

To examine the curvilinear interaction between student achievement scores and family SES, both were first converted to z-scores and the various quadratic and cubic and interaction terms were computed. Variables were entered into the logistic regression equation in blocks as follows: simple effects, curvilinear terms, linear interaction terms, quadratic interaction terms, and cubic interaction terms (as described in Table 10.3). Following this initial analysis, standardized residuals and Cook's D were examined for inappropriately influential cases.