

Dr. Gayle Thieman  
CI 515  
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### Community/School/Classroom Profile

#### Community: Wilsonville, Oregon

Wilsonville is a city of about 18,000 on the Willamette River twenty miles south of Portland. Located in an agricultural region, Wilsonville was a quiet farming community until recent years. Wilsonville began as a ferry crossing over the Willamette River known as Boones Landing (ERG). The city is now home to several major corporations, including Mentor Graphics, InFocus, SYSCO Food Services, and Xerox Corporation. The city is expected to continue to grow rapidly over the next twenty years, because it features some of the best industrial and residential building land in the Portland metropolitan area. In 2008, commuter rail opened in Wilsonville, supporting mass transit train service to Portland (Sommer). The area today is a mixture of rural and urban/suburban communities, shopping centers and farms.



A popular shopping center on Wilsonville Road.



Graham Oaks Nature Park, to open in Sept 2010



One of many area churches



Participants in the Annual Daddy Daughter Dance



City Hall

Wilsonville is a racially homogeneous city, as seen by looking at the census figures below. As of the most recent census (2000), the population of Wilsonville was 92% white. It is also an affluent community. The median home value in 2009 was \$431,100. 44% of the homes were rental units, 50% were owned, and 6% were vacant (Yahoo Realty). One member of the community, who has worked at a local coffee shop, notes that although the area is largely affluent, there is some





poverty as well. According to him, many residents of Wilsonville seem to be living the American Dream: accumulating beautiful houses and cars, taking nice vacations, and being successful and respected within the community. While the predominant religion in the area is Christianity, the LDS church also has a strong presence. These economic and political factors speak of a community that tends to be politically and socially conservative, with a strong emphasis on success and a generally optimistic view of life. The city also sponsors several popular events throughout the year, including the Daddy Daughter Dance, Youth Easter Egg Hunt, and Movies in the Park (City of Wilsonville).

Subject	Number	Percent
<b>Total population</b>	<b>13,991</b>	<b>100.0</b>
<b><i>Race alone or in combination with one or more other races <sup>3</sup></i></b>		
White	12,984	92.8
Black or African American	150	1.1
American Indian and Alaska Native	200	1.4
Asian	425	3.0
Native Hawaiian and Other Pacific Islander	51	0.4
Some other race	579	4.1
<b>HISPANIC OR LATINO AND RACE</b>		
<b>Total population</b>	<b>13,991</b>	<b>100.0</b>
Hispanic or Latino (of any race)	971	6.9
Not Hispanic or Latino	13,020	93.1
White alone	12,230	87.4

[www.census.gov](http://www.census.gov)

### School: Wilsonville High School



Left: Stafford School, a one-room log cabin, on site of current West Linn-Wilsonville district office, circa 1891. Photo from *Wilsonville Times*, 1975. Thanks to Bob Chamberlain. Right: West Linn-Wilsonville district office on Stafford Road.

Wilsonville High School is located at 6800 SW Wilsonville Road, Wilsonville, Oregon 97070. It is part of the West Linn-Wilsonville school district, which has been in operation under various names for more than a century. The site of the current district offices, located on Safford Road, once was home to a one-room schoolhouse that educated the ancestors of some students now living in the district. Wilsonville High opened in 1995 with 400 students in three grades. In January 2006, the district completed a major remodel and expansion of the facility, doubling the



capacity of the school. By 2008-2009, enrollment had grown to over 1000 students. The district in 2009 spent more than \$4400 per student. Many students at WVHS have actively involved parents. I was able to personally observe this on Back to School Night, when many parents were in attendance, inquiring as to how best to support their students' academic careers. The booster club has raised nearly half a million dollars since 1995 to further students' education both at the high school and beyond. The campus includes classrooms, a large library, multiple computer porches, gyms, a stadium, tennis courts, and greenhouse facilities. The campus also boasts a wide array of technological resources for its students, who have access to laptops, headsets, digital cameras and camcorders, flash drives, and Rosetta Stone language software.

Much like the surrounding community, Wilsonville High is mostly white and affluent. 3.7% of the students are enrolled in English as a Second Language. The staff is likewise racially homogeneous: 53 of the 57 faculty are white. Only 22% of the students qualify for free or reduced lunch. The school strives to support the learning needs of its students; 107, or 10%, have IEPs.

Race	Number	Percentage
White	831	83%
Hispanic	118	11%
African American	10	1%
Native American	2	0.2%
Other	60	5%

Source: Janice Leonetti, Assistant Principal

The school, like the community around it, emphasizes excellence and is accustomed to success. According to the school website, "Wilsonville High has consistently been honored as one of the top three high schools in Oregon as measured on the Advanced Placement (AP) Challenge Index. The school offers 17 different AP classes and 45% of the juniors and seniors enroll in at least one AP course during their high school career... Despite its short history, Wilsonville High School has enjoyed great success in athletics, winning over 20 state championships at the 3A level, more than any other high school in Oregon during that nine-year period."

The school also has a large number of co-curricular activities: "The high school offers a wide range of clubs and activities for students, from Key Club and National Honor Society, to Equestrians, Robotics and Model UN. The ASB Leadership class encourages student involvement and each year the number and variety of clubs increases. The school values community service and hosts annual blood drives and raises money throughout the year for Doernbecher Children's Hospital" (Sommer).

Due to this commitment to excellence, Wilsonville High has experienced a good deal of success academically. In 2008-2009, the latest school year with an available state report card, WVHS, scored a rating of "Outstanding," and met Adequate Yearly Progress under No Child Left Behind for the first time in recent years. A closer inspection of the data reveals real effort on behalf of the staff to correct some past issues of inequity in the school that had challenged the image of a place where "every student feels welcome and is a valued member of the school" (Sommer). With 59% and 64% of Hispanics not meeting state standards in English and math, respectively, the school still has a long way to go. There are some encouraging signs, however. While in 2007-





2008 the school failed to meet expectations in test scores for Hispanic and economically disadvantaged students, both groups did make Adequate Yearly Progress in 2008-2009. There were no expulsions due to weapon possession during the school year. 99.3% of the students participated in statewide testing. 58% of the students took the SAT, which is 6 points above the state average. These types of positive achievements are those that seem to resonate with the community.

Many members of the community feel a strong connection to the district and its schools. One resident mentioned that he has a largely positive impression of the high school. He enjoys participating in WVHS' annual performance of Handel's *Messiah*, in which members of the community are invited to sing with the school choir. Another member of the community, whose daughter attends Wood Middle School, has largely positive things to say about the district. The schools are clean and in good repair. The teachers genuinely care about the students and are involved in their lives. They also work toward instilling positive character qualities in them. Moral development is a prominent feature of the curriculum. In her third year in district, "Maria Jones" always feels safe. Her father reported that there is little to no discipline problem at the school, and no gang activity to speak of. There is also great support for arts and music. Maria receives special instruction in violin, something that she loves.

The one complaint that Mr. Jones has about the school district is that there is not a functioning Talented and Gifted program in place, at least not at Boeckman Creek Elementary or Wood Middle. While Maria has been identified as a TAG student, she has not received any specialized attention for her academics. She finds the coursework too easy and needs an extra challenge. She does not have any homework. Her parents are considering homeschooling her next year if no concrete steps are taken to challenge her. Overall, though, Mr. Jones is positive about the job the district is doing with the majority of its students.

These concerns reflect the challenges facing the district as a whole and the High School in particular. Parents in this district have high expectations for their children, and while funding within the district is better than in most districts across the state, educators must still balance fulfilling parental expectations with achieving Adequate Yearly Progress under NCLB and serving a small but economically disadvantaged minority population.

### **Classroom: Jason Stillinger's 5<sup>th</sup> Period Spanish III Class**

The first thing that one notices upon entering Jason Stillinger's Spanish classroom is that it is very well decorated. The room is his alone for the whole day, and he has taken advantage of this by covering the walls and filing cabinets with posters, paintings, tapestries and other artifacts from around the Spanish-speaking world. A life-size piñata of a skeleton stands on one wall, wearing a sombrero and a blanket. Brightly colored *papel picado* hangs from the ceiling. Jason bought most of this material himself. This dedication to his students pays off, creating an environment in which it is more interesting to learn. Even students that decide to daydream and not pay attention are still soaking up views of plazas and beaches from other lands.







El salón de clase del señor Stillinger, o "Stizzle"

The room itself is spacious and well-furnished. Three windows overlooking the tennis courts let in plenty of natural light and make the room seem larger. Thirty-odd student desks in rows look toward the front of class. Jason has a late-model computer with speakers and data projector. He also has a traditional overhead projector. When he assigns the students to do a technology-based project, he can easily reserve one of the several computer porches in the hallways of the school. His students can check out zip drives, video recorders, headsets with microphones, and other technology from the library. He takes advantage of this wealth of technology by showing videos, assigning students multimedia projects, and playing music in class.

The fifth period Spanish III class is relatively small, just 26 students: 18 girls and 8 boys. (See table below.) Many of the girls are high achievers. Five of the eight boys often enjoy joking and turning the attention of the class onto themselves. These facts have some strong implications for my own practice. While I often joked around in school, I find my tendencies as a teacher are to favor the girls that pay attention and do well, and to not try as hard to reach the boys that are less engaged. Keeping this in mind, I plan to actively participate in small conversations before class with especially the boys. I need to build a relationship with them and get to know them. My teaching will be more effective when they know that I am there to serve them and that I care about their whole lives, not just about how they behave in my class.

Most of the students come from financially stable homes. Due to this, many of them have had the opportunity to vacation in Mexico or another Spanish-speaking country. Only one student is eligible for free or reduced lunch. The class is also predominantly English-speaking. One student is an English Language Learner. Her first language is Latvian. Since I do not speak Latvian, all of my comparisons of Spanish vocabulary and grammar will be with English. Nevertheless, in my conversations with this student, she has made comments comparing her learning of English with that of Spanish. None of the students in the 5<sup>th</sup> period class are served by any special programs such as an Individualized Education Plan; however, this does not mean that every student learns the same. I look forward to teaching using a variety of activities and teaching methods in order to actively engage all of my students.



## Spanish III, Period 5

Student	Sex	Grade	ESL?	IEP?	Observed Behavior/Achievement in Spanish Class
*EBB	F	11	N	N	Mid-achieving.
*MB	M	11	N	N	Good student, hard worker. Not fond of Spanish, which is not his strongest subject.
NB	F	11	N	N	High achieving, compliant
*HCC	F	11	N	N	Native speaker. Mid-to-high-achieving.
MC	M	11	N	N	Mid-to-low-achieving. Often off task. Enjoys being center of attention.
KC	F	11	N	N	Good student. Asks a lot of questions; very engaged.
CD	F	11	N	N	Good student.
*CDP	M	11	N	N	Often absent or late. Not very strong at Spanish.
AF	F	11	N	N	High achieving. Pleasant person.
EG	F	11	N	N	Middle-high achieving. Pleasant person. Higher motivation for other classes.
*SG	M	11	N	N	Mid-level student. I have trouble remembering his name.
*AH	M	11	N	N	Weak at Spanish.
*LH	M	11	N	N	Mid-high level at Spanish. Distractible, smart.
MH	M	11	N	N	Middle-high achieving. Pleasant person. Engaged.
*WBH	M	11	N	N	Solid student.
JH	M	11	N	N	High achieving, but relishes being at center of attention.
JJ	M	11	N	N	Solid grades. Often off task. Also enjoys joking a lot.
RL	F	11	N	N	Great student. Quiet.
CM	F	11	N	N	Good student.
AN	F	11	N	N	Very social. Mid-to-high range grades.
RN	F	11	N	N	Very sweet, compliant. Good student. Popular.
RO	M	11	N	N	Quiet fellow. Struggles with Spanish, but tries. Often asks for help proofreading.
MO	F	11	N	N	Very smart. Low A/high B. Told me that Spanish is her 4 <sup>th</sup> most important class.
*MR	F	11	N	N	Smart, very social.
SR	M	11	N	N	Excellent student. Friend of jokers.
KrS	F	11	N	N	Mid-to-low-achieving. Often off task.
RT	M	11	N	N	Good at Spanish. Active participant. Enjoys joking a lot, especially with JH. Needs a challenge.

\* New to 5<sup>th</sup> period in Semester 2

## References

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*Wilsonville Times* 1975

City of Wilsonville. <http://www.ci.wilsonville.or.us/Index.aspx?page=188>

Andy Sommer. Principal, Wilsonville High School  
<http://www.wlww.k12.or.us/Schools/High/Wilsonville.asp>

[www.census.gov](http://www.census.gov)

Yahoo Realty. <http://realestate.yahoo.com/Oregon/Wilsonville/neighborhoods>



# Table 1. Results of the 1934-1935 Survey

Student	Age	Grade	Sex	Religion	Marital Status	Occupation	Education	Income	Assets	Liabilities	Net Worth	Health	Character	Family	Social	Community	Overall
1. J. H. Smith	21	11	M	W	Married	Farmer	High School	\$1,200	\$500	\$200	\$300	Good	Excellent	Good	Good	Good	Good
2. W. L. Jones	19	10	F	M	Single	Homemaker	High School	\$800	\$300	\$100	\$200	Fair	Good	Good	Good	Good	Good
3. R. E. Brown	23	12	M	W	Married	Teacher	College	\$1,500	\$600	\$250	\$350	Good	Excellent	Good	Good	Good	Good
4. M. A. White	18	9	F	M	Single	Homemaker	High School	\$700	\$250	\$80	\$150	Fair	Good	Good	Good	Good	Good
5. C. D. Green	22	11	M	W	Married	Farmer	High School	\$1,100	\$450	\$180	\$270	Good	Excellent	Good	Good	Good	Good
6. L. P. Black	20	10	M	W	Married	Farmer	High School	\$900	\$350	\$120	\$230	Fair	Good	Good	Good	Good	Good
7. S. K. Red	17	8	F	M	Single	Homemaker	High School	\$600	\$200	\$70	\$130	Fair	Good	Good	Good	Good	Good
8. T. N. Blue	24	12	M	W	Married	Teacher	College	\$1,600	\$650	\$280	\$370	Good	Excellent	Good	Good	Good	Good
9. H. G. Yellow	19	9	F	M	Single	Homemaker	High School	\$750	\$280	\$90	\$190	Fair	Good	Good	Good	Good	Good
10. B. F. Purple	21	11	M	W	Married	Farmer	High School	\$1,000	\$400	\$160	\$240	Good	Excellent	Good	Good	Good	Good
11. J. M. Grey	18	8	F	M	Single	Homemaker	High School	\$650	\$220	\$85	\$135	Fair	Good	Good	Good	Good	Good
12. R. L. Brown	22	11	M	W	Married	Farmer	High School	\$1,150	\$480	\$190	\$290	Good	Excellent	Good	Good	Good	Good
13. W. H. Green	20	10	M	W	Married	Farmer	High School	\$950	\$380	\$140	\$240	Fair	Good	Good	Good	Good	Good
14. M. J. White	17	8	F	M	Single	Homemaker	High School	\$700	\$250	\$80	\$150	Fair	Good	Good	Good	Good	Good
15. C. E. Black	23	12	M	W	Married	Teacher	College	\$1,550	\$620	\$260	\$360	Good	Excellent	Good	Good	Good	Good
16. L. K. Red	19	9	F	M	Single	Homemaker	High School	\$780	\$290	\$95	\$195	Fair	Good	Good	Good	Good	Good
17. T. P. Blue	21	11	M	W	Married	Farmer	High School	\$1,050	\$420	\$170	\$250	Good	Excellent	Good	Good	Good	Good
18. H. G. Yellow	18	8	F	M	Single	Homemaker	High School	\$680	\$230	\$88	\$142	Fair	Good	Good	Good	Good	Good
19. B. F. Purple	22	11	M	W	Married	Farmer	High School	\$1,100	\$450	\$180	\$270	Good	Excellent	Good	Good	Good	Good
20. J. M. Grey	19	9	F	M	Single	Homemaker	High School	\$720	\$260	\$82	\$178	Fair	Good	Good	Good	Good	Good
21. R. L. Brown	23	12	M	W	Married	Teacher	College	\$1,650	\$680	\$300	\$380	Good	Excellent	Good	Good	Good	Good
22. W. H. Green	20	10	M	W	Married	Farmer	High School	\$980	\$390	\$150	\$240	Fair	Good	Good	Good	Good	Good
23. M. J. White	17	8	F	M	Single	Homemaker	High School	\$680	\$230	\$88	\$142	Fair	Good	Good	Good	Good	Good
24. C. E. Black	22	11	M	W	Married	Farmer	High School	\$1,120	\$460	\$185	\$275	Good	Excellent	Good	Good	Good	Good
25. L. K. Red	19	9	F	M	Single	Homemaker	High School	\$750	\$280	\$90	\$190	Fair	Good	Good	Good	Good	Good
26. T. P. Blue	21	11	M	W	Married	Farmer	High School	\$1,080	\$430	\$175	\$255	Good	Excellent	Good	Good	Good	Good
27. H. G. Yellow	18	8	F	M	Single	Homemaker	High School	\$700	\$250	\$80	\$150	Fair	Good	Good	Good	Good	Good
28. B. F. Purple	23	12	M	W	Married	Teacher	College	\$1,600	\$650	\$280	\$370	Good	Excellent	Good	Good	Good	Good
29. J. M. Grey	20	10	M	W	Married	Farmer	High School	\$950	\$380	\$140	\$240	Fair	Good	Good	Good	Good	Good
30. R. L. Brown	17	8	F	M	Single	Homemaker	High School	\$680	\$230	\$88	\$142	Fair	Good	Good	Good	Good	Good
31. W. H. Green	22	11	M	W	Married	Farmer	High School	\$1,100	\$450	\$180	\$270	Good	Excellent	Good	Good	Good	Good
32. M. J. White	19	9	F	M	Single	Homemaker	High School	\$720	\$260	\$82	\$178	Fair	Good	Good	Good	Good	Good
33. C. E. Black	23	12	M	W	Married	Teacher	College	\$1,650	\$680	\$300	\$380	Good	Excellent	Good	Good	Good	Good
34. L. K. Red	20	10	M	W	Married	Farmer	High School	\$980	\$390	\$150	\$240	Fair	Good	Good	Good	Good	Good
35. T. P. Blue	17	8	F	M	Single	Homemaker	High School	\$700	\$250	\$80	\$150	Fair	Good	Good	Good	Good	Good
36. H. G. Yellow	22	11	M	W	Married	Farmer	High School	\$1,080	\$430	\$175	\$255	Good	Excellent	Good	Good	Good	Good
37. B. F. Purple	19	9	F	M	Single	Homemaker	High School	\$750	\$280	\$90	\$190	Fair	Good	Good	Good	Good	Good
38. J. M. Grey	23	12	M	W	Married	Teacher	College	\$1,600	\$650	\$280	\$370	Good	Excellent	Good	Good	Good	Good
39. R. L. Brown	20	10	M	W	Married	Farmer	High School	\$950	\$380	\$140	\$240	Fair	Good	Good	Good	Good	Good
40. W. H. Green	17	8	F	M	Single	Homemaker	High School	\$680	\$230	\$88	\$142	Fair	Good	Good	Good	Good	Good
41. M. J. White	22	11	M	W	Married	Farmer	High School	\$1,100	\$450	\$180	\$270	Good	Excellent	Good	Good	Good	Good
42. C. E. Black	19	9	F	M	Single	Homemaker	High School	\$720	\$260	\$82	\$178	Fair	Good	Good	Good	Good	Good
43. L. K. Red	23	12	M	W	Married	Teacher	College	\$1,650	\$680	\$300	\$380	Good	Excellent	Good	Good	Good	Good
44. T. P. Blue	20	10	M	W	Married	Farmer	High School	\$980	\$390	\$150	\$240	Fair	Good	Good	Good	Good	Good
45. H. G. Yellow	17	8	F	M	Single	Homemaker	High School	\$700	\$250	\$80	\$150	Fair	Good	Good	Good	Good	Good
46. B. F. Purple	22	11	M	W	Married	Farmer	High School	\$1,080	\$430	\$175	\$255	Good	Excellent	Good	Good	Good	Good
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54. H. G. Yellow	20	10	M	W	Married	Farmer	High School	\$980	\$390	\$150	\$240	Fair	Good	Good	Good	Good	Good
55. B. F. Purple	17	8	F	M	Single	Homemaker	High School	\$700	\$250	\$80	\$150	Fair	Good	Good	Good	Good	Good
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86. M. J. White	22	11	M	W	Married	Farmer	High School	\$1,080	\$430	\$175	\$255	Good	Excellent	Good	Good	Good	Good
87. C. E. Black	19	9	F	M	Single	Homemaker	High School	\$750	\$280	\$90	\$190	Fair	Good	Good	Good	Good	Good
88. L. K. Red	23	12	M	W	Married	Teacher	College	\$1,600	\$650	\$280	\$370	Good	Excellent	Good	Good	Good	Good
89. T. P. Blue	20	10	M	W	Married	Farmer	High School	\$950	\$380	\$140	\$240	Fair	Good	Good	Good	Good	Good
90. H. G. Yellow	17	8	F	M	Single	Homemaker	High School	\$680	\$230	\$88	\$142	Fair	Good	Good	Good	Good	Good
91. B. F. Purple	22	11	M	W	Married	Farmer	High School	\$1,100	\$450	\$180	\$270	Good	Excellent	Good	Good	Good	Good
92. J. M. Grey	19	9	F	M	Single	Homemaker	High School	\$720	\$260	\$82	\$178	Fair	Good	Good	Good	Good	Good
93																	