where students master basic learning skills as well as independent learning skills. They want a highly interesting environment, both academically and physically. The building doesn't have to be new, but should be at least attractive. These parents want a low teacher-student ratio. There needs to be a core of white students, at least 55% of the total enrollment. They want a computer for every two or three students.

A successful magnet school has to have a successful

recruiting program using a variety of marketing methods. Without this, all the good work may go unnoticed and students who would really benefit from this type of school may never know about it nor have a desire to attend. An interesting fact which Metz (1985) found was that magnet schools were not publicizing information about the fact they were desegregated or used for desegregation purposes.

### Summary

The body of this paper was intended to focus on intermediate magnet schools, two in particular in the Omaha Public School District. They are King Science Center and Druid Hill Math and Computer Center. The data will look to see if the magnets have met their objectives in integration and academics according to the recommendations from the literature and the statistics gathered. No matter what the objectives are and whether or not they have been met, schools can always improve and learn from the research. The following recommendations are those that have not been previously covered.

First, there should be two types of desegregation plans, magnet mandatory plan where the choice is between the neighborhood school and the magnet school and where the whole city is desegregated and the magnet schools are a curriculum alternative. The second one works much better. History has



shown that mandatory busing is a difficult task. Fifty percent of white students don't show up to their assigned schools, or they won't return if the white enrollment gets too low. So enrollment must be controlled by race. Thus, there should be a two phase plan. First, there should be a voluntary assignment followed by a mandatory assignment used only if there are vacant spaces. If it isn't done this way, it aggravates whites because some are assigned who would not go under any circumstances and some aren't picked who want to go or at least would be willing to go.

A strong principal is highly recommended, as previously discussed. A popular principal can also be an asset in recruiting. A popular principal was found to be able to attract more students of his or her own race than an unpopular one (Rossell, 1985).

Selectivity was found to be more important than the theme of the magnet school. Even the perceived selectivity is an asset. If white parents know or assume the magnet is selective in their recruitment, it will attract more students. In fact, a recent survey of magnet school parents revealed that 87% did not know the theme of their child's magnet school.

The pupil-teacher ratio must be kept low. Stanley (1982) found that this was a number one or two attraction of the magnet with parents. Another survey found that this was true when asked just to black parents.

Another study found that location is the most important

factor of two-thirds of the parents surveyed in East Baton Rouge, LA (Davis and Bryant and U.S. v. East Baton Rouge Parish School Board, 1983). Stanley (1982) found that in Houston the long busing distance is the major weakness of the magnet plan according to parents. If busing is already part of the desegregation plan, than busing isn't perceived as negatively as it is in a nonmandatory plan. In other words, if students are already being bused, than busing to a magnet school isn't a factor. From this information, schools should try to minimize busing by placing magnets in strategic locations throughout the city.

## CHAPTER THREE

### METHODOLOGY

Omaha Public Schools embarked on a major project in the fall of 1981 with the opening of court-ordered magnet schools. These schools were designed to alleviate problems associated with segregation in the Omaha School District. The plan called for an intermediate magnet school in 1981-82, to be followed by a second one three years later.

Druid Hill Math and Computer Center is currently (1988) in its seventh year of operation and King Science Center is in its fourth year. After this many years, questions were raised as to their performance. This predicated the hypothesis of this thesis: Magnet schools work significantly better than nonmagnet schools and the three subhypotheses: Magnet schools are academically superior, racially integrated, and sexually integrated.

This chapter describes how the data was obtained, the results of that data, and the interpretation of the data.

#### Academic Comparison

As stated in chapter two, magnet schools were started to provide a better educational alternative in order to attract majority students into minority neighborhoods. This section of

the chapter will examine the first hypothesis.

Hypothesis #1

To test the hypothesis that there were significant differences in academic achievement of magnet school students compared to nonmagnet school students the following procedures were used:

1. Four nonmagnet schools each were selected to compare Druid Hill and King with a similar school population as calculated by the average number of students on free and reduced lunch.

2. The average CAT scores for each grade level 4-6 were calculated and are summarized.

3. Twenty-five students were randomly identified from both Druid Hill and King and their CAT scores were found and averaged from each school for grades 2-5. This procedure is explained more in detail later in this chapter.

4. Druid Hill uses two budgets, a magnet budget and a nonmagnet budget. The magnet budget goes above and beyond the nonmagnet or regular budget and is used exclusively for magnet programs. Therefore, an exact per pupil cost was calculated and recorded, as is explained further and shown in table six.

5. The student/teacher ratio was calculated for Druid Hill, King and the OPS elementary schools as a whole.

6. Results were tested for significant differences using a t test score.

## CAT Scores of Magnet and Nonmagnet Schools

One method to test academic excellence in intermediate magnet schools is to find schools is to initially test for socioeconomic background. The percentage of students on the free and reduced lunch program will be the test of similarity. It is generally recognized that the greatest predictor of academic success of a student is the socioeconomic background of that student.

Therefore, for comparison purposes, schools with a similar percentage of students eating free or reduced lunch were selected. Subsequently the socioeconomic data of the Druid Hill and King students were compared to four schools that have a similar free and reduced lunch program participation and the district as a whole for the school years 1985-86 and 1986-87.

The national percentile ranking for the total battery of the CAT tests were recorded for each of the ten schools and the district. Only the intermediate lunch count of Druid Hill will be used, as that is the only part of the magnet program (Druid Hill is kindergarten, first, and fourth through sixth grades whereas King is fourth through sixth.). This information is summarized in Tables 1 and 2.

TABLE 1

1986 Mean CAT Scores and Socioeconomic Background

School	Free & reduced lunch percent	<u>CAT Scores by Grade</u>		
		4	5	6
Druid Hill*	70.4%*	49	62	61
Highland	70.5%	49	38	47
Marrs	71.5%	54	48	58
Spring Lake	71.2%	54	56	41
Field Club	62.6%	57	56	51
King*	52.3%	68	68	62
Beale	44.4%	74	64	70
Belle Ryan	51.3%	52	71	69
Chandler View	49.0%	70	55	67
Rosehill	45.7%	70	35	59
District	51.8%*	63	61	64

\* denotes 1987 figures

TABLE 2

## 1987 CAT Scores Compared to Socioeconomic Background

School	Free & reduced lunch percent	<u>CAT Scores by Grade</u>		
		4	5	6
Druid Hill	70.4%	57	57	60
Highland	67.5%	42	48	30
Marrs	71.7%	50	41	47
Spring Lake	70.1%	61	62	55
Walnut Hill	74.2%	60	43	73
King	43.6%	75	78	77
Beals	45.1%	54	77	68
Hartman	42.1%	69	70	76
Pinewood	40.7%	56	61	54
Rosehill	42.4%	77	68	51
District	51.8%	67	66	67

## Interpretation of the Data

While a variety of measurements were used to test this hypothesis, each will be examined in this section. Tables 1 and 1-A display the Druid Hill and the four other nonmagnet schools' data that have a similar socioeconomic background. A student's socioeconomic status is the greatest determiner of academic success or failure. The data revealed that these schools have virtually the same composition of students. However, the differences between Druid Hill's CAT National Percentile (NP) scores and the mean average CAT NP scores of the other four schools combined range from 4.5 NP points higher in the fourth grade to 12.5 points in the fifth grade. Using a t test, this shows a significant difference for grades five and six ( $p > .05$ ) but not grade four ( $p > .10$ ) at Druid Hill. This is true for both 1986 and 1987, the two years used in this study. In both grades in both years, Druid Hill, the magnet school, was significantly higher than the nonmagnet school average. The t test is used to show that this was not a random occurrence, but a genuinely higher score (see tables 1-A and 2-A).

King, on the other hand, had a higher score for all three grades in both years, except in the sixth grade in 1986. However, the difference was 4.25 NP points, and using a t test, that difference proved to be insignificant. Also insignificant was the fourth grade comparison (King was higher) in the same year, 1986. For 1987, King's three intermediate grades all



TABLE 1-A

1986 CAT Averages of Magnet and Matched Nonmagnets

<u>Grade</u>	<u>M.S. Ave.</u>	<u>NonM.S. Ave.</u>	<u>Difference</u>	<u>t test score</u>	<u>Probability</u>
Druid Hill					
4	49	53.5	4.5	4.03	>.10
5	62	49.5	12.5	11.18	>.05
6	61	49.25	11.75	10.56	>.05
King					
4	68	66.5	1.5	1.67	>.20
5	68	56.25	11.75	10.5	>.05
6	62	66.25	4.25	3.8	>.10

Note--M.S. denotes magnet school

TABLE 2-A

1987 CAT Score Averages of Magnet and Matched Nonmagnets

Grade	M.S. Ave.	NonM.S. Ave.	Difference	t test score	Probability
Druid Hill					
4	57	53.25	3.75	3.35	>.10
5	57	48.5	8.5	7.6	>.05
6	60	51.25	8.75	7.82	>.05

## King

4	75	64	11.0	9.83	>.05
5	78	69	9.0	8.05	>.05
6	77	62.25	14.75	13.19	>.025

showed significantly higher (again as measured by the t test) scores than the average of the four other nonmagnets considered to be socioeconomically equivalent.

In eight of the twelve comparisons used, the magnet schools' scores were significantly higher than the nonmagnet schools and the other four comparisons were insignificant. In not one of the comparisons, were the magnet schools' scores found to be significantly lower. Using this test to check the hypothesis, it could safely be said that magnet schools are significantly academically superior to nonmagnet schools.

#### Individual CAT Scores for a Longitudinal Study

Another test of the academic success of magnet schools is to assess how individual students do after completing a magnet school curriculum. A sample of twenty-five sixth graders were chosen from both Druid Hill and King for this assessment. Criteria established for selection required that the students had to have attended OPS schools from at least second through sixth grade, have taken the CAT tests in each of those grades, and their scores were available. Also, they had to have attended Druid Hill or King in the fourth and fifth grades. And finally, they could not have attended Franklin Learning Center, the district's primary magnet school.

In other words, the students were to have been enrolled for at least two consecutive years at a nonmagnet school and two

consecutive years at a magnet school. This became a difficult chore for a number of reasons. First of all, many intermediate magnet students attended the primary magnet school. Secondly, students in the district are highly mobile. Many sixth graders were not in their third year of either of the two schools and last of all, not all records were available or readable.

Twenty-five students (with a few alternates) were selected from each school and their scale scores were recorded for second, third, fourth, and fifth grades. Care was taken to get a stratified sample of students according to race, sex, and academic performance. These scores then had to be adjusted because the CAT tests were renormed in 1985.

The purpose of this study was to determine if the student's achievement levels increased after entering a magnet school. It should be noted that the students are only being compared to themselves, not to each other. The results of this are displayed in Tables 3 and 3-A.

### Interpretation of the Data

The data seemed to contradict the previous analysis. Twenty-five students were chosen at random from both Druid Hill and King. The students had to meet certain criteria. They were currently in the sixth grade and in the third consecutive year of their school. They needed to have attended a nonmagnet OPS school in grades two and three. Lastly, they had to have taken

TABLE 3

California Achievement Test ComparisonsTotal Battery Scores

<u>Grade</u>	<u>Year</u>	<u>Mean-form C</u>	<u>Mean-form E</u>	<u>Percentile</u>
District				
2	1984	378	649	62
3	1985	424	692	62
4	1986	-	708	61
5	1987	-	730	63
Druid Hill				
2	1984	388	662	72
3	1985	435	702	72
4	1986	-	716	70
5	1987	-	737	71
King				
2	1984	389	664	74
3	1985	429	696	66
4	1986	-	720	73
5	1987	-	736	71

TABLE 3-A

Analysis of CAT Test Comparisons

<u>Avq. Grades 2-3</u>	<u>Avq. Grades 4-5</u>	<u>Difference</u>	<u>t test score</u>	<u>Probability</u>
District				
62	62	0	0	>.20
Druid Hill				
71.5	70.5	1	1	>.20
King				
70	72	2	2	>.20

the CAT tests and their scores had to be accessible.

The fifty scores were then averaged for each grade. Then the scores for the first two grades (2 and 3) were averaged and the last two grades (4 and 5) were averaged (see Table 3). These scores, and the district's scores were then compared and tested for significant difference. According to this test, no significant difference exists between students when in grades two and three attending a nonmagnet and when in grades four and five after having attending a magnet school for almost two school years (see Table 3-A).

## Integration

### Sexual Integration

A variety of data has been collected in order to determine if the two intermediate magnet schools are sexually integrated at the same ratio as the total OPS district. This information was collected from the two magnet schools and the district information was obtained from the central administration.

### Racial Integration

The same data that was used in the above findings were used to check the racial balance of the two intermediate magnet schools and the district as a whole. It should be pointed out

that the information was gathered from a variety of sources, the data was compiled as totals and percentages.

### Hypotheses #'s 2 & 3

To test the hypotheses that there are no significant differences in the racial and sexual composition between magnets and nonmagnets the following procedures were used:

1. The number and percentage of blacks and nonblacks were found and calculated for Druid Hill, King and the total district for each of the grades 4-6. This information is in Table 4.

2. The number and percentage of males and females were identified and calculated for Druid Hill, King and the total district for each of the grades 4-6. This information is in Table 5.

3. Results were calculated to check for significant difference using a t test score. This information can be found in Tables 4-A and 5-A.

4. Information was obtained and narrative results and comments were recorded from surveys from the Druid Hill parents, staff, and students.



TABLE 4

1987 Integration of Blacks and Nonblacks

Grade	Blacks	Nonblacks	Total
Druid Hill			
4	59 (52.7%)	53 (47.3%)	112
5	52 (50.5%)	51 (49.5%)	103
6	56 (53.8%)	48 (46.2%)	104
Total	167 (52.4%)	152 (47.6%)	319
King			
4	28 (28%)	71 (72%)	99
5	24 (24%)	76 (76%)	100
6	31 (32.2%)	65 (67.8%)	96
Total	83 (28.1%)	212 (71.9%)	295
Total District			
4	816 (27%)	2201 (73%)	3017
5	785 (27.8%)	2030 (72.2%)	2815
6	784 (26.5%)	2164 (73.5%)	2948
Total	2385 (27%)	6395 (73%)	8780

TABLE 4-A

1987 Comparison of Black Enrollment Between Magnets and District

Grade	M.S.%	District%	Diff.	t test score	Prob.
Druid Hill					
4	52.7%	27.0%	25.7%	25.52	>.025
5	50.5%	27.8%	22.7%	22.54	>.025
6	53.8%	26.5%	27.3%	27.11	>.025
King					
4	28.0%	27.0%	1.0%	.99	>.20
5	24.0%	27.8%	3.8	3.77	>.10
6	32.2%	26.5%	5.7	5.66	>.10

TABLE 5

1987 Integration of Males and Females

Grade	Males	Females	Total
Druid Hill			
4	50 (49%)	52 (51%)	102
5	54 (54%)	46 (46%)	100
6	41 (41.4%)	58 (58.6%)	99
Total	145 (48%)	156 (52%)	301
King			
4	47 (47%)	52 (52%)	99
5	49 (49%)	51 (51%)	100
6	48 (50%)	48 (50%)	96
Total	144 (48.8%)	151 (51.2%)	295
Total District			
4	1557 (52%)	1436 (48%)	2993
5	1523 (51.6%)	1424 (48.4%)	2947
6	1415 (51.5%)	1365 (49.1%)	2780
Total	4495 (51.5%)	4225 (48.5%)	8720

TABLE 5-A

1987 Comparison of Female Enrollment Between Magnets and District

<u>Grade</u>	<u>M.S.%</u>	<u>District</u>	<u>Difference</u>	<u>t test score</u>	<u>Probability</u>
Druid Hill					
4	51.0%	48.0%	3.0%	2.68	>.20
5	46.0%	48.4%	2.4%	2.14	>.20
6	58.6%	49.1%	9.5%	8.49	>.05
King					
4	52.0%	48.0%	4.0%	3.57	>.10
5	51.0%	48.4%	2.6%	2.32	>.20
6	50.0%	49.1%	0.9	0.80	>.20

## Interpretation of the Data

### Hypothesis #2

This hypothesis conjectures that magnet schools are racially integrated. The data in Tables 4 and 4-A were used to test the hypothesis. First, Druid Hill will be examined. The district is integrated at approximately 27% black. Druid Hill is above 50% in all three intermediate grades. Using a t test, this shows the enrollment at Druid Hill to be significantly higher than the district as whole (see Tables 4 and 4-A).

King's black enrollment almost matches the districts, thus showing no significant difference. It appears that both schools are racially integrated, especially Druid Hill.

### Hypothesis #3

The last hypothesis tested whether or not magnet schools are sexually integrated. Using Tables 5 and 5-A, the hypothesis can be tested. The tables show that there is no significant difference between the percentage of females in the district and the percentage of females at King in all three intermediate grades and in grades four and five at Druid Hill. The only significant difference was found in the sixth grade at Druid Hill. Fifty-eight and six tenths percent of the sixth graders are girls at that school, whereas 49.1% of all sixth graders in

in the district are female. That is a difference of 9.5%, and using a t test the probability was greater than .05. In other words, there exists a difference that is meaningful, and not just a random occurrence (see table five-A).

However, magnet schools have been criticized as being elitist and science and math subjects have traditionally not attracted females. Since the only significant difference is weighted on the female side, therefore, it can be concluded that magnet schools are sexually integrated. This supports the hypothesis.

#### Parent, Staff, and Student Surveys

To assess the perceptions of one magnet school a survey was developed and administered to the parents, students, and staff of Druid Hill. These surveys give interesting insight into the way these three different groups feel about this magnet school.

Parents and students were divided into groups based on the number of years spent at a magnet school, ranging from one to five years (students who have attended a magnet school for five years would have had to have gone to Franklin Learning Center in grades two and three and Druid Hill for grades four, five, and six). For the purpose of this study, all students and parents were placed in one group and the data synthesization based on one group. Although a variety of questions were asked and

topics discussed, only those dealing with race and sex will be examined here.

A total of 235 students responded to the questionnaire. Seventy-six have been at Druid Hill for one year, fifty are in their second year, seventy-five are in their third year, twenty-nine are in their fourth year of attending magnet schools, and five are in their fifth year. Two hundred students responded to the statement: "Minority students get the same treatment as other students in the magnet school programs." One hundred fourteen (57%) agreed with this statement, where as sixty-seven were not sure, and nineteen disagreed. The nineteen who disagreed made up 7% of the total students who responded to that statement.

Written comments were solicited from the students. Some of the more relevant comments will be shared here. One student wrote that he/she didn't see any Blacks in his/her programming or math class (gifted math) and very few Indians in the school. Another comment was that some teachers here "are into racism at times but not always." Blacks don't get the same treatment at elementary schools was another student's feelings. Another student felt that "if one person gets to go to gifted math, everyone should be able, that nobody is really smarter than anyone else."

Another question dealt with the reasons students attend a magnet school. The most frequent response given was an interest in computers (144 responses), followed by an interest in math

(105), parent's decision (76), and being within walking distance from home (68). The numbers total more than 235 because the students were instructed to check all that apply.

The parents were asked the same question, although different responses were offered. A total of 167 parents responded to the survey. Eighty-one felt it was their child's interest in the magnet's specialties that was the number one draw. This was followed by being within walking distance from home (30), good reports from parents of other magnet students (22), district-provided transportation (17), and ten felt the desire for their child to attend a different school other than their neighborhood school.

Another statement dealt with whether or not students of all racial backgrounds have equal opportunities to apply for assignment to a magnet school. Eighty-five parents agreed (87%), while nine were not sure and four disagreed (4%). One parent commented that students of different racial backgrounds do not have equal opportunities to apply because Blacks outside Druid Hill's attendance area could not apply since the purpose was to draw Whites into this neighborhood. (Actually, a Black student can apply and can be randomly chosen if a Black student from the neighborhood chooses to opt out of the program and attend a different school adjacent to this attendance area.) Other parents felt that all the magnet schools should not be in one part of the city and others felt that there should be a some guideline for attendance so those students with special



abilities have a greater chance of attending.

The staff at Druid Hill also completed surveys in conjunction with the grant application. Some members of the staff felt that the selection process was discriminatory in the ways that were cited above, where a Black can enter only if a neighborhood Black student opts out of the school.

The teachers felt that the school's organization makes for a rather large educational gap in the classroom. Many of the students who are bussed in are high achievers and school-oriented, whereas many of the neighborhood children are not. This causes some problems in the classroom because of a small middle group and large extremes on both sides. Many members of the faculty feel this could be alleviated by setting up Druid Hill similar to King in that all students apply and none are from the neighborhood.

Based on the results of the survey, it can be concluded that the majority of the students, staff, and parents were satisfied with the school and the magnet school program. The negative comments that were stated are inevitable and can be used for constructive growth.

#### Costs of Magnet Schools

If magnet schools are found to be academically superior, a question still remains, is the extra cost worth the increase in achievement. On a national average, magnet schools cost \$59

more per pupil per year than nonmagnet schools. One OPS administrator projected the figure at roughly \$125 more per pupil.

However, a closer look at Druid Hill will give a more accurate figure. Druid Hill runs on two budgets. One is a total budget for the school, the other is a budget intended just for the extra costs incurred by the magnet part of the school. The total budget for the 1987-88 school year was \$958,648 and the magnet extra was \$109,465. The total budget includes everything: all salaries and fringe benefits, supplies, equipment, software, etc.

Of the \$109,465, approximately \$20,000 goes for supplies and equipment used solely for the magnet aspect of the school. The rest, \$89,500, goes for extra magnet personnel (2.5 certified personnel and 1.76 paraprofessional aides). These figures were then divided by 319, the number of students in the magnet program. Thus, it can be seen that more money is needed for the magnet part of the school. This information is summarized in table six.

Two factors not included in these figures are the extra costs for transportation (which would be next to impossible to figure out in a district this size) and the extra floating magnet funds that the magnet schools share. Currently, the fund is set at \$80,000, of which two magnet schools split every year. Therefore, since there are six magnet schools, each magnet school gets half (\$40,000) every three years. So,

.theoretically, the magnet budget would be increased by \$13,333 each year if spaced out over three years. However, this extra fund is not guaranteed, so that figure is not included in table six.

TABLE 6

Druid Hill's Magnet Budget for 1987-88

	Magnet Budget	Added per pupil costs
Money solely for magnet part	\$109,465	\$344
Magnet supplies and equipment	\$20,000	\$63
Magnet personnel	\$89,500	\$281

Interpretation of the Data

Table six shows that it costs \$344 more per student per year to educate a magnet school student at Druid Hill than a nonmagnet school student in DPS. Although this information was not used to test the first hypothesis, it does show that there is a significant cost in educating a magnet school student.

## Student/Teacher Ratio

It can be seen that the biggest part of a budget is personnel. A lower student/teacher ratio should lead to more individual instruction but obviously costs more. However, studies don't point out that lower student/teacher ratio leads to higher achievement. Current information is summarized in table 7.

TABLE 7

### 1987 OPS and Magnet School Student/Teacher Ratio

<u>School</u>	<u>Student/Teacher Ratio</u>
Druid Hill	21.4
King	20.7
All elementary schools	22.2

### Interpretation of the Data

The above table was not used to test hypothesis #1. However it is informative in that it shows no significant difference between Druid Hill, King, and the entire district.

## CHAPTER FOUR

### Summary, Conclusions, Recommendations

#### Summary

The purpose of this study was to assess whether the two intermediate magnet schools of Omaha Public Schools, Druid Hill and King, were meeting the needs for which they were intended. Omaha, like many cities across the United States, needed an alternative to forced busing. Magnet centers were designed to reduce that problem.

Chapter one introduced the problem and several objectives related to the problem. These objectives formed the main hypothesis that magnet schools do meet those objectives, and the three subhypotheses: magnet schools are academically superior to nonmagnet schools and are sexually and racially integrated.

Chapter two offered a review of the current literature on the topic, as well as gave the reader a historical background of the development and the need for the magnet school. The current research gives an insight into what is happening around the country, thus providing a better idea of what is happening in Omaha, and what should be expected of the two intermediate magnet schools, the focus of this study.

The third chapter explains the methodology used to test the hypotheses, the data obtained as a result of that testing, and offers an interpretation of the data.

This chapter has summarized the project, will draw conclusions, and offer recommendations for magnet schools.

### Conclusions

After having taught for the past four years at Druid Hill, the writer elected to assess whether magnet school students learn more than their nonmagnet counterpart. It is evident that magnet schools offer more programs for the students and definitely cost more, but do students learn more? From the matching study between the two magnet schools and the four (for each school) socioeconomic comparison schools, it appears that magnet schools are academically superior. As was previously mentioned, magnets schools were higher on eight of twelve CAT national percentile scores. This supports the hypothesis.

However, in the study of the fifty students who had spent two years in a nonmagnet school and two years in a magnet school, the research seems to indicate that a specialized education (i.e. magnet school) provides no significant educational gains, at least when measured by achievement tests. But perhaps their scores would have declined had they not been in a magnet. This section of the study did not compare the students with another group of similar students who did not move onto a magnet school.

The conclusions that can be drawn from the second and third hypotheses are much more obvious. Both of the schools are

racially and sexually integrated, thus supporting the hypotheses. In fact, Druid Hill has almost twice the minority enrollment as the district. King almost mirrors the district minority enrollment.

### Recommendations

1. Magnet schools need to be studied further. There is not a great deal of research that supports the idea that magnet schools are academically superior. One study could look at two groups of students for comparison. Both groups would be made up of students who applied to attend a magnet, but split between those that were randomly selected and those who were not chosen. Then the students would be tracked for several years, before and after entering the magnet schools. This study would eliminate the difference that exists between magnet school students and nonmagnet school students, namely that the motivation to apply tends to indicate an overall greater motivation toward school in general.

2. Omaha currently has six magnet schools. When compared to other urban school districts, that is a small number. Although expensive, the concept is sound. More magnet schools should be built to offer alternative learning centers and reduce the amount of forced transportation in the district. One such school could be a magnet where academic excellence is continually sought. A school where everyone has to apply and

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certain admission criteria are established. Discipline is at a minimum because of the admission policy as well as the expulsion policy. A dress code, perhaps uniforms, is established and enforced. Only students that want to attend are there, thus rules are more easily enforced.

The teachers also would apply and only those that want to excel and innovate would be chosen to teach here. The teachers would be given a great deal of academic freedom, as well as the resources to make it possible.

There are, of course, other specialties that could be explored that would make excellent choices for students and parents. It will take a great deal of money and courage to explore these other ideas.



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