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The document is a followup, report on dropouts from Dade County, Florida, public schools. It appears that the county's dropout rate is less than the national one. Findings are also presented in 25 tables and an appendix. This report is a follow-up of ED 001 704. (NH)

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Vol XV No 8 1967-68

# A FOLLOW-UP STUDY OF DROPOUTS

UD 007 195

DADE COUNTY PUBLIC SCHOOLS  
Miami, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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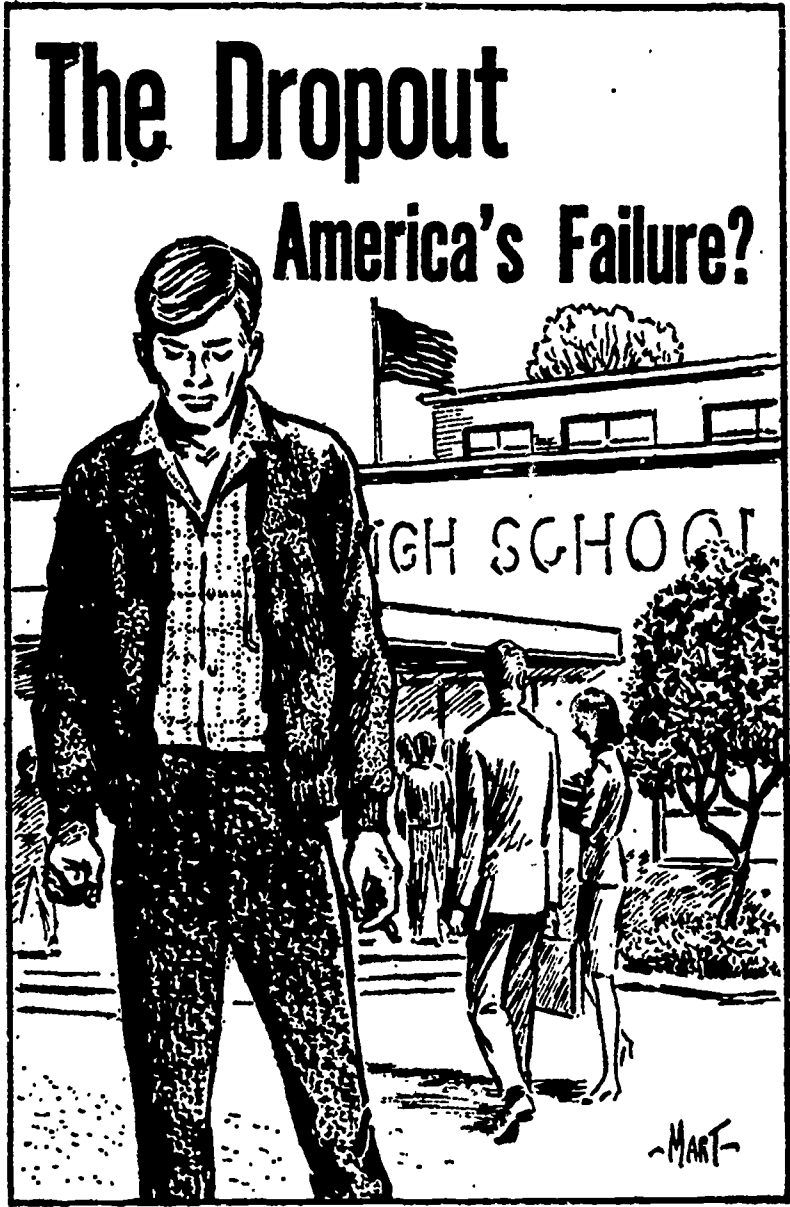
Dr. Edward L. Whigham, Superintendent

A STUDY OF DROPOUTS, 1960-1967

(Follow-up of "A Study of Dropouts, Dade County Public Schools, 1960-1963")

UD 007 195

DEPARTMENT OF ADMINISTRATIVE RESEARCH  
1410 Northeast Second Avenue  
Miami, Florida 33132  
February 1968



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## F O R E W O R D

A public school system is organized and supported by the community in which it exists for the purpose of providing the best possible education for all of the children of all the people. This purpose cannot be fully realized when large numbers of pupils leave the schools or drop out before completing their education or prior to graduation from high school.

It is hoped that teachers, counselors, school administrators, will use the findings in this Report to plan programs which will lessen the dropout problem in the Dade County public schools and thus further the purpose for which schools exist.

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## A Study of Dropouts

### Introduction

Periodically, requests are received by the Dade County Public Schools for information concerning pupils who have dropped out of school. This dropout status relates to those pupils who voluntarily leave school prior to graduation. Inquiries for this type of information are received from other school systems, governmental agencies, the various news media, and from teachers and administrative and supervisory personnel in our school system.

This study of dropouts is a follow-up of one previously conducted by the Dade County Public Schools. The earlier study followed, for a three year period, September 1960 to September 1963, a junior high (seventh grade) group into the tenth grade and a senior high (tenth grade) group through graduation. This study shows the present status of the junior high group seven years after entrance into the seventh grade. Most of the pupils in the study have graduated, many have become dropouts, while a few were still enrolled in our schools at the beginning of the 1967-68 school year.

The problem of dropouts has been investigated extensively in the past in an effort to find why pupils leave school prior to graduation and to try to keep pupils in school to complete at least a high school program. Although such studies readily show the extent of the dropout problem, they reveal also that the reasons for which pupils drop out are more difficult to determine. These studies also reveal that many pupils with high potential capabilities become dropouts, thus creating a loss in potential personal gain and accomplishment and qualified leadership in our society.



Because of the needs for knowing the extent of the dropout problem in the public schools of Dade County and to determine, if possible, the reasons for dropping out, and the probable implications of such reasons for administration, instruction, and guidance in our schools, this study was initiated and is, now, extended to its conclusion.

### Procedures

This longitudinal type of study involved a 20 percent random sampling of all pupils enrolled in seventh grade homerooms on Census Day, September 20, 1960. Major responsibility for developing the collection schedules to be used, conducting the study, and preparation of reports was delegated to the Department of Administrative Research.

Included in this study were three elementary schools, 29 junior high schools, and five junior-senior high schools. The sampling technique involved the selection of every fifth name from an alphabetized listing in each school. This process resulted in the names of 2,801 seventh grade pupils to be included in the study.

Statistically the sample was representative of the entire group from which the sample was taken. Therefore, all the relationships found in the sample group applied to the total membership of the seventh grade on September 20, 1960 (see Appendix).

This study accounts for the pupils in the sample during the seven year period September 20, 1960 to July 28, 1967, and yields data of all withdrawals and re-entries in this group, including involuntary withdrawals and voluntary withdrawals (dropouts). By following the time for graduation with normal progress, an almost complete picture resulted for the pupils from entrance into the seventh grade.

It should be noted that, whereas the earlier study was conducted during a continuous, three-year period, this follow-up study used the earlier report, sample, data, etc., and added to it the final disposition of those pupils. Further, for the four year time segment that was added to the earlier three year period, the pupils were accounted for primarily through the use of Welfare and Attendance Department census records.

Using the master listing of pupils included in the study, an extensive search was made to determine the final status of each pupil regarding completion or termination of regular, day schooling. The census card for each pupil in the study was examined in an effort to gather all possible information. Graduates were tabulated and classified according to date of graduation. For the remaining pupils, those who moved out of the county or transferred to private day schools were tabulated.

Next, information was noted from the census cards that might reveal the final school status of pupils not yet tabulated. If an attendance card indicated that a pupil had withdrawn, the pupil's last grade attended, date of last attendance, and reason given for withdrawal were noted. In this manner most of the involuntary withdrawals and voluntary withdrawals (dropouts) were identified. If a pupil was no longer in school, indicated by the fact that no current date of school registration was indicated, the last school attended was noted along with the pupil's age, last date of attendance, and last grade. For these pupils the last schools attended were contacted, by means of a questionnaire, in an effort to obtain more current information, or information that may not have been written on the census cards. Fifty-one junior and senior high schools were contacted and asked to furnish information from their records that might show what became of the pupils; i.e., known to have dropped out, moved from the area, transferred to another school.

Varied, but useful, responses were received from the schools. It was learned, for example, that several pupils had enrolled in college following completion of the eleventh grade. These pupils were included in the group of graduates that maintained normal progress. Many schools indicated that they had furnished transcripts and/or records to other schools. These pupils, for whom records had been sent, were then classified among those that were known to have moved away or had entered private schools (involuntary withdrawals).

From a list of nearly 300 "missing" pupils, additional information was received from the schools concerning about two-thirds of them. Information of pupils' dropping out was received, and, in most cases the reasons for dropping out. Many who had not become dropouts were also accounted for.

Pupils for whom no information could be secured, those whose whereabouts were not known, classified as "unaccounted for," were divided into two groups according to age. All pupils under the age of 16 were grouped with the involuntary withdrawals (those that had moved away or transferred to private schools). It was assumed that, being under the legal age to leave school, these pupils had moved and/or transferred to other schools without notifying the schools of their intentions. Pupils over the age of 16 that could not be accounted for were grouped with the voluntary withdrawals (dropouts). It was assumed that these pupils had left school, completing the regular school year and not choosing to return following the summer. Being of the legal age to leave school, this assumption was believed sound since withdrawal during the school year would usually be known by the schools and such information would then be channeled to the Welfare and Attendance Department for inclusion on their records.

Among those pupils who withdrew from school prior to graduation, yet did not move away or transfer, were those involuntary withdrawals who were deceased, confined in a state school or institution (or other detention by law enforcement), or those with medically-certified illness or disability preventing school attendance.

Following the seventh year of the study, there were a few pupils still enrolled in Dade County high schools. These pupils, beginning their eighth year since entrance into the seventh grade, though not necessarily attending in each of the years consecutively, have remained in school and have not as yet graduated. These pupils, like the involuntary withdrawals, were subtracted from the total number in the sample.

#### Base of the Follow-up Study (Table 1)

There were 2,801 seventh grade pupils randomly selected for the study in September 1960. The distribution of boys and girls was almost equal, 1,399 boys and 1,402 girls.

From the total number of pupils in the sample, 613 involuntary withdrawals and 22 pupils still enrolled in school at the end of the 1966-67 school year were deleted. The base number for the study (2,166 pupils, of which boys and girls were each equal to 1,083) resulted from these subtractions. All pupils included in the base number graduated or became dropouts: 1,575 (766 boys and 809 girls) graduated; 591 (317 boys and 274 girls) became dropouts.

The dropout rate of 27.29 percent was computed by dividing the number of dropouts (591) by the base number (2,166).

#### Involuntary Withdrawals

For this follow-up study, a list of reasons for pupil withdrawal was used to provide for uniformity and to facilitate the final analysis. The reasons

used were primarily those established for the study completed previously by the Dade County Public Schools.

**Withdrawal Code: List of Reasons for Student Withdrawal**

**Definitions:** Involuntary withdrawals include pupils who leave a school for reasons over which the school presumably has little or no control

Voluntary withdrawals include pupils who drop out for reasons over which a school presumably has considerable control

**Involuntary withdrawals**

1. Transferred to other day school outside the county.
2. Transferred to other day private or parochial school in the county.
3. Left school and whereabouts are not known, if under the age of 16 years.
4. Excused from school attendance because of physical disability (certified by a medical doctor).
5. Deceased.
6. Enforced withdrawal because of commitment to correctional institution.

**Voluntary withdrawals**

1. Entering verified employment.
2. Enlisted in the armed forces.
3. Marriage and/or pregnancy.
4. Not interested in school (overage for grade, discouraged by lack of success, inability to adjust).
5. Suitable program not available.
6. Non-attendance, excessive absence, truancy.
7. Left home.
8. Reason not known; whereabouts not known, if over the age of 16 years.

The definition of an involuntary withdrawal as used in this study is a pupil who leaves school for reasons over which the school has little or no control. Table 2 shows the reasons and number of pupils who were in this category.

In the previous report, all pupils who had not been located and reclassified or who had not reentered one of the public schools in Dade County were tabulated as involuntary withdrawals. However, in this report those pupils who, if under the age of 16 years, left school and whose whereabouts are not

known were tabulated in this category also, while those over the age of 16 were classified as voluntary withdrawals or dropouts.

The pupils classified as involuntary withdrawals were subtracted from the total number in the sample. A total of 586 pupils fell into this category due to transfer to other schools or leaving school, whereabouts not known (under the age of 16). In addition, 27 pupils were subtracted from the total due to death, illness, or confinement to correctional institutions. The deletion of these involuntary withdrawals, along with those still enrolled in our schools, provides a base number of pupils for the study. This base number includes only pupils who graduated or who dropped out prior to graduation.

#### Pupils Who Graduated From Dade County High Schools

Table 3 reveals that 1,575 pupils in the study, 766 boys and 809 girls, graduated from public high schools in Dade County. This number represents 72.71 percent of the base. The ratio of graduates (1,575) to dropouts (591) was 2.66 to one, about eight graduates for each three dropouts. The number of boys in the base was equal to the number of girls, but a greater number of girls graduated. Of the total number of graduates, 48.63% were boys and 51.37% were girls.

Pupils maintaining normal progress, after entering the seventh grade in September 1960, would be expected to graduate from high school in June 1966. Including two pupils who graduated prior to June 1966, 1,425 or 90.47 percent of the total, graduated on time. Another 70 or 4.45 percent graduated during the following summer, July 1966. The remaining 80 graduates or 5.08 percent were graduated in January, June, or July, 1967. Of note is the fact that 105 of the 150 "late" graduates were boys, only 45 girls.

### Pupils Still Enrolled in Dade County High Schools

By the end of the seventh year of the study there were 22 pupils still enrolled in Dade County high schools, as shown in Table 4. This number was deleted from the total number in the sample, as were the involuntary withdrawals.

The pupils from this group who eventually graduate will be two or more years behind those who maintained normal progress. Due to the fact that these pupils have remained in school this length of time, although some may have dropped out and later reentered, it is probable that most will graduate, at least in proportion to the number in the base who graduated.

### Voluntary Withdrawals (Dropouts)

Voluntary withdrawals, as defined in this study, included pupils who withdrew for reasons over which a school presumably had considerable control. This group will be referred to, throughout the report, as dropouts. Identifying these pupils, classifying them by reason for dropping out, and securing other data for analysis, were the major part of the mechanics of the study.

More than 100 pupils left school who later reentered. However, only the status of the pupils at the conclusion of the study was considered.

Table 5 shows the number of dropouts and the reasons given for dropping out. Primarily, reasons given for dropping out were lack of interest, unrest, discouragement (or little encouragement from home and/or school), failure, and being overage for the grade. Many different reasons were given for leaving school by the pupils themselves; we can only assume, however, that these statements give a complete picture of the underlying factors that influence dropping out of school. Most of the reasons seem to be inter-related (see chart on opposite page).

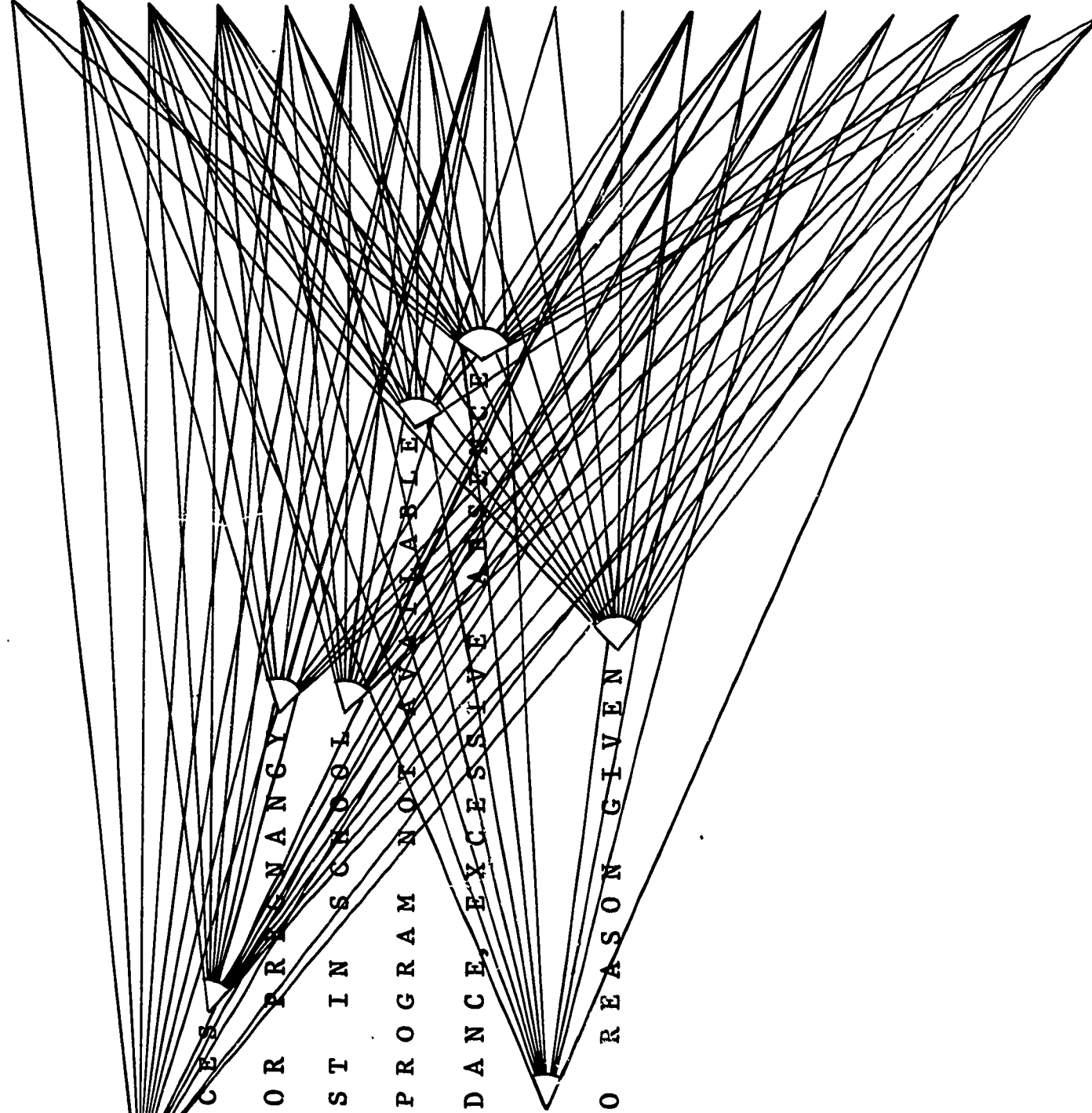
Chart 1. - Inter-relationships of Reasons Given by School Dropouts

Reasons Given by Students:

WORKING  
 ARMED FORCES  
 MARRIAGE OR PREGNANCY  
 NO INTEREST IN SCHOOL  
 SUITABLE PROGRAM NOT AVAILABLE  
 NON-ATTENDANCE, EXCESSIVE ABSENCE  
 LEFT HOME  
 UNKNOWN, NO REASON GIVEN

Possible Underlying Reasons:

Financial need  
 Failure  
 Overage for grade  
 Lack of encouragement from school  
 Few friends  
 Few activities  
 Inability to adjust  
 Lack of academic capacity  
 Working  
 Armed forces  
 Marriage or pregnancy  
 No interest  
 No suitable program  
 Non-attendance  
 Left home  
 Parental indifference  
 School request





**First Year of Study: 1960-61**

Table 6 reveals that six pupils, four boys and two girls from the sample, became dropouts during the first year of the study. This number represented 1.02 percent of all dropouts in the sample and 0.28 percent of the number in the base of the study.

Under normal circumstances a pupil does not reach the age of 16 while in junior high school, this being the legal age for a pupil to leave school. Some pupils, however, do attain this age in junior high, primarily due to retention. All first year dropouts were 16 years old or older.

**Second Year of Study: 1961-62**

Table 7 reveals that thirty-five pupils, 20 boys and 15 girls, became dropouts during the second year of the study. Of the known reasons given for dropping out, boys stated, primarily, "no interest in school"; girls stated "marriage and/or pregnancy." Five of these dropouts had been retained in the seventh grade. The number of dropouts represented 5.92 percent of the total number of dropouts in the study and 1.62 percent of the base number.

**Third Year of Study: 1962-63**

Table 8 shows the number of dropouts by reason for dropping out for the third year of the study. A total of 90 pupils, comprised of 43 boys and 47 girls, dropped out during this period. This represented 15.23 percent of the dropouts in the study and 4.16 percent of the number in the base of the study. The table also indicates that, of the 90, 56 were in the ninth grade (normal progress) while 32 had been retained one year (eighth grade) and two had been retained two years (seventh grade). Twenty-three boys and 15 girls expressed "no interest," or lack of success, since 16 of these had been retained. Ten

girls dropped out because of marriage or pregnancy. Twenty-seven pupils dropped out either stating no reason or for reasons otherwise unknown.

#### Fourth Year of Study: 1963-64

By the beginning of the fourth year of the study a total of 131 pupils had dropped out, 22.17 percent of the dropouts. Table 9 reveals that during the fourth year, 114 more pupils, 61 boys and 53 girls, dropped out; this was 19.29 percent of the dropouts and 5.26 percent of the base. Pupils ordinarily reach the age of 16 years (the lowest age a pupil may leave school legally) while in the tenth grade, or third year following the seventh grade. As a result, almost as many left school during the fourth year as had left during the first three years of the study. Thirty-four pupils dropped out stating "no interest" and another 7 for non-attendance (probably due to lack of interest and/or success). Of this total of 41, twenty had been retained one or more years (five had been retained two years, one for three years). Eighteen girls and one boy dropped out for marriage or pregnancy, only two having been retained. Nine dropped out to work; another nine dropped out for lack of a suitable program and entered an adult program, trade or business school. Thirty-one pupils dropped out for reasons unknown, 15 having been retained one or more years.

Altogether, 47 or 41.23 percent of the 114 fourth year dropouts had been retained.

#### Fifth Year of Study: 1964-65

Table 10 reveals that during the fifth year of the study 93 boys and 86 girls became dropouts; this total of 179 was 30.29 percent of all dropouts and 8.26 percent of the base. This number of dropouts was greater than that

for any other year of the study. The largest group of dropouts was in the unknown category (47). Forty, of whom 25 had been retained for one to three years, left for lack of interest; 23 were dropped for non-attendance, 18 having been retained. Fifteen boys left school to join the armed forces, while 15 girls dropped out for marriage or pregnancy. Another 22 were working; 17 found no suitable program in the day schools. A total of 88 of the 179 dropouts, or 49.16 percent, had been retained for one or more years.

#### Sixth Year of Study: 1965-66

Table 11 shows that 133 pupils, 72 boys and 61 girls, dropped out during the sixth year of the study, the year in which normal progress would have resulted in graduation. This number of dropouts represented 22.50 percent of the dropouts in the study and 6.14 percent of the base. Over half, 54.14 percent, of the pupils who dropped out were not in the twelfth grade; this was their sixth year, since entering the seventh grade, but they had been retained one or more years. Fifty were still in the eleventh grade, 19 were in the tenth grade, two were in the ninth grade, and one was still in the eighth grade (four years behind normal progress).

A total of 40 pupils dropped out in the sixth year because of no interest (27) or non-attendance (13); 23 had been retained one or more years. Twenty-five girls and two boys left for marriage or pregnancy; however only six of these had been retained. (Note from the summary table, page 31, that the percentage of dropouts in this category having been retained was relatively small).

Seventeen pupils left to work, 14 having been retained (indicating probably lack of interest or success in school), twelve boys left to join the armed forces, twelve found no suitable program at school (nine of these having been retained), one left home, and 24 dropouts were unaccounted for.

Seventh, and Final, Year of Study: 1966-67

Table 12 indicates that 34 pupils, 24 boys and 10 girls, dropped out during the seventh year of the study. All these pupils had been retained from one to three years, and were up to 21 years of age. This group represented 5.75 percent of the dropouts and 1.57 percent of the base number.

Eighteen dropouts in this final year were in the twelfth grade, 14 were in the eleventh grade, and two had remained in the tenth grade.

#### Summary

Tables 13, 13A, and 13B show a total of 591 dropouts, 317 boys and 274 girls. The base number of pupils in the study was 2,166 divided equally between boys and girls. The dropouts were 27.29 percent of the base, the remaining 72.71 percent graduated. Of the boys, 29.27 percent became dropouts, and of the girls, 25.30 percent. Two hundred eighty pupils who left school (187 boys and 93 girls) or 47.38 percent of the total number of dropouts had been retained for one or more years.

The major reason given for boys dropping out was "no interest;" 104 (32.81 percent of the boys) stated this specific reason, 62 having been retained. Girls dropped out most often due to marriage and/or pregnancy, (77 or 28.10 percent) only 14 having been retained; in this category a relatively small 17.50 percent, 80 in all including three boys, had been retained--considerably less than in six of the seven other categories and the average.

#### Dropout Rates by Grade Level at Which Dropout Occurred and Distribution of Dropouts

To compute the dropout rates by grade level, it was necessary to determine the grade in which each pupil was enrolled at the time of dropout and to establish a base, the number of pupils to be accounted for. The base

number was established by eliminating the number of involuntary withdrawals and pupils still enrolled in school from the number in the 20 percent sample.

It became an impossible task, due to the nature of the follow-up, to determine the base for each grade level, as had been done in the earlier study. The reasons for this situation were: the earlier study tabulated the pupils, their grade, and transfer or dropout status on a current basis, as the study progressed; this follow-up study tabulated the information from their cumulative records after most of the pupils had either graduated or dropped out. This made it extremely difficult to determine which pupils, and how many, had previously dropped out or transferred in each grade. Therefore, the base number of pupils to be included in the study was used for each grade, serving as an average base for the study.

Table 14 shows the number of pupils in the sample group who dropped out at each grade level and the percent each was of the base number calculated in Table 1, i.e., the original sample less the involuntary withdrawals and those still in school. This, of course, is not the dropout rate for each grade because the rate in a longitudinal study would be based on the number entering each grade. Since the base would be smaller each year, the percents after the first year would be larger than shown in this table. The true dropout rates are shown in Table 18.

Table 15 is a distribution of dropouts by the grade in which dropout occurred showing what percent the number in each grade was of all dropouts in each category--boys, girls, and total, respectively. The largest number of dropouts occurred in the tenth grade.

Table 16 shows the number of pupils in the sample group who dropped out during each of the seven years covered by the study. As in Table 14, the percents are the ratio of each number to the original base of 2166. More

dropouts occurred in the fifth year when most of this group reached 16 years of age; many of these dropouts, however, were in the ninth and tenth grades because of retention.

Table 17 is a distribution of dropouts by the year in which the dropout occurred showing what percent the number in each year was of all dropouts in each category--boys, girls, and total, respectively.

Table 18 is a combination of Table 15 and Table 17. This is a distribution of dropouts by both grade and year. Thus, of the 13 dropouts in Grade 7, five left school in 1960-61, five left school in 1961-62, having been retained one year, two left in 1962-63, and one left in 1963-64. Dropouts from other grades were similarly distributed. It is administrative policy not to keep a pupil in the same grade more than two years but some pupils, because of transiency, have such a poor attendance record that they fail to complete a grade while some drop out and later return to school thus creating a longer span of years required to complete the work. Usually such pupils drop out again.

For Table 19, the number of dropouts for each grade from the base of 2166 pupils (See Table 14) was converted to an equivalent number for a base of 1000. Using these equivalents the true dropout rates by grades were calculated by using the number remaining at the completion of each grade as the base for the next grade. The percent remaining at the completion of each would indicate the holding power.

Table 19 shows the true dropout rates for all pupils in each grade for the 20 percent sample group. Most pupils in the junior high grades were under the legal age at which they might leave school. Consequently, dropout in the seventh grade was negligible; only 0.60 percent dropped out of school while in this grade. In the eighth grade, 3.42 percent of the pupils

entering the grade dropped out of school, most of them while repeating the grade. The dropout rate in the ninth grade was 5.52 percent. Although these rates were relatively low, especially for the seventh and eighth grades, boys were more likely to drop out of junior high than were girls, about three boys for each two girls. The dropout rates for grades ten, eleven and twelve were 7.94 percent, 8.50 percent, and 4.84 percent, respectively. About the same number of boys as girls dropped out of school in the senior high grades.

More dropouts occurred in the tenth grade than in any other grade, partly because the oldest pupils who have progressed normally would reach their sixteenth birthday, the earliest legal age for leaving school, about the middle of the tenth grade while most repeaters would be old enough to drop out when they entered this grade or would reach the legal age during the first semester. Because the number leaving the eleventh grade was only slightly lower than from the tenth, the percent that dropouts were of those entering the grade was higher than in the tenth grade.

Estimated Number of Dropouts and Retention Rates, United States Graduating Class of 1962

Table 20 is similar to Table 19 except that the data are for the United States graduating class of 1962. Also these data were obtained in a different manner (see footnotes of both tables). In Table 19 the number of dropouts for each grade was known first and the rates were computed; in Table 20 the rates were known and the number of dropouts in each grade was computed. The two tables can be used to make only a rough comparison between Dade County and the United States as a whole because the United States data (the most recent of this kind available) are for a much earlier year. These comparisons are shown separately in Table 21. It should be kept in mind that

dropout rates over the country are slowly shrinking as schools improve their holding power.

Estimated Number of Dropouts in Dade County Secondary Schools, 1967-68

The dropout rates by grades, shown in Table 19, were applied to the September 1967 enrollment in the respective grades (see table 22). In this way an estimate of the number of dropouts in the secondary schools of Dade County for the 1967-68 school year was obtained. From the enrollment of 99,996 pupils in grades 7-12 in September 1967, it was estimated that 4,994 would drop out before September 1968.

Distribution of Dropouts by Original Junior High School, September 1960

Table 23 lists the 37 schools that contained the seventh grade in September 1960. The dropouts are distributed by original junior high school, the school in which each pupil was enrolled when selected for the study. Boys and girls are shown separately and combined, with percents of the corresponding totals.

It is not the intent of this study to point out individual schools or a group of schools as having high numbers of dropouts. Such conclusions, and implications that may result, may be made but this study should be only a partial source of data used in making a judgment.

Dropouts and Percent of Base, by Original Junior High School, September 1960

The percent dropout, by original junior high school, of pupils enrolled in September 1960 is shown in Table 24. The percentage is based on the number of dropouts and the base number of pupils in each of the schools.

From the total number originally selected from each school, the number of involuntary withdrawals and pupils still enrolled in school were deleted to yield the base number for each original junior high school. The number of dropouts was then used to find a rate of dropout which was computed



as a percent of the base number for each school.

Most dropouts actually terminated their education in a senior, or junior-senior high school. However, many contributing factors to dropout are experienced in earlier grades. Because of several factors, including transfer from one school to another, it is difficult to make conclusions concerning schools, even those with high dropout rates.

The dropout rate, as shown in this study, was 27.29 percent. This, therefore, represents an average rate of the schools. Seventeen of the 37 junior high schools had dropout rates above this average.

#### Distribution of Dropouts by Last School Attended

Dropouts from the study terminated their regular academic programs in almost all of the secondary schools in Dade County. Twenty-two senior or junior-senior high schools and 31 junior high schools were among those with dropouts. Three-fourths, however, dropped out of the 22 schools that contained senior high grades (see Table 25).

It is difficult to make valid conclusions concerning individual schools, or their academic programs, with regard to the number of dropouts. The number of dropouts, whose last attendance is in a school, does not indicate the percent of dropout in that school. A base for each "last school attended" could not be computed because of the manner in which the follow-up study was conducted. Therefore, the dropout percentage could not be obtained.

#### Analysis of School, Personal, and Family Data, Dropouts and Graduates

In the Dropout Study, conducted previously by the Dade County Public Schools from September 1960-September 1963, data regarding educational plans, peer status, employment status, and socio-economic status were obtained for dropouts. Data for both dropouts and graduates obtained regarding chronological age, retardation and acceleration, subjects failed, mental ability,

reading level, extent of extra-curricular activities, parental status, occupation of family breadwinner, and educational attainment of parents were examined with great care to determine similarities or differences of the dropouts and graduates. These data were obtained through the schools, their guidance counselors, pupil records, and exit interviews.

The current study is a follow-up of the 1960-63 study. The junior high group of students from the earlier study remained the same. However, the 1963 study was concluded without seeing this group through, as most of the pupils were still in school. Since the academic, social, and economic data that were compiled earlier are not to be disputed in this extension of the earlier study, it was assumed they apply as well to this group and are reviewed briefly here. For a detailed review of those findings, reference should be made to Section II of the previous study.

Analysis of the data collected for the original study revealed the following:

Dropouts ranged from one-half year overage for their grade in grade 12 to slightly more than two and one-half years overage for their grade in grades seven or eight. Graduates were a fraction of one month under the normal age for their grade at the time of graduation.

Nearly three-fourths of all dropouts were retarded one or more years at the time they dropped out. Slightly more than one-sixth of the graduates were retarded one or more years.

Nearly three-fourths of the dropouts failed from one to ten subjects; less than half of the graduates failed from one to nine subjects, most having only one failure. The mean number of subjects failed by dropouts was more than three times the number failed by graduates.

Most of the dropouts were below average in tested mental ability, although a few were well above average. Median percentile scores for graduates, however, were significantly higher than for dropouts.

Closely related to failure and subsequent discouragement, loss of interest and dropout is low reading achievement. A very significant difference in favor of the graduates, over the dropouts, was found.

It was found that, as a group, dropouts showed very little interest in extra-curricular activities. About two-thirds of the graduates were in an activity at time of graduation; only about two in ten of the dropouts had been in any activity at any time after entering high school.

Data regarding the parental status of dropouts and graduates revealed that about two-fifths of the dropouts were from broken homes (one parent deceased or parents separated or divorced); less than one-sixth of the graduates were from broken homes.

A comparison of the occupations of the major wage earner in the families of the dropouts and graduates revealed significant differences in the percents employed in professional and managerial, service, and skilled labor fields.

Many studies indicate that one major factor which influences a child in setting his own educational goals is the attitude of his parents toward the value of education. It was found that, when comparing the parents of graduates with the parents of dropouts, both parents of the graduates had completed high school in more than twice the number of cases than had the parents of dropouts. Completion of college by parents of graduates was even more significantly favorable over the parents of dropouts.

The educational plans of dropouts, at the time that they entered secondary school, showed that from one-half to three-fourths intended to finish high school. Less than one-fifth had plans to enter college.

It might be assumed that whether a pupil was liked or disliked by his peers would have a significant effect on his decision to remain in school

or drop out. Almost three-fourths of the dropouts were accepted by their classmates; slightly less than one-fifth were well-liked, while only about one in ten was either disliked or ignored.

Many pupils in secondary grades are employed part time after school and/or on weekends. Less than one-fourth of the dropouts were working for pay at the time of leaving school. The ratio of boys to girls that were working was a little better than two to one.

It has been shown that the socio-economic level of the families of dropouts was below average for almost two-fifths, above average for about one in forty, and average for those remaining (between half and three-fifths).

### Conclusion

It should be noted that not all dropouts are "lost causes" just because they left school prior to graduation. Many pupils who are considered dropouts, by the definitions of this report do complete their education in adult programs, through armed forces schools, or other institutions which may offer more suitable programs for individual needs.

It is not the purpose of this report to estimate the number of dropouts that complete their education, or an equivalency, in programs other than in regular, day schools. This study reports only the pupils who are known to have either dropped out or graduated.

The dropout rate in the Dade County Public Schools appears to be, comparably and statistically, less than the national dropout rate.

This study computed the dropout rate in a different manner than in the study which was completed by the Dade County Public Schools in 1963. Whereas all "unaccounted for" pupils were classified as involuntary withdrawals, and deleted from the base in the earlier study, those pupils who were 16 years old or older in this category were classified as dropouts in this study.

Therefore, the dropout rate computed in this report appears to be greater than previously. However, the comparable rate is believed to be no greater and quite probably less than that of previous years.

The procedures used in this and other studies should be carefully examined and compared in order to understand the dropout rates and the way that they are computed. In this way the analysis may be more meaningful.

T A B L E S

Table 1. - Base of the Follow-up  
of  
"A Study of Dropouts, Dade County, Florida Public Schools, 1960-63"

Item	Boys	Percent	Girls	Percent	Total
<u>Master sample</u> (random selection, one of each five pupils listed on seventh grade homeroom rosters, September 1960)	1,399	49.95	1,402	50.05	2,801
<u>Involuntary withdrawals</u> (moved from area; transferred to day school outside the county or private school in the county; whereabouts not known, under the age of 16 years; deceased; medically-certified illness; police custody or commitment)	- 301		- 312		- 613
Sub-total	1,098		1,090		2,188
<u>Still enrolled</u> in Dade County public schools	- 15		- 7		- 22
BASE NUMBER	1,083	50.00	1,083	50.00	2,166
<u>Graduates</u> of Dade County public schools	766	48.63	809	51.37	1,575
<u>Dropouts</u> from Dade County public schools	317	53.64	274	46.36	591
BASE NUMBER	1,083	50.00	1,083	50.00	2,166

Note: All data in tables 1 through 25 are for the sample group selected at random in the seventh grade in 1960 covering the years 1960-61 through 1966-67.

Table 2. - Pupils in Study Group Who Were Involuntary Withdrawals

Reason	Boys	Girls	Total
Moved from area; transferred to day school outside the county or private school in the county; whereabouts not known, under the age of 16	281	305	586
Deceased	4	2	6
Medically-certified illness	7	5	12
Commitment to institution	9	0	9
<b>Total</b>	<b>301</b>	<b>312</b>	<b>613</b>

Table 3. - Pupils in Study Group Who Graduated from Dade County High Schools

Date of Graduation	Boys	Girls	Total	Percent
June 1965	1	0	1	0.06
January 1966	0	1	1	0.06
June 1966 <sup>a</sup>	660	763	1,423	90.35
July 1966	38	32	70	4.45
January 1967	3	0	3	0.19
June 1967	59	13	72	4.57
July 1967	5	0	5	0.32
<b>Total</b>	<b>766 48.63%</b>	<b>809 51.37%</b>	<b>1,575</b>	<b>100.00</b>

<sup>a</sup>Normal date of graduation for pupils entering the seventh grade in September 1960.

Table 4. - Pupils in Study Group Still Enrolled in Dade County Public Schools June 1967

Grade	Boys	Girls	Total
10	1	0	1
11	7	4	11
12	7	3	10
<b>Total</b>	<b>15</b>	<b>7</b>	<b>22</b>



Table 5. - Dropouts by Reason and Percent of Total

Reason	Boys		Girls		Total	
	No	Percent	No	Percent	No	Percent
Working	41	12.93	24	8.76	65	11.00
Armed Forces	39	12.30	--	--	39	6.60
Marriage or Pregnancy	3	0.95	77	28.10	80	13.54
Lack of interest, success	104	32.81	54	19.71	158	26.73
No suitable program	24	7.57	21	7.66	45	7.61
Non-attendance, truancy	32	10.10	22	8.03	54	9.14
Left home	--	--	3	1.10	3	0.51
Cannot locate, no reason given	74	23.34	73	26.64	147	24.87
<b>Total</b>	<b>317</b>	<b>100.00</b>	<b>274</b>	<b>100.00</b>	<b>591</b>	<b>100.00</b>

Table 6. - Dropouts by Reason and Number Retained: 1960-61<sup>a</sup>

Reason	Boys			Girls			Total					
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	1							1				
Armed Forces												
Marriage or pregnancy												
No interest	1							1				
No suitable program												
Non-attendance												
Left home												
Unknown	2							4				
<b>Total</b>	<b>4</b>				<b>2</b>			<b>6</b>				

<sup>a</sup>First year of study; all pupils were in the seventh grade.

Table 7. - Dropouts by Reason and Number Retained: 1961-62<sup>a</sup>

Reason	Boys			Girls			Total					
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	3			1			4					
Armed Forces												
Marriage or pregnancy				9	1		9	1				
No interest	8	1		1			9	1				
No suitable program												
Non-attendance												
Left home												
Unknown	9	2		4	1		13	3				
Total	20	3		15	2		35	5				

<sup>a</sup> Second year of study; pupils not retained were in the eighth grade.

Table 8. - Dropouts by Reason and Number Retained: 1962-63<sup>a</sup>

Reason	Boys			Girls			Total					
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	3	3		3	1		6	4				
Armed Forces	3	1					3	1				
Marriage or pregnancy				10	1		10	1				
No interest	23	12		15	4		38	16				
No suitable program	1						1					
Non-attendance				3	1		3	1				
Left home				2			2					
Unknown	13	5		14	4	2	27	9	2			
Total	43	21		47	11	2	90	32	2			

<sup>a</sup> Third year of study; pupils not retained were in the ninth grade.

Table 9. - Dropouts by Reason and Number Retained: 1963-64<sup>a</sup>

Reason	Boys				Girls				Total			
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	7	2	1		2				9	2	1	
Armed Forces	5	1							5	1		
Marriage or pregnancy	1				18	1	1		19	1	1	
No interest	24	10	3	1	10	2	1		34	12	4	1
No suitable program	4	3	1		5	2			9	5	1	
Non-attendance	4	2	1		3				7	2	1	
Left home												
Unknown	16	10			15	4	1		31	14	1	
<b>Total</b>	<b>61</b>	<b>28</b>	<b>6</b>	<b>1</b>	<b>53</b>	<b>9</b>	<b>3</b>		<b>114</b>	<b>37</b>	<b>9</b>	<b>1</b>

<sup>a</sup>Fourth year of study; pupils not retained were in the tenth grade.

Table 10. - Dropouts by Reason and Number Retained: 1964-65<sup>a</sup>

Reason	Boys				Girls				Total			
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	11	6	2		11	4			22	10	2	
Armed Forces	15	8							15	8		
Marriage or pregnancy					15	4			15	4		
No interest	23	9	4	3	17	5	4		40	14	8	3
No suitable program	11	4	1		6	3			17	7	1	
Non-attendance	14	8	3		9	4	3		23	12	6	
Left home												
Unknown	19	6	3		28	4			47	10	3	
<b>Total</b>	<b>93</b>	<b>41</b>	<b>13</b>	<b>3</b>	<b>86</b>	<b>24</b>	<b>7</b>		<b>179</b>	<b>65</b>	<b>20</b>	<b>3</b>

<sup>a</sup>Fifth year of study; pupils not retained were in the eleventh grade.

Table 11. - Dropouts by Reason and Number Retained: 1965-66<sup>a</sup>

Reason	Boys				Girls				Total			
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	12	5	6		5	2	1		17	7	7	
Armed Forces	12	4	1						12	4	1	
Marriage or pregnancy	2				25	3	3		27	3	3	
No interest	17	8	1	2	10	1	3		27	9	4	<sup>b</sup> 2
No suitable program	6	5			6	4			12	9		
Non-attendance	9	3	3		4		1	1	13	3	4	1
Left home					1				1			
Unknown	14	9			10	6			24	15		
<b>Total</b>	<b>72</b>	<b>34</b>	<b>11</b>	<b>2</b>	<b>61</b>	<b>16</b>	<b>8</b>	<b>1</b>	<b>133</b>	<b>50</b>	<b>19</b>	<sup>b</sup> 3

<sup>a</sup>Sixth year of study; pupils not retained were in the twelfth grade.

<sup>b</sup>One of these had been retained four years.

Table 12. - Dropouts by Reason and Number Retained: 1966-67<sup>a</sup>

Reason	Boys				Girls				Total			
	Drop-outs	No retained			Drop-outs	No retained			Drop-outs	No retained		
		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr		1 yr	2 yr	3 yr
Working	4	2	1	1	2		2		6	2	3	1
Armed Forces	4	1	3						4	1	3	
Marriage or pregnancy												
No interest	8	3	5		1	1			9	4	5	
No suitable program	2	1	1		4	3	1		6	4	2	
Non-attendance	5	5			3	2	1		8	7	1	
Left home												
Unknown	1			1					1			1
<b>Total</b>	<b>24</b>	<b>12</b>	<b>10</b>	<b>2</b>	<b>10</b>	<b>6</b>	<b>4</b>		<b>34</b>	<b>18</b>	<b>14</b>	<b>2</b>

<sup>a</sup>Seventh year of study; one year following normal time for graduation.

Table 13. - Number and Percent of Dropouts Retained by Reason for Dropout  
(All Dropouts)<sup>a</sup>

Reason	All dropouts number	Dropouts retained							
		1 year		2 years		3 years		1-3 years	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Working	65	25	38.5	13	20.0	1	1.5	39	60.0
Armed Forces	39	15	38.5	4	10.3	-	--	19	48.7
Marriage/Preg	80	10	12.5	4	5.0	-	--	14	17.5
No interest	158	56	35.4	21	13.3	6	3.8	83	52.5
No suit.prog.	45	25	55.6	4	8.9	-	--	29	64.4
Non-attendance	54	25	46.3	12	22.2	1	1.9	38	70.4
Left home	3	--	--	--	--	-	--	--	--
Unknown	147	51	34.7	6	4.1	1	0.7	58	39.5
<b>Total</b>	<b>591</b>	<b>207</b>	<b>35.0</b>	<b>64</b>	<b>10.8</b>	<b>9</b>	<b>1.5</b>	<b>280</b>	<b>47.4</b>

<sup>a</sup>See Tables 13A and 13B for breakdown by boys and girls.

Table 13A. - Number and Percent of Dropouts Retained by Reason for Dropout  
(Boy Dropouts)

Reason	Boy dropouts number	Dropouts retained							
		1 year		2 years		3 years		1-3 years	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Working	41	18	43.9	10	24.4	1	2.4	29	70.3
Armed Forces	39	15	38.5	4	10.3	-	--	19	48.7
Marriage/Preg	3	--	--	--	--	-	--	--	--
No interest	104	43	41.4	13	12.5	6	5.8	62	59.6
No suit.prog.	24	13	54.2	3	12.5	-	--	16	66.7
Non-attendance	32	18	56.3	7	21.9	-	--	25	78.1
Left home	0	--	--	--	--	-	--	--	--
Unknown	74	32	43.2	3	4.1	1	1.4	36	48.6
<b>Total</b>	<b>317</b>	<b>139</b>	<b>43.9</b>	<b>40</b>	<b>12.6</b>	<b>8</b>	<b>2.5</b>	<b>187</b>	<b>59.0</b>

Table 13B. - Number and Percent of Dropouts Retained by Reason for Dropout  
(Girl Dropouts)

Reason	Girl dropouts number	Dropouts retained							
		1 year		2 years		3 years		1-3 years	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Working	24	7	29.2	3	12.5	-	--	10	41.7
Armed Forces	0	--	--	-	--	-	--	--	--
Marriage/Preg	77	10	13.0	4	5.2	-	--	14	18.2
No interest	54	13	24.1	8	14.8	-	--	21	38.9
No suit. prog.	21	12	57.1	1	4.8	-	--	13	61.9
Non-attendance	22	7	31.8	5	22.7	1	4.6	13	59.1
Left home	3	--	--	-	--	-	--	--	--
Unknown	73	19	26.0	3	4.1	-	--	22	30.1
<b>Total</b>	<b>274</b>	<b>68</b>	<b>24.8</b>	<b>24</b>	<b>8.8</b>	<b>1</b>	<b>0.4</b>	<b>93</b>	<b>33.9</b>

Table 14. - Number of Dropouts and Percent of Base by Grade in Which Dropout Occurred  
(Base=2166)

Grade <sup>a</sup>	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
7	7	0.32	6	0.28	13	0.60
8	47	2.17	27	1.25	74	3.42
9	64	2.96	50	2.31	114	5.27
10	82	3.79	74	3.41	156	7.20
11	79	3.65	75	3.46	154	7.11
12	38	1.75	42	1.94	80	3.69
Total	317	14.64	274	12.65	591	27.29

<sup>a</sup>Highest grade attained before dropout.

Table 15. - Distribution of Dropouts by Grade in Which Dropout Occurred

Grade <sup>a</sup>	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
7	7	2.21	6	2.19	13	2.20
8	47	14.82	27	9.85	74	12.52
9	64	20.19	50	18.25	114	19.29
10	82	25.87	74	27.01	156	26.39
11	79	24.92	75	27.37	154	26.06
12	38	11.99	42	15.33	80	13.54
Total	317	100.00	274	100.00	591	100.00

<sup>a</sup>Highest grade attained before dropout.

Table 16. - Number of Dropouts and Percent of Base by Year in Which Dropout Occurred  
(Base=2166)

Year	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
1960-61	4	0.19	2	0.09	6	0.28
1961-62	20	0.92	15	0.69	35	1.62
1962-63	43	1.99	47	2.17	90	4.16
1963-64	61	2.82	53	2.45	114	5.26
1964-65	93	4.29	86	3.97	179	8.26
1965-66	72	3.32	61	2.82	133	6.14
1966-67	24	1.11	10	0.46	34	1.57
Total	317	14.64	274	12.65	591	27.29 <sup>a</sup>

<sup>a</sup>Seven-year cumulative dropout rate, sample study.

Table 17. - Distribution of Dropouts by Year in Which Dropout Occurred

Year	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
1960-61	4	1.26	2	0.73	6	1.02
1961-62	20	6.31	15	5.48	35	5.92
1962-63	43	13.57	47	17.15	90	15.23
1963-64	61	19.24	53	19.34	114	19.29
1964-65	93	29.34	86	31.39	179	30.29
1965-66	72	22.71	61	22.26	133	22.50
1966-67	24	7.57	10	3.65	34	5.75
Total	317	100.00	274	100.00	591	100.00

Table 18. - Distribution of Dropouts by Grade and Year  
1960-61 through 1966-67

Grade	1960-61		1961-62		1962-63		1963-64		1964-65		1965-66		1966-67		1960-1967		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
7	<u>3</u>	<u>2</u>	3	2	2	1	1								7	6	13
8		<u>16</u>	<u>21</u>	<u>11</u>	6	3	3		1						47	27	74
9	1	1	<u>20</u>	<u>33</u>	28	9	7	1	1	1					64	50	114
10		2	2	1	<u>26</u>	<u>41</u>	41	24	11	8	2				82	74	156
11							<u>35</u>	<u>55</u>	34	16	10	4			79	75	154
12							1		<u>25</u>	<u>36</u>	12	6			38	42	80
Sub-total	4	2	20	15	43	47	61	53	93	86	72	61	24	10	317	274	
Total	6		35	90	114	179	133	34									591

         Pupils whose progress from the seventh grade was normal.



Table 19. - Estimated True Dropout Rates and Retention Rates for Secondary Schools for the Junior High Sample Group - 1960 - 1967

Grade	Dropouts		Pupils remaining at completion of grade for each 1,000 pupils entering the seventh grade		Cumulative dropout rate Percent
	Number	Percent	Number	Percent	
7	6	0.60	994	99.4	0.6
8	34	3.42	960	96.0	4.0
9	53	5.52	907	90.7	9.3
10	72	7.94	835	83.5	16.5
11	71	8.50	764	76.4	23.6
12	37	4.84	727	72.7	27.3

Note: The number of dropouts for each grade shown in the table above was determined by converting the actual number of dropouts from the base of 2166 (See Table 14) to an equivalent number for a base of 1,000. Starting with 1,000 pupils entering the seventh grade the true dropout rates and retention rates were calculated on the basis of the number remaining at the completion of each grade.

Table 20. - Estimated Dropout and Retention Rates, United States Graduating Class of 1962

Grade	Dropouts		Pupils remaining at completion of grade for each 1,000 pupils entering the seventh grade		Cumulative dropout rate Percent
	Number	Percent	Number	Percent	
7	32	3.2	968	96.8	3.2
8	30	3.1	938	93.8	6.2
9	66	7.0	872	87.2	12.8
10	92	10.6	780	78.0	22.0
11	82	10.5	698	69.8	30.2
12	49	7.0	649	64.9	35.1

Note: The number of dropouts and dropout rates were computed from data from School Life, November-December, 1962, page 35. All other statistics in this table were computed from these rates by applying them to 1,000 pupils entering the seventh grade and the number remaining at the completion of the seventh and each subsequent grade, respectively.

Table 21. - Comparative Dropout Rates, United States and Dade County, Florida, Public Schools

Grades	Dade County dropout rate	National dropout rate
7-12	27.3%	35.1%
10-12	19.8%	25.6%

Note: Rates for grades 7-12 are from Tables 20 and 21. Rates for grades 10-12 were computed in the same manner beginning with 1,000 pupils entering the tenth grade.

Table 22. - Estimated Number of Dropouts, Dade County Secondary Schools 1967-68

Grade	September 1967 enrollment	Dropout rate	Number of dropouts
7	19,023	0.60	114
8	18,269	3.42	625
9	17,576	5.52	970
10	17,485	7.94	1,388
11	15,287	8.50	1,299
12	12,356	4.84	598
7-12	99,996	4.99	4,994

Table 23. - Distribution of Dropouts by  
Original Junior High School  
September 1960

School	Boys	Percent	Girls	Percent	Total	Percent
Allapattah	11	3.47	5	1.84	16	2.71
Brownsville	6	1.89	13	4.74	19	3.22
Carol City	7	2.21	6	2.19	13	2.20
Carver	5	1.58	7	2.55	12	2.03
Citrus Grove	8	2.52	7	2.55	15	2.54
Cutler Ridge	9	2.84	6	2.19	15	2.54
Dorsey	19	5.99	30	10.95	49	8.29
Filer	19	5.99	14	5.11	33	5.59
Fisher	2	0.63	1	0.36	3	0.51
Homestead	5	1.58	6	2.19	11	1.86
Jefferson	9	2.84	1	0.36	10	1.69
Kennedy	5	1.58	4	1.46	9	1.52
Key Biscayne	0	0.00	1	0.36	1	0.17
Kinloch Park	9	2.84	7	2.55	16	2.71
Lee	9	2.84	11	4.01	20	3.38
Madison	12	3.79	13	4.74	25	4.23
Mann	9	2.84	6	2.19	15	2.54
Mays	12	3.79	19	6.93	31	5.25
Merritt	2	0.63	5	1.84	7	1.18
Miami Edison	8	2.52	6	2.19	14	2.37
Miami Springs	8	2.52	12	4.38	20	3.38
Nautilus	2	0.63	0	0.00	2	0.34
Norland	7	2.21	9	3.28	16	2.71
North Dade	8	2.52	5	1.84	13	2.20
North Miami	4	1.26	4	1.46	8	1.34
Palm Springs	10	3.15	7	2.55	17	2.88
Palmetto	10	3.15	1	0.36	11	1.86
Ponce de Leon	6	1.89	2	0.73	8	1.34
Redland	2	0.63	1	0.36	3	0.51
Riviera	17	5.37	10	3.65	27	4.57
Rockway	9	2.84	3	1.09	12	2.03
Shenandoah	12	3.79	5	1.84	17	2.88
South Miami	6	1.89	3	1.09	9	1.52
Washington	20	6.31	26	9.50	46	7.79
West Homestead	7	2.21	4	1.46	11	1.86
West Miami	11	3.47	6	2.19	17	2.88
Westview	12	3.79	8	2.92	20	3.38
Total (37 schools)	317	100.00	274	100.00	591	100.00

Table 24. - Dropouts and Percent of Base  
by Original Junior High School  
September 1960

School	Total no in sample	Number eliminated <sup>a</sup>	Base no in study	Number dropouts	Percent dropout
Allapattah	46	13	33	16	48.48
Brownsville	51	6	45	19	42.22
Carol City	106	36	70	13	18.57
Carver	34	2	32	12	37.50
Citrus Grove	66	15	51	15	29.41
Cutler Ridge	69	24	45	15	33.33
Dorsey	132	16	116	49	42.24
Filer	101	17	84	33	39.29
Fisher	37	14	23	3	13.04
Homestead	60	21	39	11	28.21
Jefferson	56	10	46	10	21.74
Kennedy	90	20	70	9	12.86
Key Biscayne	13	6	7	1	14.29
Kinloch Park	107	11	96	16	16.67
Lee	59	17	42	20	47.62
Madison	92	15	77	25	32.47
Mann	74	15	59	15	25.42
Mays	62	7	55	31	56.36
Merritt	31	12	19	7	36.84
Miami Edison	76	24	52	14	26.92
Miami Springs	109	18	91	20	21.98
Nautilus	89	25	64	2	3.13
Norland	121	37	84	16	19.05
North Dade	49	6	43	13	30.23
North Miami	80	22	58	8	13.79
Palm Springs	97	17	80	17	21.25
Palmetto	88	21	67	11	16.42
Ponce de Leon	109	24	85	8	9.41
Redland	46	28	18	3	16.67
Riviera	98	29	69	27	39.13
Rockway	51	14	37	12	32.43
Shenandoah	99	19	80	17	21.25
South Miami	67	13	54	9	16.67
Washington	110	14	96	46	47.92
West Homestead	24	4	20	11	55.00
West Miami	110	25	85	17	20.00
Westview	92	18	74	20	27.03
Total (37 schools)	2,801	635	2,166	591	27.29

<sup>a</sup>Involuntary withdrawals (613) and pupils presently enrolled in school (22).

Table 25. - Distribution of Dropouts by Last School Attended

Senior high grades	Boys	Percent	Girls	Percent	Total	Percent
Carver Jr-Sr <sup>a</sup>	5	1.58	7	2.56	12	2.03
Coral Gables Sr	5	1.58	4	1.46	9	1.52
Hialeah Sr	19	5.99	18	6.57	37	6.26
MacArthur Jr-Sr	1	0.32	0	0.00	1	0.16
Mays Jr-Sr	18	5.68	21	7.66	39	6.60
Miami Beach Sr	3	0.95	0	0.00	3	0.51
Miami Carol City Sr	6	1.89	9	3.28	15	2.54
Miami Central Jr-Sr <sup>b</sup>	13	4.10	10	3.65	23	3.89
Miami Coral Park Sr	11	3.47	5	1.83	16	2.71
Miami Edison Sr	9	2.84	9	3.28	18	3.05
Miami Jackson Jr-Sr <sup>b</sup>	6	1.89	9	3.28	15	2.54
Miami Norland Sr	11	3.47	12	4.38	23	3.89
Miami Northwestern Jr-Sr <sup>b</sup>	12	3.78	27	9.85	39	6.60
Miami Palmetto Sr	13	4.10	5	1.83	18	3.05
Miami Senior	14	4.42	17	6.20	31	5.25
Miami Springs Sr	9	2.84	6	2.19	15	2.54
North Dade Jr-Sr <sup>a</sup>	8	2.52	5	1.83	13	2.20
North Miami Sr	16	5.05	10	3.65	26	4.40
Silver Oaks Jr-Sr	5	1.58	3	1.10	8	1.35
South Dade Sr	4	1.25	5	1.83	9	1.52
Southwest Miami Sr	22	6.94	10	3.65	32	5.41
Washington Jr-Sr <sup>a</sup>	18	5.68	25	9.12	43	7.28
Sub-total	228	71.92	217	79.20	445	75.30

Table 25. - Distribution of Dropouts by Last School Attended (continued)

Junior high grades	Boys	Percent	Girls	Percent	Total	Percent
Allapattah	4	1.25	0	0.00	4	0.68
Brownsville	1	0.32	2	0.73	3	0.51
Carol City	3	0.95	2	0.73	5	0.85
Citrus Grove	2	0.63	1	0.36	3	0.51
Cutler Ridge	2	0.63	2	0.73	4	0.68
Dorsey	10	3.15	11	4.01	21	3.55
Filer	6	1.89	4	1.46	10	1.69
Fisher	1	0.32	1	0.36	2	0.34
Homestead	3	0.95	3	1.10	6	1.02
Jefferson	1	0.32	0	0.00	1	0.16
Kennedy	1	0.32	0	0.00	1	0.16
Kinloch Park	4	1.25	1	0.36	5	0.85
Lee	6	1.89	3	1.10	9	1.52
Madison	5	1.58	3	1.10	8	1.35
Mann	5	1.58	3	1.10	8	1.35
Merritt	1	0.32	3	1.10	4	0.68
Miami Edison	4	1.25	0	0.00	4	0.68
Miami Springs	2	0.63	2	0.73	4	0.68
Norland	0	0.00	1	0.36	1	0.16
North Miami	0	0.00	1	0.36	1	0.16
Palm Springs	2	0.63	3	1.10	5	0.85
Palmetto	1	0.32	0	0.00	1	0.16
Ponce de Leon	3	0.95	0	0.00	3	0.51
Redland	1	0.32	1	0.36	2	0.34
Riviera	7	2.21	2	0.73	9	1.52
Rockway	1	0.32	3	1.10	4	0.68
Shenandoah	3	0.95	2	0.73	5	0.85
South Miami	3	0.95	2	0.73	5	0.85
West Homestead	1	0.32	0	0.00	1	0.16
West Miami	2	0.63	1	0.36	3	0.51
Westview	4	1.25	0	0.00	4	0.68
Sub-total	89	28.08	57	20.80	146	24.70
Total	317	100.00	274	100.00	591	100.00

Note: Schools, included within the scope of this study, which had no dropouts were: Key Biscayne, Nautilus; Glades Jr., Hialeah Jr., Parkway Jr., and Richmond Heights Jr. did not open until after the study began.

<sup>a</sup>No longer contains senior high school grades.

<sup>b</sup>No longer contains junior high school grades.

A P P E N D I X

## Appendix

Information, supplemental to the data tabulated for the sample, is shown by tables and written descriptions in this appendix.

Tables A-H show, based upon the sample and the total number of pupils enrolled in the seventh grade on Census Day, September 20, 1960, estimates of the actual number of pupils who dropped out, graduated, or were still in school in 1967 plus other data about the estimated dropouts.

Table A reveals that there were 14,690 pupils enrolled in the seventh grade on Census Day; an estimated 8,260 of these pupils graduated from Dade County high schools and 3,100 probably became dropouts. Table B shows the breakdown of the estimated 3,215 pupils categorized as involuntary withdrawals; Table C shows the probable graduates by date of graduation; Table D lists an estimated 115 pupils still in school at the conclusion of the study by grade. Table E shows the distribution of estimated dropouts by reason and percent. Table F shows the distribution of the estimated dropouts by number of years retained before dropout. Table G and Table H show distributions and percents of the estimated dropouts by grade level and by year, respectively.

Excerpts from The Dropout: Causes and Cures<sup>a</sup> reveal background data and cases relating to dropouts and their reasons for dropping out; also, included is a "dropout prediction table."

These data are presented as a supplement to the statistical material which has been compiled, not as an interpretation or analysis, but as an aid to those professional persons who might find such information useful.

<sup>a</sup>Lucius F. Cervantes, University of Michigan Press, 1965



Excerpts from The Dropout: Causes and Cures<sup>a</sup>

Reasons for dropping out

Educational and sociological literature is without a systematic report in the dropouts' own words as to why they terminated their education. Neither is there any study available that investigates whether graduates have had comparable or even greater difficulties to overcome in order to continue their education.

It is this intriguing question of the comparable difficulties encountered in the continuance of education that we now took up. The method of eliciting the youths' responses to this question was extremely simple. Since the youth had just been questioned in detail as to what they had disliked about their school experiences we now asked them to look back upon those reasons and select the reason that either did or would have ranked first "in your decision to leave school."

"What reason ranked first in your decision to leave school?"

"I stomped a kid's head in. I didn't mean to, but I did it. Turned loose and started fighting 'cause he was a lot taller than I am. He was about six-one. I just knocked him down and started kicking him. The principal told me to stop. I stopped and he took me to the office and started talking to me. He said either I get out or I get kicked out. So I got out. This was my last year. Right now I go to Hadley. But I haven't went one day. I was going to go to O'Fallon. Hadley's all colored except for maybe twenty white kids." (Dropout Dennis D., #000, St. Louis)

"I was taking a secretary course and I wanted to be one until I got (pregnant and got) married and then I didn't want to be much of anything." (Dropout Mrs. Joan H., #8, St. Louis)

"Well, when I quit Southwest I was flunking out and I couldn't get along with the teachers. They set too high standards for me so I dropped out." (Dropout Billy L., #42, St. Louis)

<sup>a</sup>Ibid.

"I got sick of it and I didn't want to go no more. I'm planning on finishing it in the service -- you can do that. I figure if I can finish high school in two months why should I go two years." (Dropout Edward L., #102, New Orleans)

"I just couldn't stand it any longer." (Dropout Errol C., #106, New Orleans)

"Some of the teachers. They plugged you too much. I shouldn't say that. But some teachers just push you too hard and I just can't take it." (Dropout Roland L., #124, New Orleans)

"I had a car and had insurance and car payments to keep up with. I didn't want my parents to pay for everything so I got a job and went to night school for awhile... I was having trouble with my school work." (Dropout Larry B., #204, Omaha)

"I was kind of interested in school for a while but after a while I figured I was sixteen and I was going to quit. I had that in my mind too. Any ordinary person has this in their mind too: 'When I reach sixteen I'm going to quit.' They don't have to bother getting up in the morning. I can sleep all day and just do nothing..." (Dropout Walter J., #502, Boston)

"I dropped out when I was in ninth grade the day after my sixteenth birthday. Most people stay for a couple of weeks after they are sixteen but they know they are going to quit. But I thought to myself, 'Why stay in the couple of extra weeks--you could go out looking for a job in those weeks.' So I just dropped out the day after... I've been looking for a job but not very hard." (Dropout George W., #516, Boston)

"So I didn't pass English or something and I said: 'I'm not going back and face the kids.' I talked to ma. She could kick herself for not having finished high school but I figure she needs the money and pretty soon she says 'O.K.' and I quit." (Dropout Donna G., #524, Boston)

### Dropout Prediction Table

The following twenty characteristics are commonly found among youth who are potential or actual dropouts:

#### School

1. Two years behind in reading or arithmetic at seventh grade level. Majority of grades are below average.
2. Failure of one or more school years (1st, 2nd, 8th, 9th grades most commonly failed; 85% of dropouts behind one year; 53% two or more years).
3. Irregular attendance and frequent tardiness. Ill-defined sickness given as reason.

4. Performance consistently below potential.
5. No participation in extra-curricular activities.
6. Frequent change of schools.
7. Behavior problems requiring disciplinary measures.
8. Feeling of "not belonging" (because of size, speech, personality development, nationality, social class, family disgrace, retardation in school, dress, lack of friends among schoolmates or staff, etc.).

#### Family

9. More children than parents can readily control (e.g., only child for divorced and working mother; five or more for non-divorced and working mother of blue and lower white-collar class).
10. Parents inconsistent in affection and discipline.
11. Unhappy family situation (common acceptance, communication, and pleasurable experiences lacking; family solidarity minimal).
12. Father figure weak or absent.
13. Education of parents at eighth grade level.
14. Few family friends; among these few many problem units (divorced, deserted, delinquents, dropouts).

#### Peers

15. Friends not approved by parents.
16. Friends not school oriented.
17. Friends much older or much younger.

#### TAT (Psychological orientation)

18. Resentful of all authority (home, school, police, job, church).
19. Deferred gratification pattern weak.
20. Weak self-image.

Table A. - Estimated Base of the Follow-up  
of  
"A Study of Dropouts, Dade County, Florida Public Schools, 1960-63"  
for the Entire 1960-61 Seventh Grade Class

Item	Boys	Percent	Girls	Percent	Total
<u>Master sample</u> (random selection, one of each five pupils listed on seventh grade homeroom rosters, September 1960)	7,338	49.95	7,352	50.05	14,690
<u>Involuntary withdrawals</u> (moved from area; transferred to day school outside the county or private school in the county; whereabouts not known, under the age of 16 years; deceased; medically-certified illness; police custody or commitment)	-1,579		-1,636		- 3,215
Sub-total	5,759		5,716		11,475
<u>Still enrolled</u> in Dade County public schools	- 79		- 36		- 115
BASE NUMBER	5,680	50.00	5,680	50.00	11,360
<u>Graduates</u> of Dade County public schools	4,017	48.63	4,243	51.37	8,260
<u>Dropouts</u> from Dade County public schools	1,663	53.64	1,437	46.36	3,100
BASE NUMBER	5,680	50.00	5,680	50.00	11,360

Note: The percents used in Tables A - H are for the sample group used in this study and were taken from Tables 1, 2, 3, 4, 5, 13, 15, and 17 respectively. The other data are theoretical; they were obtained by applying the percents to the entire membership of the 1960-61 seventh grade class from which the sample was selected.

Table B - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Were Involuntary Withdrawals

Reason	Boys	Girls	Total
Moved from area; transferred to day school outside the county or private school in the county; whereabouts not known, under the age of 16	1,474	1,600	3,074
Deceased	21	10	31
Medically-certified illness	37	26	63
Commitment to institution	47	0	
<b>Total</b>	<b>1,579</b>	<b>1,636</b>	<b>3,215</b>

Table C. - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Graduated from Dade County High Schools

Date of Graduation	Boys	Girls	Total	Percent
June 1965	5	0	5	0.06
January 1966	0	5	5	0.06
June 1966 <sup>a</sup>	3,461	4,002	7,463	90.35
July 1966	199	168	367	4.45
January 1967	16	0	16	0.19
June 1967	310	68	378	4.57
July 1967	26	0	26	0.32
<b>Total</b>	<b>4,017</b> <b>48.63%</b>	<b>4,243</b> <b>51.37%</b>	<b>8,260</b>	<b>100.00</b>

<sup>a</sup>Normal date of graduation for pupils entering the seventh grade in September 1960.

Table D. - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Were Still Enrolled in Dade County High Schools in June 1967

Grade	Boys	Girls	Total
10	5	0	5
11	37	21	58
12	37	15	52
<b>Total</b>	<b>79</b>	<b>36</b>	<b>115</b>

Table E. - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Dropped Out of School by Reason for Dropout

Reason	Boys		Girls		Total	
	No	Percent	No	Percent	No	Percent
Working	215	12.93	126	8.76	341	11.00
Armed Forces	205	12.30	--	--	205	6.60
Marriage or Pregnancy	16	0.95	404	28.10	420	13.54
Lack of interest, success	545	32.81	283	19.71	828	26.73
No suitable program	126	7.57	110	7.66	236	7.61
Non-attendance, truancy	168	10.10	115	8.03	283	9.14
Left home	--	--	16	1.10	16	0.51
Cannot locate, no reason given	388	23.34	383	26.64	771	24.87
<b>Total</b>	<b>1,663</b>	<b>100.00</b>	<b>1,437</b>	<b>100.00</b>	<b>3,100</b>	<b>100.00</b>

Table F. - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Were Retained One or More Years Before Dropout

No. Years	Boys	Percent	Girls	Percent	Total	Percent
0	682	41.01	949	66.06	1,631	52.62
1	729	43.85	357	24.82	1,086	35.03
2	210	12.62	126	8.76	336	10.83
3	37	2.21	5	0.36	42	1.35
4	5	0.31	0	0.00	5	0.17
<b>Total</b>	<b>1,663</b>	<b>100.00</b>	<b>1,437</b>	<b>100.00</b>	<b>3,100</b>	<b>100.00</b>

Table G. - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Dropped Out of School Distributed by Grade in Which Dropout Occurred

Grade	Boys	Percent	Girls	Percent	Total	Percent
7	37	2.21	32	2.19	69	2.20
8	247	14.82	142	9.85	389	12.52
9	336	20.19	262	18.25	598	19.29
10	430	25.87	388	27.01	818	26.39
11	414	24.92	393	27.37	807	26.06
12	199	11.99	220	15.33	419	13.54
Total	1,663	100.00	1,437	100.00	3,100	100.00

Table H. - Estimated Number of Pupils in the 1960-61 Seventh Grade Class Who Dropped Out of School Distributed by Year in Which Dropout Occurred

Year	Boys	Percent	Girls	Percent	Total	Percent
1960-61	21	1.26	11	0.73	32	1.02
1961-62	105	6.31	79	5.48	184	5.92
1962-63	225	13.57	246	17.15	471	15.23
1963-64	320	19.24	278	19.34	608	19.29
1964-65	488	29.34	451	31.39	939	30.29
1965-66	378	22.71	320	22.26	698	22.50
1966-67	126	7.57	52	3.65	178	5.75
Total	1,663	100.00	1,437	100.00	3,100	100.00