

Version 1.1 (Corrected May 17, 2007)

**What Difference Does Day School Make?
The Impact of Day School: A Comparative Analysis of Jewish College Students**

Page 2, second sentence under Academic Preparation in High School

From:

This same groups rates their preparation in the areas of history, writing, and study skills to be on par with ratings of alumni from private high schools and significantly higher than those of either Orthodox raised alumni of Jewish high schools or alumni of public schools.

To:

This group's ratings of its preparation in the areas of history, writing, and study skills are on par with alumni from private high schools and significantly higher than either Orthodox raised alumni of Jewish high schools or alumni of public schools.

Page 2, next sentence

From:

However, in math, science, and computer literacy, Jewish high school alumni from both Orthodox and non-Orthodox backgrounds perceive that they were significantly less well prepared as compared with both public and private high school peers.

To:

However, Jewish high school alumni, from both Orthodox and non-Orthodox backgrounds, perceive their preparation in the areas of math, science, and computer literacy less favorably than do their public and private high school peers.

Page 13,

Added new paragraph:

The analyses described in the remaining sections of the report make use of two frameworks for categorizing and comparing respondents. When the focus is on experiences or evaluations of preparation specifically at the high school level, the groups being compared are those who graduated from public, private, and Jewish high schools and within the latter category a distinction is made between Jewish high school graduates who were raised in Orthodox or non-Orthodox homes. When the focus is on perceptions, attitudes and behaviors related to current college experience or to intended future goals, the groups compared are those described in Figure 5: respondents who primarily attended public or private school (with no day school experience), respondents from a non-Orthodox background who attended day schools for either six or more years or for less than six years, and respondents from an Orthodox background who attended day school.

Page 16,

From:

Analysis of respondents' judgments about high school preparation in specific curriculum and skill areas indicate that Jewish high school alumni from non-Orthodox backgrounds rate their preparation in the areas of history, writing, and study skills to be on par with alumni from private high schools and significantly higher than either Orthodox raised alumni of Jewish high schools or alumni of public schools (Figure 7). The story, however, is quite different with regard to preparation in the areas of math, science, or computer literacy. In these three areas of college preparatory work Jewish high school alumni from both Orthodox and non-Orthodox backgrounds perceive that they were significantly less well prepared as compared with both public and private high school peers.

To:

Analysis of respondents' judgments about high school preparation in specific curriculum and skill areas indicate that the ratings of Jewish high school alumni from non-Orthodox backgrounds concerning their preparation in the areas of history, writing, and study skills are on par with the ratings of alumni from private high schools and significantly higher than those of either Orthodox raised alumni of Jewish high schools or alumni of public schools (Figure 7). The story, however, is quite different with regard to preparation in the areas of math, science, or computer literacy. In these three areas of college preparatory work, Jewish high school alumni, from both Orthodox and non-Orthodox backgrounds, perceive their preparation in the areas of math, science, and computer literacy less favorably than do their public and private high school peers.

Page 16,

Added:

Students' perceptions of academic climate and preparation provide a window into their understanding of their educational experiences in high school. Although it is not clear the extent to which these perceptions are grounded in accurate and objective assessments of classroom reality, their consistency among Jewish high school alumni indicates that they represent a widely held set of beliefs.

Page 17,

Deleted part of first sentence:

Although students' perceptions of the academic climate and training they experienced provide a window into their high school experience,

Page 19,

Added:

Looking specifically at Jewish high school alumni reveals that evaluations of high school preparation in the areas of math and science do not predict choice of math related major fields of study such as physical sciences, finance/business or engineering. However, for this group, higher math confidence does predict greater likelihood of enrolling in physical science and finance related majors.

Page 35

Although it is not possible, using the present data, to separate the influence of attitudes and behaviors of families who select day schools from the impact of day schools themselves, the strong Jewish identities and connections of former day school students, especially among those from non-Orthodox backgrounds is striking.