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ABSTRACT

This report presents the recommendations for improving American Indian education made by the Michigan State Superintendent of Schools' Special Native American Advisory Committee. The recommendations were made based on the committee's study of the educational condition of American Indians in Michigan and the federal Indian education programs. Some policy recommendations involve: (1) developing a policy statement regarding Indian education; (2) involving American Indians at all levels; (3) identifying and disseminating information about effective school practices in American Indian education; (4) increasing participation of American Indian children in preschool programs; and (5) reviewing disproportionate representation of American Indians in alternative education programs. Recommendations for activities that require funding include: (1) creating a position of Director of American Indian Education; (2) establishing a position for a staff person within the Office of Higher Education Management Services who would work to improve American Indians' access to post-secondary education; (3) providing various grants for model programs addressing the American Indian community, tribal relations, higher education, coordination of services, teacher education for American Indians, and gifted programs for American Indians; and (4) funding the development of American Indian curriculum materials. Appendix A provides a history of Indian education in Michigan. Appendix B profiles Michigan Indians. Appendix C presents the "Issue Priority Questionnaire" and results from public meetings and mail-in responses. Appendix D contains tables of Michigan Department of Education data. Appendix E summarizes recent federal initiatives in American Indian education.
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A Report On Indian- American Education In Michigan

Michigan
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CHAIRMAN'S PREFACE

The completion of this report represents countless hours of time and travel by the Committee members who were appointed by Dr. Runkel. Like any large committee, though, some members find more time to participate than others, or are delegated more responsibility than others. In the case of this Committee, the subcommittee chairpersons assumed a great deal of responsibility to oversee the revision of earlier drafts of this report and to achieve a consensus on the final draft. Without question, the recommendations contained in this report are shared by the appointed Committee members and are heartily endorsed by the majority of the Committee.

In compiling this report, the Committee decided to work towards a partnership with the Michigan Department of Education. For that reason, we have not engaged in muckraking of past Departmental activities or shortcomings, but rather have focused on a more positive and progressive educational future for Michigan Indians. Cooperation between American Indian tribes and communities and the Michigan Department of Education is absolutely necessary if educational equity is going to be achieved in the coming years.

I would like to thank the Committee members who regularly attended our meetings around the state, and I would like to particularly thank the subcommittee chairpersons who traveled to public meetings and special sessions to revise and finalize this report.

I would also like to thank Dr. Phillip E. Runkel, Superintendent of Public Instruction, for his unfailing support of the work of the Committee and for allowing the Committee to work in a completely autonomous fashion. In addition, I would like to thank Dr. Gumecindo Salas and the members, past and present, of the State Board of Education. The Board authorized and requested this report, and for that initiative they are to be commended.

Respectfully,

Dr. George L. Cornell, Chairperson
Superintendent's Special Advisory Committee

FOREWORD

On December 12, 1984, the State Board of Education passed a motion requesting the Superintendent of Public Instruction to appoint a special committee (State Superintendent's Special Advisory Committee), working in concert with the Michigan American Indian community, to study the educational condition of American Indians. Further, the Committee was requested to report to the Board, through the Superintendent, the findings and recommendations for ameliorating such inequalities as may exist in the education of American Indians in Michigan.

The Superintendent, Dr. Phillip E. Runkel, appointed members to the Committee in March of 1985 and presented the following charges:

1. REVIEW THE DELIVERY OF EDUCATIONAL SERVICES TO AMERICAN INDIANS IN MICHIGAN'S K-12 PROGRAMS, INTERMEDIATE SCHOOL DISTRICTS, AND THE MICHIGAN DEPARTMENT OF EDUCATION.
2. MAKE SPECIFIC RECOMMENDATIONS FOR REDUCING THE DROPOUT RATE OF AMERICAN INDIAN YOUTH.
3. ACQUIRE INFORMATION FROM SELECTED SCHOOL DISTRICTS ON THE STATUS OF AMERICAN INDIAN STUDENTS.
4. REVIEW CURRENT AND PENDING FEDERAL EDUCATIONAL PROGRAMS/LEGISLATION AFFECTING AMERICAN INDIANS IN MICHIGAN.
5. REVIEW THE STATUS OF AMERICAN INDIANS IN MICHIGAN'S INSTITUTIONS OF HIGHER LEARNING FOCUSING PARTICULARLY ON RECRUITMENT AND RETENTION.

Dr. George L. Cornell, Director of the Native American Institute, Michigan State University, was asked to serve as Chairperson of the Committee. The Committee was provided the freedom to develop a report with no intervention from the State Superintendent of Public Instruction or the Michigan Department of Education. Both, however, provided the resources, data, information and staff support necessary to enhance the work of the Committee.

The Committee, when meeting in Lansing, held sessions with the staff of the Michigan Department of Education who had the responsibility for programs and policies in diverse educational areas. These sessions provided the opportunity for the Committee to become acquainted with the operations and functions of the different units within the Michigan Department of Education. In addition, these sessions provided an opportunity for the Committee to become more informed on the development of new and proposed changes in programs and services of the Michigan Department of Education.

The Committee, as a whole, met in several locations in the state and, in addition, held a series of public meetings around the state (Escanaba, Grand Rapids, Mt. Pleasant, Hartford, Sault Ste. Marie, Traverse City, and Warren)

which were attended by the subcommittee chairpersons. At these public meetings, American Indian parents, school administrators, teachers, and interested parties were encouraged to respond to a preliminary set of recommendations which had been circulated by the Committee. Further, the public was invited to provide insights and new recommendations to the Committee regarding the education of American Indians.

The public meetings also served as an important source of information for the Committee. Some important points which were brought out at the public meetings are:

- In school districts where the relationship between the Superintendent and the American Indian community is positive, American Indian students fare much better.
- Dropout rates were also lower in these districts which had a good working relationship between Indian community leaders and school officials.
- Suspension rates were lower in schools with a good working relationship with the Indian community.
- Young American Indian students (age 13-15) are being "assigned at home" and not allowed to complete grade level course work. No Educational services are provided and this long-term home detention of students for disciplinary and absentee reasons is inconsistent with school districts receiving state aid for these pupils.
- In areas where there were noticeable problems between school officials and the Indian community, there was a higher incidence of student failure. In certain cases, reasonable transportation requests have been denied by school officials, thus resulting in the death of children.
- Alternative schools have been and will continue to be important educational options for American Indian communities.
- Young Indian children who have been tested as developmentally ready for kindergarten by Head Start or other preschool programs are being unfairly tracked into "early five" programs possibly due to inappropriate testing practices, but resulting in an additional year of schooling for the child and additional federal funding for the local school district.

INTRODUCTION

The lack of quality education has handicapped American Indian students resulting in low self-esteem, low achievement, unemployment and under-employment, and severely limiting one of life's most precious possessions-- HUMAN POTENTIAL. The findings and recommendations in this report provide a basis for assuring the "Quality of Educational Excellence" for American Indian students. If implemented, the Committee firmly believes that these measures can alleviate the inequalities of the past, and create a new and optimistic future for Indian education.

In April of 1983, the National Commission on Excellence in Education published A Nation At Risk, which put forth the premise that educational improvements must be made at the local, state, and national levels if we, as a nation, are to regain educational stature in the international community. Three years have passed since this report was published, and many states are beginning to implement educational reforms designed to strengthen the educational community.

Michigan has developed and adopted two major programmatic documents, Michigan K-12 Program Standards of Quality and Better Education for Michigan Citizens: A Blueprint for Action, to meet the challenge. These two plans for action are designed to serve as guideposts for the improvement of educational standards. The Superintendent's Committee on American Indian Education found a mutual concern between the Michigan Department of Education and the Indian community of Michigan. Both groups recognize that "Excellence in Education" is a necessity for the survival of all children in the state.

"Excellence in Education" is an interest shared by Indian communities, but, a more common thread in the fabric of testimonies given at public meetings was the concern for "Equity in Excellence." The following excerpt from a written statement received by the Committee expresses the issue of equity quite eloquently.

In my experience, there is a pervasive racism throughout the school system and in fact, in society--that affects our Indian children at all levels. While there is no longer a "Whites Only" beach and while I am no longer refused service in bars and restaurants, the racism is firmly in place. Much of the racism is unwitting racism, like the enclosed alphabet flash card that shows an "I" for Indian; thus, equating our children with things and making of them a symbol instead of an individual. Because the racism is so unconscious, it is very hard to correct. Even when you convince a teacher that a certain alphabet card is offensive, or the recitation of "Ten Little Indians" is something that makes you uncomfortable, she/he often sees no reason to change since she/he was taught with these materials as a child, all the other teachers

are using the materials, the school system itself has provided the materials, none of his/her friends find them offensive, and furthermore, it's all she/he has to use. As a parent it is impossible to anticipate every situation where this kind of status quo racism might crop up and when it's already in progress it's difficult to say anything without embarrassing the teacher and making him/her hostile. For the sake of one's own child then; the issue is ignored and, in the long run, this simply perpetuates the problem.

Committee members were repeatedly reminded that racial discrimination still exists in Michigan schools. Statements made to the Committee at public meetings expressed concern that daily practices and institutional mechanisms in public schools continually undermine the Indian student's self-esteem and work to push him/her out of school.

Of particular concerns to many people who made statements before the Committee were the disciplinary policies and practices of local districts which result in punishment and suspension of a disproportionate number of Indian students. Further, the school policies often contained vague and unclear language and failed to separate serious offenses from the minor, but aggravating infractions. Frequently, cultural assumptions lead to misinterpretations of student behaviors. The aforementioned concerns are directly related to dropout rates and attendance patterns which were ranked as the highest concerns among the respondents who completed the questionnaire distributed by the Committee.

Clearly, inequities exist among school districts within Michigan which causes a problem in the allocation of school resources. It troubles the Superintendent's Committee that these inequities are inherent in the process of funding education and that it is not a more important issue on the current national agenda. This is not to say that additional funding alone will make a difference. The Committee firmly realizes that funding for new and/or expanded programs will not be enough. A renewed commitment from the State Board of Education, the Superintendent of Public Instruction, local school boards, administrators, teachers, school support personnel, parents, and students is needed if we are to improve the educational outcomes for American Indian children and adults. Effective school research clearly indicates that educational changes which positively impact educational outcomes must originate with "Top" policy makers. For this reason, the State Board of Education must demonstrate key leadership in formulating educational policy which affects Indian Education.

The Superintendent's Committee recognizes that the State Board of Education, as per Article VIII, Section 3 of the Michigan Constitution, has direct responsibility for ensuring the education of Indian students. Policy makers in Michigan, including the State Board of Education and the Superintendent for Public Instruction, must understand that there exists a unique relationship between the federal government and American Indians, which was recognized long before the formation of the Michigan public school system. This relationship has been solidified by treaties and hundreds of federal laws, regulations, and court cases, none of which have diminished the state's responsibility for educating American Indians.

In recognition of the State of Michigan's responsibility for Indian education, an agreement between the state and the federal government was reached in 1934. The 1934 Comstock Agreement transferred federal lands to the State of Michigan and, in exchange, the state agreed to educate American Indians in public institutions.

The responsibility for educating American Indians rests with the State of Michigan. Of the 13,825 Indian students in school, the vast majority are enrolled in the public schools. Historically, the State of Michigan has had a strong commitment to public education. In reality though, American Indians have not fared as well as other students as a result of the state's lack of commitment. The findings and recommendations in this report, when implemented, alleviate inequities of the past and create a new and optimistic future for American Indian Education.

RECOMMENDATIONS

The Committee in order to accomplish the task of meeting the charges presented by the State Superintendent formed the following three subcommittees.

1. K-12 Education
2. K-12 Related Education, Intermediate School Districts, Preschool, Adult Education, Special Education, and Vocational Education
3. Higher Education

The work of the subcommittees was accomplished independent of each other in developing the recommendations for their respective areas. Once a full set of recommendations were developed, sessions of the Committee as a whole were held to coordinate and integrate the proposed recommendations into final form.

The Committee attempted to provide a full range of recommendations that included concerns from early childhood education to postsecondary and vocational education.

The proposed recommendations were compiled into a document and mailed to school districts and the various American Indian communities prior to a series of public meetings held in seven different geographic areas in the state.

The comments from the public meetings were used by the Committee to refine and improve the recommendations. The Committee elected to present its recommendations in two categories. These categories are:

1. POLICY CONSIDERATIONS
2. ACTIVITIES WHICH REQUIRE FUNDING

The findings and recommendations are presented as follows.

POLICY CONSIDERATIONS

I. MICHIGAN STATE BOARD OF EDUCATION

- A. Recommendation--The State Board of Education, in conjunction with the Michigan Indian Community shall develop a written policy statement regarding Indian Education which will provide direction to the Superintendent of Public Instruction and the Department.

Rationale--Currently, there are no written policy statements which detail the responsibility of the Superintendent for Public Instruction and the Department in providing educational services to American Indian communities. Due to the unique legal status of American Indians, a policy statement by the State Board on this issue is crucial to ensure Departmental continuity in services to American Indians in Michigan.

- B. Recommendation--The State Board of Education will direct the Superintendent to initiate discussions with tribal leaders to develop a process by which the Michigan Department of Education can implement a policy of working directly with Michigan Indian Tribes.

Rationale--The Committee deems it necessary for the Superintendent and tribal leaders to begin discussions of how to promote and facilitate a closer working relationship between these groups. This is mandated since tribes are empowered to initiate/run their own educational agencies. It is crucial though, that cooperation with the Michigan Department of Education be achieved so as to provide the most supportive environment for American Indian students.

- C. Recommendation--The State Board of Education will ensure the appointment of American Indians to all mandated and non-mandated Citizen Advisory Committees.

Rationale--Presently, there are several policy development advisory committees that do not have American Indian representation. The participation of Indian educators and concerned parents is imperative to achieve equity in educational excellence.

- D. Recommendation--The State Board of Education should disseminate the findings and recommendations of this report to the appropriate agencies and Indian tribes/organizations.

Rationale--It is imperative that the recommendations and findings of the Committee be disseminated to those individuals and organizations who are charged with implementing educational reforms affecting American Indian education. /

II. MICHIGAN DEPARTMENT OF EDUCATION

- A. Recommendation--The Superintendent of Public Instruction should establish a reference group on American Indian education, comprised of representatives from Indian tribes, Indian organizations, and/or organizations who are concerned with Indian education. The purpose of this group would be to advise the Superintendent regarding the ongoing educational needs of American Indians.

Rationale--Statements at the public meetings conducted by the Committee attested to the need for enhanced communication between American Indian communities and the State Superintendent. In order for the Michigan Department of Education to have an impact on improving American Indian education, the Department, through the State Superintendent, needs to have appropriate information on the educational needs of American Indians.

- B. Recommendation--The Superintendent of Public Instruction shall direct the Michigan Department of Education to collect data which specifically delineates the needs, current status and possible educational interventions which will improve the educational status of American Indians.

Rationale--The data presently collected by the Michigan Department of Education was insufficient to examine the performance of American Indian students in the public schools. The vast majority of data, some of which is included in this report, only reports numbers of Indian students in grade levels and districts and their proportionate percentage to other ethnic groups. Although this data is helpful, it does not address the hard questions pertaining to the educational experience of American Indian students in the public schools.

- C. Recommendations--The Superintendent of Public Instruction will identify and disseminate information about Michigan LEA's and/or LEA's in the Great Lakes Region which have developed "effective school" practices in American Indian Education.

Rationale--The Committee did make an attempt to collect data on Indian students from select districts but these efforts were hampered by time limitations and the summer vacation. Two school districts, Lansing and Sault Ste. Marie, did provide very good data on their respective students to the Committee. It would be very difficult to generalize Indian student academic characteristics from the information provided by these school districts, and this task would be more successfully handled by the Michigan Department of Education in a comprehensive survey of Indian students in public schools.

- D. Recommendation--The Superintendent of Public Instruction will collaborate with other Human Service Departments to review policy, examine successful model, develop innovative program efforts, provide training and support for local efforts focusing on issues impacting "at risk" Indian youth.

Rationale--There is a need to maximize the efficiency of existing, yet divergent Human Service programs to bring these resources to bear on Indian students who are at risk in greater proportion to the population at large in the areas of teen pregnancy, substance abuse, developmentally disabled, etc. Currently, a number of these service programs fail to coordinate their efforts thereby inhibiting their ability to provide adequate services and even resulting in redundant service.

- E. Recommendation--The Michigan Department of Education should encourage local school districts to initiate early contact (elementary grades) between school counselors and American Indian students.

Rationale--The socio-economic condition of many American Indian families, in addition to the lack of understanding of American Indian cultures by public school personnel, places many Indian students in the at-risk category. Counseling services provided to Indian children in the elementary grades can support continued educational success. One school counselor made the following statement to the Committee.

"I am an elementary counselor in the Elementary School. I feel that counseling at the elementary level (for all children) will help a child handle situations that many times keep them from concentrating on learning the basic skills necessary for success in later years."

- F. Recommendation--The Michigan Department of Education should assist American Indian communities to increase participation of American Indian children in preschool programs.

Rationale--Six major scientific longitudinal studies, i.e., Perry Project, Ypsilanti, Michigan, have indicated that preschool programs for at-risk children help to prevent school failure. Early childhood programs now in operation in American Indian communities have had a positive impact on their educational experience. The Michigan Department of Education needs to assist Indian education by ensuring that American Indian children receive the benefits of State-funded programs.

- G. Recommendation--The Michigan Department of Education, in conjunction with Michigan Indian Community leaders, shall develop parental involvement materials which will assist Indian parents/community leaders in achieving greater participation in the development and implementation of Education policies and practices.

Rationale--The Committee, reinforced by comments made at public meetings, supports the idea that Indian people need to be more involved with schools. Effective school research indicates a direct relationship between parental involvement and school achievement. The Michigan Department of Education can assist parents and support them in their role by providing free parenting resources through appropriate public and private agencies.

- H. Recommendation--The Michigan Department of Education should initiate contact with the appropriate Departments of State government to begin discussions on a plan that would coordinate local counseling services for American Indian students and their families.

Rationale--In many counties, coordination between community based counseling programs and American Indian communities is inadequate. These counseling programs are in a position to provide coordinated services to enhance the educational opportunity of American Indians. The Committee is convinced that this activity will also have a positive impact on the retention of Indian students in the public system.

- I. Recommendation--The Superintendent of Public Instruction should recommend to the Statewide Coordinating Committee for Michigan Adult Literacy that every effort is made to include American Indians as the implementation of the Committee' s (SCC-MAL) goals are realized.

Rationale--The number of adults within the Indian community who can be considered illiterate or functionally illiterate is not known. What is known is that of all ethnic groups residing in Michigan, American Indians continually appear at or near the bottom on all measures used to determine educational attainment. Therefore, it can be surmised that there is a great need for programs that promote literacy. The identification of non-readers within the Indian community is crucial and programs must be devised to alleviate these problems.

- J. Recommendation--The Superintendent of Public Instruction should actively promote methods to involve Indian people in the development and delivery of Community Adult Education Programs.

Rationale--It was brought to the attention of the Committee that there is a need to make sure that American Indians, who are enrolled in GED/ABE and high school completion programs receive training in their community facilities. This is required to maximize the number of American Indians who will be able to continue their education, thereby promoting a continuing educational experience.

- K. Recommendation--The Superintendent for Public Instruction should review and evaluate local school districts and intermediate school districts which administer alternative education programs where American Indians are disproportionately represented.

Rationale--Information provided to the Committee indicates that in some school districts, alternative education programs produced more graduates from the American Indian community than did the regular public school system. The importance of alternative education is noted by the Committee, yet the Committee fears the use of alternative schools as a "holding" facility for Indian students who have failed to achieve in the traditional public system.

- L. Recommendation--The Superintendent of Public Instruction shall require each Service Area Director to develop a management plan to increase services to American Indian communities. These management plans will be reviewed and evaluated annually.

Rationale--The Committee is aware that many service areas of the Michigan Department of Education are required by federal regulations to submit state plans for implementation of programs which are supported by federal funds. Although American Indians are included in some of these State plans, the level of services received by American Indian communities has not been consistent.

ACTIVITIES WHICH REQUIRE FUNDING

I. MICHIGAN DEPARTMENT OF EDUCATION

- A. Recommendation--The Committee recommends that the Michigan Department of Education create a position of Director of American Indian Education. The Director would report to the Superintendent on all matters concerning American Indian education, participate as a member of the Superintendent's Executive Council and have an adequate budget to carry out the following functions:

1. Develop a comprehensive American Indian education program which would ensure the inclusion of American Indians into developing, monitoring, and assessing programs administered by the Michigan Department of Education. Input on the formulation or revision of State plans, i.e., Vocational Education, Adult Education, Special Education, and Vocational Rehabilitation would also be ensured.
2. Provide assistance to the Superintendent of Public Instruction on State/Federal policy and legislative matters which have implications for American Indian education.
3. Act as liaison to other departments of Michigan government regarding American Indian education.
4. Provide assistance to American Indian communities to ensure inclusion in programs/services administered by local school districts, and other educational institutions.
5. Initiate the development and implementation of an Indian internship program within the Michigan Department of Education.
6. Monitor the State Department of Education's Affirmative Action Plan as it relates to American Indian recruitment, employment, and promotions.
7. Assist the Office of Technical Assistance and Evaluation with data collection/analysis to ensure the inclusion of American Indians in all reports issued by the Michigan Department of Education.

8. Develop an annual report on the state of American Indian education which includes the level of services which have been provided by the various programs administered by the Michigan Department of Education.

Rationale--Within the Michigan Department of Education, the coordination of services for American Indians is inadequate. In addition, communication with local programs is poor and data collected by the Department is not accurate. If "equity in educational excellence" is to be achieved, changes must be made to provide greater coordination/ access to programs and services of the Michigan Department of Education. It is the consensus opinion of the Committee that the creation of the Director of American Indian Education position is the first step in realizing the goal of equity for Indian children.

- B. Recommendation--The Committee requests that the Michigan Department of Education establish a position within the Office of Higher Education Management Services to ensure the coordination and implementation of Departmental efforts to increase the number of American Indians in post-secondary education. This position would be responsible for:

1. Development of a "State Plan on American Indian Post-Secondary Education" to improve access for American Indians to postsecondary educational opportunities.
2. Increase the number of American Indians enrolling in existing programs and develop new programs which would increase educational opportunities in post-secondary education.
3. Monitor employment opportunities within post-secondary institutions and work with American Indian communities to develop a "Vita Bank" of American Indians who seek work opportunities in higher education.
4. Provide American Indian communities and public school personnel with information on all available financial aid programs.
5. Develop a statewide "American Indian Educational Internship Program" for the placement of American Indian within post-secondary institutions and within the Michigan Department of Education. This program should also include work-study opportunities.
6. Assist colleges and universities with efforts to recruit and retain American Indian students.
7. Work with colleges and universities who have teacher training programs to increase the number of American Indian students in the teaching profession.

Rationale--Equal access to higher education for women, minorities, and handicappers was presented as some of the major recommendations submitted to Governor Blanchard by the Commission on the Future of Higher Education in December, 1984. The Commission cited that while enrollment data shows that access to higher education has broadened over the past two decades, there remain areas in which further progress is necessary. In retrospect, the access to higher education for American Indians has increased very little and, in fact, has declined in some areas. The State Superintendent's Report on Minorities, Handicappers and Women in Michigan's Colleges and Universities stated that:

In sum, the dramatic drop of minority enrollments in the State of Michigan in the past decade continues to be a grave problem--most shocking is the fact that while the Native American high school graduation rate increased 93.6% between 1980 and 1984, their (college and university) enrollment declined 10.2%.

In order to provide equity of access, it is necessary for the Michigan Department of Education to make a special and concerted effort to commit staff and other resources to increasing post-secondary educational opportunities for American Indians.

- C. Recommendation--The Michigan Department of Education should provide five incentive grants per year to local school districts or consortiums to develop and implement workshops for American Indian community leaders, parents and students to create a greater understanding of the operations and functions of local educational systems. The development of these programs must include input from local Indian communities.

Rationale--Comments made at the public meetings held by the Committee reinforce the need for the above recommended activity. One local superintendent stated:

We agree with the Committee position that "Cooperative interaction between parents and schools is an important factor in determining the successful participation of students in the educational process."

Communication is clearly a two-way process--school districts need to encourage American Indian involvement and parents must recognize their responsibility to participate, as well. Typically, less than ten percent of our Native American parents attend secondary parent-teacher conferences. Final recommendations should reflect plans for parent in-servicing as well as school staff servicing.

- D. Recommendation--The Committee recommends that as the discussion of Tribal-State relations continues (see Policy Considerations), that an adjunct discussion be pursued which would explore and identify options for providing a funding formula for tribes; i.e., Tribal Contract school. Until this recommendation can be acted upon by the Michigan Department of Education the Committee requests that a model project grant be incorporated and specified for the Indian Tribes in Michigan in the amount of \$300,000.

Rationale--Tribal education systems need to strengthen and initiate educational programs that increase the overall efficiency and effectiveness of the tribal education systems (i.e., Indian students who attend the successful tribal contract school on the Hannahville Reservation are not supported by the State Aid formula.

- E. Recommendation--A model project grant shall be incorporated and specified in the Michigan Department of Education budget in the sum of \$300,000 for the purpose of developing and/or expanding post-secondary/higher education training experiences in federally recognized Indian communities.

Rationale--The Bay Mills Community College began operation in 1981 and provides educational programs which benefit the American Indian community. In 1985, the College's enrollment was 243 students, and currently nearly 300 students are participating in academic programs. The College also provides educational opportunities for non-Indians in the Sault Ste. Marie area.

- F. Recommendation--The Michigan Department of Education should fund three model programs through school districts, and in cooperation with local American Indian communities, to promote the coordination of existing services from State and local agencies to American Indian communities. Specific agencies and programs discussed by the Committee include: Mental Health, Public Health, Social Services, Youth Employment, and the Judicial system.

Rationale--A primary problem in service delivery to American Indian communities is a lack of coordination between existing service providers. This lack of coordination has had a direct impact on the retention rates of American Indian students. Some topical areas discussed by the Committee were: The Department of Mental Health, i.e., Crisis Counseling; Department of Social Services, i.e., Teen Pregnancy, School Youth Advocacy; Department of Labor, i.e., Youth Employment; Office of Substance Abuse Services, i.e., Teen Substance Abuse Services. School districts, in cooperation with the above agencies, can provide a coordinated approach in developing strategies to increase the retention rate of American Indian students in the public schools.

- G. Recommendation--The Michigan Department of Education, through the Bureau of Post-Secondary Education, should provide a minimum of four incentive grants to colleges and universities for the purpose of increasing the number of American Indians entering the educational profession. Special emphasis of these incentive grants should be placed on teacher education.

Rationale--A local school superintendent provided the following statement to the Committee.

We recognize the need to provide Native American students with good role models. The key concern is one of supply. If schools are to begin to actively recruit certified Native American teachers, counselors, etc., an effort must be made to increase the number of qualified candidates. The State could assist in this endeavor by developing special scholarship/loan opportunities tied directly to participation in teacher education programs.

In addition to this written statement received by the Committee, there are several school districts who are seeking American Indians for teaching and administrative positions, yet have been unable to locate American Indian applicants.

- H. Recommendation--The Michigan Department of Education should create four incentive grants for the express purpose of developing culturally based programs that will assist school counselors and student support services personnel to better understand and serve American Indian students.

Rationale--Information provided to the Superintendent's Committee by local school districts and school counselors indicates that many school counselors are unable to adequately meet the needs of Indian students. This lack of understanding of Indian students and their culture can be alleviated by workshops/training sessions. The Bay Mills Community College, or other American Indian organizations, could provide training opportunities which would improve the working relationship between counselors and Indian students thus ensuring greater success of Indians in the public school system.

- I. Recommendation--The Michigan Department of Education, in cooperation with the intermediate school districts and other appropriate agencies, should fund the collection, development, and dissemination of American Indian curriculum materials.

Rationale--American Indian communities and school districts have expressed the need for the development and distribution of curriculum materials on American Indians. One public school administrator commented at a public meeting held by the Committee:

We cannot let the Anglo-Saxinization of the American Indian destroy his or her culture. Let us all support the need for professional development and in-service in the area of

Native American culture and let us encourage the State of Michigan to set aside specially ear-marked monies for such endeavors.

- J. Recommendation--The Committee recommends that the Michigan Department of Education provide mini-grants for American Indian gifted and talented programs at the elementary level.

Rationale--The establishment of such programs for young Indian students will reinforce the learning experience in the public schools and promote student retention.

- L. Recommendation--The Michigan Department of Education working in cooperation with the Michigan Department of Mental Health and the Michigan Department of Public Health (OSAS) should fund a joint project to determine the suicide rate among American Indians in Michigan with special emphasis on youth suicide. Culturally appropriate follow-up and intervention strategies should be identified and disseminated.

Rationale--Concern regarding the suicide of American Indian students was raised in the public meetings held by the Committee. Committee staff members investigated the issue of suicide among American Indian students in Michigan and found no statistical data. The issue of suicide most certainly relates to education.

APPENDICES

APPENDIX A

HISTORY OF INDIAN EDUCATION IN MICHIGAN

The educational process for American Indians did not begin with the coming of Europeans. Tribal groups, across what is now the Americas, each had educational systems to inform their young people regarding tribal history, culture, and economic matters.

The educational problems of American Indians, however, did begin with Europeans. Attendance problems, dropout rates, and low achievement levels began to surface as American Indian students were confronted with different cultural patterns and standards in educational settings controlled by nonIndian peoples.

Formal attempts to educate American Indian students in Michigan began in the early 1800's when Father Gabriel Richard founded an "Indian Academie" near Detroit. In the Academie, Richard educated 22 American Indians to farming techniques which were commonly used during the period.

Prior to Richard's efforts, "Missionary Day Schools" were established in the 1700's by various church groups in several locations across the Old Northwest and Michigan Territory. These missionary day schools later became known as "Contract Schools" when the federal government began to provide funding for Indian education. Funding for Indian education by the federal government was initiated as a result of treaty provisions requested by tribal leaders. Treaty field notes and the articles of treaties support the fact that education was perceived as an important vehicle for Indian progress by tribal leaders.

Teachers in the contract day schools eventually began to complain to federal officials responsible for Indian education that Indian students were learning appropriate behaviors and lessons during the day, yet when they returned home at night, they had to live by the norms and mores of their Indian culture. This contrast, according to the teachers, was impeding the educational progress of the students.

In the late 1800's, the federal government attempted to "correct" this problem by creating "Indian Boarding Schools." The boarding school concept intended to take Indian children from their homes for the entire academic year so that Indian students would learn the behaviors of the dominant culture on a full-time basis. In the beginning of the boarding school experiment, Indian students were allowed to return home during the summer months. This was eventually eliminated in favor of placing Indian students with white families over the summer.

The boarding school concept failed to take into account the closeness of the Indian family. In the fall, when it was time for Indian children to return to the boarding school for the next academic year, parents of students often attempted to hide their children. In many instances, Indian agents of the federal government tracked down the children and returned them to school. The efforts of Indian parents in keeping their children out of school led to the initiation of a federal policy which did not allow Indian children to return home for the summer months. Instead, many of the older students were contracted to wealthy families as domestic servants, if they were women, and farm laborers, if they were men. The younger students were kept at the school. In some cases, Indian students spent their entire youth in boarding schools.

The Great Depression of the late 1920's and early 1930's had an impact on Indian Education. The depression convinced the federal government to close many of the boarding schools and transfer Indian students to the state public school system.

In 1934, for the first time, American Indian children were officially allowed to attend public schools in Michigan. This official sanction was provided by the provisions of the Comstock Agreement. This agreement, signed by Governor Comstock, on May 10, 1934, was initiated in response to federal legislation passed on February 19, 1934. By the provisions of the legislation, Michigan received "the property known and designated as the MOUNT PLEASANT INDIAN SCHOOL, located at Mount Pleasant, Michigan, such grant to include the land and buildings and such equipment as may be designated by the Secretary of the Interior." In return for this grant of land and buildings from the federal government, Governor Comstock agreed to accept the responsibility of educating American Indians "in State institutions."

The integration of Indian children into Michigan's public school system proved to be as difficult as the government's attempts to integrate Indians into American society. Over time, the educational problems which confront American Indian populations began to surface. There seems to be little doubt that Michigan's Indian populations have not fared as well as other groups in the educational process.

One point that needs to be clearly addressed in the examination of the historical experience of American Indians as participants in the public educational system is that society, government, and the public schools have forced their values and modes of teaching on American Indian students. This has been accomplished, unfortunately, without accepting or teaching the contributions of American Indians to United States and world society. Today, we find most public school children have no understanding of who and what Native peoples were in the past. In addition to this, American Indians are often viewed as artifacts of history, when in reality over 60,000 Indians still reside in Michigan and numerous tribal governments function as the political successors to historical Indian nations.

These facts need to be taught in the public school system so as to promote a heightened understanding of American Indians. Without question, it is impossible to understand the historical growth and maturation of the United States without studying the interaction between the colonial governments/federal government and Indian nations. American Indian students in the public schools must have access to this information so that their heritage and culture are promoted. Non-Indian students need this information to clarify historical stereotypes and develop an accurate understanding of Native peoples.

The United States is comprised of diverse ethnic groups. The country has been referred to as "A Nation of Immigrants" on more than one occasion, yet our educational system does not reflect the diversity of thought and knowledge which encompasses American Indians. The "Americanization" of the public school system needs to occur. This transition must include cultural diversity and will most certainly promote equity in educational opportunity. When this occurs, problems relating to American Indian education will decrease and understanding will be promoted between diverse peoples.

APPENDIX B

PROFILE OF MICHIGAN INDIANS

As a part of the 1980 census, 44,919 Michigan residents reported their race as American Indian and this represented 0.5 percent of Michigan's population. Two-thirds of the American Indian population in Michigan reside in urban areas. The Michigan Commission of Indian Affairs revised the census data and currently estimates the American Indian population in the state to be 60,000.

The median age for American Indian males in 1980 was 22.7 years and the median age for females was 23.1 years. Since this is a median age, one-half of the total population was younger than these age levels.

Over half of all American Indian households (55.6%) in 1980 consisted of married families and three-fourths of those homes had children present. Twenty-six percent (26%) of all households were headed by a female, and 82 percent of the households under the poverty level on reservations were headed by females.

The median income of American Indian families in 1979 was \$15,916 compared to \$22,841 for non-Indian households.

The per capita income for American Indians was \$5,149, the lowest of any minority group within the United States.

In 1980, American Indian men had the second highest level of employment. American Indian women in the work force had the highest level of unemployment of any racial/ethnic group members.

High school completion rates for American Indians have improved between 1970 and 1980. Thirty percent (30.4%) had completed high school in 1970, and 56.2 percent had completed high school in 1980. American Indian high school completion rates still represent only 80 percent of the white completion rate.

In 1984, the Michigan Commission on Civil Rights reported that the dropout rate among American Indian children was higher than that of white children. The Commission reported:

The dropout rate among Indian school children is higher than among white school children. According to the 1980 Michigan Census for adults who are 23 years of age and over, 43.8% of American Indians have not completed high school. In contrast, 30.3% of whites have not finished high school. At the other end of the spectrum, American Indians have the lowest percentage (6.3%) of adults receiving college degrees. By comparison, 14.3% of whites obtained college diplomas. Dropout information received from the State Department of Education for the school year 1980-81, also indicated a high dropout percentage in several school districts. Other data furnished by the Department of Education showed the dropout rate among Indian school children for the year 1980-81 was 7.15% compared to 5.30% for white children. A breakdown of this figure by grade level, however, reveals that approximately 29% of all Indian children leave school between the grades of 9 and 12. Further, it appears that the number of high school graduates has

declined dramatically since 1979 when 3,416 Indian students received high school diplomas. In 1980, this number fell to 1,021; in 1981 it was 1,228; in 1982 the total was 1,081. This data, however, only focuses on Indian school children who did not complete the regular high school program. It does not take into account those Indian school children who transferred to another school district; who left in favor of special Indian schools in North Dakota or South Dakota; who dropped out of regular high school but subsequently enrolled in and graduated from adult education classes and/or alternative schools; G.E.D. programs.

In 1984-85, according to the Michigan Department of Education, there were 13,825 Indian students in the public schools. This total includes some of the 3,325 students who participated in the Title IV, Indian Education, Part A programs from around the state.

American Indian enrollment in higher education dropped from 0.54 percent in 1976 to 0.49 percent in 1984, according to the Superintendent's Special Committee on Minorities, Handicapped and Women in Michigan Colleges and Universities. The report also stated that the drop in minority enrollments in Michigan continues to be a grave problem. Most shocking is the fact that while the Native American high school graduation rate increased 93.6 percent between 1980 and 1984, their college enrollment declined 10.2 percent.

American Indian enrollments in Michigan's colleges and universities for 1974-84 are as follows:

Year	2-Year		4-Year		Total
	No.	%	No.	%	
1974	576	0.38	914	0.62	1,490
1976	1,235	0.53	1,120	0.47	2,355
1978	1,444	0.61	949	0.39	2,393
1980	1,500	0.59	1,074	0.41	2,574
1982	1,720	0.64	985	0.36	2,705
1984	1,167	0.52	1,100	0.48	2,267

APPENDIX C

PUBLIC MEETINGS

Public meetings were held in Escanaba, Sault Ste. Marie, Traverse City, Mount Pleasant, Hartford, Grand Rapids, and Warren. These meetings were during the week of January 20-24, 1986, and the purpose of the public meetings was to present the preliminary set of recommendations which were developed by the Committee for public review and comment.

In addition to the public input at the meetings, the preliminary recommendations were sent to school districts and American Indian organizations in areas of the state where public meetings were not held and respondents were requested to mail their comments and concerns to the Committee.

Within the packets used for both the public meetings and the mailings, the Committee included an "Issue Priority Questionnaire" and respondents were asked to rank seventeen different issues in their geographic region. The respondents ranked the issues by awarding numeric values to the issue areas.

- 4 points - Very Important
- 3 points - Important
- 2 points - Somewhat Important
- 1 point - Not Very Important

The respondents who completed the questionnaires consistently ranked **DROPOUT RATES** and **ATTENDANCE** issues as the highest priority.

ISSUE PRIORITY QUESTIONNAIRE

The following is a list of issue areas. Please rank each area as to how important you feel each issue is to the education of American Indians.

Issue Areas	(4) Very Important	(3) Important	(2) Somewhat Important	(1) Not Very Important
Preschool Programs	()	()	()	()
Data Collection	()	()	()	()
Dropout Rate	()	()	()	()
Community Involvement	()	()	()	()
Counseling of American Indian Students	()	()	()	()
Professional Development	()	()	()	()
Funding of Tribal Schools	()	()	()	()
Native American Advocacy Position	()	()	()	()
Coordination of State Department	()	()	()	()
Services of Intermediate School Districts	()	()	()	()
Teenage Pregnancy	()	()	()	()
Curriculum Development	()	()	()	()
Higher Education Financial Assistance	()	()	()	()
American Indian Recruitment and Retention	()	()	()	()
Discrimination (Civil Rights)	()	()	()	()
School Conduct Codes	()	()	()	()
Attendance	()	()	()	()

CUMULATIVE TOTALS OF PUBLIC MEETINGS AND MAIL-IN RESPONSES

Issue Areas	Rank
Attendance	1
Counseling	2
Dropout Rate	3
Higher Education Financial Assistance	4
Community Involvement	5
Recruitment and Retention	6
Preschool Programs	7
Curriculum Development	8
Professional Development	9
Discrimination	10
Teenage pregnancy	11
Advocacy Position	12
Intermediate School Services	13
Data Collection	14
Tribal School Funding	15
Coordination of State Departments	16
School Conduct Codes	17

ADDITIONAL ISSUE PRIORITIES

These areas were also mentioned by those individuals who completed the Issue Priority Questionnaire as topics which needed to be addressed or implemented.

- Suicide prevention
- Substance abuse
- Cultural enrichment programs
- In-service training for teachers
- Additional library and resource materials on American Indians
- Accurate identification of Indian students
- Excessive use of attendance and behavioral patterns to grade students, as opposed to scholastic ability
- Child care and transportation for teen parents
- Increase vocational training opportunities
- Teach Indian history and culture in colleges and universities, especially for prospective teachers
- Require prospective teachers to take courses in Indian history and culture

APPENDIX D

MICHIGAN DEPARTMENT OF EDUCATION DATA

The data presently collected by the Michigan Department of Education was insufficient to examine the performance of American Indian students in the public schools. The vast majority of the data, some of which is included in this report, only reports numbers of Indian students in grade levels and districts and their proportionate percentage to other ethnic groups.

Although this data is helpful, it does not address the hard questions pertaining to the educational experience of American Indian students in the public schools.

Under the Director of American Indian Education recommendation, data collection activities are specifically addressed under Item 7. The Committee, in the rationale for this recommendation, clearly states that "data collected by the Department is not accurate." One of the issues which confounds data collection is the determination of who's an American Indian.

Past efforts to verify documentation of American Indian status or tribal enrollment have proven that figures reported by the State of Michigan and similar institutions are often grossly overstated. This exaggeration often tends to minimize the severity of problems which American Indians are encountering in the educational arena.

As a result of these problems with existing data, the Committee spent a great deal of time in determining what types of information would be useful to assess the progress/status of American Indian students enrolled in public schools. The Committee decided that the following information would be necessary to determine the status and relative performance of American Indian students in public schools.

- *Age of student
- *Sex of student
- *Student enrolled in K-12 or adult education
- *Grade level
- *Curriculum
- *Grade point average (provide scale if necessary)
- *MEAP scores for grades 4, 7, 10
- *Provide an average of Indian students and district
- *Has the student participated in Chapter 1 (Title 1) programs?
- *Has the student ever been retained? If yes, indicate grade level and reason for retention.

*Has student withdrawn from school? If yes, give reason if known.
(Moved, military service, pregnancy, expulsion, dropout, other.)

*If student graduated, indicate class ranking.

The Committee did make an attempt to collect data on Indian students for select districts but these efforts were hampered by time limitations and the summer vacation. Two school districts, Lansing and Sault Ste. Marie, did provide very good data on their respective students to the Committee. It would be very difficult to generalize Indian student academic characteristics from the information provided by these school districts, and this task would be more successfully handled by the Michigan Department of Education in a comprehensive survey of Indian students in public schools.

Without question, data collection is an important activity so as to accurately assess the performance of American Indian students in the public schools. Data must be collected and systematically analyzed to identify future programming initiatives which can be implemented by the Michigan Department of Education.

TABLE 1

MICHIGAN DEPARTMENT OF EDUCATION RACIAL-ETHNIC CENSUS DISTRICT SUMMARY

SCHOOL YEARS 1975-76 — 1984-85

Year	American Indian	%	Black	%	Asian American	%	Hispanic	%	White	%	Total	% Change
1975-76	15,184	0.7	308,270	14.8	6,615	0.3	33,374	1.6	1,715,453	82.5	2,078,896	—
1976-77	21,571	1.1	313,913	15.4	8,416	0.4	32,709	1.6	1,665,004	81.6	2,042,613	- 1.7
1977-78	19,279	1.0	311,786	15.7	9,556	0.5	32,710	1.6	1,609,605	81.2	1,982,936	- 2.9
1978-79	21,025	1.1	310,363	16.1	11,070	0.6	32,610	1.7	1,548,944	80.5	1,924,012 ¹	- 2.9
1979-80	16,739	0.9	307,261	16.5	11,420	0.6	33,016	1.8	1,495,231	80.2	1,863,667	- 3.1
1980-81	16,618	0.9	306,394	16.9	13,552	0.7	33,588	1.9	1,442,796	79.6	1,812,948	- 2.7
1981-82	15,118	0.9	300,478	17.4	14,159	0.8	31,543	1.8	1,366,923	79.1	1,728,221	- 4.6
1982-83	14,110	0.8	299,830	17.9	14,496	0.9	31,033	1.9	1,315,453	78.5	1,674,922	- 3.0
1983-84	16,005	1.0	295,283	18.1	14,467	0.9	31,199	1.9	1,275,468	78.1	1,632,422	- 2.5
1984-85	14,334	0.9	294,568	18.3	14,514	0.9	32,165	2.0	1,253,010	77.9	1,608,591	- 1.4
% Change Since 1983-84		-10.4		- 0.2		+ 0.3		+ 2.7		- 1.8		
% Change Since 1975-76		- 5.3		- 4.4		+119.4		- 3.6		-26.9		-22.6

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This data was collected by the Office of School and Community Affairs from the School Summary: Fourth Friday Membership and Personnel Report Form SC-420)

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TABLE 2

MICHIGAN PUBLIC SCHOOLS MINORITY K-12 SCHOOL COUNT AND THEIR PERCENT REPRESENTATION

Racial Group	Elementary Grades Pre-K-6		Junior Grades 7-8		High School Grades 9-12		Total K-12	
	(Count)	(%)	(Count)	(%)	(Count)	(%)	(Count)	(%)
Black	150,670	82.5	59,229	84.3	78,034	82.4	294,568	82.8
Asian American	8,105	4.5	2,743	3.9	3,478	3.7	14,514	4.1
American Indian	6,222	3.4	2,540	3.6	4,944	5.2	14,334	4.0
Hispanic	17,676	9.7	5,763	8.2	8,242	8.7	32,165	9.0
TOTAL	182,673	100.0%	70,275	100.0%	94,698	100.0%	355,581	100.0%

Source: Michigan Department of Education, Office of School and Community Affairs: Form B-0108, January 1, 1985

TABLE 3

RACE OF PUPILS IN ALL MICHIGAN PUBLIC SCHOOLS BY LEVEL AND PERCENT REPRESENTATION

SCHOOL YEAR 1984-85 -- (A)

Racial Group	Elementary Grades Pre-K-6	Junior High Grades 7-8	High School Grades 9-12	Other	Total
White	47.46	18.01	32.66	1.87	77.9
Black	51.15	20.11	26.49	2.25	18.3
Asian American	55.84	18.90	23.96	1.30	0.9
American Indian	43.41	17.77	34.44	4.38	0.9
Hispanic	54.95	17.92	25.62	1.50	2.0
Total Percent Representation	48.32	18.40	31.33	1.95	100.0
Percent Average	50.56	18.55	28.63	2.26	

COMPARISON OF RACE PERCENT REPRESENTATION WITH THE PERCENT AVERAGE -- (B)

Racial Group	Elementary Grades Pre-K-6	Junior High Grades 7-8	High School Grades 9-12	Other
White	-3.10	-0.54	+4.03	-0.39
Black	+0.59	+1.56	-2.14	-0.01
Asian American	+5.28	+0.35	-4.67	-0.96
American Indian	-7.15	-0.78	+5.81	+2.12
Hispanic	+4.39	-0.15	-3.01	-0.76

Source: Michigan Department of Education, Office of School and Community Affairs, Indian Education Unit

TABLE 4
STUDENTS ATTENDING CLASSES IN BUILDINGS DESIGNATED AS "OTHER"
SCHOOL YEAR 1984-85

Racial Group	"Other"			Total	
	Number	Percent	Percent of Total	Number	Percent
White	23,384	1.8	77.4	1,253,010	77.9
Black	6,635	2.2	21.2	294,568	18.3
Asian American	188	1.3	0.6	14,514	0.9
American Indian	625	4.3	2.0	14,334	0.9
Hispanic	484	1.5	1.5	32,165	2.0
TOTAL	31,319	100.0	100.0	1,608,591	100.0
Average Percent		2.2			

The classification, "Other", represents schools which have only K-12 buildings, K-8 or K-6. These schools, for the most part, are in rural areas and are likely to be isolated. Based on each racial group having students attending schools classified as "Other", the Indian students have the greatest percent representation (4.3%), or 4.3 out of each 100 Indian students attending public schools. Over 31,000 students attend public schools designated as "Other", this is almost 2% of the total school enrollment of 1,608,591. Fewer Asian Americans and Hispanics attend schools designated as "Other" than the other racial groups.

Source: Michigan Department of Education's Office of School and Community Affairs, Racial-Ethnic District Summary, 1984-85.

TABLE 5
PUBLIC AND NONPUBLIC MINORITY HIGH SCHOOL GRADUATES REPORTED
SCHOOL YEARS 1976-1983

Year	Black	Percent	American Indian	Percent	Asian American	Percent	Hispanic	Percent	Total Minority
1976	13,019	84.1	654	4.2	282	1.8	1,535	9.9	15,490
1977	13,669	75.8	2,491	13.8	425	2.4	1,450	8.0	18,035
1978	14,057	74.9	2,583	13.8	465	2.5	1,655	8.8	18,760
1979	13,721	71.7	3,416	17.9	488	2.6	1,499	7.8 ¹	19,124
1980	13,064	80.4	1,021	6.3	586	3.6	1,581	9.7	16,252
1981	12,950	79.0	1,228	7.5	588	3.6	1,630	9.9	16,396
1982	13,247	78.9	1,081	6.4	752	4.5	1,716	10.2	16,796
1983	13,791	75.5	1,977	10.8	864	4.8	1,630	8.9	18,262
TOTAL	107,518		14,451		4,450		12,696		139,215
Percent of Minority Graduates:		77.2		10.3		3.2		9.1	

This table illustrates that of the minority high school population, only the Asian Americans and American Indians increased their percent representation of high school graduates in 1983. The average percent representation of 10.3% over the 8-year period for American Indians is consistent with the previous data illustrated. 1980-82 was a low period for Indian high school graduates; however, they rebounded in 1983.

This data was collected from the "Report on Educational Plans of Michigan High School Graduates, 1983", Michigan Department of Education, Student Financial Assistance Services.

TABLE 6

PUBLIC AND NONPUBLIC MINORITY HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC COMPARISON

SCHOOL YEARS 1976-1983

Year	Black	Percent	American Indian	Percent	Asian American	Percent	Hispanic	Percent	White	Percent	Total
1976	13,019	8.9	654	0.4	282	0.2	1,535	1.1	130,567	89.4	146,057
1977	13,669	9.2	2,491	1.8	425	0.3	1,450	1.0	129,935	87.8	147,970
1978	14,057	9.7	2,583	1.8	465	0.3	1,655	1.1	125,730	87.0	144,490
1979	13,721	9.6	3,416	2.4	488	0.3	1,499	1.0	123,615	86.6	142,739
1980	13,064	9.6	1,021	0.7	586	0.4	1,581	1.1	119,852	88.1	136,104
1981	12,950	9.5	1,228	0.9	588	0.4	1,630	1.2	119,733	88.0	136,129
1982	13,247	10.0	1,081	0.8	752	0.6	1,716	1.3	115,848	87.3	132,644
1983	13,791	11.0	1,977	1.6	864	0.7	1,630	1.3	107,404	85.5	125,666
TOTAL	107,518		14,451		4,450		12,696		972,684		1,111,799
Percent of Graduates by Racial-Ethnic Comparison:		9.6		1.3		0.4		1.1		87.4	

This data was collected from the "Report on Educational Plans of Michigan High School Graduates, 1983", Michigan Department of Education, Student Financial Assistance Services.

TABLE 7

PUBLIC AND NONPUBLIC HIGH SCHOOL GRADUATES REPORTED
SCHOOL YEARS 1980-1983

Year	Black	American Indian	Asian American	Hispanic	White	Total
1980	13,064	1,021	586	1,501	119,852	136,104
1981	12,950	1,228	588	1,630	119,733	136,129
1982	13,247	1,081	752	1,716	115,848	132,644
1983	13,791	1,977	864	1,630	107,404	125,666
Total:	53,052	5,307	2,790	6,557	462,837	530,543
Average Per Year:	13,263	1,326	697	1,639	115,709	
Percent of Total:	10	1	0.53	1.2	87.2	

The total and percent of graduates presented in Table VII are the combined public and nonpublic high school graduates. There is no explanation available indicating why the number of Indian high school graduates increased so drastically in 1983 over the previous three-years.

The number of White high school graduates dropped by over 8,000 from 1982 to 1983. The Asian American high school graduates shows a gradual increase each year since 1980. The number of Black and Hispanic high school graduates varied slightly from 1980 to 1983. Their percent representation of high school graduates appears to be low when compared to their respective total K-12 enrollments.

Source: Michigan Department of Education, Student Financial Assistance Services.

TABLE 8
 DISTRIBUTION OF PUBLIC SCHOOL STAFF BY SEX AND RACE
 FOR THREE ASSIGNMENT TYPES
 1984-1985

Assignment Type	Sex		Total	Percent
	Male	Female		
1. Teaching Only				
Race				
American Indian	64	120	184	0.2
White	29,914	47,974	77,888	88.8
Black	1,824	7,157	8,981	10.2
Asian or Pacific	65	173	238	0.3
Hispanic	154	268	422	0.5
TOTAL	32,021	55,692	87,713	100.0
2. Administration Only				
Race				
American Indian	13	1	14	0.2
White	5,124	1,113	6,237	87.6
Black	477	339	816	11.5
Asian or Pacific	6	3	9	0.1
Hispanic	27	15	42	0.6
TOTAL	5,647	1,471	7,118	100.0
3. Teaching and Administration				
Race				
American Indian	2	0	2	0.2
White	405	253	658	62.0
Black	140	250	390	36.7
Asian or Pacific	2	2	4	0.4
Hispanic	3	5	8	0.8
TOTAL	552	510	1,062	100.0
GRAND TOTAL	38,220	57,673	95,893	100.0

For further information contact: C. Danford Austin, Director
 Thomas J. Schrauben, Consultant
 Ghada Khoury, Consultant

Michigan Department of Education, Teacher Preparation and Certification Services

TABLE 9

ENROLLMENTS BY ETHNIC ORIGIN

(Summary Totals by Sector of Enrollments for Which Ethnic Origin is Reported - Fall 1984)

Association of Independent Colleges and Universities in Michigan

Sector	ETHNIC MINORITIES				SUBTOTAL Ethnic Minorities	White Non-Hispanic	GRAND TOTAL (Ethnic Origin Reported)
	Black Non-Hispanic	American Indian or Alaskan Native	Asian/Pacific Islander	Hispanic			
Independent, Non-Profit Colleges and Universities	8,553	209	775	988	10,525	61,717	72,242
As Percentage of Total Enrollment Reported for Sector	11.83%	0.30%	1.07%	1.37%	14.57%	85.43%	100.0%
Public Four-Year Colleges and Universities	16,202	1,100	3,547	2,607	23,456	200,092	223,548
As Percentage of Total Enrollment Reported for Sector	7.25%	0.49%	1.58%	1.17%	10.49%	89.51%	100.0%
Public Two-Year Institutions	20,621	1,167	1,666	2,108	25,562	168,414	193,976
As Percentage of Total Enrollment Reported for Sector	10.63%	0.60%	0.86%	1.09%	13.18%	86.82%	100.0%

Source: HEGIS Data reported by colleges and collected by Michigan Department of Education.

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TABLE 10
FALL HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC/SEX
FOUR YEAR PUBLIC COLLEGES AND UNIVERSITIES
1985

Institution	Non-Resident		Black		American Indian		Asian		Hispanic		White		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Central Michigan University	152	65	146	164	25	33	27	14	52	76	7,200	9,111	7,610	9,460	17,070
Eastern Michigan University	526	297	635	945	27	27	109	100	115	114	6,491	9,021	0,661	11,505	20,166
Perris State College	95	14	240	197	13	13	10	10	34	34	6,057	4,172	6,061	4,448	10,909
Grand Valley State College	46	26	110	115	13	10	16	15	35	45	3,137	4,007	3,361	4,306	7,667
Lake Superior State College	294	253	51	1	24	39	3	2	4	1	1,110	902	1,494	1,190	2,692
Michigan State University	1,454	599	910	1,509	50	71	320	267	247	245	10,170	10,000	21,175	21,571	42,746
Michigan Technological	205	22	10	7	13	12	40	10	20	10	4,640	1,516	4,952	1,505	6,537
Northern Michigan University	29	14	101	72	64	50	10	13	10	7	3,400	3,725	3,710	3,001	7,599
Oakland University	40	10	176	393	12	24	77	93	30	59	4,462	7,106	4,813	7,773	12,586
Saginaw Valley State College	20	7	130	191	6	14	19	19	39	89	1,910	2,404	2,132	2,000	4,936
Univ of Michigan - Ann Arbor	1,096	526	720	937	69	89	806	641	322	246	15,302	12,720	19,253	15,203	34,456
Univ of Michigan - Dearborn	10	5	141	200	26	25	80	50	57	60	2,997	2,062	3,311	3,206	6,597
Univ of Michigan - Flint	0	0	127	346	22	29	23	30	34	35	2,239	2,707	2,445	3,227	5,672
Wayne State University	696	157	2,271	4,640	127	139	523	309	209	299	10,011	0,963	13,917	14,507	28,424
Western Michigan University	729	304	500	691	21	16	57	29	67	60	0,892	9,597	10,266	10,697	20,963
TOTAL	6,194	2,307	6,292	10,565	520	599	2,144	1,630	1,371	1,300	96,226	97,937	113,569	115,451	229,020

D. Anundsen 06/25/06

Source: Michigan Department of Education, Higher Education Management Services, 1985 HIGIS

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TABLE 11

FALL HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC/SEX

TWO YEAR PUBLIC COLLEGES

1985

Institution	Non-Resident		Black		American Indian		Asian		Hispanic		White		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Alpena	1	0	30	13	1	1	5	3	5	6	850	901	892	924	1,016
Bay De Noc	2	1	0	0	17	32	0	1	0	4	735	1,101	756	1,139	1,093
Chas S. Mott	10	3	474	913	42	63	22	37	86	95	3,763	4,697	4,397	5,008	10,205
Delta	4	1	225	499	16	18	22	25	131	179	3,722	5,514	4,120	6,236	10,356
Glen Oaks	0	1	13	5	2	4	3	2	2	4	514	610	542	626	1,168
Gogebic	0	0	211	0	11	9	2	2	21	1	539	533	704	545	1,329
Grand Rapids Jr.	13	7	320	285	36	31	72	64	83	74	4,667	4,138	5,197	4,593	9,790
Henry Ford	0	0	0	0	0	0	0	0	0	0	0	0	0,078	7,499	15,577
Highland Park	21	10	479	1,442	1	12	3	15	0	2	36	64	530	1,545	2,075
Jackson	0	3	524	112	20	10	26	12	56	27	2,500	2,635	3,230	2,799	6,029
Kalamazoo Valley	119	21	376	445	20	31	35	32	42	35	3,293	3,977	3,805	4,541	8,426
Kellogg	24	1	123	214	9	12	13	10	27	25	1,404	2,413	1,599	2,644	4,243
Kirtland	0	0	31	0	2	0	1	0	1	2	500	889	535	891	1,426
Lake Michigan	11	132	132	201	7	14	10	16	25	33	1,231	1,615	1,424	1,960	3,384
Lansing	143	430	430	595	50	60	160	117	150	212	7,637	9,850	8,578	10,970	19,548
Maconb	45	360	360	234	44	79	155	132	96	91	13,770	14,475	14,470	15,021	29,491
Mid Michigan	1	3	3	3	5	10	3	0	3	4	710	1,097	733	1,114	1,847
Monte	2	6	6	9	2	0	2	0	6	12	1,107	1,742	1,125	1,777	2,902
Montcalm	0	0	225	0	10	1	3	1	9	10	741	719	996	731	1,727
Muskegon	0	0	130	193	35	63	12	5	27	35	2,043	2,602	2,247	2,898	5,145
North Central	1	1	3	1	10	14	4	2	4	3	449	1,042	478	1,064	1,542
Northwestern Michigan	6	2	1	3	12	12	6	2	0	2	1,326	1,637	1,359	1,650	3,017
Oakland	79	49	400	874	26	42	85	73	120	164	10,490	14,143	11,200	15,345	26,545
Scholarcraft	0	0	69	92	0	12	41	47	16	20	3,592	4,477	3,726	4,640	8,374
Sgt. Clair	5	1	15	37	2	12	5	5	12	12	1,270	2,114	1,317	2,101	3,490
Southwestern Michigan	17	4	76	14	6	9	4	9	15	13	890	1,346	1,140	1,341	2,481
Washtenaw	4	12	242	201	14	21	47	30	19	12	3,509	3,800	3,035	4,252	8,087
Wayne	259	86	2,125	5,000	41	67	58	53	52	70	1,314	2,201	3,049	4,365	12,214
West Shore	0	0	4	6	1	2	0	2	1	3	397	651	483	664	1,067
TOTAL	57		7,035	12,501	402	649	887	721	1,017	1,140	73,101	91,079	91,431	113,019	205,250

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TABLE 12
FALL HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC/SEX
MICHIGAN INDEPENDENT COLLEGES AND UNIVERSITIES
1985

Institution	Non-Resident		Black		American Indian		Asian		Hispanic		White		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Adrian	5	3	31	10	4	3	1	2	0	13	525	526	574	565	1,139
Albion	4	4	16	19	0	1	11	9	2	4	704	716	817	754	1,571
Alma	2	3	0	4	0	1	6	1	3	2	441	541	460	552	1,012
Andrews University	484	192	224	220	3	7	69	60	132	93	837	711	1,749	1,283	3,032
Aquinas	4	3	31	57	3	6	10	6	15	21	1,104	1,462	1,169	1,555	2,724
Baker Jr. College of D	0	0	0	0	0	0	0	0	0	0	0	0	483	2,076	2,559
Calvin	102	174	9	15	3	1	9	0	5	4	1,726	1,076	1,934	2,070	4,012
Calvin Theology Seminary	65	1	2	0	0	0	11	2	1	0	143	10	222	13	235
Chrysler Institute of Technology	0	0	0	0	0	0	0	0	0	0	0	0	497	140	637
Cleary	0	0	0	0	0	0	0	0	0	0	0	0	205	676	881
College, Art & Design	0	0	0	0	0	0	0	0	0	0	0	0	660	506	1,166
Concordia	9	4	10	7	3	0	0	1	0	4	160	235	182	251	433
Cranbrook	10	10	1	1	0	0	3	4	1	1	54	46	69	62	131
Center for Human Studies	1	0	1	1	0	0	0	0	0	1	18	44	20	46	66
D'Esse University	0	0	32	49	3	12	0	0	2	4	9	3	46	60	114
Davenport	4	4	56	252	0	41	5	14	20	41	1,021	2,039	1,122	3,239	4,361
Detroit Baptist Theology	0	0	0	0	0	0	0	0	0	0	0	0	41	1	42
Detroit College of Business	3	0	174	993	0	13	5	6	17	51	560	1,203	870	2,346	3,216
Detroit College of Law	5	0	31	29	2	1	9	7	1	7	445	233	493	277	770
Ecumenical Theology Seminary	0	0	0	0	0	0	0	0	0	0	0	0	73	12	85
General Motors Institute	0	0	0	0	0	0	0	0	0	0	0	0	2,513	929	3,442
Grace Bible	0	0	0	0	0	0	0	0	0	0	73	53	73	53	126
Grand Rapids Baptist College	9	10	10	6	1	0	2	0	2	0	479	391	503	407	910
Great Lakes Bible	0	0	0	0	0	0	0	0	0	0	0	0	84	71	155
Great Lakes Business	0	0	23	90	0	0	0	1	12	32	53	470	80	593	681
Hillsdale	11	2	10	1	0	0	0	0	0	0	400	502	501	505	1,006
Hope	25	26	4	0	4	1	13	5	2	14	1,060	1,346	1,122	1,400	2,522
Jordan College	0	0	0	0	0	0	0	0	0	0	0	0	401	1,450	1,931
Kalamazoo	30	28	9	15	0	0	22	21	7	1	449	533	517	590	1,115
Kendall School of Dentistry	0	0	0	0	0	0	0	0	0	0	0	0	272	400	680

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(Table 12 Continued)

Laurence Institute of Technology	122	16	293	185	29	13	77	24	52	10	4,356	1,694	4,929	1,342	6,271
Lewis College of Business	0	0	0	0	0	0	0	0	0	0	0	0	50	219	269
Maconoa	0	0	0	0	0	0	0	0	0	0	0	0	854	3,120	3,974
Margrove	3	1	149	641	0	6	2	0	6	0	51	365	212	1,021	1,232
Mercy	5	4	84	655	0	3	5	20	5	16	200	1,397	307	2,095	2,402
Michigan Christian	0	0	0	0	0	0	0	0	0	0	0	0	140	109	249
Midrash College of Jew	0	0	0	0	0	0	0	0	0	0	0	0	5	20	25
Muskegon Business	0	0	21	50	1	0	0	1	5	12	274	990	301	1,069	1,370
Nazareth	0	0	0	0	0	0	0	0	0	0	0	0	209	647	856
Northwood Institute	44	8	70	66	0	0	2	0	2	3	956	609	1,002	766	1,840
Olvet	0	0	0	0	0	0	0	0	0	0	0	0	375	305	680
Reformed Bible	32	33	0	0	1	0	10	3	1	1	63	43	107	80	187
Sacred Heart Seminary	0	0	4	6	1	1	1	0	3	3	171	120	100	130	310
Saint John's Prov. S	0	0	0	0	0	0	0	0	0	0	0	0	77	47	124
Saint Mary's	0	0	0	0	0	0	0	0	0	0	0	0	99	122	221
Siema Heights	18	14	44	62	1	5	0	4	0	35	457	039	520	959	1,487
Spring Arbor	0	0	0	0	0	0	0	0	0	0	0	0	500	404	1,072
St. Cyril and Methodology	0	0	0	0	0	0	0	0	0	0	0	0	36	26	62
Suomi	4	2	64	57	2	15	3	0	4	5	167	374	244	453	697
Thomas M. Cooley Law	0	0	0	0	0	0	0	0	0	0	0	0	700	320	1,020
University of Detroit ¹	323	49	297	717	10	0	57	20	52	24	2,550	1,752	3,200	2,570	5,866
Walsh College	0	0	0	0	0	0	0	0	0	0	0	0	1,021	1,000	2,101
Western Theological	0	0	0	0	0	0	0	0	0	0	0	0	129	51	180
William Tyndale	1	1	57	16	0	0	4	0	1	0	149	97	212	114	326
TOTAL	1,404	592	1,113	4,240	87	130	337	221	303	410	19,041	21,596	33,520	40,159	73,679

R. Anundsen 06/25/86

Source: Michigan Department of Education, Higher Education Management Services, 1985 HEGIS

TABLE 13 - STATEWIDE DROPOUT RATES RACIAL-ETHNIC GROUP, GRADE AND SEX, 1976-77

Grade		American Indian or Alaskan Native or Native American			Asian or Pacific Islander			Black, not of Latino or Hispanic Origin			Latino or Hispanic			White, not of Latino or Hispanic Origin			GRAND TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9	Adjusted Membership	553	632	1,185	192	103	295	12,790	12,202	25,000	1,019	946	1,965	70,669	66,996	137,665	85,231	81,039	166,270
	Dropouts	25	21	46	6	5	11	1,571	1,009	2,660	80	64	144	1,956	1,346	3,300	3,630	2,523	6,161
	Dropout Rate (%)	4.52	3.32	3.00	3.13	2.73	2.93	12.20	8.07	10.61	7.85	6.77	7.33	2.77	2.01	2.40	4.27	3.11	3.71
10	Adjusted Membership	547	549	1,096	210	170	380	10,020	11,030	21,050	1,054	950	2,004	71,425	68,154	139,579	84,056	80,463	164,917
	Dropouts	51	30	89	3	5	8	1,602	1,250	2,860	102	147	229	4,477	3,511	8,100	6,515	4,959	11,474
	Dropout Rate (%)	9.32	6.92	8.12	1.43	2.94	2.11	14.01	11.40	13.04	17.27	15.47	16.42	6.55	5.15	5.87	7.75	6.13	6.96
11	Adjusted Membership	690	520	1,010	176	100	266	8,035	8,830	16,865	795	755	1,550	67,293	64,710	132,003	76,709	75,003	151,792
	Dropouts	66	61	127	5	5	10	1,230	999	2,229	145	110	255	5,070	4,367	10,265	7,304	5,522	12,826
	Dropout Rate (%)	9.59	7.00	8.61	2.84	2.66	2.75	15.31	11.31	13.22	18.24	14.57	16.45	7.53	6.75	7.76	9.51	7.36	8.45
12	Adjusted Membership	451	475	926	165	177	342	6,165	6,730	12,903	686	706	1,392	62,672	61,471	124,143	70,139	69,567	139,706
	Dropouts	37	33	70	0	1	9	729	507	1,216	104	60	164	4,320	2,076	7,196	5,190	3,557	4,755
	Dropout Rate (%)	8.20	6.95	7.56	0.05	0.56	2.63	11.82	7.51	10.20	15.16	8.50	11.70	6.89	4.60	5.80	7.41	5.11	6.27
GRAND TOTAL	Adjusted Membership	2,041	2,176	4,217	743	718	1,461	37,018	38,880	76,706	3,554	3,357	6,911	272,059	261,333	533,390	316,215	306,470	622,685
	Dropouts	159	133	292	22	16	38	5,132	3,933	9,065	511	381	892	16,831	12,098	28,929	22,655	16,561	39,216
	Dropout Rate (%)	7.79	6.11	6.92	2.96	2.23	2.60	13.87	10.11	11.82	14.38	11.35	12.91	6.19	4.63	5.42	7.16	5.40	6.28

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TABLE 14 - STATISTICAL DROP-OUT RATES BY RACIAL-ETHNIC GROUP, GRADE AND SEX, 1977-78

Grade		American Indian or Alaskan Native or Native American			Asian or Pacific Islander			Black, not of Latino or Hispanic Origin			Latino or Hispanic			White, not of Latino or Hispanic Origin			GRAND TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9	Adjusted Membership	769	766	1,535	224	195	419	12,136	12,107	24,243	1,079	1,051	2,130	60,345	65,340	125,685	82,553	79,459	162,012
	Dropouts	46	32	78	2	1	3	1,191	841	2,032	65	62	127	2,110	1,379	3,489	3,414	2,315	5,729
	Dropout Rate (%)	5.98	4.18	5.08	0.89	0.51	0.72	9.81	6.95	8.38	6.02	5.90	5.96	3.49	2.11	2.62	4.14	2.91	3.54
10	Adjusted Membership	740	600	1,340	230	226	456	9,987	10,291	20,278	1,078	985	2,063	69,776	65,724	135,500	81,811	77,566	159,377
	Dropouts	47	46	93	11	5	16	1,441	1,181	2,622	155	138	293	5,893	3,646	9,539	6,747	5,816	11,763
	Dropout Rate (%)	6.35	6.76	6.55	4.78	2.21	3.51	14.43	11.48	12.93	14.38	14.01	14.20	7.30	5.55	6.45	8.25	6.44	7.36
11	Adjusted Membership	664	654	1,318	229	218	447	7,754	8,649	16,403	899	811	1,710	66,277	64,297	130,574	75,823	74,629	150,452
	Dropouts	56	55	111	15	6	21	1,070	969	2,039	149	118	267	6,077	4,553	10,630	7,367	5,693	13,060
	Dropout Rate (%)	8.43	8.41	8.42	6.55	2.75	4.70	13.80	11.20	12.43	16.57	13.56	15.15	9.17	7.08	8.14	9.72	7.63	8.68
12	Adjusted Membership	575	576	1,151	208	209	409	6,020	7,174	13,194	716	702	1,418	61,241	60,814	122,055	68,792	68,675	137,467
	Dropouts	47	18	65	14	6	20	763	646	1,409	182	46	228	4,346	3,089	7,435	5,272	1,725	6,997
	Dropout Rate (%)	8.17	3.13	5.65	7.00	2.87	4.89	12.67	9.00	10.60	25.56	6.55	16.08	7.09	5.01	6.06	7.66	5.42	6.54
GRAND TOTAL	Adjusted Membership	2,748	2,676	5,424	803	800	1,731	35,897	38,221	74,118	3,772	3,549	7,321	265,679	255,375	521,054	308,979	300,669	609,648
	Dropouts	196	151	347	42	18	60	4,465	3,637	8,102	471	356	827	17,626	12,587	30,213	22,800	16,749	39,549
	Dropout Rate (%)	7.13	5.64	6.40	5.23	2.25	3.47	12.41	9.52	10.93	12.49	10.03	11.30	6.63	4.93	5.80	7.38	5.57	6.49

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TABLE 15 - STATEWIDE DROPOUT RATES BY RACIAL-ETHNIC GROUP, GRADE AND SEX, 1970-79

Grade	American Indian or Alaskan Native or Native American			Asian or Pacific Islander			Black, not of Latino or Hispanic Origin			Latino or Hispanic			White, not of Latino or Hispanic Origin			GRAND TOTAL			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
9	Adjusted Membership	879	903	2,782	271	301	572	11,007	11,694	22,701	1,178	1,064	2,242	66,346	63,655	130,001	68,481	77,557	150,038
	Dropouts	44	38	82	7	3	10	1,224	885	2,029	65	54	119	2,008	1,367	3,455	3,428	2,267	5,695
	Dropout Rate (%)	5.01	4.21	4.60	2.58	1.24	1.95	10.37	6.88	6.63	5.52	5.08	5.31	3.15	2.15	2.66	4.26	2.92	3.60
10	Adjusted Membership	858	797	1,655	224	210	432	9,894	10,172	20,066	1,012	940	1,952	66,674	63,718	130,392	70,662	75,845	150,507
	Dropouts	64	62	126	12	7	19	1,323	1,046	2,369	159	123	282	4,796	3,458	8,254	6,354	6,696	11,050
	Dropout Rate (%)	7.46	7.78	7.61	5.36	3.21	4.30	13.37	10.28	11.81	15.71	13.09	14.45	7.19	5.83	6.33	8.88	6.19	7.15
11	Adjusted Membership	817	749	1,566	235	202	437	7,709	8,181	15,890	910	811	1,721	64,706	61,357	126,063	74,377	71,300	145,677
	Dropouts	83	72	155	12	6	18	1,820	882	1,822	160	112	272	5,921	4,245	10,166	7,196	5,237	12,433
	Dropout Rate (%)	10.16	9.61	9.90	5.11	2.97	4.12	23.23	9.88	11.47	17.58	13.81	15.80	9.15	6.92	8.06	9.68	7.35	8.53
12	Adjusted Membership	669	619	1,288	233	221	454	6,087	7,226	13,313	723	750	1,473	60,052	59,431	119,483	67,784	60,255	135,939
	Dropouts	61	29	90	5	5	10	710	579	1,289	183	83	266	3,973	2,983	6,956	4,052	3,679	8,531
	Dropout Rate (%)	9.12	4.68	6.99	2.15	2.26	2.20	11.82	8.01	9.74	25.25	10.95	12.56	6.62	5.02	5.82	7.17	5.39	6.28
GRAND TOTAL	Adjusted Membership	3,223	3,068	6,291	963	882	1,845	35,417	37,273	72,690	3,823	3,573	7,396	257,778	248,161	505,939	301,284	292,957	594,161
	Dropouts	252	201	453	36	21	57	4,277	3,232	7,509	487	372	859	16,778	12,053	28,831	21,830	15,879	37,709
	Dropout Rate (%)	7.82	6.55	7.20	3.74	2.38	3.09	12.08	8.67	10.33	12.74	10.41	11.61	6.51	4.86	5.70	7.25	5.42	6.35

TABLE 16 - STATEWIDE DROPOUT RATES BY RACIAL-ETHNIC GROUP, GRADE AND SEX, 1979-80

Grade	American Indian or Alaskan Native or Native American			Asian or Pacific Islander			Black, not of Latino or Hispanic Origin			Latino or Hispanic			White, not of Latino or Hispanic Origin			GRAND TOTAL			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
9	Adjusted Membership	641	692	1,339	319	251	570	11,705	11,629	23,334	1,051	971	2,022	61,005	57,947	119,752	75,527	71,490	147,017
	Dropouts	19	20	39	11	9	20	1,500	956	2,456	91	51	142	2,109	1,520	3,717	3,010	2,564	6,374
	Dropout Rate (%)	2.94	2.89	2.91	3.45	3.59	3.51	12.82	8.22	10.53	8.66	5.25	7.02	3.54	2.64	3.10	5.04	3.59	4.14
10	Adjusted Membership	607	601	1,368	329	270	599	9,597	9,856	19,453	1,101	925	2,026	64,231	61,500	125,819	75,945	73,320	149,265
	Dropouts	71	35	106	17	11	28	1,624	1,295	2,919	161	114	275	4,246	3,304	7,550	6,119	4,759	10,878
	Dropout Rate (%)	10.33	5.16	7.75	5.17	4.07	4.67	16.92	13.14	15.01	14.62	12.32	13.57	6.61	5.36	6.00	8.06	6.49	7.29
11	Adjusted Membership	630	592	1,222	285	249	534	7,013	7,006	14,099	801	843	1,724	62,605	59,662	122,347	71,494	69,232	140,726
	Dropouts	51	37	88	15	8	23	1,250	1,030	2,280	109	87	196	4,910	3,814	8,724	6,343	4,976	11,319
	Dropout Rate (%)	8.10	6.25	7.20	5.26	3.21	4.31	17.94	13.06	15.36	12.37	10.32	11.37	7.83	6.39	7.13	8.07	7.19	8.04
12	Adjusted Membership	504	556	1,140	265	204	569	5,004	6,769	12,653	840	772	1,612	50,770	57,162	115,932	66,343	65,543	131,886
	Dropouts	39	35	65	10	11	29	923	869	1,792	104	71	177	3,747	2,625	6,372	4,824	3,611	8,435
	Dropout Rate (%)	5.14	6.29	5.70	6.79	3.87	5.20	15.69	12.84	14.16	12.62	9.20	10.98	6.34	4.59	5.50	7.27	5.51	6.40
GRAND TOTAL	Adjusted Membership	2,548	2,521	5,069	1,190	1,054	2,252	34,199	36,140	70,339	3,033	3,511	7,304	247,491	236,359	483,850	289,309	279,585	568,894
	Dropouts	171	127	298	61	39	100	5,305	4,150	9,455	467	323	790	15,092	11,271	26,363	21,096	15,910	17,006
	Dropout Rate (%)	6.71	5.04	5.88	5.09	3.70	4.44	15.51	11.48	13.44	12.06	9.20	10.70	6.10	4.77	5.45	7.29	5.69	6.50

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TABLE 17 - STATISTICAL DROPOUT RATES, RACIAL-ETHNIC GROUP, GRADE AND SEX, 1980-81

Grade		American Indian or Alaskan Native or Native American			Asian or Pacific Islander			Black, not of Latino or Hispanic Origin			Latino or Hispanic			White, not of Latino or Hispanic Origin			GRAND TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9	Adjusted Membership	555	520	1,003	396	393	709	12,736	12,401	25,217	1,095	990	2,005	50,400	56,290	114,706	73,190	70,690	143,000
	Dropouts	39	31	70	9	7	16	805	651	1,536	77	47	124	2,090	1,403	3,493	3,100	2,139	5,239
	Dropout Rate (%)	7.03	5.97	6.46	2.27	1.70	2.03	6.95	5.22	6.09	7.03	4.75	5.95	3.50	2.49	3.05	4.24	3.03	3.64
10	Adjusted Membership	632	620	1,252	306	299	605	11,317	11,435	22,702	1,069	985	2,958	60,696	56,955	117,651	74,130	70,130	144,426
	Dropouts	56	32	88	11	6	17	1,321	1,005	2,326	120	95	223	3,003	2,007	6,770	5,399	4,025	9,424
	Dropout Rate (%)	8.86	5.16	7.03	2.85	2.01	2.40	11.64	8.790	10.21	11.97	9.64	10.06	6.40	5.07	5.75	7.20	5.73	6.53
11	Adjusted Membership	551	505	1,136	404	282	606	8,720	9,373	17,901	895	825	1,720	60,320	57,779	110,127	70,906	60,666	139,570
	Dropouts	65	40	113	22	14	36	970	824	1,794	115	77	192	4,371	3,245	7,616	5,563	4,200	9,751
	Dropout Rate (%)	11.80	8.21	9.95	5.45	4.96	5.25	11.11	8.90	10.02	12.85	9.33	11.16	7.25	5.61	6.45	7.82	6.13	6.99
12	Adjusted Membership	506	479	905	301	290	597	6,654	7,679	14,333	792	771	1,563	57,769	55,907	113,756	66,020	65,206	131,234
	Dropouts	27	21	48	14	11	25	711	671	1,302	84	54	138	3,235	2,221	5,456	4,071	2,970	7,049
	Dropout Rate (%)	5.34	4.30	4.87	4.56	3.79	4.19	10.69	8.74	9.64	10.61	7.00	8.11	5.60	3.97	4.00	6.17	4.57	5.37
GRAND TOTAL	Adjusted Membership	2,244	2,213	4,456	1,493	1,264	2,757	39,465	40,760	80,233	3,051	3,571	7,422	237,201	227,039	464,240	204,254	274,054	559,100
	Dropouts	187	133	319	56	30	94	3,807	3,151	7,030	404	273	677	13,579	9,756	23,335	18,113	13,350	31,463
	Dropout Rate (%)	8.33	5.97	7.16	3.75	3.01	3.41	9.65	7.73	8.77	10.49	7.64	9.12	5.72	4.30	5.03	6.37	4.86	5.63

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TABLE 10 - STATEWIDE DROPOUT RATES BY RACIAL-ETHNIC GROUP, GRADE AND SEX, 1981-82

Grade		American Indian or Alaskan Native or Native American			Asian or Pacific Islander			Black, not of Latino or Hispanic Origin			Latino or Hispanic			White, not of Latino or Hispanic Origin			GRAND TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9	Adjusted Membership	581	548	1,129	440	360	800	13,450	13,714	27,164	1,066	960	2,026	55,113	53,557	108,670	70,650	69,139	139,789
	Dropouts	37	30	65	3	2	5	735	492	1,227	72	47	119	1,736	1,174	2,910	2,583	1,743	4,326
	Dropout Rate (%)	6.37	5.11	5.76	0.68	0.56	0.63	5.46	3.59	4.53	6.75	4.90	5.87	3.15	2.19	2.68	3.66	2.52	3.09
10	Adjusted Membership	541	545	1,086	449	355	804	10,412	10,720	21,132	955	911	1,866	56,614	53,740	110,354	60,971	56,207	117,178
	Dropouts	38	42	80	13	10	23	1,173	817	1,990	124	106	230	3,485	2,468	5,953	4,753	3,463	8,216
	Dropout Rate (%)	7.02	7.71	7.37	2.90	2.82	2.86	11.27	7.62	9.41	12.90	11.64	12.33	6.01	4.59	5.32	6.09	5.19	6.06
11	Adjusted Membership	566	554	1,120	388	335	723	8,466	9,040	17,506	926	843	1,769	56,601	53,051	109,652	67,027	64,671	131,698
	Dropouts	45	41	86	16	15	31	929	779	1,708	102	100	202	3,900	2,058	5,958	4,992	3,793	8,785
	Dropout Rate (%)	7.95	7.40	7.68	4.12	4.48	4.29	10.97	8.57	9.73	11.02	11.86	11.42	6.88	5.31	6.11	7.45	5.87	6.67
12	Adjusted Membership	445	407	852	408	334	742	6,407	7,413	13,820	777	755	1,532	56,121	54,601	110,722	64,168	63,670	127,838
	Dropouts	36	22	58	13	7	20	708	599	1,307	74	60	134	2,950	2,025	4,975	3,789	2,721	6,510
	Dropout Rate (%)	7.91	4.52	6.16	3.19	2.10	2.70	11.05	8.08	9.46	9.52	9.01	9.27	5.21	3.70	4.50	5.90	4.27	5.09
GRAND TOTAL	Adjusted Membership	2,143	2,134	4,277	1,685	1,384	3,069	38,735	40,943	79,678	3,724	3,469	7,193	224,529	215,837	440,366	278,816	263,767	542,583
	Dropouts	156	133	289	45	34	79	3,545	2,647	6,192	372	321	693	11,999	8,525	20,524	16,117	11,788	27,905
	Dropout Rate (%)	7.28	6.23	6.76	2.67	2.46	2.57	9.15	6.46	7.82	9.99	9.25	9.63	5.34	3.95	4.66	5.95	4.46	5.20

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MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

MOE INFORMATION SYSTEM
DROPOUT REPORT 2

JULY 24, 1986

COUNTY	DISTRICT CODE	DISTRICT NAME	INDIAN DROPS OUTS	IND DROPS RATE	ASIAN DROPS OUTS	ASH DROPS RATE	BLACK DROPS OUTS	BLK DROPS RATE	HISPAN DROPS OUTS	HSP DROPS RATE	WHITE DROPS OUTS	WHI DROPS RATE	TOTAL DROPS OUTS	TOT DROPS RATE
00001														
	01010	ALCONA	1	14.3	0	0.0	0	0.0	0	0.0	25	4.4	26	4.5
SUM			1	14.3	0	0	0	0	0	0	25	4.4	26	4.5
00002														
	02020	MORT TOWNSHIP	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.5
	02060	MATHIAS TOWNSHIP	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	02070	MUNISING	4	5.3	0	0.0	0	0.0	0	0.0	5	1.7	9	2.4
	02080	ROCK RIVER	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0	1	2.0
SUM			5	6.6	0	0.0	0	0	0	0	6	1.2	11	1.9
00003														
	03010	PLAINWELL	0	0.0	0	0.0	0	0.0	2	20.0	15	1.8	17	2.1
	03020	OSSEGO	0	0.0	0	0.0	0	0.0	1	25.0	27	3.8	28	3.9
	03030	ALLEGAN	0	0.0	0	0.0	0	0.0	0	0.0	54	6.7	54	6.4
	03040	WATKINS UNION	4	23.5	0	0.0	0	0.0	0	0.0	33	4.9	37	5.2
	03050	TENNVILLE	0	0.0	0	0.0	2	33.3	0	0.0	13	4.6	15	4.4
	03060	MARION	0	0.0	0	0.0	0	0.0	0	0.0	15	6.7	15	6.6
	03070	MURKINS	0	0.0	0	0.0	0	0.0	0	0.0	15	4.7	15	4.6
	03080	SAUGATUCK	0	0.0	0	0.0	0	0.0	0	0.0	6	3.2	6	3.1
	03100	HAMILTON	0	0.0	0	0.0	0	0.0	1	12.5	23	4.9	24	5.0
SUM			4	19.0	0	0.0	2	3.8	4	4.2	201	4.5	211	4.5
00004														
	04010	ALPENA	0	0.0	0	0.0	0	0.0	0	0.0	160	8.2	160	8.2
SUM			0	0.0	0	0.0	0	0.0	0	0.0	160	8.2	160	8.2
00005														
	05010	ALMA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	05015	CENTRAL LAKE	0	0.0	0	0.0	0	0.0	0	0.0	6	3.4	6	3.3
	05040	BELLAIKE	0	0.0	0	0.0	0	0.0	0	0.0	7	3.9	7	3.9
	05060	ELK RAPIDS	0	0.0	0	0.0	0	0.0	0	0.0	7	2.3	7	2.3
	05065	ELLSWORTH	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	05070	HANCELONA	0	0.0	0	0.0	0	0.0	0	0.0	14	4.9	14	4.8
SUM			0	0.0	0	0.0	0	0.0	0	0.0	34	3.2	34	3.1

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

AGE INFORMATION SYSTEM
DROPOUT REPORT 2

JULY 24, 1984

COUNTY	DIST CODE	SCHOOL NAME	INDIAN DROPS OUTS	IND DROPS RATE	ASIAN DROPS OUTS	ASN DROPS RATE	BLACK DROPS OUTS	BLK DROPS RATE	HISPAN DROPS OUTS	HSP DROPS RATE	WHITE DROPS OUTS	WHT DROPS RATE	TOTAL DROPS OUTS	TOT DROPS RATE
000004														
	116010	ARENAC EASTERN	0	0.0	0	0.0	0	0.0	0	0.0	1	.6	1	.6
	116020	AU GRES SINS	0	0.0	0	0.0	0	0.0	0	0.0	5	2.8	5	2.8
	116030	STANDISH SILVER	1	25.0	0	0.0	0	0.0	0	0.0	42	6.5	43	6.5
	SUM		1	25.0	0	0.0	0	0.0	0	0.0	48	4.8	49	4.9
000007														
	07020	BARAGA	4	16.7	0	0.0	0	0.0	0	0.0	7	4.2	11	5.8
	07040	L ANSE IMP	9	22.0	0	0.0	0	0.0	0	0.0	15	4.7	24	6.7
	SUM		13	20.0	0	0	0	0	0	0.0	22	4.6	35	6.5
000008														
	08010	DELTON KELLACG	0	0.0	0	0.0	0	0.0	0	0.0	46	7.5	46	7.5
	08030	MASTINGS	0	0.0	0	0.0	0	0.0	1	33.3	50	4.9	51	5.0
	08050	THORNAPPLE KELL	0	0.0	0	0.0	0	0.0	0	0.0	13	2.4	13	2.4
	SUM		0	0.0	0	0.0	0	0.0	1	7.1	109	5.0	110	5.0
000009														
	09010	MAY CITY	0	0.0	0	0.0	0	0.0	17	8.7	128	3.5	145	3.6
	09030	WAGON IMP	0	0.0	0	0.0	0	0.0	0	0.0	32	2.5	32	2.5
	09050	ESSONVILLE HAMP	0	0.0	0	0.0	0	0.0	1	7.1	29	4.3	30	4.2
	09090	PINCUNNING	3	14.3	0	0.0	0	0.0	0	0.0	16	2.8	19	2.1
	SUM		3	2.5	0	0.0	0	0.0	18	8.0	205	3.1	226	3.2
000016														
	16015	JENICE CO. GEN.	0	0.0	0	0.0	0	0.0	0	0.0	19	3.9	19	3.7
	16025	FRANKFORT	0	0.0	0	0.0	0	0.0	0	0.0	2	1.1	2	1.0
	SUM		0	0.0	0	0.0	0	0.0	0	0.0	21	3.1	21	3.0
000011														
	11010	WINSTON HARBOR	0	0.0	0	0.0	198	12.5	0	0.0	55	14.2	253	12.7
	11020	ST JOSEPH	1	3.3	0	0.0	1	12.5	0	0.0	14	1.5	16	1.7
	11030	LAKESHORE	0	0.0	0	0.0	0	0.0	0	0.0	37	3.9	37	3.8
	11033	RIVER VALLEY	0	0.0	0	0.0	0	0.0	0	0.0	19	4.0	19	4.0
	11160	LALIM IMP	0	0.0	0	0.0	0	0.0	0	0.0	5	2.0	5	2.0
	11200	NEW BUFFALO	0	0.0	0	0.0	0	0.0	0	0.0	11	3.0	11	2.7



MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

MI INFORMATION SYSTEM
DROPOUT REPORT 2

JULY 26, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS OUTS	IND DROPS RATE	ASIAN DROPS OUTS	ASM DROPS RATE	BLACK DROPS OUTS	BLK DROPS RATE	HISPAN DROPS OUTS	HSP DROPS RATE	WHITE DROPS OUTS	WHI DROPS RATE	TOTAL DROPS OUTS	TOT DROPS RATE
	11210	BRANDTUNE	0	0.0	0	0.0	2	20.0	0	0.0	35	0.5	37	0.0
	11240	MARIEN SPRINGS	0	0.0	0	0.0	7	13.5	3	15.0	22	4.7	32	5.9
	11250	EAU CLAIRE	0	0.0	0	0.0	39	25.5	1	33.3	15	6.3	57	14.1
	11300	MILES	2	4.7	0	0.0	8	5.5	0	0.0	46	4.2	56	4.3
	11310	MUCHANAN	0	0.0	0	0.0	2	4.9	1	25.0	47	9.6	50	9.2
	11320	MATHEWILIE	0	0.0	0	0.0	0	0.0	0	0.0	46	11.9	46	11.7
	11330	COLOMA	0	0.0	0	0.0	15	10.6	0	0.0	51	7.9	66	8.4
	11340	MIRIAM	0	0.0	0	0.0	0	0.0	0	0.0	4	1.4	4	1.4
	SUM		2	3.5	0	0.0	272	12.6	7	7.9	407	5.5	689	7.1

010012

	12010	COLDWATER	2	100.0	0	0.0	0	0.0	1	12.5	50	5.3	53	5.5
	12020	BROMSUM	0	0.0	0	0.0	0	0.0	0	0.0	13	2.2	13	2.2
	12040	QUINCY	0	0.0	0	0.0	0	0.0	0	0.0	10	2.6	10	2.6
	SUM		2	100.0	0	0.0	0	0.0	1	12.5	73	5.2	76	5.4

000011

	11010	ALBION	1	20.0	0	0.0	25	10.8	2	5.4	52	15.0	80	12.9
	11020	BATTLE CREEK	2	15.4	0	0.0	32	4.1	0	0.0	113	8.0	149	6.5
	11050	ATHENS	0	0.0	0	0.0	0	0.0	0	0.0	8	2.9	8	2.9
	11070	HARPER CREEK	0	0.0	0	0.0	0	0.0	0	0.0	27	3.4	27	3.4
	11080	HOMER	0	0.0	0	0.0	0	0.0	0	0.0	16	4.8	16	4.8
	11090	B. CAY LAKEVIEW	0	0.0	0	0.0	0	0.0	0	0.0	33	3.2	33	3.2
	11110	MARSHALL	0	0.0	0	0.0	0	0.0	1	3.6	30	3.6	31	3.6
	11120	PENNINGTON	0	0.0	0	0.0	0	0.0	0	0.0	15	2.9	15	2.9
	11130	TERONSHA	0	0.0	0	0.0	0	0.0	0	0.0	7	4.0	7	4.0
	11155	UNION CITY	0	0.0	0	0.0	0	0.0	0	0.0	19	4.7	19	4.8
	SUM		3	15.0	0	0.0	57	5.5	3	2.5	322	5.3	382	5.3

010014

	14010	CASSOPOLIS	0	0.0	0	0.0	7	4.0	0	0.0	22	7.9	29	6.3
	14020	DOMAGIAC UNION	0	0.0	0	0.0	16	17.2	2	16.7	76	10.0	94	11.8
	14030	EDWARDSBURG	0	0.0	0	0.0	0	0.0	0	0.0	19	0.5	19	0.5
	14050	MARCELLUS	0	0.0	0	0.0	0	0.0	0	0.0	4	1.5	4	1.4
	SUM		0	0	0	0.0	23	8.2	2	12.5	141	8.3	166	8.3

000013

	15010	HEAVER ISLAND	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0
	15020	MOYNE CITY	0	0.0	0	0.0	0	0.0	0	0.0	13	3.8	13	3.7
	15030	MOYNE FALLS	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	1	1.2

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

MOI INFORMATION SYSTEM
DROPOUT REPORT 2

JULY 24, 1986

COUNTY	DISTRICT CODE	DISTRICT NAME	INDIAN DROPS- OUTS	IND DROPS RATE	ASIAN DROPS- OUTS	ASH DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHI DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
	15050	CHARLEVOIX	1	20.0	0	0.0	0	0.0	0	0.0	11	2.3	12	2.3
	15060	EAST JORDAN	2	8.0	0	0.0	0	0.0	0	0.0	22	7.1	24	7.2
	SUM		4	12.0	0	0.0	0	0.0	0	0.0	47	3.8	51	4.0
000016														
	16015	CHENOYGAN	0	0.0	0	0.0	0	0.0	0	0.0	24	2.9	24	2.7
	16030	INLAND TALKS	0	0.0	0	0.0	0	0.0	0	0.0	4	1.7	4	1.7
	16070	MACKINAW CITY	0	0.0	0	0.0	0	0.0	0	0.0	1	1.4	1	1.4
	16100	MOLVERINE	1	30.0	0	0.0	0	0.0	0	0.0	6	7.8	7	8.9
	SUM		1	2.0	0	0.0	0	0	0	0	35	2.9	36	2.9
000017														
97-	17010	SAULT STE MARIE	30	16.6	0	0.0	0	0.0	0	0.0	21	2.7	51	5.3
	17050	BELOIT	0	0.0	0	0.0	0	0.0	0	0.0	4	3.0	4	3.2
	17090	PICKFORD	0	0.0	0	0.0	0	0.0	0	0.0	2	1.7	2	1.7
	17110	RUDYARD	0	0.0	0	0.0	0	0.0	0	0.0	4	2.3	4	1.9
	17140	WHIMLEY	4	4.0	0	0.0	0	0.0	0	0.0	4	3.4	8	3.9
	17160	WHEELER	1	50.0	0	0.0	0	0.0	0	0.0	3	10.0	4	12.5
	SUM		35	10.0	0	0.0	0	0.0	0	0.0	38	2.8	73	5.4
000018														
	18010	CLARE	0	0.0	0	0.0	0	0.0	0	0.0	15	3.1	15	3.1
	18020	FARWELL	0	0.0	0	0.0	0	0.0	0	0.0	34	8.4	34	8.4
	18060	HARRISON	0	0.0	0	0.0	0	0.0	0	0.0	42	6.2	42	6.2
	SUM		0	0.0	0	0.0	0	0	0	0.0	91	6.0	91	5.9
000019														
	19010	DEWITT	0	0.0	0	0.0	0	0.0	1	10.0	7	1.3	8	1.4
	19070	FOWLER	0	0.0	0	0.0	0	0.0	3	25.0	4	1.3	7	2.1
	19100	BATH	0	0.0	0	0.0	0	0.0	0	0.0	10	1.4	10	1.3
	19120	OSIO ELSIE	0	0.0	0	0.0	0	0.0	0	0.0	6	1.4	6	1.4
	19125	PINARD-WESTPH.	0	0.0	0	0.0	0	0.0	1	5.3	39	3.4	40	3.4
	19140	ST JOHNS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	SUM		0	0.0	0	0.0	0	0.0	5	8.8	70	2.1	75	2.2
000020														
	20015	CHARLENO-AUSABLE	0	0.0	0	0.0	0	0.0	0	0.0	33	9.0	33	9.0



MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

MOI INFORMATION SYSTEM
DROPOUT REPORT 2

JULY 24, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS- OUTS	IND DROPS RATE	ASIAN DROPS- OUTS	ASN DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHI DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
	SUM		0	0	0	0.0	0	0	0	0	53	9.0	53	9.0
	000021													
	21010	ESCANABA	2	5.4	0	0.0	0	0.0	0	0.0	31	3.9	33	3.9
	21025	GLADSTONE	2	4.9	0	0.0	0	0.0	0	0.0	23	4.3	25	4.3
	21060	RAPID RIVER	1	25.0	0	0.0	0	0.0	0	0.0	4	2.1	5	2.5
	21065	BIG WAY DE NOE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	21070	MADE NYR-HARRIS	0	0.0	0	0.0	0	0.0	0	0.0	4	2.2	4	2.1
	21035	MID PENINSULA	0	0.0	0	0.0	0	0.0	0	0.0	2	1.5	2	1.5
	SUM		5	4.8	0	0.0	0	0.0	0	0.0	64	3.4	69	3.4
	000022													
	22010	IRON MOUNTAIN	0	0.0	0	0.0	0	0.0	0	0.0	12	2.7	12	2.7
	22025	MURRAY VULCAN	0	0.0	0	0.0	0	0.0	0	0.0	7	2.3	7	2.3
	22030	MREITUNG TWP	0	0.0	0	0.0	0	0.0	0	0.0	11	1.8	11	1.8
	22045	NORTH DICKINSON	0	0.0	0	0.0	0	0.0	0	0.0	6	4.0	6	4.0
	SUM		0	0	0	0.0	0	0.0	0	0.0	36	2.4	36	2.4
	000023													
	23010	BELLEVOUE	0	0.0	0	0.0	0	0.0	0	0.0	13	3.6	13	3.6
	23030	CHARLOTTE	0	0.0	0	0.0	0	0.0	0	0.0	7	.6	7	.6
	23050	EATON RAPIDS	0	0.0	0	0.0	0	0.0	1	14.3	17	1.9	18	2.0
	23060	GRAND LEDGE	0	0.0	0	0.0	0	0.0	1	5.9	67	4.0	68	4.0
	23065	MAPLE VALLEY	0	0.0	0	0.0	0	0.0	0	0.0	20	4.1	20	4.1
	23080	OLIVE	0	0.0	0	0.0	0	0.0	1	20.0	4	1.2	5	1.4
	23090	POITREVILLE	0	0.0	0	0.0	0	0.0	0	0.0	2	.8	2	.7
	SUM		0	0.0	0	0.0	0	0.0	3	3.2	130	2.6	133	2.6
	000024													
	24020	HARBOR SPRINGS	3	13.6	0	0.0	0	0.0	0	0.0	4	1.6	7	2.6
	24030	LITTLEFIELD	0	0.0	0	0.0	0	0.0	0	0.0	4	3.2	4	3.2
	24040	PILLSBURY	1	4.3	0	0.0	0	0.0	0	0.0	4	2.1	5	2.3
	24070	PELOSKEY	3	8.6	0	0.0	0	0.0	0	0.0	30	3.6	33	3.8
	SUM		7	8.7	0	0.0	0	0.0	0	0.0	42	3.0	49	3.2
	000025													
	25010	ALLEN	1	.6	1	4.3	454	8.6	21	12.7	345	12.6	822	9.8
	25030	GRAND BLAINE	0	0.0	0	0.0	1	2.3	0	0.0	68	3.7	69	3.3
	25040	MT MURRIS	0	0.0	0	0.0	2	0.1	0	0.0	49	0.7	50	0.8

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
 BY RACIAL-ETHNIC CATEGORY
 BY COUNTY AND SCHOOL DISTRICT
 1983-84 (GRADES 9-12)

NDI INFORMATION SYSTEM
 DROPOUT REPORT 2

JULY 24, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROU- DOUTS	IND DROU RATE	ASIAN DROU- DOUTS	ASH DROU RATE	BLACK DROU- DOUTS	BLK DROU RATE	HISPAN DROU- DOUTS	HSP DROU RATE	WHITE DROU- DOUTS	WHI DROU RATE	TOTAL DROU- DOUTS	TOT DROU RATE
	25050	GOODRICH	0	0.0	0	0.0	0	0.0	0	0.0	8	1.5	8	1.5
	25060	DEMPLE	0	0.0	0	0.0	0	0.0	0	0.0	31	7.8	31	7.6
	25070	GENESEE	0	0.0	0	0.0	0	0.0	0	0.0	3	1.3	3	1.2
	25080	CARMAN-AINSWORTH	2	2.0	1	2.2	9	14.3	7	31.8	112	6.8	131	6.9
	25100	FENIM	0	0.0	0	0.0	0	0.0	0	0.0	41	4.3	41	4.3
	25110	HEARSLEY	1	60.0	0	0.0	0	0.0	2	16.7	17	7.4	42	3.7
	25120	FLUSHING	0	0.0	0	0.0	0	0.0	0	0.0	60	4.0	60	3.9
	25130	ALMERION	0	0.0	0	0.0	0	0.0	0	0.0	23	5.3	23	5.2
	25140	DAVISON	0	0.0	0	0.0	0	0.0	1	4.3	61	4.1	62	4.0
	25150	ELIO	0	0.0	0	0.0	0	0.0	2	40.0	23	1.7	25	1.8
	25160	SWARTZ CREEK	1	11.2	0	0.0	0	0.0	2	14.3	34	3.6	61	4.0
	25200	LAKE UNION	0	0.0	1	20.0	0	0.0	0	0.0	13	7.9	14	3.1
	25210	WESTWOOD HILLS	0	0.0	0	0.0	2	1.9	0	0.0	31	11.4	33	7.9
	25220	BENILY	0	0.0	0	0.0	0	0.0	0	0.0	9	1.9	9	1.8
	25240	BEECHER	0	0.0	0	0.0	57	8.4	10	24.4	22	8.2	89	9.1
	25250	LINDEN	0	0.0	0	0.0	0	0.0	0	0.0	27	3.4	27	3.4
	25260	NOMINOSI	0	0.0	0	0.0	1	16.7	1	9.1	35	6.4	37	6.5
	25280	LAKEVILLE	0	0.0	0	0.0	0	0.0	0	0.0	40	4.7	40	4.7
	SUM		11	2.2	3	2.1	526	8.4	46	13.2	1,091	3.4	1,677	6.1
000026														
	26010	HAVERHORN	0	0.0	0	0.0	0	0.0	0	0.0	31	5.9	31	5.9
	26060	GLADWIN	0	0.0	0	0.0	0	0.0	0	0.0	28	4.1	28	4.1
	SUM		0	0.0	0	0.0	0	0.0	0	0.0	59	4.9	59	4.9
000027														
	27010	WISSENER	1	20.0	0	0.0	0	0.0	0	0.0	1	.5	2	.9
	27020	IRONWOOD	0	0.0	0	0.0	0	0.0	0	0.0	14	2.1	14	2.0
	27060	MARINISCO	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	27070	WAKEFIELD IMP	1	6.7	0	0.0	0	0.0	0	0.0	5	3.0	6	3.2
	27080	WATERSHILL IMP	0	0.0	0	0.0	0	0.0	0	0.0	1	1.8	1	1.6
	SUM		2	5.4	0	0.0	0	0.0	0	0	21	1.8	23	1.9
000028														
	28010	TRAVERSE CITY	1	15.6	0	0.0	0	0.0	0	0.0	25	2.6	80	2.7
	28035	NICHOLLY	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	1	1.2
	28070	KINGSLEY	0	0.0	0	0.0	0	0.0	0	0.0	7	2.8	7	2.7
	SUM		1	15.6	0	0.0	0	0	0	0.0	33	2.6	88	2.7

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

NO. INFORMATION SYSTEM
DROPOUT REPORT 2

JULY 24, 1986

COUNTY DIS	DISTRICT NAME	INDIAN DROPS OUTS	IND DROPS RATE	ASIAN DROPS OUTS	ASH DROPS RATE	BLACK DROPS OUTS	BLK DROPS RATE	HISPAN DROPS OUTS	HSP DROPS RATE	WHITE DROPS OUTS	WHI DROPS RATE	TOTAL DROPS OUTS	TOT DROPS RATE
000029													
29010	ALMA	0	0.0	0	0.0	0	0.0	3	0.3	20	2.0	24	3.0
29020	ASHLEY	0	0.0	0	0.0	0	0.0	0	0.0	7	4.5	7	4.5
29040	BRECKENRIDGE	0	0.0	0	0.0	0	0.0	0	0.0	15	3.3	15	3.4
29050	FULTON	0	0.0	0	0.0	0	0.0	0	0.0	8	2.2	8	2.2
29060	LIMACA	0	0.0	0	0.0	0	0.0	0	0.0	9	1.7	9	1.6
29100	ST LOUIS	0	0.0	0	0.0	0	0.0	0	0.0	11	2.5	11	2.3
SUM		0	0.0	0	0.0	0	0	3	3.6	70	2.6	73	2.6
000030													
30010	CAMDEN FRONTIER	0	0.0	0	0.0	0	0.0	0	0.0	4	2.2	4	2.1
30020	MILLSDALE	0	0.0	0	0.0	0	0.0	1	25.0	25	4.0	26	4.1
30030	JONESVILLE	0	0.0	0	0.0	0	0.0	0	0.0	12	3.8	12	3.7
30040	LITCHFIELD	0	0.0	0	0.0	0	0.0	0	0.0	8	4.1	8	4.3
30050	NORTH ADAMS	0	0.0	0	0.0	0	0.0	0	0.0	12	3.9	12	3.9
30060	PITTSFORD	0	0.0	0	0.0	0	0.0	0	0.0	14	6.6	14	6.6
30070	READING	0	0.0	0	0.0	0	0.0	0	0.0	16	4.8	16	4.8
30080	WALDRON	0	0.0	0	0.0	0	0.0	0	0.0	6	3.8	6	3.8
SUM		0	0.0	0	0.0	0	0	1	7.7	97	4.4	98	4.4
000031													
31010	HANCOCK	0	0.0	0	0.0	0	0.0	0	0.0	9	2.8	9	2.8
31020	ADAMS IMP	0	0.0	0	0.0	0	0.0	0	0.0	9	3.2	9	3.2
31030	LALUMET	0	0.0	0	0.0	0	0.0	0	0.0	23	4.8	23	4.8
31050	CHASSSELL IMP	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	1	1.0
31100	OSCIOLA IMP	0	0.0	0	0.0	0	0.0	0	0.0	1	.4	1	.4
31110	HEMIN-PORT. IMP	0	0.0	0	0.0	0	0.0	0	0.0	6	1.8	6	1.8
31150	LA LINDEN-MUMUL	0	0.0	0	0.0	0	0.0	0	0.0	3	1.6	3	1.6
SUM		0	0.0	0	0.0	0	0.0	0	0.0	54	3.0	54	3.0
000032													
32010	MAD AVE	0	0.0	0	0.0	0	0.0	0	0.0	18	3.7	18	3.6
32020	CASEVILLE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
32050	ELKI-PIGN-DAYPI	0	0.0	0	0.0	0	0.0	1	7.7	9	2.0	10	2.2
32060	HARBOR BEACH	0	0.0	0	0.0	0	0.0	0	0.0	6	1.5	6	1.4
32090	NORTH HURON	0	0.0	0	0.0	0	0.0	0	0.0	5	2.0	5	1.9
32090	OWENDALE-GAGEIN	0	0.0	0	0.0	0	0.0	0	0.0	1	.9	1	.8
32110	PORT HOPE	0	0.0	0	0.0	0	0.0	0	0.0	7	2.7	7	2.7
32170	UDLV	0	0.0	0	0.0	0	0.0	0	0.0	11	3.2	11	3.2

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1993-94 (GRADES 9-12)

14 INFORMATION SYSTEM
100001 REPORT 2

JULY 24, 1986

COUNTY	DISTRICT CODE	DISTRICT NAME	INDIAN DROPS OUTS	IND DROU P RATE	ASIAN DROPS OUTS	ASN DROU P RATE	BLACK DROPS OUTS	BLK DROU P RATE	HISPAN DROPS OUTS	HSP DROU P RATE	WHITE DROPS OUTS	WHI DROU P RATE	TOTAL DROPS OUTS	TOT DROU P RATE
SUM			0	0.0	0	0.0	0	0.0	0	0.0	52	2.3	52	2.3
00033														
	33010	EAST LANSING	0	0.0	1	3.0	4	6.6	5	26.3	47	4.1	57	4.6
	33020	LANSING	9	11.1	13	9.3	122	8.4	59	9.6	204	6.0	407	7.6
	33040	DANSVILLE	0	0.0	0	0.0	0	0.0	0	0.0	4	1.3	4	1.3
	33060	MABLETT	0	0.0	0	0.0	1	33.3	1	16.7	9	1.0	11	2.1
	33070	HOLI	0	0.0	0	0.0	1	7.7	2	6.3	55	4.2	58	4.2
	33100	LESLIE	0	0.0	0	0.0	0	0.0	0	0.0	17	3.0	17	3.0
	33130	MASON	0	0.0	0	0.0	0	0.0	2	15.2	42	3.9	44	4.0
	33170	OKEMOS	0	0.0	0	0.0	0	0.0	0	0.0	7	1.0	7	1.0
	33200	STOCKBRIDGE	0	0.0	0	0.0	0	0.0	0	0.0	3	1.0	3	1.0
	33215	HAVERLY	0	0.0	2	20.6	4	13.3	5	13.3	52	5.1	63	5.0
	33220	MEMPHISVILLE	0	0.0	0	0.0	0	0.0	0	0.0	7	2.6	7	2.6
	33230	WILLIAMSTON	0	0.0	0	0.0	0	0.0	3	37.5	17	3.7	20	4.2
00-	SUM		9	10.2	16	6.8	134	8.4	77	10.3	346	4.3	782	5.3
00034														
	34030	IOMIA	0	0.0	0	0.0	0	0.0	0	0.0	36	3.9	36	3.8
	34040	BELOING	0	0.0	0	0.0	0	0.0	0	0.0	37	6.2	37	6.1
	34070	LAKEMOOD	0	0.0	0	0.0	0	0.0	4	22.2	23	3.0	27	3.6
	34110	PORTLAND	0	0.0	0	0.0	0	0.0	0	0.0	10	1.6	10	1.6
	34120	SARAMAC	0	0.0	0	0.0	0	0.0	0	0.0	17	4.3	17	4.3
SUM			0	0.0	0	0.0	0	0.0	4	11.4	123	3.7	127	3.7
00035														
	35010	OSCODA	0	0.0	1	16.7	1	6.3	0	0.0	59	6.7	61	6.7
	35020	MALE	0	0.0	0	0.0	0	0.0	0	0.0	9	2.6	9	2.6
	35030	TAVAS	0	0.0	0	0.0	0	0.0	0	0.0	13	2.8	13	2.7
	35040	WHITEHORE-PRES	0	0.0	0	0.0	0	0.0	0	0.0	21	5.9	21	5.7
SUM			0	0.0	1	7.1	1	5.9	0	0.0	102	5.0	104	4.9
00036														
	36015	FOREST PARK	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	36025	WEST IRON CO.	0	0.0	0	0.0	0	0.0	0	0.0	6	1.4	6	1.4
SUM			0	0.0	0	0	0	0	0	0.0	6	.9	6	.9
00037														
	37010	MC PLEASANT	14	21.9	0	0.0	0	0.0	6	22.2	46	4.3	66	3.6

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY

BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

JULY 24, 1986

MOE INFORMATION SYSTEM
DROPOUT REPORT 2

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS	IND DROPT RATE	ASIAN DROPS	ASH DROPT RATE	BLACK DROPS	BLK DROPT RATE	HISPAN DROPS	HSP DROPT RATE	WHITE DROPS	WHT DROPT RATE	TOTAL DROPS	TOT DROPT RATE
	37040	DEAL CITY	0	0.0	1	100.0	0	0.0	0	0.0	2	.9	3	1.4
	37060	SHEPHERD	0	0.0	0	0.0	0	0.0	0	0.0	16	3.1	16	3.0
	SUM		14	19.7	1	6.7	0	0.0	6	21.4	64	3.5	85	4.4
000018														
	18010	WESTERN	0	0.0	0	0.0	0	0.0	0	0.0	9	1.3	9	1.3
	18020	VANDERCOOK LAKE	0	0.0	0	0.0	0	0.0	0	0.0	11	2.5	11	2.5
	18040	COLUMBIA	0	0.0	0	0.0	0	0.0	0	0.0	15	2.3	15	2.3
	18050	GRASS LAKE	0	0.0	0	0.0	0	0.0	0	0.0	7	2.7	7	2.6
	18040	CONCORD	0	0.0	0	0.0	0	0.0	0	0.0	6	2.0	6	2.0
	18090	EAST JACKSON	0	0.0	0	0.0	0	0.0	0	0.0	22	5.3	22	5.4
	18100	HANOVER-WATSON	0	0.0	0	0.0	0	0.0	0	0.0	6	2.0	6	2.0
	18120	MICHIGAN CENTER	0	0.0	0	0.0	0	0.0	0	0.0	42	9.5	42	9.4
	18130	NAPOLEON	0	0.0	0	0.0	0	0.0	0	0.0	15	3.0	15	3.0
	18140	NORTHWEST	0	0.0	0	0.0	0	0.0	0	0.0	57	6.3	57	6.2
	18150	SPRINGPORT	1	100.0	0	0.0	0	0.0	0	0.0	15	5.6	16	5.9
	18170	JACKSON	0	0.0	0	0.0	31	8.4	1	3.0	112	10.6	144	9.4
	SUM		1	1.4	0	0.0	31	8.1	1	2.1	319	3.1	322	3.2
000019														
	39080	KALAMAZOO	2	5.1	5	11.1	118	14.6	8	26.7	173	9.4	306	11.8
	39020	ELIMAN SCOTTS	0	0.0	0	0.0	0	0.0	0	0.0	11	4.9	11	4.9
	39030	CONSTOCK	1	100.0	0	0.0	0	0.0	0	0.0	19	2.9	20	2.9
	39050	GALESBURG-AUG.	0	0.0	0	0.0	0	0.0	0	0.0	14	3.6	14	3.5
	39045	GULL LAKE	0	0.0	0	0.0	0	0.0	0	0.0	16	2.1	16	2.1
	39130	PARCHEMINI	0	0.0	0	0.0	2	7.4	0	0.0	18	7.2	20	7.0
	39140	PORTAGE	0	0.0	0	0.0	5	8.3	0	0.0	72	3.2	84	3.2
	39160	SCHOOLCRAFT	0	0.0	0	0.0	0	0.0	0	0.0	10	3.9	10	3.9
	39170	VIENSBURG	0	0.0	0	0.0	0	0.0	0	0.0	9	1.2	9	1.1
	SUM		3	6.4	5	4.9	125	13.3	8	10.8	369	4.7	510	5.6
000040														
	40020	FOREST	0	0.0	0	0.0	0	0.0	0	0.0	16	8.0	16	8.0
	40040	KALKASKA	0	0.0	0	0.0	0	0.0	0	0.0	62	12.9	62	12.9
	SUM		0	0	0	0	0	0.0	0	0	78	11.5	78	11.4
000041														
	41010	GRAND RAPIDS	02	20.4	2	1.8	130	7.3	35	19.2	210	6.7	380	7.3
	41020	COBURN HEIGHTS	1	25.0	0	0.0	1	7.1	2	14.3	23	4.8	27	3.2
	41025	NORTHVIEW	0	0.0	0	0.0	0	0.0	0	0.0	10	1.1	10	1.1

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
 BY RACIAL-ETHNIC CATEGORY
 BY COUNTY AND SCHOOL DISTRICT
 1983-84 (GRADES 9-12)

AGE INFORMATION SYSTEM
 DROPOUT REPORT 2

JULY 24, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS- OUTS	IND DROPS RATE	ASIAN DROPS- OUTS	ASH DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHI DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
	41076	WYOMING	0	0.0	0	0.0	0	0.0	2	9.1	41	2.9	43	2.9
	41040	BIRDM CENTER	0	0.0	0	0.0	0	0.0	0	0.0	12	3.0	12	3.0
	41050	CALIFORNIA	0	0.0	0	0.0	0	0.0	0	0.0	12	2.1	12	2.1
	41070	CEDAR SPRINGS	0	0.0	0	0.0	0	0.0	0	0.0	52	7.8	52	7.8
	41040	CONSTOCK PARK	0	0.0	0	0.0	0	0.0	0	0.0	11	2.5	11	2.5
	41090	EAST GR. RAPIDS	0	0.0	0	0.0	0	0.0	0	0.0	3	.4	3	.4
	41110	FOREST HILLS	0	0.0	0	0.0	0	0.0	0	0.0	12	.8	12	.8
	41120	GODFREY LEE	0	0.0	0	0.0	0	0.0	0	0.0	13	5.6	13	5.2
	41130	GRANDVILLE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	41140	HELLSCKVILLE	2	16.7	0	0.0	2	20.0	2	50.0	14	3.9	20	5.0
	41145	KINDRA HILLS	0	0.0	0	0.0	0	0.0	0	0.0	14	2.2	14	2.2
	41150	KENT CITY	0	0.0	0	0.0	0	0.0	0	0.0	15	4.3	15	4.2
	41160	KENIMOOD	0	0.0	6	18.2	18	22.2	4	12.5	75	4.2	103	5.3
	41170	LOWELL	0	0.0	0	0.0	0	0.0	0	0.0	16	2.0	16	1.9
	41210	ROCKFORD	0	0.0	0	0.0	0	0.0	0	0.0	29	2.3	29	2.3
	41240	SPARTA	1	33.3	0	0.0	0	0.0	2	40.0	35	5.0	38	5.3
SUM			15	17.4	6	3.4	18	7.6	47	15.6	399	3.4	420	4.1

52-

000043

	43040	BALDWIN	0	0.0	0	0.0	4	4.3	0	0.0	13	8.2	17	6.7
SUM			0	0.0	0	0.0	4	4.3	0	0.0	13	8.2	17	6.7

000044

	44010	LAPEER	0	0.0	0	0.0	0	0.0	2	10.5	83	3.2	85	3.3
	44020	ALMONI	0	0.0	0	0.0	0	0.0	0	0.0	12	2.7	12	2.6
	44030	BRIDEN	0	0.0	0	0.0	0	0.0	0	0.0	8	2.2	8	2.2
	44040	EMERY CITY	0	0.0	1	12.5	0	0.0	3	10.7	27	4.4	31	4.8
	44090	NORTH BRANCH	0	0.0	0	0.0	0	0.0	0	0.0	12	2.4	12	2.4
SUM			0	0.0	1	4.8	0	0.0	5	9.4	142	3.3	148	3.3

000045

	45010	GLEN LAKE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	45020	LILAND	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	45040	NORTHPORT	0	0.0	0	0.0	0	0.0	0	0.0	1	1.4	1	1.2
	45050	SUTTONS B V	2	13.8	1	20.0	0	0.0	0	0.0	2	.9	5	2.1
SUM			2	8.0	1	16.7	0	0	0	0.0	3	.5	6	.9

000046

	46010	ADRIAN	0	0.0	1	6.3	3	10.3	21	10.1	71	3.7	96	6.4
	46020	ADDISON	0	0.0	0	0.0	0	0.0	0	0.0	18	3.1	18	3.1



MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
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JULY 24, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS- OUTS	IND DROPS RATE	ASIAN DROPS- OUTS	ASH DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHI DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
	50100	FRASER	0	0.0	1	14.3	0	0.0	1	50.0	107	5.8	111	5.9
	50120	LAKE SHORE	0	0.0	0	0.0	1	6.3	1	5.9	46	2.9	48	2.9
	50130	S.C.S. LAKEVIEW	0	0.0	0	0.0	0	0.0	0	0.0	9	.7	9	.7
	50140	L'ANSE AU LIEU	0	0.0	0	0.0	0	0.0	0	0.0	62	2.7	62	2.7
	50160	MI ELEPHS	0	0.0	0	0.0	42	12.3	1	7.1	77	9.4	120	10.2
	50170	NEW HAVEN	0	0.0	5	71.4	0	0.0	0	0.0	6	2.8	11	3.9
	50180	RICHMOND	0	0.0	0	0.0	0	0.0	0	0.0	11	1.5	11	1.5
	50190	ROMER	0	0.0	0	0.0	1	4.5	0	0.0	46	4.3	47	4.3
	50200	SOUTH LAKE	0	0.0	0	0.0	0	0.0	0	0.0	20	3.4	20	3.2
	50210	UTICA	1	1.7	2	2.7	0	0.0	1	2.4	214	2.5	218	2.5
	50220	VAN DYKE	11	10.0	0	0.0	0	0.0	2	10.2	137	11.7	150	11.4
	50230	WARREN	0	0.0	6	6.2	0	0.0	0	0.0	150	2.0	156	2.0
	50240	WARREN WOODS	0	0.0	0	0.0	0	0.0	0	0.0	11	.6	11	.6
	SUM		13	3.3	14	4.3	51	8.2	9	5.1	1,573	3.8	1,640	3.8
00001														1
	51020	BEAR LAKE	0	0.0	0	0.0	0	0.0	0	0.0	1	.6	1	.6
	51045	KALEVA NORMAN	0	0.0	0	0.0	0	0.0	0	0.0	2	1.1	2	1.1
	51060	ONEKAMA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	51070	HANISTEE	0	0.0	0	0.0	0	0.0	1	11.1	19	3.2	20	3.2
	SUM		0	0.0	0	0.0	0	0.0	1	11.1	22	2.0	23	2.0
00002														
	52015	N.I.C.E.	0	0.0	0	0.0	0	0.0	0	0.0	4	.8	4	.8
	52040	GWINN	0	0.0	0	0.0	0	0.0	0	0.0	17	2.4	17	2.5
	52090	MILAINEE	0	0.0	0	0.0	0	0.0	0	0.0	7	1.2	7	1.2
	52110	RIP-MICHIGANNE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	52170	MANQUETTE	2	4.3	0	0.0	0	0.0	0	0.0	30	2.4	32	2.5
	52180	ISHPRING	0	0.0	0	0.0	0	0.0	0	0.0	9	2.4	9	2.4
	SUM		2	2.7	0	0.0	0	0.0	0	0.0	67	2.0	69	2.0
00003														
	53000	MASON CITY CEN	0	0.0	0	0.0	0	0.0	1	100.0	19	3.0	20	3.2
	53020	MASON CITY EAST	0	0.0	0	0.0	0	0.0	0	0.0	6	3.6	6	3.4
	53030	FRESNELL	1	50.0	0	0.0	0	0.0	1	33.3	2	3.7	4	6.7
	53040	LUDINGTON	0	0.0	0	0.0	0	0.0	3	11.1	24	3.0	27	3.2
	SUM		1	5.0	0	0.0	0	0.0	5	14.7	51	3.7	57	3.9
00004														
	54000	114 MAPLES	0	0.0	0	0.0	1	7.1	0	0.0	32	4.4	33	4.4

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JULY 26, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS	IND DROPS RATE	ASIAN DROPS	ASN DROPS RATE	BLACK DROPS	BLK DROPS RATE	HISPAN DROPS	HSP DROPS RATE	WHITE DROPS	WHE DROPS RATE	TOTAL DROPS	TOT DROPS RATE
	46040	BLESSED	0	0.0	0	0.0	0	0.0	0	0.0	12	2.9	12	2.7
	46050	BRITTON MACON	0	0.0	0	0.0	0	0.0	0	0.0	2	1.1	2	1.1
	46060	CLINTON	0	0.0	0	0.0	0	0.0	0	0.0	10	2.7	10	2.7
	46070	DEERFIELD	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	46080	MUSKON	0	0.0	0	0.0	0	0.0	1	100.0	19	4.9	20	5.1
	46090	MADISON	0	0.0	0	0.0	0	0.0	7	20.6	5	3.5	12	3.5
	46100	PURENCE	1	50.0	0	0.0	0	0.0	3	23.1	4	1.4	8	2.7
	46110	OSHTED	0	0.0	0	0.0	0	0.0	0	0.0	9	1.8	9	1.7
	46120	SAND LICK	0	0.0	0	0.0	0	0.0	0	0.0	2	2.0	2	2.0
	46140	TECUMSEH	0	0.0	0	0.0	0	0.0	3	12.5	46	5.8	49	5.9
	SUM		1	12.5	1	3.5	2	4.3	22	10.7	128	2.7	238	5.5
	000047													
	47010	BRIGHTON	3	6.8	0	0.0	0	0.0	0	0.0	50	3.1	53	3.2
	47010	BURLINGAME	4	7.5	1	100.0	0	0.0	1	50.0	26	4.8	32	5.4
	47060	HAMILAND	0	0.0	0	0.0	0	0.0	0	0.0	3	2.8	3	2.8
	47070	HUMSELL	0	0.0	0	0.0	0	0.0	0	0.0	89	5.0	89	4.7
	47080	PINELAKE	0	0.0	0	0.0	0	0.0	0	0.0	22	2.2	22	2.2
	SUM		7	3.8	1	16.7	0	0.0	1	3.6	195	3.3	204	3.3
	000048													
	48040	LANHAMENON	5	9.8	0	0.0	0	0.0	0	0.0	9	2.5	14	3.4
	SUM		5	9.8	0	0	0	0	0	0.0	9	2.5	14	3.4
	000049													
	49010	ST IGNACE	9	6.7	0	0.0	0	0.0	0	0.0	5	3.3	14	4.9
	49040	LES LIGNEAUX	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	1	2.9
	49055	ENGADINE	1	3.0	0	0.0	0	0.0	0	0.0	2	1.9	3	2.2
	49110	MAKINAC ISLAND	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	SUM		10	4.4	0	0.0	0	0	0	0.0	8	1.9	18	2.7
	000050													
	50010	CENTER LINE	0	0.0	0	0.0	0	0.0	0	0.0	84	7.8	84	7.7
	50020	EAST DE MOUL	0	0.0	0	0.0	0	0.0	1	100.0	177	9.4	178	9.6
	50030	ROSELVILLE	1	7.7	0	0.0	3	7.7	1	7.1	181	7.7	186	7.7
	50040	ANCHOR BAY	0	0.0	0	0.0	1	5.6	0	0.0	33	2.9	34	2.7
	50050	ARMADA	0	0.0	0	0.0	0	0.0	0	0.0	17	3.9	17	3.9
	50070	CLINTONDALE	0	0.0	0	0.0	2	2.6	1	12.5	33	2.6	36	2.7
	50080	CHIPPEWA VALLEY	0	0.0	0	0.0	1	11.1	0	0.0	54	2.9	55	2.9
	50090	FREDERICK	0	0.0	0	0.0	0	0.0	0	0.0	64	6.8	64	6.7

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JULY 24, 1986

COUNTY	DIST CODE	DISTRICT NAME	INDIAN DROPS- OUTS	IND DROPS RATE	ASIAN DROPS- OUTS	ASH DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHT DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
	54025	CHIPPEWA HILLS	6	6.5	0	0.0	0	0.0	0	0.0	22	3.4	28	3.7
	54040	MORLEY STANWOOD	0	0.0	0	0.0	0	0.0	0	0.0	26	7.6	26	7.4
	SUM		6	6.5	0	0.0	1	5.3	0	0.0	48	4.6	87	4.7
000055														
	55010	CANNON MADEAU	0	0.0	0	0.0	0	0.0	0	0.0	2	1.0	2	1.7
	55020	MEMORIAL SCHO	0	0.0	0	0.0	0	0.0	0	0.0	20	2.2	20	2.3
	55035	NORTH CENTRAL	0	0.0	0	0.0	0	0.0	0	0.0	5	2.2	5	2.2
	55020	STEPHENSON	0	0.0	0	0.0	0	0.0	0	0.0	7	1.9	7	1.9
	SUM		0	0.0	0	0	0	0	0	0.0	34	2.2	34	2.2
000056														
	56010	MIDLAND	0	0.0	0	0.0	0	0.0	0	0.0	62	2.7	62	2.0
	56020	MULLOCK CREEK	0	0.0	0	0.0	0	0.0	0	0.0	34	6.3	34	6.3
	56030	COLEMAN	0	0.0	0	0.0	0	0.0	0	0.0	11	3.0	11	3.0
	56050	MERIDIAN	0	0.0	0	0.0	0	0.0	0	0.0	46	7.3	46	7.3
	SUM		0	0.0	0	0.0	0	0.0	0	0.0	153	3.4	153	3.3
000057														
	57020	LAK CREEK	0	0.0	0	0.0	0	0.0	0	0.0	27	8.8	27	8.7
	57030	MCDONN	0	0.0	0	0.0	0	0.0	0	0.0	5	2.2	5	2.2
	SUM		0	0	0	0.0	0	0	0	0.0	32	6.0	32	6.0
000058														
	58010	MUNROE	0	0.0	0	0.0	0	0.0	2	10.0	167	7.2	177	7.2
	58020	AIRPORT	0	0.0	0	0.0	0	20.0	1	12.5	43	6.5	52	7.1
	58030	WELFORD	0	0.0	0	0.0	0	0.0	1	20.0	60	4.8	61	4.8
	58050	DUNWEL	0	0.0	0	0.0	0	0.0	0	0.0	17	3.3	17	3.2
	58070	ISA	0	0.0	0	0.0	0	0.0	0	0.0	6	1.1	6	1.1
	58080	JEFFERSON	0	0.0	0	0.0	0	0.0	0	0.0	38	5.0	38	5.0
	58090	MASON	2	3.4	0	0.0	0	0.0	2	6.7	7	1.7	11	2.2
	58100	SUMMITFIELD	0	0.0	0	0.0	0	0.0	0	0.0	15	5.0	15	4.9
	58110	WHITEFORD	0	0.0	0	0.0	0	0.0	2	25.0	4	1.5	6	2.1
	SUM		2	2.4	0	0.0	16	10.5	0	9.6	357	5.1	383	5.2
000059														
	59020	CARSH CIV ERVS.	1	33.3	0	0.0	0	0.0	1	10.0	21	4.5	23	4.8
	59035	PONTIACELLA	0	0.0	0	0.0	0	0.0	0	0.0	10	3.0	10	2.0

MICHIGAN PUBLIC HIGH SCHOOL DROPOUTS
BY RACIAL-ETHNIC CATEGORY
BY COUNTY AND SCHOOL DISTRICT
1983-84 (GRADES 9-12)

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JULY 24, 1986

COUNTY	DISTRICT CODE	DISTRICT NAME	INDIAN DROPS- OUTS	IND DROPS RATE	ASIAN DROPS- OUTS	ASN DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHI DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
	59070	GREENVILLE	0	0.0	0	0.0	0	0.0	5	45.5	53	5.4	58	5.8
	59080	TRI COUNTY	0	0.0	0	0.0	0	0.0	0	0.0	25	5.7	25	5.5
	59090	LAKEVIEW	0	0.0	0	0.0	0	0.0	0	0.0	26	5.3	26	5.2
	59125	CENTRAL MONTCALM	0	0.0	0	0.0	0	0.0	1	50.0	41	6.8	42	6.9
	59150	VESTABURG	0	0.0	0	0.0	0	0.0	1	33.3	6	2.7	7	3.0
	SUM		0	0.0	0	0.0	0	0.0	7	19.5	125	5.1	132	5.3

00060

	60010	ATLANTA	0	0.0	0	0.0	0	0.0	0	0.0	8	5.3	8	4.9
	60020	HILLMAN	0	0.0	0	0.0	0	0.0	0	0.0	9	4.8	9	4.7
	SUM		0	0.0	0	0.0	0	0.0	0	0.0	17	5.0	17	4.8

50061

	61010	MUSKEGON	2	9.1	0	0.0	20	3.3	1	1.9	42	5.2	65	4.4
	61020	MUSKEGON NG19	0	0.0	0	0.0	62	9.7	3	30.0	11	28.2	76	11.0
	61060	NOMA SHORES	0	0.0	0	0.0	0	0.0	0	0.0	29	3.2	29	3.2
	61065	OAKHEDGE	2	5.0	0	0.0	0	0.0	2	15.4	24	6.1	28	6.2
	61070	FRUITPORT	0	0.0	0	0.0	0	0.0	3	20.0	65	7.8	68	7.9
	61075	HILLMAN	0	0.0	0	0.0	0	0.0	0	0.0	21	8.4	21	8.1
	61130	MONTAGUE	0	0.0	0	0.0	0	0.0	0	0.0	16	4.0	16	3.8
	61190	ORCHARD VIEW	5	25.0	0	0.0	3	27.3	2	15.4	39	5.9	49	6.9
	61210	RAVENNA	1	14.3	0	0.0	0	0.0	0	0.0	18	5.7	19	5.8
	61220	REEFMS PUFFER	0	0.0	0	0.0	2	4.0	0	0.0	30	3.0	32	3.7
	61230	NORTH MUSKEGON	0	0.0	0	0.0	0	0.0	0	0.0	3	1.1	3	1.1
	61240	WHITEMALL	1	16.7	0	0.0	2	5.3	0	0.0	33	6.7	36	6.6
	SUM		19	14.4	0	0.0	67	6.3	11	7.6	331	5.2	438	5.6

10062

	62040	FREMONT	0	0.0	0	0.0	0	0.0	0	0.0	32	4.8	32	4.7
	62050	GRAND	0	0.0	0	0.0	0	0.0	1	3.4	15	3.3	16	3.3
	62060	MESPERIA	0	0.0	0	0.0	0	0.0	0	0.0	5	1.5	5	1.5
	62070	NEWAUGO	0	0.0	0	0.0	0	0.0	1	5.6	9	2.5	10	2.7
	62090	WHITE CLOUD	0	0.0	0	0.0	0	0.0	0	0.0	15	5.4	15	5.0
	SUM		0	0.0	0	0.0	0	0.0	2	3.7	76	3.7	78	3.6

50063

	63010	BIRMINGHAM	0	0.0	0	0.0	1	3.6	0	0.0	53	1.8	54	1.8
	63020	TERDALE	0	0.0	0	0.0	13	7.6	1	10.1	90	8.2	104	8.0
	63030	PONTIAC	10	27.2	1	3.7	106	4.5	43	14.1	137	13.5	427	10.7
	63040	ROYAL OAK	0	0.0	0	0.0	0	0.0	0	0.0	120	4.5	120	4.5

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COUNTY	DISTRICT CODE	DISTRICT NAME	INDIAN DROPS- OUTS	INH DROPS RATE	ASIAN DROPS- OUTS	ASN DROPS RATE	BLACK DROPS- OUTS	BLK DROPS RATE	HISPAN DROPS- OUTS	HSP DROPS RATE	WHITE DROPS- OUTS	WHI DROPS RATE	TOTAL DROPS- OUTS	TOT DROPS RATE
000072														
	72010	GERRISH HIGGINS	0	0.0	0	0.0	0	0.0	0	0.0	18	3.5	18	3.5
	72020	HOUGHION LAKE	0	0.0	0	0.0	0	0.0	0	0.0	25	4.0	25	4.0
	SUM		0	0	0	0	0	0	0	0	43	4.2	43	4.2
000073														
	73010	SAGINAW	1	1.4	4	14.8	114	5.6	50	14.0	94	6.3	263	6.6
	73010	CARRULLUM	0	0.0	0	0.0	0	0.0	4	10.1	14	3.7	18	3.9
	73040	SAGINAW IMP	0	0.0	2	5.9	2	10.0	2	3.7	61	3.0	67	3.2
	73040	QUEEN VISTA	0	0.0	0	0.0	7	1.7	7	14.6	6	7.1	20	3.6
	73110	EMESANING	1	50.0	0	0.0	0	0.0	10	24.6	47	5.3	60	6.2
	73170	BIRCH RUN	0	0.0	0	0.0	1	33.3	0	0.0	24	3.7	25	3.7
	73180	BRIDGEMAN-SPALD	1	2.1	0	0.0	3	3.2	8	8.8	34	5.3	51	5.3
	73190	FRANKENMUN	0	0.0	0	0.0	0	0.0	0	0.0	2	4.2	2	4.2
-57-	73200	FREELAND	0	0.0	0	0.0	0	0.0	0	0.0	14	3.1	14	3.0
	73210	HEMLOCK	0	0.0	0	0.0	0	0.0	0	0.0	11	1.6	11	1.6
	73210	MERRILL	0	0.0	0	0.0	0	0.0	0	0.0	2	2.5	2	2.5
	73240	ST CHARLES	0	0.0	0	0.0	0	0.0	0	0.0	9	1.9	9	1.8
	73255	SUWAN VALLEY	0	0.0	0	0.0	0	0.0	0	0.0	10	1.5	10	1.4
	SUM		3	2.2	6	7.7	127	4.9	81	11.7	339	3.5	556	4.2
000074														
	74010	PONTIAC HURON	0	0.0	0	0.0	5	2.7	4	7.1	150	4.8	159	4.7
	74030	ALCONAC	1	25.0	0	0.0	0	0.0	0	0.0	52	5.6	53	5.8
	74040	CAPAC	0	0.0	0	0.0	0	0.0	1	3.4	7	1.7	8	1.8
	74050	EAST CHINA IMP	0	0.0	0	0.0	0	0.0	0	0.0	38	2.6	38	2.6
	74060	MARYSVILLE	0	0.0	0	0.0	0	0.0	0	0.0	20	2.7	20	2.7
	74120	MEMPHIS	0	0.0	0	0.0	0	0.0	0	0.0	4	1.4	4	1.4
	74130	VALE	0	0.0	0	0.0	0	0.0	0	0.0	3	.5	3	.5
	SUM		1	7.5	0	0.0	5	2.5	5	5.3	274	3.6	287	3.6
000075														
	75010	STURGIS	0	0.0	0	0.0	1	12.5	0	0.0	30	5.6	31	3.6
	75020	MURR OAK	0	0.0	0	0.0	0	0.0	0	0.0	6	6.9	6	6.9
	75030	CENTREVILLE	0	0.0	0	0.0	0	0.0	0	0.0	15	4.7	15	4.6
	75040	EOLUN	0	0.0	0	0.0	0	0.0	0	0.0	10	2.4	10	2.4
	75050	CONSTANTINE	0	0.0	0	0.0	0	0.0	0	0.0	35	7.7	35	7.7
	75060	PENON	0	0.0	0	0.0	0	0.0	0	0.0	4	1.9	4	1.8
	75070	WHITE PIGEON	0	0.0	0	0.0	0	0.0	0	0.0	26	7.6	26	7.6
	75080	THREE RIVERS	0	0.0	0	0.0	2	2.1	0	0.0	30	3.6	32	3.3

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COUNTY	DIST	DISTRICT NAME	INDIAN DROPS	IND DROPS RATE	ASIAN DROPS	ASH DROPS RATE	BLACK DROPS	BLK DROPS RATE	HISPAN DROPS	HSP DROPS RATE	WHITE DROPS	WHI DROPS RATE	TOTAL DROPS	TOT DROPS RATE
SUM			0	0.0	0	0.0	3	2.7	0	0.0	156	4.4	159	4.3
000076														
	76060	WOODM CITY	0	0.0	0	0.0	0	0.0	2	20.0	20	6.2	22	6.6
	76070	CARSONVILLE-P.S.	0	0.0	0	0.0	0	0.0	0	0.0	4	1.7	4	1.6
	76080	CROSWELL LER.	1	3.7	0	0.0	0	0.0	3	9.1	28	4.2	32	4.4
	76090	DICKINSONVILLE	0	0.0	0	0.0	0	0.0	1	14.3	1	1.0	2	3.1
	76140	MABLESS	0	0.0	0	0.0	0	0.0	1	8.3	20	2.9	21	3.0
	76160	PECK	0	0.0	0	0.0	0	0.0	0	0.0	11	5.9	11	5.8
	76210	SANDUSKY	0	0.0	0	0.0	0	0.0	0	0.0	9	2.2	9	2.2
SUM			1	3.6	0	0.0	0	0.0	7	6.7	95	3.3	103	3.3
000077														
	77010	MANISTIQUE	7	13.0	0	0.0	0	0.0	0	0.0	13	3.3	20	4.3
SUM			7	13.0	0	0.0	0	0	0	0.0	13	3.3	20	4.3
000078														
	78020	UTRON	0	0.0	0	0.0	0	0.0	0	0.0	11	2.6	11	2.3
	78030	BURAND	0	0.0	0	0.0	0	0.0	1	8.3	59	7.3	60	7.3
	78040	LAINESBURG	0	0.0	0	0.0	0	0.0	0	0.0	9	2.7	9	2.6
	78060	MURRICE	0	0.0	0	0.0	0	0.0	0	0.0	6	1.6	6	1.3
	78070	NEW LOHMEUP	0	0.0	0	0.0	0	0.0	0	0.0	7	1.6	7	1.6
	78080	PIRAY	0	0.0	0	0.0	0	0.0	0	0.0	13	2.3	13	2.3
	78100	CORUNNA	0	0.0	0	0.0	0	0.0	0	0.0	21	2.4	21	2.4
	78110	OMOSSO	0	0.0	0	0.0	0	0.0	1	4.8	91	6.3	92	6.3
SUM			0	0.0	0	0.0	0	0.0	2	4.3	217	4.1	217	4.1
000079														
	79010	AKRON FAIRGROVE	0	0.0	0	0.0	0	0.0	0	0.0	1	.4	1	.4
	79020	CARD	0	0.0	0	0.0	0	0.0	1	3.4	35	5.0	36	4.9
	79030	CASS CITY	0	0.0	0	0.0	0	0.0	0	0.0	14	2.6	14	2.6
	79080	KINGSIDM	0	0.0	0	0.0	0	0.0	0	0.0	4	1.1	4	1.1
	79090	MAUVILLE	0	0.0	0	0.0	0	0.0	0	0.0	14	3.2	14	3.2
	79100	MILLINGTON	1	33.3	0	0.0	0	0.0	0	0.0	31	4.2	32	4.3
	79110	REESE	0	0.0	1	25.0	0	0.0	0	0.0	2	.5	3	.7
	79145	UNIONVILLE SEN.	0	0.0	0	0.0	0	0.0	0	0.0	5	1.2	5	1.2
	79150	VASSAR	0	0.0	0	0.0	0	0.0	2	18.2	32	5.0	34	5.1
SUM			1	30.0	1	8.3	0	0.0	3	3.6	139	3.1	143	3.1

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000080														
	80010	SOUTH HAVEN	2	28.6	0	0.0	2	1.5	2	15.4	61	8.3	67	7.5
	80020	BANGOR	1	100.0	0	0.0	4	4.8	0	0.0	28	6.5	33	6.2
	80040	COVERI	1	50.0	0	0.0	7	5.9	0	0.0	4	7.5	12	6.9
	80050	DECATUR	0	0.0	0	0.0	0	0.0	0	0.0	10	3.8	10	3.4
	80090	BLOOMINGDALE	0	0.0	0	0.0	1	3.2	0	0.0	12	5.0	13	4.7
	80110	GOHLES	0	0.0	0	0.0	0	0.0	0	0.0	18	4.3	18	4.2
	80120	HARRISON	1	20.0	0	0.0	0	0.0	1	4.8	26	7.0	28	7.0
	80130	LAWRENCE	0	0.0	0	0.0	1	33.3	0	0.0	7	3.9	8	4.3
	80140	LAMON	0	0.0	0	0.0	0	0.0	1	6.7	11	3.4	12	3.4
	80150	MARIAMAH	0	0.0	0	0.0	0	0.0	0	0.0	11	1.7	11	1.7
	80160	PAN PAX	0	0.0	0	0.0	0	0.0	0	0.0	7	1.3	9	1.3
	SUM		5	20.0	0	0.0	15	3.6	4	3.8	197	4.7	221	4.6
000081														
	80010	ANN ARBOR	3	9.4	10	6.8	35	5.6	7	15.4	118	5.0	173	5.4
	80020	EPSILANTII	0	0.0	0	0.0	18	3.4	0	0.0	50	2.7	58	2.5
	80040	CHELSEA	0	0.0	0	0.0	0	0.0	0	0.0	7	.9	7	.9
	80050	DEXTER	0	0.0	0	0.0	0	0.0	0	0.0	9	1.4	9	1.4
	80070	LIMEDON CONS	0	0.0	0	0.0	0	0.0	0	0.0	25	3.6	25	3.0
	80080	MANCHESTER	0	0.0	0	0.0	0	0.0	0	0.0	7	2.0	7	2.0
	80100	MILAN	0	0.0	0	0.0	2	3.8	0	0.0	15	2.3	17	2.3
	80120	SALINE	0	0.0	0	0.0	0	0.0	0	0.0	11	1.1	11	1.1
	80140	WILLOWDALE LAKE	0	0.0	0	0.0	0	0.0	0	0.0	8	2.3	8	2.2
	80150	MILBURN HUN	0	0.0	0	0.0	26	6.9	1	16.7	60	8.3	87	7.8
	SUM		3	6.8	10	3.2	81	4.7	8	8.7	300	3.5	402	3.8
000082														
	82010	DETROIT	14	14.7	21	14.5	6,518	14.7	134	14.7	497	14.7	7,184	14.7
	82020	ALLEN PARK	0	0.0	2	40.0	0	0.0	1	16.7	29	3.6	31	3.9
	82025	CHERRY HILL	0	0.0	3	100.0	10	6.8	0	0.0	32	3.8	45	6.4
	82030	DEARBORN CITY	0	0.0	0	0.0	0	0.0	5	11.1	110	2.5	115	2.6
	82040	DEARBORN HILLS 7	0	0.0	0	0.0	0	0.0	0	0.0	30	4.0	30	3.9
	82045	FELVINDLE - A. PK.	0	0.0	0	0.0	1	14.3	5	15.4	60	4.5	66	6.7
	82050	GARDEN CITY	0	0.0	0	0.0	1	100.0	0	0.0	178	8.2	179	8.1
	82055	GROSSE POINTE	0	0.0	0	0.0	0	0.0	0	0.0	53	1.7	53	1.7
	82060	HAMINAMEN	0	0.0	0	0.0	1	.7	1	14.3	42	8.4	44	6.8
	82070	HIGHLAND PARK	0	0.0	1	20.0	54	3.5	0	0.0	0	0.0	55	3.5
	82080	IMKSTAR CITY	0	0.0	0	0.0	45	5.4	0	0.0	1	9.1	46	3.4
	82090	LINCOLN PARK	11	7.9	0	0.0	0	0.0	2	10.5	137	8.6	150	8.6
	82095	LIVONIA	0	0.0	2	3.8	0	0.0	2	7.1	158	2.3	162	2.3
	82100	PLYMOUTH CANTON	0	0.0	2	2.0	2	4.7	0	0.0	107	2.5	111	2.5

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	82110	REDFORD UNION	0	0.0	0	0.0	0	0.0	0	0.0	104	6.6	104	6.5
	82120	RIVER ROUGE	0	0.0	0	0.0	28	6.7	2	11.1	46	10.1	76	8.5
	82130	ROMULUS	0	0.0	0	0.0	17	4.9	0	0.0	81	6.6	98	6.1
	82140	SOUTH REDFORD	0	0.0	0	0.0	0	0.0	0	0.0	29	2.7	29	2.7
	82150	TAYLOR	2	2.3	11	42.3	35	19.0	16	19.3	291	4.9	357	5.7
	82155	TRENTON	0	0.0	0	0.0	0	0.0	0	0.0	42	2.9	42	2.9
	82160	WATHE-WESILAND	3	33.3	3	13.6	20	10.6	7	20.6	146	3.1	179	3.6
	82170	WYANDOTTE	0	0.0	0	0.0	0	0.0	0	0.0	79	4.7	79	4.3
	82180	FLAT ROCK	0	0.0	0	0.0	1	33.3	0	0.0	21	4.0	22	4.2
	82220	NO. BROMFIELD	0	0.0	0	0.0	0	0.0	0	0.0	1	.3	1	.3
	82230	WESTWOOD	0	0.0	0	0.0	0	0.0	0	0.0	28	3.0	28	3.0
	82240	WESTWOOD	0	0.0	0	0.0	24	8.2	1	50.0	23	6.4	52	7.4
	82250	ECORSE	0	0.0	0	0.0	37	9.2	5	8.6	37	16.5	79	11.5
	82290	GIARALIAN	0	0.0	0	0.0	0	0.0	1	14.3	14	1.3	15	1.4
	82300	GROSSE ILE IMP	0	0.0	0	0.0	0	0.0	0	0.0	4	.8	4	.8
	82320	HARPER WOODS	0	0.0	0	0.0	0	0.0	0	0.0	8	2.4	8	2.4
	82340	MURDOCK	0	0.0	0	0.0	0	0.0	0	0.0	6	1.0	6	1.0
	82363	WOODBHAVEN	0	0.0	0	0.0	0	0.0	1	5.3	63	5.2	64	4.9
	82390	NORTHVILLE	0	0.0	0	0.0	0	0.0	0	0.0	30	2.5	30	2.5
	82400	RIVERVIEW	0	0.0	0	0.0	0	0.0	0	0.0	23	1.8	23	1.8
	82405	SOUTHGATE	0	0.0	0	0.0	0	0.0	0	0.0	88	6.8	88	6.6
	82430	VAN MUREN	1	16.7	1	20.0	44	12.9	3	10.7	163	6.9	212	7.7
	SUM		31	6.8	46	8.2	6,842	13.8	186	12.9	2,764	4.6	9,807	8.9
	83010	CADILLAC	1	50.0	0	0.0	0	0.0	0	0.0	110	10.5	111	10.6
	83060	MANION	0	0.0	0	0.0	0	0.0	0	0.0	21	8.6	21	8.6
	83070	MS SICK	0	0.0	0	0.0	0	0.0	0	0.0	16	8.2	16	7.9
	SUM		1	50.0	0	0.0	0	0	0	0.0	147	9.9	148	9.9
	TOTAL													
	SUM		294	6.3	122	3.7	8,859	11.7	721	10.2	16,964	4.2	26,960	3.4

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APPENDIX E

RECENT FEDERAL INITIATIVES IN AMERICAN INDIAN EDUCATION

The Committee was requested by the Superintendent to review current and pending federal legislation which has an affect on American Indians in Michigan. This review was undertaken, yet, it is imperative to remember that the education of American Indians in Michigan is the responsibility of the State. The federal government, because of its unique relationship with American Indians, does provide a number of educational programs intended to benefit American Indians in public schools or tribal schools.

The Johnson-O' Malley Program (JOM) is one such program. Initiated in 1934, the program provides funds to Indian tribes for educational related services which are deemed necessary by the community. Another program administered by the federal government is the Indian Education Act of 1972 which provides per capita funds for Indian children enrolled in local school districts. At the present time, this program is administered by the U.S. Department of Education. To qualify for the program, a local district must have ten or more American Indian students enrolled in school. The program is administered by the LEA and an Indian parent committee which oversees and reviews program operation. The Indian Education Act, under the subparts of the Act, also funds demonstration projects and adult education. Without question, the Indian Education Act is the major source of support for Indian Education in Michigan.

In recent years, the Reagan Administration has discussed the possibility of changes in the structure and administration of Indian Education programs. As a part of the 1987 budget proposal, the administration proposed to provide Part A funds and JOM funds to states via block grants. Other proposed changes included transferring Part B & C funds to the Bureau of Indian Affairs. These proposals were defeated in debates on the 1987 budget, but a new set of proposals is included in the 1988 budget.

As a part of the 1988 budget proposal, the Reagan Administration seeks to turn over Indian schools administered by the Bureau of Indian Affairs to state governments or Indian tribes. Students enrolled in these schools account for 8 percent of all Indian children currently participating in educational programs.

This proposed transfer of funding and authority would have little impact on the education of Indian youth in Michigan. At the present time, there is only one tribal school in Michigan. The school is located on the Hannahville Reservation in the Upper Peninsula and is currently administered by the Tribe.

The proposed transfer of the BIA schools to state governments is being strongly opposed by tribal and organizational leaders at the national level. Susan Harjo, the Executive Director of the National Congress of American Indians, recently stated that the proposed transfer "ignores tribal wishes and proposes to turn over our most precious asset, our children."

Informed Washington sources believe that the proposed transfer will not be accomplished in the coming year. The Committee on Interior and Insular Affairs, as well as upcoming appropriation hearings, will provide the opportunity for American Indian views to be heard on the issue.

The Indian Education Act will be introduced for reauthorization this year. Even though the program is not due for reauthorization until 1989, sponsors will seek reauthorization for the program in March of this year. As a part of the reauthorization proceedings, issues will surface which will have an impact on Indian Education in Michigan. One of the important topics for discussion as part of reauthorization is the proof of eligibility requirements for inclusion under Part A of the Indian Education Act. Another issue is the inclusion of Native Hawaiians as participants under Part A of the Act.

If the proof of eligibility requirements are very strict, requiring tribal identification and fixed blood quantum, Michigan would stand to lose a significant portion of Part A funds. The inclusion of Native Hawaiians will most certainly reduce the amount of per capita funds received for each child enrolled under the provisions of Part A of the Act.

Another important issue which does pertain to American Indian Education in Michigan is the passage of the Tribally Controlled Community College Assistance Act. The Act was signed into law on Tuesday, September 30, 1986. U.S. Representatives Dale Kildee and William Ford were instrumental in passing the bill which is an authorization statute for the existence and continued operation of tribally controlled community colleges. Appropriations for tribally controlled community colleges will still have to originate with the Department of Interior.

The passage of the Tribally Controlled Community College Assistance Act has some implications for Bay Mills Community College. Efforts need to be initiated to ensure that Bay Mills Community College meets the provisions of the legislation and is included in funding appropriations which will be recommended by the Department of Interior.

**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.