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ABSTRACT

This study examined dropout rates for the School District of the City of Saginaw, Michigan. Although a longitudinal study of dropouts has been conducted by the school district for over 25 years, this study begins a new format to coincide with State requirements. The dropout rate is defined as the percentage of students in grades 9-12 who leave school in any one year, adjusting for those who move in and out of the district and to alternative programs. Of Saginaw's 3,178 secondary students in grades 9-12, 203 voluntarily terminated their high school education between October 5, 1990 and September 27, 1991. Of that number, 24 were 9th grade students at the junior high level, and 179 were senior high students. Of the 203 dropouts, approximately 58% were male and 42% female. The greatest number of dropouts (72) occurred at 10th grade. The smallest number and percent of students dropping out at a grade level occurred at 9th grade (24). Seventeen-year-olds comprised the largest group of students dropping out at any age level. Black students comprised the largest enrollment group and the largest group dropping out. The percent of Hispanic dropouts was slightly greater than their percentage of district enrollment. The most frequently cited reason given for students dropping out was "lack of interest." The appendixes provide forms to be used in collecting dropout data.
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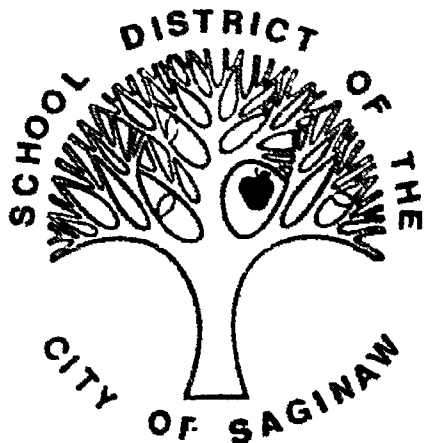
EVALUATION REPORT

DROPOUT STUDY

1990-91

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -



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DROPOUT STUDY

1990-91

An Approved Report of the
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December, 1991

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INTRODUCTION

This dropout report is the first of a new generation of reporting on dropouts. The School District of the City of Saginaw has for more than 25 years annually reported on the rate and nature of the drop-out population. In the past, the annual dropout reports were tailored to our own organizational scheme (i.e., K-6, 7-9 and 10-12) and reported dropout rates for grades 7-9, 10-12 and 7-12.

Prior to 1989, the State of Michigan conducted a dropout study every other year for grades 9-12. It was published one or two years after the collection of the data. The State chose the 9-12 grade span because it coincided with the graduation credits which students begin to accumulate in grade 9. The State's study also differed from Saginaw's slightly on the definition of a dropout, the time period of its study, how transfers to adult education were treated, etc.

The District continued its own annual study to provide counselors and administrators with timely data on the size and scope of the dropout population and to guide efforts to reduce the number of students dropping out. The local study fit our need to report annually to our public and reflected our school system's 7-12 secondary organization. Thus, the local study continued to be the primary source of dropout information and guided local policy making decisions at the Board of Education, central administration, and school building levels.

Public Act 25 (PA-25) required local school districts to report to the State from a day after fourth Friday to fourth Friday of the next school year an annual retention and dropout rate. The retention rate was defined as the percentage of ninth graders who graduate from high school within four years, adjusting for the students who moved in and out of the district and to

alternative programs. The dropout rate was defined as the percentage of students who leave school in any one year, again, adjusting for those who moved in and out of the district. The local district was to supply the Department of Education with the raw data using software supplied by the State through the intermediate school districts. This software would, as part of the entry process, supply the district with the appropriate percentages and information. The new annual study required by PA-25 used a new definition of a dropout and a new formula to calculate the dropout rate.

With the advent of PA-25, it was decided that rather than continue dual dropout studies, the school district would conduct only the state mandated annual study. However, data would be analyzed by reason for the drop, gender, race, age, etc, elements that are not included in the State's study. This practice should lessen confusion, provide longitudinal dropout data, and avoid duplication of effort in doing two studies. For the above reasons, the 1990-91 Dropout Study should be regarded as new baseline information.

This report will show the dropout rate for grades 9-12. The base for calculations (the prior year's fourth Friday enrollment count) is adjusted for students coming into the district, leaving for other school districts, transfers to alternative education programs, retentions, etc. (See Appendix A for the calculations of this year's adjusted enrollment counts.) The raw data for the study are collected by building staff and sent to Child Accounting as part of the 1991 Pupil Head Count Report required by the State. (See Appendix B for a copy of the forms used to supply this data.) The Evaluation Department, working with data obtained from the Child Accounting Office, summarizes and analyzes these to provide the information presented in the tables and narrative that follow. Note that this is only the second year of

data gathering as required by PA-25. Some problems and inconsistencies still exist in the process as noted at the bottom of the table in Appendix A.

Longitudinal data will be compiled in subsequent years. It is hoped that the data collection process will be clarified and refined so that more accurate counts of students transferring into and out of the district are obtained. In future years, it is hoped that counts will balance and estimations as indicated in the footnote at the bottom of the table in Appendix A will no longer be necessary. Some of the problems rest with the State's selection of a head count procedure/formula suitable for small school districts having a single junior high and senior high school. This procedure may not be workable for larger districts having a number of junior and high school sites along with high student mobility rates.

PRESENTATION OF DATA

Enrollment and Number of Dropouts

The number and percent of dropouts reported for each building during 1990-91 are contained in Table 1 below.

TABLE 1. ENROLLMENT, NUMBER AND PERCENT OF DROPOUTS BY BUILDING--OCTOBER 5, 1990 - SEPTEMBER 27, 1991.

Building	Adjusted Fourth Friday Head Count*	Dropouts		
		#	% of Bldg. Head Count	% of All Dropouts
Central	148	8	5.4	3.9
North Int.	226	8	3.5	3.9
South Int.	242	1	0.4	0.5
Webber Jr.	162	7	4.3	3.4
-----	-----	-----	-----	-----
Subtotal	778	24	3.1	11.8
-----	-----	-----	-----	-----
Arthur Hill	1,426	73	5.1	36.0
Saginaw High	974	106	10.9	52.2
-----	-----	-----	-----	-----
Subtotal	2,400	179	7.4	88.2
-----	-----	-----	-----	-----
TOTAL	3,178	203	6.4	100.0

* Head counts at junior high buildings are for ninth grade only. Senior high counts include all grades 10, 11 and 12.

A review of the data contained in Table 1 reveals that:

- Systemwide, 203 (6.4%) of the 3,178 secondary students in grades 9-12, dropped out prior to graduation.

--Of the 3,178 secondary students:

- 24.5% (778) were junior high (ninth grade) students and
- 75.5% (2,400) were senior high students.

--Of the 203 dropouts:

- 11.8% (24) were junior high (ninth grade) students and
- 88.2% (179) were senior high students.

● **By level:**

--24 of 778 junior high (ninth grade) students (3.1%) dropped out.

--179 of 2,400 senior high students (7.4%) dropped out.

● **Across all secondary buildings:**

--The largest number of students dropping out at a building occurred at Saginaw High (106) and

--Over half of all dropouts (52.2%:106 of 203) left Saginaw High. Also, in terms of percent of enrollment Saginaw High (10.9%) had a greater dropout rate than Arthur Hill (5.1%).

● **Buildings by level, the largest number of students dropping out at junior high occurred at both Central Junior and North Intermediate (eight each). The dropout rate as a percent of enrollment was the largest (5.4%) at Central Junior.**

Dropout Data by Gender

Table 2 below contains the number of males and females dropping out by building during the 1990-91 school year.

TABLE 2. NUMBER AND PERCENT OF MALES AND FEMALES DROPPING OUT BY BUILDING AND SYSTEM—OCTOBER 5, 1990-SEPTEMBER 27, 1991.

Building	GENDER						Total
	Males			Females			
	#	% of Gender	% of Building Total	#	% of Gender	% of Building Total	
Central	5	4.3	62.5	3	3.5	37.5	8
North Int.	4	3.4	50.0	4	4.7	50.0	8
South Int.	1	0.8	100.0	0	0.0	0.0	1
Webber Jr.	5	4.3	71.4	2	2.3	28.6	7
-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	15		62.5	9		37.5	24
%		12.8			10.5		
-----	-----	-----	-----	-----	-----	-----	-----
Arthur Hill	37	31.6	50.7	36	41.8	49.3	73
Saginaw High	65	55.6	61.3	41	47.7	38.7	106
-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	102		57.0	77		43.0	179
%		87.2			89.5		
-----	-----	-----	-----	-----	-----	-----	-----
Total	117			86			203
% of Total			57.6			42.4	
% of Gender		100.0			100.0		100.0

Reviewing the data contained in Table 2, it can be seen that:

- Systemwide, the number and percent of male dropouts (117:57.6%) was approximately 1.4 times that of females (86:42.4%).

--Of the 117 male dropouts:

- 15 (12.8%) were junior high students
- 102 (87.2%) were senior high students

--Of the 86 female dropouts:

- 9 (10.5%) were junior high students
- 77 (89.5%) were senior high students

- By level, the data indicate that a greater number of males than females drop out at both the junior high and high school levels.

- At no building did the number of female dropouts exceed that of males.

Dropout Data by Grade

Table 3 below contains the number and percent of dropouts for 1990-91 by building and grade.

**TABLE 3. NUMBER OF DROPOUTS BY GRADE
OCTOBER 5, 1990 - SEPTEMBER 27, 1991.**

Building	GRADE				Total
	9	10	11	12	
Central	8	NA ¹	NA	NA	8
North	8	NA	NA	NA	8
South	1	NA	NA	NA	1
Webber Jr.	7	NA	NA	NA	7
-----	-----	-----	-----	-----	-----
Subtotal	24	NA	NA	NA	24
-----	-----	-----	-----	-----	-----
Arthur Hill	NA	19	28	26	73
Saginaw High	NA	53	41	12	108
-----	-----	-----	-----	-----	-----
Subtotal	NA	72	69	38	179
Number	24	72	69	38	203
TOTAL % of Dropouts	11.8	35.5	34.0	18.7	100.0
Grade Enrollment % of Total Gr. Enroll.	778 24.5	868 27.3	842 26.5	690 21.7	3,178 100.0

¹ NA = Not Applicable.

A review of the data contained in Table 3 reveals that:

- Systemwide, the number and percent of dropouts was:
 - Largest at grade 10 (72:35.5%) and
 - Smallest at grade 9 (24:11.8%).

Dropout Data by Age

Table 4 below contains information relative to the ages of students who drop out between the age ranges of 14 through 20 and over.

**TABLE 4. NUMBER OF DROPOUTS ACCORDING TO AGE
OCTOBER 5, 1990 - SEPTEMBER 27, 1991.**

Building	A G E							Total
	14	15	16	17	18	19	20 & Over	
Central	0	5	2	1	0	0	0	3
North	0	3	5	0	0	0	0	8
South	0	0	1	0	0	0	0	1
Webber Jr.	1	2	4	0	0	0	0	7
-----	-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	1	10	12	1	0	0	0	24
%	4.2	41.7	50.0	4.2	0.0	0.0	0.0	100.1*
-----	-----	-----	-----	-----	-----	-----	-----	-----
Arthur Hill	0	6	15	27	21	3	1	73
Saginaw High	0	5	10	35	33	17	6	108
-----	-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	0	11	25	62	54	20	7	179
%	0.0	6.1	14.0	34.6	30.2	11.2	3.9	100.0
-----	-----	-----	-----	-----	-----	-----	-----	-----
Number	1	21	37	63	54	20	7	203
TOTAL								
% of Dropouts	0.5	10.3	18.2	31.0	26.6	9.9	3.5	100.0

* Due to rounding.

Reviewing the information contained in Table 4, it can be seen that:

- Systemwide, the largest number and percent of dropouts were 17 years old (63:31.0%).
 - Of the 24 junior high dropouts, the greatest number and percent (12:50.0%) were 16 years old.
 - At the senior high level, the greatest number and percent dropping out (62:34.6%) were 17 years old.
- The number and percent of students dropping out steadily increases from age 14 to age 17 (1:0.5% to 63:31.0%), and then decreases from age 17 to age 20 and older (63:31.0% to 7:3.5%).

- Of the 203 dropouts, approximately the same number and percent of students dropped out prior to their sixteenth birthday (22:10.8%) as did those dropping out at age 20 and older (27:13.4%).

Dropout Data by Racial/Ethnic Background

Reviewing the racial/ethnic data contained in Table 5 below, it can be seen that:

- Systemwide, of all dropouts (203), the greater number and percent were:
 - Black students (124:61.1%), followed by
 - White (48:23.6%),
 - Hispanic (30:14.8%),
 - Asian/Pacific Islander (1:0.5%), and
 - No American Indian/Alaskan Native students dropped out.
- Examining dropout rates for students within a racial/ethnic category, systemwide it can be seen that:
 - The highest dropout rate was incurred by Hispanic students (8.4%);
 - The next largest rate (7.2%) was reported for Black students;
 - White students evidenced a 4.6% dropout rate.
 - A dropout rate of 3.3% was reported for Asian/Pacific Islander students; and
 - The lowest rate - there were none - was for American Indian/Alaskan Native students (0.0%).

TABLE 5. NUMBER AND PERCENT OF DROPOUTS BY BUILDING ACCORDING TO RACIAL/ETHNIC ENROLLMENT — OCTOBER 5, 1990 — SEPTEMBER 27, 1991.

BUILDING	BLACK			WHITE			HISPANIC			ASIAN/ PACIFIC ISLANDER			AMERICAN INDIAN/ ALASKAN NATIVE			TOTAL		
	Enrollment	Dropouts	% ¹	Enrollment	Dropouts	%	Enrollment	Dropouts	%	Enrollment	Dropouts	%	Enrollment	Dropouts	%	Enrollment	Dropouts	%
Central	138	7	5.1	2	0	0.0	8	1	12.5	0	0	0.0	0	0	0.0	148	8	5.4
North Intermediate	71	1	1.4	118	6	5.1	31	1	3.2	4	0	0.0	2	0	0.0	226	8	3.5
South Intermediate	49	0	0.0	154	1	0.6	34	0	0.0	4	0	0.0	1	0	0.0	242	1	0.4
Webber Jr.	150	5	3.3	4	0	0.0	8	2	25.0	0	0	0.0	0	0	0.0	162	7	4.3
Subtotal	408	13	3.2	278	7	2.5	81	4	4.9	8	0	0.0	3	0	0.0	778	24	3.1
% of Jr. High Dropouts			54.2			29.1			16.7			0.0			0.0			100.0
Arthur Hill High	408	17	4.2	759	41	5.4	232	14	6.0	20	1	5.0	7	0	0.0	1,426	73	5.1
Saginaw High	916	94	10.3	11	0	0.0	45	12	26.7	2	0	0.0	0	0	0.0	974	106	10.9
Subtotal	1,324	111	8.4	770	41	5.3	277	26	9.4	22	1	4.5	7	0	0.0	2,400	179	7.4
% of Sr. High Dropouts			62.0			22.9			14.5			0.6			0.0			100.0
Number	1,732	124	7.2	1,048	48	4.6	358	30	8.4	30	1	3.3	10	0	0.0	3,178	203	6.4
TOTAL % of all Dropouts			61.1			23.6			14.8			0.5			0.0			100.0
% of Enrollment			54.5			33.0			11.3			0.9			0.3			100.0

¹ Percent of building enrollment.

- At the junior high level, the percent of Hispanic dropouts (4.9%) was the highest reported for any group.
- At the senior high school level, the percent of Hispanic dropouts (9.4%) was the highest reported for any group.
- Comparing the racial/ethnic composition of the district (grades 9-12) expressed as a percentage with the percentage of dropouts from each racial/ethnic group, it can be seen that:
 - The dropout percentage was disproportionately high in relation to the districts racial/ethnic percentage for the following groups:
 - Hispanic students (14.8% versus 11.3%, or a ratio of 1.31), and
 - Black students (61.1% versus 54.5%, or a ratio of 1.21).
 - The dropout percentage was disproportionately low in relation of the district's racial/ethnic percentage for the following groups:
 - American Indian/Alaskan Native students (0.0% versus 0.3%, or a ratio of 0.00),
 - Asian/Pacific Islander students (0.5% versus 0.9%, or a ratio of 0.56), and
 - White students (23.6% versus 33.0%, or a ratio of 0.71).

Dropout Data by Reason

Table 6 on the following page indicates the reasons students voluntarily terminated their high school careers. A review of the information shows that:

- Systemwide, the greatest number and percent (159:78.3%) of students left due to "lack of interest". The second most frequently cited response was "unknown" (14:6.9%).
- By level, the greatest number and percent of students dropping out:
 - At the junior high (12:50.0%) left for unknown reasons.
 - At the senior high (149:83.2%) left for "lack of interest".

- Systemwide, no students dropped out of school due to expulsion, suspension, marriage, poor peer relationships, or employment.

TABLE 6. NUMBER OF DROPOUT RECORDS ACCORDING TO SCHOOL AND REASON FOR DRIPPING OUT -- OCTOBER 5, 1990 - SEPTEMBER 27, 1991.

REASON	SCHOOL										TOTAL	
	Central	North	South	Webber	Jr. High Subtotal		Arthur Hill	Saginaw High	Sr. High Subtotal		#	%
					#	%			#	%	#	%
Left: School Status Unknown	0	0	0	2	2	8.3	0	8	8	4.5	10	4.9
Expulsion	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Suspension	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Pregnancy	0	0	0	0	0	0.0	2	0	2	1.1	2	1.0
Marriage	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Non-Attendance Due To:												
Parental Influence	0	0	0	0	0	0.0	4	0	4	2.2	4	2.0
Lack of Interest	6	0	0	4	10	41.7	51	98	149	83.2	159	78.3
Academic Failure	0	0	0	0	0	0.0	3	0	3	1.7	3	1.5
Poor Pupil-Staff Relationships	0	0	0	0	0	0.0	1	0	1	0.6	1	0.5
Poor Peer Relationships	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Unknown	2	8	1	1	12	50.0	3	0	3	1.7	15	7.4
Extended Illness	0	0	0	0	0	0.0	2	0	2	1.1	2	1.0
Military Service	0	0	0	0	0	0.0	1	0	1	0.6	1	0.5
Employment	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Other	0	0	0	0	0	0.0	6	0	6	3.4	6	3.0
TOTAL	8	8	1	7	24	100.0	73	106	179	100.0	203	100.1*

*Due to rounding.

SUMMARY

As mentioned earlier, this is the first of a new generation of dropout reports. Between 1964 and 1989 the School District of the City of Saginaw annually reported the dropout rate for grades 7-12. The new report focuses student dropouts in grades 9-12 as part of reporting practices required under Public Act 25 (PA-25) of 1990. PA-25 defines the dropout rate as the percentage of students in grades 9-12 who leave school in any one year, adjusting for those who move in and out of the district and to alternative programs.

Two hundred three (203), or 6.4% of Saginaw's 3,178 secondary students in grades 9-12 voluntarily terminated their high school education between October 5, 1990 - September 27, 1991. Of that number, 24 (11.8%) were ninth grade students at the junior high school level and 179 (88.2%) were senior high students.

Of the 203 dropouts, approximately 58% were male and 42% female. These ratios were roughly the same for both the senior high and junior high levels.

The greatest number and percent of dropouts (72 or 35.5%) occurred at tenth grade. The smallest number and percent of students dropping out at a grade level occurred at ninth grade (24 or 11.8%).

Seventeen year olds comprised the largest group of students dropping out at any age level (63 or 31.0%). The number and percent of students dropping out steadily increased from age 14 to 17 and steadily decreased from age 17 to 20 and older. The combined percent of 17 and 18 year olds dropping out was 57.6%.

The racial/ethnic composition of the 1990-91 dropout population is summarized below.

<u>Group</u>	<u>Ethnic Group Percentage of Enrollment</u>	<u>Number of Dropouts</u>	<u>Percentage of Dropouts</u>	<u>Percentage of Racial/Ethnic Group Dropping Out</u>
Black	54.5	124	61.1	7.2
White	33.0	48	23.6	4.6
Hispanic	11.3	30	14.8	8.4
Asian/Pacific Islander	0.9	1	0.5	3.3
American Indian/ Alaskan Native	0.3	0	0.0	0.0

Black students comprised the largest enrollment group (54.5% of the student population at these grade levels) and the largest group dropping out (61.1% of all dropouts). The percent of Hispanic dropouts (14.8%) was slightly greater than their percentage of district enrollment (11.3%). Hispanics also evidenced the highest percentage by their ethnic group dropping out (7.2%). Asian/Pacific Islander and American Indian/Alaskan Native students comprised the two lowest percents of students enrolled (0.9% and 0.3% respectively).

The most frequently cited reason given for students dropping out is "lack of interest". This year, no students dropped out due to marriage, military service, poor pupil-staff relationships, and poor peer relationships.

RECOMMENDATIONS

Being the first in a new generation of dropout reports, this document represents a new level of sophistication in the calculation of the dropout rate. The rate is calculated on an adjusted fourth Friday enrollment count that takes into account transfers into our district, transfers out of our district transfers to alternative education sites, retentions in grade, and mid-year promotions through the next fourth Friday (see Appendix A for further details relative to the adjustments). The process of arriving at this adjusted count is not without its difficulties at both the building and State levels. Difficulties arise in applying the formula in a large district like Saignaw, which have numerous schools and high student mobility. Errors at both levels required the district's Child Accounting Office to use approximations and estimates in arriving at an adjusted enrollment count. In an effort to arrive at a more accurate count, the following recommendations are made:

1. The Child Accounting Office should work with the State to work out the difficulties in calculating accurate adjusted enrollment counts. A special effort is necessary for the State to understand the nature of inaccuracies possible for large urban districts with high mobility, high numbers of midyear promotions and large numbers of students taking part in open-enrollment (a form of "schools of choice" option). The hope is that the State can develop operational guidelines to help larger districts more accurately account for student mobility.
2. A special meeting should be called for district personnel responsible for collecting and reporting mobility and dropout data. The Child Accounting Office and the Evaluation Department should jointly be involved in clarifying procedures and processes related to recording student mobility and dropout data.

While the dropout rate of 6.4% for grades 9-12 is consistent with past rates for 7-12 using a non-adjusted enrollment count, certain areas within the current reported results seem to merit further attention.

Certainly, the pervalence of dropouts who are Black, Hispanic, males, 17 or 18 years old, or in the tenth or eleventh grades calls for special attention. The key, however, probably lies in determining what are the causes for "lack of interest" being the main reason cited for dropping out.

In addition, counselors and principals must continue to keep in contact with students and their families. These contacts provide us the data and insights into understanding the dropout problem and a means to help reduce the likelihood of students becoming dropouts.

APPENDICES

APPENDIX A

DROPOUT/RETENTION SUMMARY REPORT-1990/91

	GRAD 9	GRD 10	GRD 11	GRD 12	GRADS	TOTAL
ENROLLMENT-PRIOR YR:						
CENTRAL	168				N/A	168
NORTH	258				N/A	258
SOUTH	262				N/A	262
WEBBER JR.	199				N/A	199
ANHS		497	510	532	N/A	1,539
SHS		381	296	339	N/A	1,016
TOTAL	887	878	806	871	N/A	3,442
TRANSFER IN (+):						
CENTRAL	17				N/A	17
NORTH	17				N/A	17
SOUTH	21				N/A	21
WEBBER JR.	20				N/A	20
ANHS		64	55	34	N/A	153
SHS		1	99	41	N/A	141
TOTAL	75	65	134	75	N/A	369
TRANSFER OUT (-):						
CENTRAL	26				N/A	26
NORTH	18				N/A	18
SOUTH	20				N/A	20
WEBBER JR.	32				N/A	32
ANHS		59	63	42	N/A	164
SHS		-23 ^A	45 ^A	79 ^A	N/A	101 ^A
TOTAL	96 ^A	36 ^A	108 ^A	121 ^A	N/A	361 ^A
TRANSFER TO ALT (-):						
CENTRAL	6				N/A	6
NORTH	17				N/A	17
SOUTH	14				N/A	14
WEBBER JR.	17				N/A	17
ANHS		15	67	40	N/A	122
SHS		24	32	26	N/A	82
TOTAL	54	39	79	66	N/A	238
RETAINED IN PR GRD (-):						
CENTRAL	5				N/A	5
NORTH	14				N/A	14
SOUTH	7				N/A	7
WEBBER JR.	8				N/A	8
ANHS				31	N/A	31
SHS				38	N/A	38
TOTAL	34	0	0	69	N/A	103
RETAINED CRT GRD (+):						
ANHS			31		N/A	31
SHS			38		N/A	38
TOTAL	0	0	69	0	N/A	69
ADJUSTED COUNT:						
CENTRAL	N/A	148				148
NORTH	N/A	226				226
SOUTH	N/A	242				242
WEBBER JR.	N/A	162				162
ANHS	N/A		487	486	453	1,426
SHS	N/A		381	356	237	974
TOTAL	N/A	778	868	842	690	3,178
ACTUAL CURRENT YEAR:						
CENTRAL	N/A					0
NORTH	N/A					0
SOUTH	N/A					0
WEBBER JR.	N/A					0
ANHS	N/A	453	468	458	427	1,806
SHS	N/A	301	328	315	225	1,169
TOTAL	N/A	754	796	773	652	2,975
STUDENTS UNACCNTD:						
CENTRAL	N/A					0
NORTH	N/A					0
SOUTH	N/A					0
WEBBER JR.	N/A					0
ANHS	N/A ^B	15	19	28	36	88
SHS	N/A ^B	9	53	41	12	115
TOTAL	N/A	24	72	69	38	203
DROPOUT RATE:						
CENTRAL	N/A					
NORTH	N/A					
SOUTH	N/A					
WEBBER JR.	N/A					
ANHS	N/A ^B	3.21%	3.90%	5.76%	5.74%	6.17%
SHS	N/A ^B	2.90%	13.91%	11.52%	5.06%	11.81%
TOTAL	N/A	3.08%	8.29%	8.19%	5.51%	6.39%

^A Adjustments were made to the transfer out counts of -24 at grade 9, -50 at grade 10, +33 at grade 11, +44 at grade 12 such that the actual count when subtracted from the adjusted count would equal the number of dropouts that were counted from the listed names given at each building. Overall, a net adjustment of +3 was made to the transfer out counts. Recommendations one and two given in the body of the report allude to the steps to be taken to allow for a more accurate future accounting without sizeable adjustments by grade.

^B Assumes North and South to ANHS, Central and Webber Jr. to SHS.

APPENDIX B

Michigan Department of Education
 INFORMATION MANAGEMENT
 Box 30008, Lansing, Michigan 48909

LABEL

TM-4203 8/91

Authority: Act 94, PA 1979 as amended.
 Completion: Required
 Direct questions regarding this form to
 Nancy Wing at (517) 373-3268

If any of the information printed on the label above
 is incorrect, please enter necessary corrections below.

1991 PUPIL HEADCOUNT REPORT

EDUCATIONAL AGENCY	Legal Name of District	District Code	Telephone - Area Code/Local
	Address	City	Zip Code

MAILING INSTRUCTION: Return one copy of the completed Part I and Part II of this report to the state address indicated above by October 30, 1991. Fourth Friday information should be based on September 27, 1991 enrollments.

Part I: District Summary Report

- I-A. Regular Program Pupil Headcount
- I-B. Alternative Program Pupil Headcount
- I-C. Pupil Headcount by Racial-Ethnic Group and Gender
- I-D. High School Graduates by Racial-Ethnic Group and Gender

Part II: Building Report

- II-A. Regular Program Pupil Headcount
- II-B. Pupil Headcount by Racial-Ethnic Group and Gender
- II-C. High School Graduates by Racial-Ethnic Group and Gender
- II-D. Worksheets (Do not return to the state.)
 - 1. Transfers into district
 - 2. Transfers out of district
 - 3. Transfers to Alternative Programs

CERTIFICATION:
 I certify that the information submitted on this report is true and correct to the best of my knowledge.
 Date: _____
 Superintendent/Authorized Official _____

 Signature
 Contact Person _____
 Telephone _____

 Area Code/Local Number

NOTE: You are receiving only one copy of the forms. Please make copies for your buildings and for your files.

COVER 27

1991 /TM-4203

District Name	District Code	Telephone - Area Code - Number
Address	City	Zip Code

**PART I. DISTRICT REPORT
I - A REGULAR PROGRAM PUPIL HEADCOUNT REPORT**

Grade	This Year's Fourth Friday Headcount (1)	Previous School Year's Transfers/Retentions (Since Last Year's Fourth Friday)			
		In (2)	Out (3)	To Alternative (4)	Retained (5)
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					
Ungraded					
Nonpublic					

DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE BUILDING INFORMATION ENTERED ON ALL II-A FORMS.

BEST COPY AVAILABLE

1. **The school year** for counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.
2. **Transfers In** is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.
3. **Transfers Out** is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.
4. **Transfer to Alternative Program** is defined as any pupil who transfers to one of the alternative programs.
5. **Pupils Retained** represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

APPENDIX B

District name	District Code
---------------	---------------

I - B DISTRICT - ALTERNATIVE PROGRAM PUPIL HEADCOUNT

ALTERNATIVE PROGRAM	This Year's Fourth Friday Headcounts	Previous School Year's Transfers (Since Last Year's Fourth Friday)		
		In	Out	Graduates
Post Graduates				
Apprentice Training				
Practical Nursing				
Adult High School				
Adult Basic Education				
All other Part-Time				
TOTAL				

The report calls for identifying pupils who either start in, transfer to, or graduate from an alternative program. However, there is not a precise definition of an alternative program.

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

Legal Name of District	District Code	Telephone - Area Code, Local No.
Address	City	Zip Code

I - C District -Pupil Headcount by Racial-Ethnic * and Gender

Pupils whose permanent records are maintained in this district.

Grade	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total By Gender		Total Headcount
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PK													
K													
1													
2													
3													
4													
5													
6													
7													
8													
Total K-8													
9													
10													
11													
12													
TOTAL													
Ungraded													
Nonpublic													

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

* (DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE INFORMATION ENTERED ON ALL I-C FORMS.



APPENDIX B

* **RACIAL and ETHNIC CATEGORIES** - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

APPENDIX B

Legal Name of District	District Code Number
-------------------------------	-----------------------------

I - D DISTRICT - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

- A. Regular graduates** are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.
- B. Alternative program graduates** are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)
- C. High school equivalency certificates** are given to those pupils who passed the GED test and are under 20 years of age.
- D. Other certificates (certificate of attendance/completion)** are given for other reasons.

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total Headcount	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Regular Day (A) School												
Alternative (B) Program												
High School (C) Completers-GED												
Other (D) Certificates												

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge.

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge.

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY USING THE SUM OF THE INFORMATION FROM ALL II - C FORMS IN THE DISTRICT, IF APPLICABLE.

APPENDIX B

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

*** RACIAL and ETHNIC CATEGORIES** - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

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For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

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A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

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A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

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←BACK

1991/IM-4203

Building Name	Building Code	Telephone - Area Code, Local No.
Address	City	Zip Code

**PART II BUILDING REPORT
II - A REGULAR PROGRAM PUPIL HEADCOUNT**

Grade (1)	This Year's Fourth Friday Headcount	Previous School Year's Transfers/Resentions (Since Last Year's Fourth Friday)			
		In (2)	Out (3)	To Alternative (4)	Retained (5)
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					
Ungraded					
Nonpublic					

(DEFINITIONS ARE ON THE BACK SIDE OF THIS SHEET.)

SUM THE ABOVE INFORMATION FOR EACH BUILDING LEVEL AND COPY TO THE PART I - A FORM.

1991/IN-4203

APPENDIX B

1. The school year for these counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.
2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.
3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.
4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.
5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

S-BACK

1991/IN-4203

LABEL

Building Name	Building Code	Telephone - Area Code, Local No.
Address	City	Zip Code

II - B Building- Pupil Headcount by Racial-Ethnic* and Gender

Pupils whose permanent records are maintained in this building

Grade	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total By Gender		Total Headcount
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PK													
K													
1													
2													
3													
4													
5													
6													
7													
8													
TOTAL K-8													
9													
10													
11													
12													
TOTAL													
Ungraded													
Incapable													

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

*(DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THIS INFORMATION SHOULD BE TOTALED WITH OTHER II-B FORMS AND COPIED TO THE DISTRICT II - A FORM.

627

APPENDIX B

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UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

APPENDIX B

LABEL

Legal Name of Building	District name	Building Code Number
------------------------	---------------	----------------------

II - C BUILDING - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

- A. Regular graduates** are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.
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- C. High school equivalency certificates** are given to those pupils who passed the GED test and are under 20 years of age.
- D. Other certificates** (certificate of attendance/completion) are given for other reasons.

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total Headcount	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Regular Day (A) School												
Alternative (B) Program												
High School (C) Completers - GED												
Other Completers (D)												

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge.

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge.

*** (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)**

THE INFORMATION ON THIS SHEET SHOULD BE COMBINED WITH THE INFORMATION ON OTHER II - C. FORMS IN THE DISTRICT, IF APPLICABLE, AND REPORTED ON I - D FORM



The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentices Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

* **RACIAL and ETHNIC CATEGORIES** - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

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HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

** Directive No. 15 supersedes section 7(b) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

7-BACK

1991/IM-4203

Worksheet # 1

Building Name _____

II - D 1 - Transfers Into District/Building

(Transfer In represents any new enrollee to your district/building and whose records have been received.)

No.	Name	Date	Grade	Sending District
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.

APPENDIX B

Worksheet # 2

Building Name _____

II - D. 2 - Transfers Out of District

(Transfers out is defined as any pupil that transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. Pupil records must have been sent to the receiving agency. For reporting purposes, pupils who have deceased will be placed in this category.)

No.	Name	Date	Grade	Receiving District
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.

Worksheet # 3

Building Name: _____

II - D. 3 - Transfers to Alternative Programs

No.	Name	Date	Grade	Program Transferred To
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m.

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

1991/IM-4203

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II - A. PUPIL HEADCOUNT FORM.

APPENDIX B

II - E 1 - DROPOUTS (Student Mobility Not Accounted for on the other Worksheets)

No.	Name	Date of Drop	Drop Code	Grade	Gender Code	Ethnic Code	Date of Birth
1							
2							
3							
4							
5							
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The mobility, gender and ethnic codes given below are those as used on our "notice of leaving" and/or "student enrollment" cards. Please specify them above in the appropriate columns.

<u>Drop Code</u>	<u>Explanation</u>	<u>Gender Codes</u>	<u>Ethnic Codes</u>
06	Released, SCHOOL STATUS UNKNOWN	M - Male	1 - American Indian
07	Released due to EXPULSION	F - Female	2 - Caucasian
*08	Released due to SUSPENSION		3 - Latino/Hispanic
09	Released due to PREGNANCY		4 - Black
10	Released due to MARRIAGE		5 - Asian/Oriental
11	Released due to NON-ATTENDANCE, PARENTAL INFLUENCE		
12	Released due to NON-ATTENDANCE, LACK OF INTEREST		
13	Released due to NON-ATTENDANCE, ACADEMIC FAILURE		
14	Released due to NON-ATTENDANCE, POOR PUPIL/STAFF RELATIONSHIPS		
15	Released due to NON-ATTENDANCE, POOR PEER RELATIONSHIPS		
16	Released due to NON-ATTENDANCE, REASON UNKNOWN		
17	Released due to EXTENDED ILLNESS		
20	Released due to MILITARY SERVICE		
21	Released due to EMPLOYMENT		
23	Released due to some OTHER KNOWN REASON (please specify)		
**98	Released due to NO SHOW		

*A suspension becomes a dropout when they are categorized as a "no show" or "non-attendance" after the suspension period has passed.

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**No shows who have enrolled as students but never attended, are not considered to be dropouts. However, those students who are promoted from one school into another, both within our district, but do not show at either the intended receiving school or another school are considered to be dropouts.