

DOCUMENT RESUME

ED 245 871

RC 014 826

TITLE Statewide Survey of Indian Education. Washington State.

INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE 84

NOTE 29p.; For related document, see RC 014 825.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS \*Academic Achievement; \*American Indian Education; \*Attendance Patterns; Dropout Research; \*Dropouts; Elementary Secondary Education; \*School Counseling; School Holding Power; State Surveys; Student Placement; \*Tutoring

IDENTIFIERS \*Washington

ABSTRACT

Questionnaire responses from 65 of 72 Washington school districts with significant Indian populations provided quantitative data about 13,522 American Indian students in grades K-12 in 1981-82. Results showed that 11.3% transferred to or from the districts during the year. Results also showed that American Indian students were at the expected grade level for their age and had not been retained scholastically. No attendance patterns emerged for specific grades, but attendance levels in high school were significantly lower than for earlier years. Results showed a downward trend in reading and mathematics achievement scores, which fell from above average in grade 1 to well below average in grade 12, with a large drop after grade 9. American Indian students used personal counselors increasingly throughout their school years, with an elementary school peak in grade 2 and another around grade 7. However, they decreased their use of tutoring over the years, with a high in grades 7 and 8. American Indian students dropped out of school for various reasons, including withdrawal by parents, expulsion, legal detention, and illness. The reasons for 51% of the dropouts was unknown. American Indian children had a lower dropout rate than the general population. Results should be interpreted carefully. (SB)

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Acknowledgements

Members of the Washington State Native American Education Advisory Committee who gave of their own time to participate in policy and procedure discussions contributing to the survey are hereby recognized with appreciation.

We would also like to acknowledge the assistance and cooperation of the following persons as well as those school districts responding to our request for data.

Dr. Frank B. Brouillet  
Superintendent of Public Instruction  
State of Washington

Mrs. Mona H. Bailey  
Assistant Superintendent  
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Dr. Helen Johnson  
Supervisor of Program Evaluation.

## STATEWIDE SURVEY OF INDIAN EDUCATION

### Preface

The concept of a statewide survey of Indian Education in the State of Washington originated as a result of discussions in meetings of the Washington State Native American Education Advisor Committee to the State Superintendent of Public Instruction in 1980. This was a period of time when the effectiveness of Indian Education programs under Johnson-O'Malley and Title IV-A grants was being questioned by the United States Congress. Audits and investigations were being conducted to determine whether there was duplication of effort in these two programs.

In general, the position of the Indian Education community in the State of Washington was that the two programs were complementary to each other. This position was premised on the ground that funding under either JOM or Title IV-A alone would be inadequate and that Title IV-A serves Indian children not eligible for JOM funds, especially in urban areas.

It was felt that some of the agencies and individuals engaged by the federal government to evaluate programs did not have the background to fairly interpret the impact of these two funding sources in local communities. In general, local programs were able to demonstrate their own value and effectiveness, but it became clear to us that no agency was making the effort to survey the overall status of Indian children in the schools of Washington State. There appeared to be merit in providing some vehicle by which educators in the State could get an objective picture of what is happening to Indian children in the education process.

Such information would provide a basis for sharing between local programs and for addressing the questions of the Congress and others with some degree of knowledge and accuracy.

The Supervisors of Indian Education in the Office of the State Superintendent of Public Instruction had a reporting system in place for 10 years which had been effective for gathering information from the local JOM programs which they supervised. As a service to the educational community, the Superintendent of Public Instruction determined to make the services of his office available to conduct the survey on a broader basis and is herein reported.

# THE STATEWIDE SURVEY OF INDIAN EDUCATION

## Executive Summary

The Statewide Survey of Indian Education is the best study ever done of the education of a single ethnic/cultural group in the State of Washington. It is a shame that we do not have similar data on other minorities in the State, and it is to be devoutly hoped that this study will point the way for many further studies regarding many different groups.

Having said all that, we must hasten to add that this is a pioneer work and has many faults and shortcomings. The children studied are not representative of any identifiable group, and the results must be interpreted very carefully and very broadly. Nevertheless, the data do lend themselves to such interpretation and are, at the very least, extremely suggestive.

Retention. Some observers believe that Indian children have records of excessive failures in school. The ages of the 13,177 children studied gave absolutely no evidence of this. At every grade level, Indian students were almost exactly at their expected ages.

Attendance. No attendance patterns emerged excepting the average around ninety percent (90%) in grades kindergarten through eight and the average around eighty-six percent (86%) in the secondary grades.

Achievement. An interesting pattern emerged here: There was an overall downward trend in achievement scores in reading and mathematics from above average in grade one to well below average in grade twelve, with little variation from grade two to grade nine.

Counseling and Tutoring. The general patterns here were an increase in personal counseling from kindergarten to twelfth grade, with a brief high level around junior high entry, and a steady reduction in academic tutoring from kindergarten to grade twelve, with a brief high in grades seven and eight.

Dropping Out. Like most studies of the reasons students drop out of school, this one has to report that the reasons for most dropouts are "unknown." However, unlike, for example, the well-known Minnesota study which reported 89% of the reasons unknown, the Statewide Survey of Indian Education had to give "unknown" for only fifty-one and a quarter percent (51.25%) of its cases. The most common known cause in either the elementary or the secondary grades was "withdrawn by parents." The second most common reason at both levels was "expelled." The third was "illness" at the secondary level.

Interestingly enough, when compared with the dropout rates for the general population, those for grades nine through twelve were lower for Native American boys and girls, excepting seventh grade, where it was two percent

higher. Unfortunately, no other study provides dropout rates for grades kindergarten through grade eight, which we might compare with the data in the present study.

As we said, it would be nice to think that this study will be replicated in the future for other ethnic/cultural groups and for the general population.

## Uses of the Survey

The purpose of the survey was to provide objective data on the status of Indian children in the schools of Washington State. This included the two tribal schools which also cooperated in this effort. This was done by providing numerical statistics on age-in-grade attrition, through transfers and dropouts, percent of attendance, numbers of high school graduates, and 8th grade completions.

By nature, this information is quantitative, not evaluative. Two educational practices are reported quantitatively; namely, counseling and tutoring. These two practices were selected for display because it was found that, historically, the bulk of Indian Education funds have been used in this way.

The one class of data which can be categorized as evaluative is the reporting of mean normal curve equivalent scores derived from achievement tests for each grade level. The potential users of these data should be aware that many participating local education agencies did not report NCE's; and most of those that did, reported them on selected grade levels. This is because the survey did not request schools to test students. They were only requested to report what testing has been done in the normal course of events. For these reasons, the composite scores reported are not represented as reflecting a total picture of Indian achievement, only a sampling. Specific information as to which schools tested and on which grade levels they tested is available but is not reported herein.

The introduction of these data provides a basis for some questions. For instance, the highest number of counseling sessions per pupil, 8.6, is reported for the seventh grade level. Is this related to the fact that the highest number of grade school dropouts are also reported for the seventh grade or that the seventh grade has a lower percent of attendance than the other elementary grades? In other words, are the practitioners concentrating services on needy levels?

The highest number of tutoring sessions per pupil in high school are reported for grades 9 and 12. Is this data related to the NCE's for those two grades? Actually, such questions can be answered only by determining whether those districts which reported tutoring also reported NCE's for the grade levels being examined. The aforementioned questions are useful only if they are used as a basis for discussing educational practices on a local program level.

The reporting of NCE's gives some basis for comparisons with "national norms." Whether or not this information is evaluative depends on how the reader uses the test data.

One purpose of this brief discussion is to illustrate that information of this type is capable of misuse if interpreted superficially. We caution readers to avoid gross generalizations in the use of the data. Further analytical information is displayed in the body of the report.

## Procedures for the Survey

After the basic decision to implement the survey were made, the primary responsibility to carry it out was placed with Emmett Oliver, Supervisor of Indian Education within the Office of the Superintendent of Public Instruction, State of Washington. Mr. Oliver personally contacted every local education agency in the State which had identified Indian populations to request their cooperation. He also discussed the survey with representatives of the Bureau of Indian Affairs to obtain their concurrence in the effort since it involved entities under contract with that agency.

At the end of the 1981-82 school year, the school districts in Washington with significant Indian populations were asked to complete and submit an "Indian Education Program Summary Report." Sixty-five of the seventh-two eligible local districts and Educational Service District 121 (outside of Fife and other major districts) submitted data. Of the 13,618 students enrolled on October 1, 1981, there were 794 transfers out of the districts involved and 698 transfers into those districts. Thus, there were 96 fewer students for whom the districts were accountable at the end of the year than there had been at the beginning. This is a loss of seven tenths of one percent for the year. The students for whom the districts were accountable that year totalled 13,522.

Number of students who transferred in and out during the year:

	<u>Number of Students</u>	<u>% of Ending Total</u>
Elementary Grades:	1,126	11.9%
High School Grades:	366	9.8%
TOTALS:	1,492	11.3%

Discussion: Elementary students are slightly more mobile than high school students. Over 11% of the Indian student population changed schools during the reporting year (1981-82). Data is available to anyone interested in determining whether urban Indians are more mobile than rural and/or reservation-based Indians.

Following the initial contact, the Indian Education Office continued to make frequent contact with the cooperating programs to explain procedures and to encourage promptness in submitting reports. As previously mentioned, this effort was very effective.

The format of this statewide Indian Education survey consisted of a questionnaire which provided for reporting of data on the front and a summary of annual program objectives and results on the back. This form was originally developed to obtain information to satisfy the

contractual requirements of the Johnson-O'Malley programs for which SPI is responsible. Since there were only 23 such programs in Washington State during fiscal year 1982 and the survey anticipated responses from 77 identified JOM and Title IV-A Indian Education programs in the State, it is obvious that most of those which responded did so on a purely voluntary basis.

Eighty-four percent (84%) of the identified JOM and Title IV-A Indian Education programs responded to the survey. These cooperative programs represent ninety-two percent (92%) of the identified Indian children in public and tribal schools in Washington State.

When the data were in, SPI engaged Harold Patterson, former Associate Supervisor of Indian Education within that agency, to summarize the data and to coordinate the interpretation and display of the information. This involved discussions which led to the development of the format of the report.

Dr. Alfred Rasp, Director of Testing, Evaluation and Accountability in SPI, cooperated in providing technical assistance in correlating data through the services of Dr. Harry Johnson, Supervisor of Evaluation.

After much of the data was summarized, charted and graphed, the task of interpreting and narrating the survey was carried out with the input of several individuals:

- Dr. Harry Johnson, SPI
- Harold L. Patterson, Consultant
- Mrs. Anne Harris
- Dr. Donald Barlow



## RESULTS

### Evidence Regarding Retention

Figure #1

The ages of the Indian students on October 1, 1982, averaged as follows:

	<u>Mean</u>	<u>Standard Deviation</u>	<u>Gain</u>
Pre-Kindergarten	4.073	.262	
Kindergarten	5.164	.402	1.091
Grade 1	6.212	.470	1.048
Grade 2	7.196	.444	.984
Grade 3	8.201	.504	1.009
Grade 4	9.210	.462	1.009
Grade 5	10.202	.489	.992
Grade 6	11.235	.505	1.033
Grade 7	12.253	.535	1.018
Grade 8	13.241	.565	.988
Grade 9	14.247	.536	1.006
Grade 10	15.342	.634	1.095
Grade 11	16.265	.538	.923
Grade 12	17.201	.495	.936

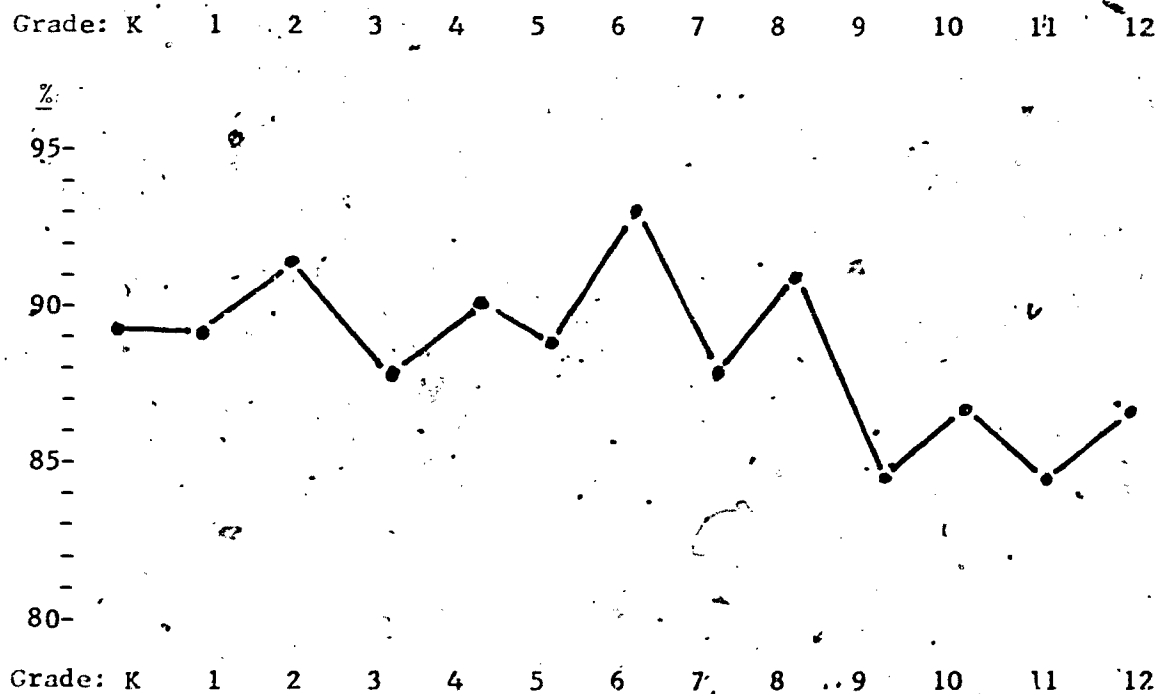
There are no non-Indian data of a comparable nature by which to evaluate these findings. Future comparisons with data on Indian students might be interesting. The present data (above), however, give no indication whatever of retention of these students at any grade level. In the 12 years from kindergarten to high school senior level, ages progress 12.037 years. Among the 24 elementary ungraded students, there were at least one or two at every age level from age six to age fifteen, except at age eight, where there were none. At the secondary level, there was one ungraded student reported, with an age of fifteen.

Attendance

Attendance levels for the different grades also lend themselves to graphing. Trends or critical points stand out sharply. However, applied to the attendance levels for 1981-82, the only generalizations which become evident are (1) there are no significant trends throughout kindergarten or the first eight grades, and (2) the attendance levels in high school are significantly lower than those for the earlier years; none of the high school levels are as high as the lowest level in the lower grades.

GRAPH #1

Attendance Levels at the Various Grades for Indian Students  
1981-82

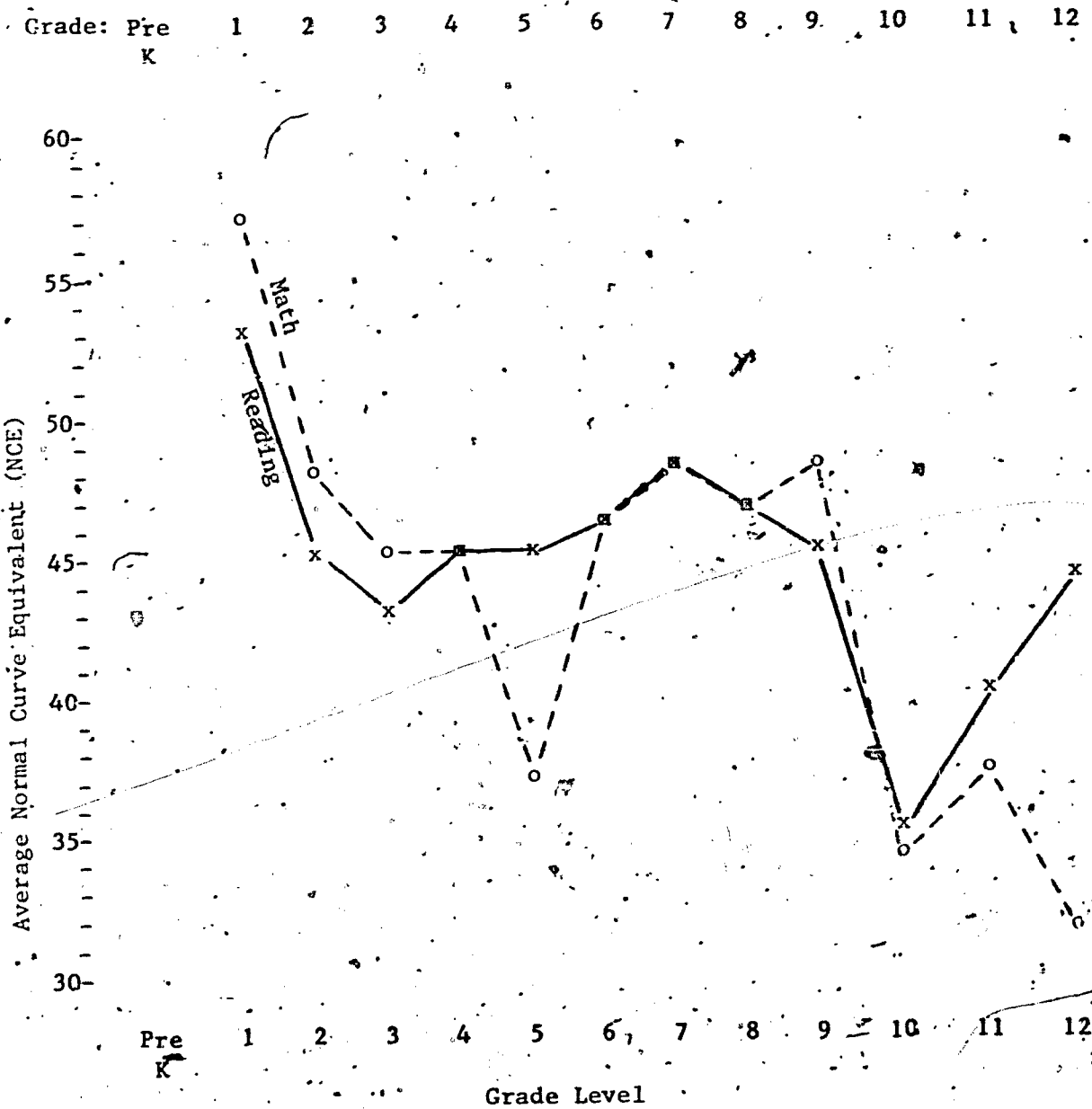


Achievement

The scores reported for reading and math are difficult to interpret. Assuming that every child's score has been converted to an NCE (Normal Curve Equivalent) before the scores for the group are averaged, we still do not know when the tests were administered. So we are combining fall

GRAPH #2

Average NCE Scores in Reading and Mathematics  
For Indian Students  
1981-82



and spring tests and tests in between. Assuming that all of that is legitimate and "average out," we can graph the average NCE's for the various grades and make some interesting observations. The graph on the previous page (Graph #2) strongly suggests four notions: (1) In first grade, the Indian children achieved above average scores on both math and reading, plunged to below average in second grade, and stayed at about the same level through junior high school; (2) the bottom fell out of their math scores in fifth grade but they recovered in sixth; (3) in tenth grade, both scores plunged; and (4) in twelfth grade, reading scores shot up and math scores fell.

## Counseling and Tutoring

The numbers of personal counseling sessions and the numbers of academic tutoring sessions per child at each grade level are interesting. The rates are presented below.

Figure #2

### Counseling and Tutoring Sessions with Indian Students at Various Grade Levels 1981-82

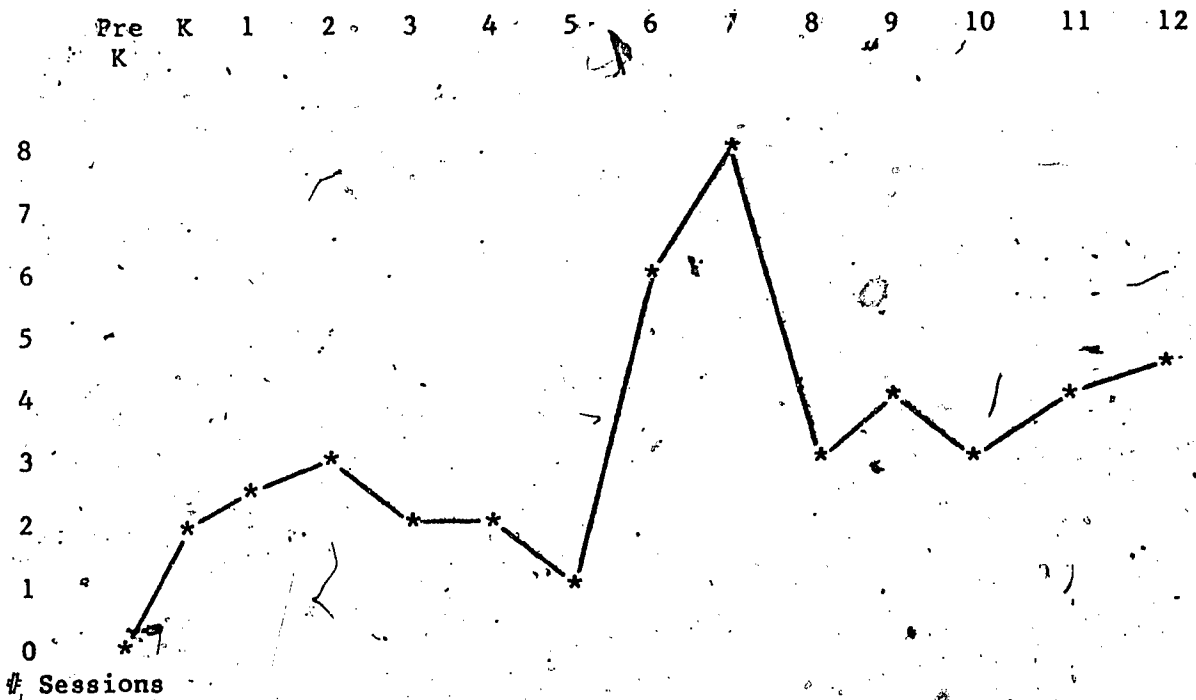
<u>Grade Level</u>	<u>Students for Whom Districts are Accountable</u>	<u>Counseling Sessions Per Student</u>	<u>Tutoring Sessions Per Student</u>
Pre-K	85	0.00	10.21
K	839	1.92	8.05
1	932	2.79	10.56
2	1045	3.15	8.51
3	1008	2.15	9.30
4	1147	2.00	8.62
5	1196	1.41	7.51
6	1182	6.09	5.49
7	1016	7.92	8.26
8	980	3.02	10.73
9	1043	4.12	5.91
10	1002	3.27	4.18
11	893	3.88	5.42
12	809	4.43	7.86

For some reason, the number of personal counseling sessions required by the primary children climbed steadily to a peak in second grade. It then fell off until the fifth grade, which seems to be the most comfortable year in elementary school. In the sixth grade, the number of personal counseling sessions suddenly more than doubled and then climbed again in seventh grade. Seventh grade seems to be the most traumatic year in school, with the most personal counseling sessions and the most sessions overall (counseling plus tutoring). In eighth grade, personal problems seem to subside, but academic problems hit.

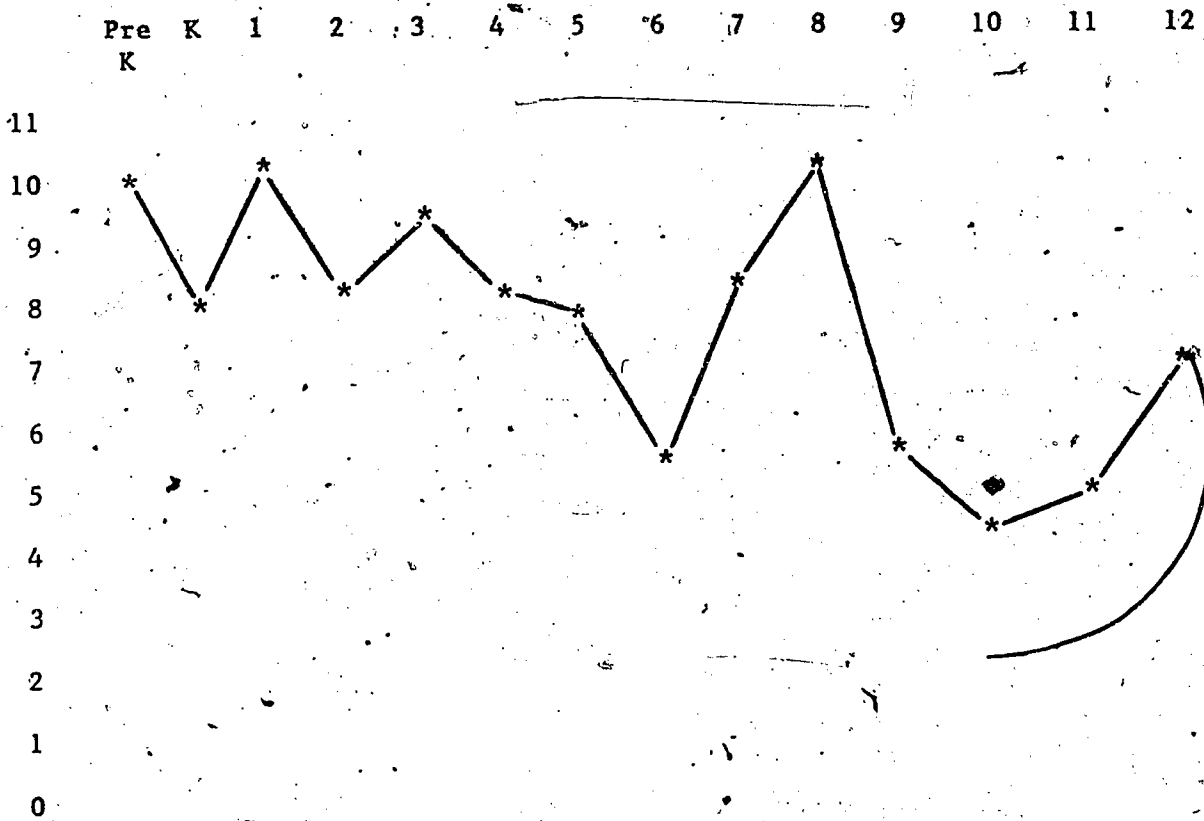
a new high. The sophomore year seems to be the most comfortable year in high school, with a slowly mounting number of problems, both personal and academic, as graduation (or failure to graduate) approaches.

A review of the data is much easier to do in graphic form. One can see trends, significant points, and (if the graphs are presented one above the other) similarities and contrasts between the two kinds of individual help. The two graphs (Graphs 3 and 4) are presented one above the other on the following page.

PERSONAL COUNSELING SESSIONS PER INDIAN STUDENT IN WASHINGTON



ACADEMIC TUTORING SESSIONS PER INDIAN STUDENT IN WASHINGTON



Dropping Out

Dropouts were reported, at least upon rare occasions, at every grade level from first on up--except fourth grade. In first and second grade the only reason given was "withdrawn by parents." Whether parents then placed the children in private schools or taught them at home is not known. In grades three and five a new element was introduced. Two students at each of those levels were dropped for reasons of employment.

In grade seven other reasons for dropping out began to appear. Children were detained by law agencies or expelled, and dropout rates in grades seven and eight jumped to double the elementary rates. However, the seventh grade rate (.007) was less than one percent (1%) and the eighth grade rate (.022) was just over two percent (2%), neither very alarming.

Figure #3

1982 Dropouts by Categories

Grade	A	B	C	D	E	F	G	H	Totals
Pre-Kg.									
Kg.									
1	2						1	3	
2	4							4	
3			2				2	4	
4									
5	3		2				1	6	
6	7						1	8	
7	7		1	4			3	7	22
8	5			2	1		5	7	20
U									- 67
9	11		2	6	3		7	42	71
10	13	7	1	1	3	2	10	37	74
11	8	2	3	2	3		6	39	63
12	8	2		1	3		4	27	45 - 253
Totals	68	11	11	16	13	2	35	164	320

- A--Withdrawn by parents
- B--Marriage
- C--Employment
- D--Detained by law agencies
- E--Illness
- F--Death
- G--Expelled
- H--Unknown



The Indian dropout rates at the high school level are given below. For comparison purposes, the most recent dropout rates available for all students in Washington State (1979-80) are also presented.

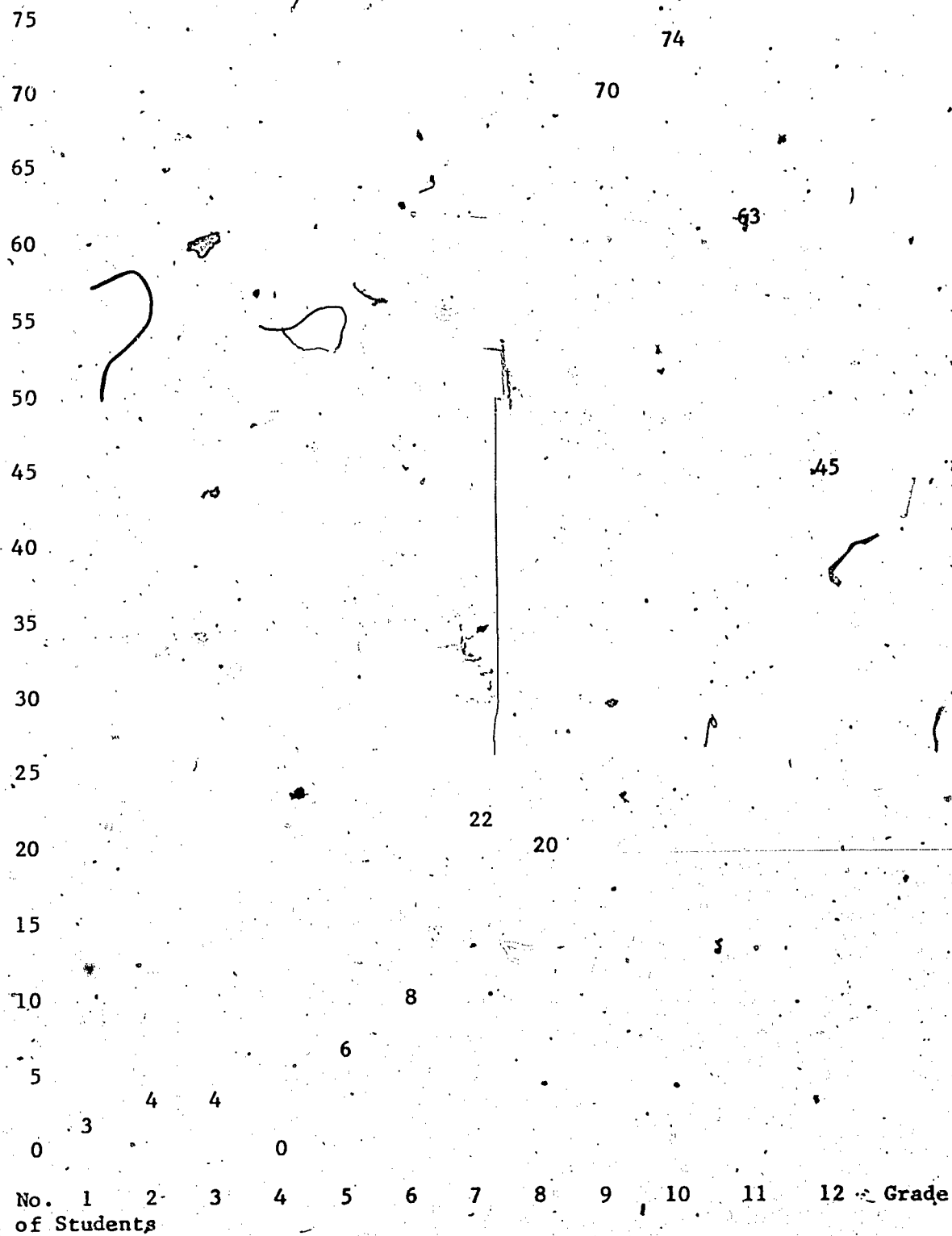
Figure #4

School-Year Dropout Rates for Indians and Non-Indians  
in Washington High Schools

GRADE LEVEL	INDIAN DROPOUT RATE (1981-82)	TOTAL DROPOUT RATE (1981-82)
9	.07	.05
10	.07	.08
11	.06	.09
12	.06	.07

Again, these data suggest nothing to be alarmed about any more for Indian students than for non-Indians except, possibly, the suggestion that Indian students who drop out do so earlier. On the contrary; the schools seem to be losing non-Indian students considerably faster than Indian students.

Figure #5  
Dropouts by grade



## Dropouts by Category

<u>Categories</u>	<u>Number of Dropouts</u>
a) withdrawn by parents	68
b) marriage	11
c) employment	11
d) detained by law agencies	16
e) illness	13
f) death	2
g) expelled	35
h) other/unknown	164

Discussion: Since only 42 of the 65 reporting LEA's reported dropouts, it is safe to assume the data is incomplete. Several of the districts with the largest Indian populations did not report dropouts. This report is based on available information only and did not request that LEA's generate data not normally recorded so there is no reason to assign a negative reason to this. The result, therefore, is that we can only regard the foregoing data as a sampling of the Indian dropout picture.

It is necessary to allow for some subjective interpretation of the reasons for dropouts. For example, it is risky to assume that five elementary students left school because the students, themselves, became gainfully employed. Possibly the reporters had in mind that changes in the parents' employment status caused the student to leave school.

Category (a): It is interesting to note that 21% of the students reported as leaving school apparently were taken out by direct action of parents, LEA's having significant attrition in this category might do well to determine what is motivating Indian parents to remove their children.

Category (h): Other/unknown is a necessary catch-all, for the simple reason that school personnel often have neither the time nor the resources to follow up on students who leave school. This category represents 51% of the dropouts reported.

Figure #7

Superintendent of Public Instruction  
 Indian Education Offices  
 Old Capitol Building, PG-11  
 Olympia, WA 98504

STATEWIDE INDIAN STUDENT SURVEY  
 1981-82

School District: \_\_\_\_\_  
 School Reporting: \_\_\_\_\_

\_\_\_\_\_th grade completions where appropriate: \_\_\_\_\_  
 Indian 8th grade graduates or completions: 100  
 Indian 12th grade graduates: 68

Indian Enrollment as of October 1																				Total	Trnsfrs	Dropouts												Total	No. of Counseling Sessions (3)	No. of Tutoring Sessions (4)	Reading: (Normal Curve Equivalent (5))	Math (Normal Curve Equivalent (6))	% of Attendance (7)	Total District Enrollment (8)								
E	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Enrlmt.	In	Out	a	b	c	d	e	f	g	h	Enrlmt.																		
		76		6															82	6	3										85						85											
			709	121		7	1												838	64	63										839	1,805	6,751				89	27,526										
					2,772	163	18	2											957	59	81	2							1		932	2,611	9,872	53	57	89	30,243											
						2	867	172	19										1,060	55	66	4									1,045	3,309	8,930	45	48	91	29,215											
								10	834	143	35	1							1,023	51	62										1,008	2,175	9,047	43	45	88	29,068											
									931	191	24	1							1,147	67	67										1,147	2,298	9,890	45	45	90	30,451											
									15	967	203	26	2						1,213	60	71	3									1,196	1,700	9,054	45	37	89	33,783											
										4	947	207	38	1					1,197	53	60	7									1,182	7,246	6,536	46	46	93	25,074											
										6	814	185	42	1					1,048	56	66	7									1,016	4,016	9,399	48	48	88	34,101											
										14	791	160	43	4					1,012	51	63	5									980	3,017	10,734	47	47	91	32,411											
																			24	1	1										24	124	58				302											
			76	717	897	1049	1025	1116	1201	1184	1065	1018	204	45	4				9,601	523	603	28									9,454	33,301	81,499	46	46	90	282,749											
																			17	862	211	32	3								1,125	56	67	11			2	6	3	7	42	1,043	4,590	6,581	46	48	85	33,748
																			3	784	241	48	9								1,008	58	70	13	7	1	1	3	2	10	38	1,002	2,515	4,498	36	35	87	32,316
																			7	718	199	23	5								952	29	25	8	2	3	2	3	2	6	39	893	3,711	5,177	40	38	85	31,886
																			1	14	667	149	19								630	37	28	8	2						27	809	3,780	6,712	45	32	87	31,558
																			1												1										23	4						176
																			17	865	1004	1005	917	181							4,017	175	191	40	11	11	10	12	2	27	145	3,748	25,619	22,972	42	40	89	42,433
			76	717	897	1049	1025	1116	1201	1184	1065	1035	1069	1049	1009	917	181	20	13,618	698	794	68	11	11	16	13	2	35	164	13,207	48,920	110,447	45	45	89	412,433												

Students known to have re-enrolled in another school of any type.  
 Reporting dropouts, show numbers in alphabetical columns by grade for the following categories: a) withdrawn by parents, b) marriage, c) employment, d) detained by law agencies, e) illness, f) death, g) expelled, or h) other/unknown.  
 Enter the annual total of counseling sessions recorded for each grade level. Counseling sessions are defined as sessions in which the primary purpose is to provide personal consultation based on self-referrals, teacher, or parent referral.  
 Enter the annual total of tutoring sessions recorded for each grade level. Tutoring sessions are defined as sessions in which the primary purpose is to provide academic assistance, i.e., reading, math, social studies, arts, language, etc.

- (5) If the school administers standardized reading achievement tests, please show the average normal curve equivalent for all the Indians of each class separately. Name of test(s): \_\_\_\_\_
- (6) If the school administers standardized math achievement tests, please show the average normal curve equivalent for the Indians of each class separately. Name of test(s): \_\_\_\_\_
- (7) To determine the percent of attendance, divide the number of days present by the sum of the number of days present and the number of days absent.
- (8) Note that this is the only entry for non-Indian students.

SIGNATURE OF PROGRAM OFFICIAL \_\_\_\_\_

\*Information based on 50% of programs



Figure #8  
 Statewide Indian Ed. Survey 1982  
 Selected Data by LEA

LEA	No. Students Total	No. Indian Students	Indian Percent of Attendance	Indian Dropouts	NCE Reading #Stud Tested	Mean NCE	NCE Math #Stud Tested	Mean NCE	#Indian Completion and Grades 8	12
Green	3834	107	92	2	-	-	-	-	9	6
...	8327	272	86	17	-	-	-	-	15	12
...ingham	8405	187	87	20	110	40	110	48	13	5
...erton	5190	249	-	17	135	43	135	46	21	16
...attery	363	282	88	13	224	50	224	48	18	23
...al Kitsap	8140	139	-	1	-	-	-	-	11	5
...al Valley	10948	112	91	4	-	-	-	-	4	8
...r Park	12662	182	-	4	-	-	-	-	11	6
...bia	245	32	88	0	-	-	-	-	1	1
...k	362	41	90	2	15	43	15	44	1	0
...ds	16688	280	-	15	-	-	-	-	28	21
...21	32185	391	-	No Data	-	-	-	-	34	51
...	1686	112	92	6	-	-	-	-	10	10
...	1984	59	91	0	24	53	24	51	6	3
...ndale	1323	58	82	4	22	38	22	34	3	1
...Coulee Dam	1215	216	88	4	-	-	-	-	23	16
...er	954	78	82	4	-	-	-	-	6	1
...ine	16105	681	-	No Data	-	-	-	-	62	53
...Canal	314	79	92	0	79	49	79	50	7	-
...lium	232	182	91	1	154	52	154	53	8	10
...ue	7494	38	92	4	10	57	10	47	6	1

Statewide Indian Ed. Survey 1982  
Selected Data by LEA

LEA	No. Students		Indian Percent of Attendance	Indian Dropouts	NCE Reading		NCE Math		Indian Completion and Grades	
	Total	No. Indian Students			#Stud. Tested	Mean NCE	#Stud. Tested	Mean NCE	8	12
	4370	189	93	9	-	-	-	-	25	12
	15404	136	89	1	-	-	-	-	7	7
at	140	6	90	0	-	-	-	-	0	1
er	426	128	87	3	27	62	27	65	7	1
evens	3132	81	94	1	-	-	42	56	6	14
ashington	17977	80	87	19	33	59	-	-	9	4
	411	30	84	1	29	46	29	47	2	0
ille	6266	267	86	11	87	46	87	46	21	12
alker	486	63	94	0	17	34	17	45	5	3
	2823	17	-	0	-	-	-	-	2	0
ams	833	471	-	0	434	43	434	46	25	5
em	228	219	92	0	162	46	166	44	24*	-
ck Valley	1034	37	-	1	-	-	-	-	0	1
kitasp	3888	180	92	1	101	42	104	49	16	1
more	13495	29	93	0	15	62	17	57	2	3
Thurston	8665	125	92	1	64	50	64	51	8	15
le	353	53	92	2	53	45	53	43	5	3
Beach	976	93	83	4	52	49	52	47	3	4
an	922	80	87	1	-	-	-	-	6	6
a	7170	80	-	2	-	-	-	-	7	3
	1699	298	91	13	159	44	159	45	18	11
l Sherman	110	105	89	0	-	-	-	-	14	-

Statewide Indian Ed. Survey 1932  
Selected Data by LEA

LEA	No. Students		Indian Percent of Attendance	Indian Dropouts	NCE Reading		NCE Math		#Indian Completion and Grades	
	Total	No. Indian Students			#Stud Tested	Mean NCE	#Stud Tested	Mean NCE	8	12
Angeles	4562	222	89	2	123	49	123	47	90	11
Gambie	32	32	-	0	-	-	-	-	-	-
San	2311	49	-	1	-	-	-	-	4	4
Lup	12157	63	93	4	20	47	20	46	3	4
ene	279	20	94	1	-	-	-	-	1	4
Layute Valley	1541	107	89	0	102	50	94	51	14	8
ult	316	24	89	0	-	-	-	-	0	1
on	12697	255	88	0	79	60	79	58	18	26
le	45867	1326	84	0	1157	43	1157	37	96	53
im	1915	49	94	0	38	50	38	51	0	6
ton	3279	111	91	10	28	17	28	21	9	5
a Bend	574	75	94	3	-	-	-	-	7	1
h Kitsap	8535	489	-	24	-	-	-	-	31	39
ane	27511	1185	87	49	-	-	-	-	58	35
ma	28511	738	-	7	555	48	555	52	68	33
lah	182	184	93	0	-	-	-	-	18	-
enish	2322	342	90	13	264	35	264	38	20	15
ouwer	14194	309	95	0	-	-	-	-	16	6
to	2567	657	88	14	578	44	578	44	39	20
pinit	215	253	84	6	168	49	168	56	15	10
ma	10841	433	-	0	-	-	-	-	33	11
	3557	102	91	0	-	-	-	-	8	0



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— DR. FRANK B. BROUILLET —

Superintendent of Public Instruction

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