

DOCUMENT RESUME

ED 366 895

CG 025 249

AUTHOR Claus, Richard N.; Quimper, Barry E.
 TITLE Dropout Study 1991-92. Evaluation Report.
 INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
 PUB DATE Apr 93
 NOTE 54p.
 PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Dropouts; *High Risk Students; High Schools; *High School Students; Potential Dropouts; Program Effectiveness
 IDENTIFIERS *Saginaw City School System MI

ABSTRACT

This report presents the dropout rate for students in grades 9 through 12 in the School District of the City of Saginaw (Michigan) for the 1991-1992 academic year. Student enrollment and dropout data are presented for each junior high and high school in the district, showing that 128 (4.4%) of the 2,906 secondary school students in grades 9-12 dropped out prior to graduation. Dropout data are presented and discussed by gender, by grade, by age, by racial/ethnic background, and by reason for dropping out. A summary section notes that: (1) the dropout rate of 4.4% represents a decrease in the dropout rate from the 1990-1991 rate of 6.6%; (2) approximately 59% of dropouts were males; (3) 48.4% of dropouts were high school seniors, while only 5.5% were ninth graders; (4) 18-year-olds comprised the largest group of dropouts by age; (5) black students comprised the largest enrollment group and the largest group dropping out (71.1%); (6) the percent of Hispanic dropouts was slightly greater than their percentage of district enrollment; and (7) the most frequently cited reason for dropping out was lack of interest. Recommendations, based on these findings, are presented. Relevant tables and data forms are appended. (NB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 366 895

EVALUATION REPORT

DROPOUT STUDY

1991-92

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Claus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) "

Saginaw, Michigan

CG025249

DROPOUT STUDY

1991-92

An Approved Report of the
Department of Evaluation, Testing, and Research

Richard N. Claus

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

April, 1993

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PRESENTATION OF DATA	4
Enrollment And Number Of Dropouts	4
Dropout Data By Gender	5
Dropout Data By Grade	7
Dropout Data By Age	9
Dropout Data By Racial/Ethnic Background	10
Dropout Data By Reason	13
SUMMARY	15
RECOMMENDATIONS	17
APPENDICES	19
Appendix A: Dropout Retention Summary Report - 1991/92	20
Appendix B: 1992 Pupil Headcount Report	21
Appendix C: Number And Percent Of Dropouts By Building And School Year Fourth Friday To Fourth Friday, Starting 1990-91 To Current Year	39
Appendix D: Number Of Dropouts By Building And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year	40
Appendix E: Number And Percent Of Dropouts By Grade And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year	42
Appendix F: Number And Percent Of Dropouts By Age And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year	43
Appendix G: Numbers And Percents Of Dropouts By School Year And Racial/Ethnic Background From Fourth Friday To Fourth Friday For 1990-91 To Current Year	44
Appendix H: Number And Percent Of Dropouts By Reason And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year	45

LIST OF TABLES

Table	Page
1	Enrollment, Number And Percent Of Dropouts By Building -- September 27, 1991 - October 2, 1992 4
2	Number And Percent Of Males And Females Dropping Out By Building And System -- September 27, 1991 - October 2, 1992 6
3	Number Of Dropouts By Grade -- September 27, 1991 - October 2, 1992 7
4	Number Of Dropouts According To Age -- September 27, 1991 - October 2, 1992 8
5	Number And Percent Of Dropouts By Building According To Racial/Ethnic Enrollment -- September 27, 1991 - October 2, 1992 12
6	Number Of Dropout Records According To School And Reason For Dropping Out -- September 27, 1991 - October 2, 1992 14
C.1	Number And Percent Of Dropouts By Building And School Year From Fourth Friday To Fourth Friday, Starting 1990-91 To Current Year 39
D.1	Number Of Male Dropouts By Building And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year 40
D.2	Number Of Female Dropouts By Building And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year 41
E.1	Number And Percent Of Dropouts By Grade And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year 42
F.1	Number And Percent Of Dropouts By Age And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year 43
G.1	Numbers And Percents Of Dropouts By School Year And Racial/Ethnic Background From Fourth Friday To Fourth Friday For 1990-91 To Current School Year 44
H.1	Number And Percent Of Dropouts By Reason And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year 45

INTRODUCTION

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

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

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

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

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

With the advent of PA-25, it was decided that rather than continue dual dropout studies, the school district would conduct only the state mandated annual study. However, data would be analyzed by reason for the drop, gender, race, age, etc., elements that are not included in the State's study. This practice should lessen confusion, provide longitudinal dropout data, and avoid duplication of effort in doing two studies. For the above reasons, **the 1990-91 Dropout Study should be regarded as new baseline information.** The 1991-92 Dropout Study is the first report that can be compared to the new baseline.

This report, as the 1990-91, will show the dropout rate for grades 9-12. The base for calculations (the prior year's fourth Friday enrollment count) is adjusted for students coming into the district, leaving for other school districts, transfers to alternative education programs, retentions, etc. (See Appendix A for the calculations of this year's adjusted enrollment counts.) The raw data for the study are collected by building staff and sent to Child Accounting as part of the 1992 Pl. ul Head Count Report required by the State. (See Appendix B for a copy of the forms used to supply this data for 1990-91 study). The Evaluation Department, working with data obtained from the Child Accounting Office, summarizes and analyzes these to provide the information presented in the tables and narrative that follow. Note that this is only

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

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

PRESENTATION OF DATA

Enrollment and Number of Dropouts

The number and percent of dropouts reported for each building during 1991-92 are contained in Table 1 below.

TABLE 1. ENROLLMENT, NUMBER AND PERCENT OF DROPOUTS BY BUILDING—SEPTEMBER 27, 1991 - OCTOBER 2, 1992.

Building	Adjusted Fourth Friday Head Count*	Dropouts		
		#	% of Bldg. Head Count	% of All Dropouts
Central	127	3	2.4	2.3
North Int.	195	1	0.5	0.8
South Int.	225	0	0.0	0.0
Webber Jr.	174	3	1.7	2.3
-----	-----	-----	-----	-----
Subtotal	721	7	1.0	5.4
-----	-----	-----	-----	-----
Arthur Hill	1,301	37	2.8	28.9
Saginaw High	884	84	9.5	65.6
-----	-----	-----	-----	-----
Subtotal	2,185	121	5.5	94.5
TOTAL	2,906	128	4.4	99.9**

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

** Due to rounding.

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

- Systemwide, 128 (4.4%) of the 2,906 secondary students in grades 9-12, dropped out prior to graduation.

—Of the 2,906 secondary students:

- 721 (24.8%) were junior high (ninth grade) students and
- 2,185 (75.2%) were senior high students.

--Of the 128 dropouts:

- 5.4% (7) were junior high (ninth grade) students and
- 94.5% (121) were senior high students.

- By level:
 - Seven of 721 junior high (ninth grade) students (1.0%) dropped out.
 - 121 of 2,185 senior high students (5.5%) dropped out.
- Across all secondary buildings:
 - The largest number of students dropping out at a building occurred at Saginaw High (84) and
 - Over half of all dropouts (65.6%:84 of 128) left Saginaw High. Also, in terms of percent of enrollment Saginaw High (9.5%) had a greater dropout rate than Arthur Hill (2.8%).
- Buildings by level, the largest number of students dropping out at junior high occurred at Central (3) and Webber Jr. (3). The dropout rate as a percent of enrollment was the largest (2.4%) at Central Jr.

Reviewing the longitudinal data in Appendix C it can be seen that:

- The current rate of 4.4% district-wide is the lowest reported compared to the first year base. Last year the rate was 6.4%.
- The current rate of 1.0% and 5.5% at the junior high and high school levels respectively is the lowest reported for the two year period. Last year, the rates were 3.1% and 7.4% respectively.
- The reduction in rate was most pronounced by building with Arthur Hill going from 5.1% to the current 2.8%.

Dropout Data by Gender

Table 2, below, contains the number of males and females dropping out by building during the 1991-92 school year.

TABLE 2. NUMBER AND PERCENT OF MALES AND FEMALES DROPPING OUT BY BUILDING AND SYSTEM—SEPTEMBER 27, 1991 - OCTOBER 2, 1992.

Building	GENDER						Total
	Males			Females			
	#	% of Gender	% of Building Total	#	% of Gender	% of Building Total	
Central	1	1.3	33.3	2	3.8	55.7	3
North Int.	1	1.3	100.0	0	0.0	0.0	1
South Int.	0	0.0	0.0	0	0.0	0.0	0
Webber Jr.	3	4.0	100.0	0	0.0	0.0	3
Subtotal	5		71.4	2		28.6	7
%		6.6			3.8		
Arthur Hill	20	26.3	54.1	17	32.7	45.9	37
Saginaw High	51	67.1	60.7	33	63.5	39.3	84
Subtotal	71		58.7	50		41.3	121
%		93.4			96.2		
Total	76		59.4	52		40.6	128
% of Total							
% of Gender		100.0			100.0		100.0

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

- Systemwide, the number and percent of male dropouts (76:59.4%) was approximately 1.5 times that of females (52:40.6%).

--Of the 76 male dropouts:

- 5 (6.6%) were junior high students and
- 71 (93.4%) were senior high students.

--Of the 52 female dropouts:

- 2 (3.8%) were junior high students and
- 50 (96.2%) were senior high students.

- By level, the data indicate that a greater number of males than females drop out at both the junior high and high school levels.
- At only Central did the number of female dropouts exceed that of males (two versus one respectively).

Reviewing the longitudinal data in Appendix D it can be seen that:

- The rate of females dropping out has declined from 42.4% last year to 40.6% for 1991-92.
- The rate of males dropping out has increased from 57.6% last year to 59.4% currently.

Dropout Data by Grade

Table 3 below contains the number and percent of dropouts for 1991-92 by building and grade.

TABLE 3. NUMBER OF DROPOUTS BY GRADE
SEPTEMBER 27, 1991 - OCTOBER 2, 1992.

Building	GRADE				Total
	9	10	11	12	
Central	3	NA ¹	NA	NA	3
North	1	NA	NA	NA	1
South	0	NA	NA	NA	0
Webber Jr.	3	NA	NA	NA	3
-----	-----	-----	-----	-----	-----
Subtotal	7	NA	NA	NA	7
-----	-----	-----	-----	-----	-----
Arthur Hill	NA	6	10	21	37
Saginaw High	NA	22	21	41	121
-----	-----	-----	-----	-----	-----
Subtotal	NA	28	31	62	121
-----	-----	-----	-----	-----	-----
Number	7	28	31	62	128
TOTAL % of Dropouts	5.5	21.9	24.2	48.4	100.0
-----	-----	-----	-----	-----	-----
Grade Enrollment % of Total Gr. Enroll.	721 24.8	758 26.1	774 26.6	653 22.5	2,906 100.0

¹NA = Not Applicable.

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

- Systemwide, the number and percent of dropouts was:
 - Largest at grade 12 (62:48.4%) and
 - Smallest at grade 9 (7:5.5%).

An examination of the longitudinal data (Appendix E) reveals that:

- The pattern of 1991-92 with grade ten having the greatest number of dropouts and then it falling off in both grade directions has been radically altered with the greatest number dropping at twelfth grade and the number falling off as you descend the grade levels to ninth grade.

Dropout Data by Age

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

**TABLE 4. NUMBER OF DROPOUTS ACCORDING TO AGE
SEPTEMBER 27, 1991 - OCTOBER 2, 1992.**

Building	A G E							Total
	14	15	16	17	18	19	20 & Over	
Central	0	0	3	0	0	0	0	3
North	0	0	1	0	0	0	0	1
South	0	0	0	0	0	0	0	0
Webber Jr.	0	2	0	1	0	0	0	3
Subtotal	0	2	4	1	0	0	0	7
%	0.0	28.6	57.1	14.3	0.0	0.0	0.0	100.0
Arthur Hill	0	1	8	10	12	4	2	37
Saginaw High	0	7	16	22	22	15	2	84
Subtotal	0	8	24	32	34	19	4	121
%	0.0	6.6	19.8	26.5	28.1	15.7	3.3	100.0
Number	0	10	28	33	34	19	4	128
TOTAL								
% of Dropouts	0.0	7.8	21.9	25.8	26.6	14.8	3.1	100.0

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

- Systemwide, the largest number and percent of dropouts were 18 years old (34:26.6%).
 - Of the 7 junior high dropouts, the greatest number and percent (4:57.1%) were 16 years old.
 - At the senior high level, the greatest number and percent dropping out (34:28.1%) were 18 years old.

- The number and percent of students dropping out steadily increases from age 15 to age 18 (10:7.8% to 34:26.6%), and then decreases from age 18 to age 20 and older (34:26.6% TO 4:3.1%).
- Of the 128 dropouts, only slightly more than half of the number and percent of students dropped out prior to their eighteenth birthday (71:55.5%) as did those dropping out at age 20 and older (57:44.5%).

A longitudinal examination of the data (see Appendix F) reveals that:

- The age at which a student is mostly likely to dropout was 17 for 1990-91 and currently is now 18 for the 1991-92 school year.
- The combined percent of 19 and over aged dropouts has increased from 13.4% last year to 17.9% for 1991-92.

Dropout Data by Racial/Ethnic Background

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

- Systemwide, of all dropouts (128), the greater number and percent were:
 - Black students (91:71.1%), followed by
 - Hispanic (20:15.6%), and
 - White (17:13.3%).
 - No Asian/Pacific Islander, and
 - No American Indian/Alaskan Native students dropped out.
- Examining dropout rates for students within a racial/ethnic category, systemwide it can be seen that:
 - The highest dropout rate was incurred by Hispanic students (6.1%);
 - The next largest rate (6.0%) was reported for Black students; and
 - White students evidenced a 2.1% dropout rate.
 - The lowest rates - there were none - were for Asian/Pacific Islander and American Indian/Alaskan Native students (0.0%).

- At the junior high level, the percent of Hispanic dropouts (10.9%) was the highest reported for any group.
- At the senior high school level, the percent of Hispanic dropouts (8.0%) was the highest reported for any group.
- Comparing the racial/ethnic composition of the district (grades 9-12) expressed as a percentage with the percentage of dropouts from each racial/ethnic group, it can be seen that:
 - The dropout percentage was disproportionately high in relation to the districts racial/ethnic percentage for the following groups:
 - Hispanic students (15.6% versus 11.3%, or a ratio of 1.38), and
 - Black students (71.1% versus 52.6%, or a ratio of 1.35).
 - The dropout percentage was disproportionately low in relation of the district's racial/ethnic percentage for the following groups:
 - American Indian/Alaskan Native students (0.0% versus 0.1%, or a ratio of 0.00),
 - Asian/Pacific Islander students (0.0% versus 1.0%, or a ratio of 0.00), and
 - White students (13.3% versus 35.0%, or a ratio of 0.38).

A review of the longitudinal data contained in Appendix G reveals that:

- For the last two years,
 - The percent of Black and Hispanic dropouts has exceeded the percent of their district enrollment.
 - The percent of White dropouts has been below the percent of their district enrollment.

TABLE 5. NUMBER AND PERCENT OF DROPOUTS BY BUILDING ACCORDING TO RACIAL/ETHNIC ENROLLMENT — SEPTEMBER 27, 1991 — OCTOBER 2, 1992.

BUILDING	BLACK		WHITE		HISPANIC		ASIAN/ PACIFIC ISLANDER		AMERICAN INDIAN/ ALASKAN NATIVE		TOTAL	
	Enrollment #	Dropouts # %	Enrollment #	Dropouts # %	Enrollment #	Dropouts # %	Enrollment #	Dropouts # %	Enrollment #	Dropouts # %	Enrollment #	Dropouts # %
Central	118	3 2.5	3	0 0.0	6	0 0.0	0	0 0.0	0	0 0.0	127	3 2.4
North Intermediate	56	0 0.0	114	1 0.9	20	0 0.0	5	0 0.0	0	0 0.0	195	1 0.5
South Intermediate	44	0 0.0	135	0 0.0	44	0 0.0	2	0 0.0	0	0 0.0	225	0 0.0
Webber Jr.	150	2 1.3	2	0 0.0	22	1 4.5	0	0 0.0	0	0 0.0	174	3 1.7
Subtotal	368	5 1.3	254	1 0.4	92	1 10.9	7	0 0.0	0	0 0.0	721	7 9.7
% of Jr. High Dropouts		71.4		14.3		14.3		0.0		0.0		100.0
Arthur Hill High	320	11 3.4	754	14 1.8	202	12 5.9	21	0 0.0	4	0 0.0	1,301	37 2.8
Saginaw High	839	75 8.9	8	2 25.0	36	7 19.4	1	0 0.0	0	0 0.0	884	84 9.5
Subtotal	1,159	86 7.4	762	16 2.1	238	19 8.0	22	0 0.0	4	0 0.0	2,185	121 5.5
% of Sr. High Dropouts		71.1		13.2		15.7		0.0		0.0		100.0
Number	1,527	91 6.0	1,016	17 1.7	330	20 6.1	29	0 0.0	4	0 0.0	2,906	128 4.4
% of all Dropouts		71.1		13.3		15.6		0.0		0.0		100.0
% of Enrollment		52.6		35.0		11.3		1.0		0.1		100.0

¹ Percent of building enrollment.



Dropout Data by Reason

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

- Systemwide, the greatest number and percent (83:64.8%) of students left due to "lack of interest". The second most frequently cited response was "unknown" (26:20.3%).
- By level, the greatest number and percent of students dropping out:
 - At the junior high (4:57.1%) left for unknown reasons.
 - At the senior high (83:68.6%) left for "lack of interest".
- Systemwide, no students dropped out of school due to expulsion, marriage, poor pupil-staff relationship, poor peer relationships, military service, or employment.

Reviewing the longitudinal data (see Appendix H), it can be seen that:

- "Lack of interest" continues to be the most frequently recorded reason for dropping out of school for both the last and the current years.
- For the first year since 1990-91, military service failed to surface as a reason for dropping out.

TABLE 6. NUMBER OF DROPOUT RECORDS ACCORDING TO SCHOOL AND REASON FOR DROPPING OUT -- SEPTEMBER 27, 1991 -- OCTOBER 2, 1992.

REASON	SCHOOL								TOTAL # %		
	Central	North	South	Webber	Jr. High Subtotal # %	Arthur Hill	Saginaw High	Sr. High Subtotal # %			
Left: School Status Unknown	3	1	0	0	4	57.1	0	0	0	4	3.1
Expulsion	0	0	0	0	0	0.0	0	0	0	0	0.0
Suspension	0	0	0	0	0	0.0	2	2	4	4	3.1
Pregnancy	0	0	0	0	0	0.0	0	1	1	1	0.8
Marriage	0	0	0	0	0	0.0	0	0	0	0	0.0
Non-Attendance Due To:											
Parental Influence	0	0	0	0	0	0.0	5	0	5	5	3.9
Lack of Interest	0	0	0	0	0	0.0	15	68	83	83	64.8
Academic Failure	0	0	0	0	0	0.0	2	1	3	3	2.3
Poor Pupil-Staff Relationships	0	0	0	0	0	0.0	0	0	0	0	0.0
Poor Peer Relationships	0	0	0	0	0	0.0	0	0	0	0	0.0
Unknown	0	8	0	3	3	42.9	11	12	23	26	20.3
Extended Illness	0	0	0	0	0	0.0	1	0	1	1	0.8
Military Service	0	0	0	0	0	0.0	0	0	0	0	0.0
Employment	0	0	0	0	0	0.0	0	0	0	0	0.0
Other	0	0	0	0	0	0.0	1	0	1	1	0.8
TOTAL	3	1	0	3	7	100.0	37	84	121	128	99.9*

*Due to rounding.

SUMMARY

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

One hundred twenty-eight (128), or (4.4%) of Saginaw's 2,906 secondary students in grades 9-12 voluntarily terminated their high school education between September 27, 1991 - October 2, 1992. This year's report rate of 4.4% represents a **decrease** in the dropout rate from last year's rate of 6.6%. Of that number, 7 (5.4%) were ninth grade students at the junior high school level and 121 (94.5%) were senior high students.

Of the 128 dropouts, approximately 59% were male and 41% female. This ratio was approximately the same for the senior high and was different for the junior high level (71% male and 29% female).

The greatest number and percent of dropouts (62 or 48.4%) occurred at twelfth grade. The smallest number and percent of students dropping out at a grade level occurred at ninth grade (7 or 5.5%).

Eighteen year olds comprised the largest group of students dropping out at any age level (34 or 26.6%). The number and percent of students dropping out steadily increased from age 14 to 18 and steadily decreased from age 18 to 20 and older. The combined percent of 17 and 18 year olds dropping out was 52.4%.

The racial/ethnic composition of the 1991-92 dropout population is summarized below.

<u>Group</u>	<u>Ethnic Group Percentage of Enrollment</u>	<u>Number of Dropouts</u>	<u>Percentage of Dropouts</u>	<u>Percentage of Racial/Ethnic Group Dropping Out</u>
Black	52.6	92	71.1	6.0
White	35.0	17	13.3	1.7
Hispanic	11.3	20	15.6	6.1
Asian/Pacific Islander	1.0	0	0.0	0.0
American Indian/ Alaskan Native	0.1	0	0.0	0.0

Black students comprised the largest enrollment group (52.6% of the student population at these grade levels) and the largest group dropping out (71.1% of all dropouts). The percent of Hispanic dropouts (15.6%) was slightly greater than their percentage of district enrollment (11.3%). Hispanics also evidenced the highest percentage by their ethnic group dropping out (6.1%). Asian/Pacific Islander and American Indian/Alaskan Native students comprised the two lowest percents of students enrolled (1.0% and 0.1% respectively).

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

RECOMMENDATIONS

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

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

While the dropout rate of 4.4% for grades 9-12 is a reduction in the past rate (6.4%), certain areas within the current reported results seem to merit further attention.

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

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

APPENDICES

APPENDIX A

DROPOUT/RETENED SUMMARY REPORT-1991/92

	GRD 9	GRD 10	GRD 11	GRD 12	GRDS	TOTAL
ENROLLMENT-PRIOR YR:						
CENTRAL	151				N/A	151
NORTH	249				N/A	249
SOUTH	266				N/A	266
WEBBER JR.	201				N/A	201
AHS		453	468	458	N/A	1,379
SHS		301	328	315	N/A	944
TOTAL	867	754	796	773	N/A	3,190
TRANSFER IN (+):						
CENTRAL	26				N/A	26
NORTH	12				N/A	12
SOUTH	14				N/A	14
WEBBER JR.	19				N/A	19
AHS		103	35	17	N/A	155
SHS		71	40	19	N/A	130
TOTAL	71	174	75	36	N/A	356
TRANSFER OUT (-):						
CENTRAL	29				N/A	29
NORTH	48				N/A	48
SOUTH	42				N/A	42
WEBBER JR.	28				N/A	28
AHS		97	44	26	N/A	167
SHS		43	49	8	N/A	100
TOTAL	147 ^A	140 ^A	93 ^A	34 ^A	N/A	414 ^A
TRANSFER TO ALT (-):						
CENTRAL	16				N/A	16
NORTH	9				N/A	9
SOUTH	3				N/A	3
WEBBER JR.	5				N/A	5
AHS		11	23	32	N/A	66
SHS		19	27	44	N/A	90
TOTAL	33	30	50	76	N/A	189
RETAINED IN PR GRD (-):						
CENTRAL	5				N/A	5
NORTH	9				N/A	9
SOUTH	10				N/A	10
WEBBER JR.	13				N/A	13
AHS				12	N/A	12
SHS				34	N/A	34
TOTAL	37	0	0	46	N/A	83
RETAINED CRT GRD (+):						
AHS			12		N/A	12
SHS			34		N/A	34
TOTAL	0	0	46	0	N/A	46
ADJUSTED COUNT:						
CENTRAL	N/A	127				127
NORTH	N/A	155				195
SOUTH	N/A	225				225
WEBBER JR.	N/A	174				174
AHS	N/A	0	448	448	405	1,301
SHS	N/A	0	310	326	248	884
TOTAL	N/A	721	758	774	653	2,906
ACTUAL CURRENT YEAR:						
CENTRAL	N/A					0
NORTH	N/A					0
SOUTH	N/A					0
WEBBER JR.	N/A					0
AHS	N/A	419	442	438	384	1,683
SHS	N/A	295	288	305	207	1,095
TOTAL	N/A	714	730	743	591	2,778
STUDENTS UNACCOUNTED:						
CENTRAL	N/A					0
NORTH	N/A					0
SOUTH	N/A					0
WEBBER JR.	N/A					0
AHS	N/A ^B	1	6	10	21	38
SHS	N/A ^B	6	22	21	41	90
TOTAL	N/A	7	28	31	62	128
DROPOUT RATE:						
CENTRAL	N/A					
NORTH	N/A					
SOUTH	N/A					
WEBBER JR.	N/A					
AHS	N/A ^B	0.24%	1.34%	2.23%	5.19%	2.92%
SHS	N/A ^B	1.99%	7.10%	6.44%	16.53%	10.18%
TOTAL	N/A	0.97%	3.69%	4.01%	9.49%	4.40%

^A Adjustments were made to the transfer out counts of +13 at grade 9, +14 at grade 10, +22 at grade 11, -27 at grade 12 such that the actual count when subtracted from the adjusted count would equal the number of dropouts that were counted from the listed names given at each building. Overall, a net adjustment of +22 was made to the transfer out counts. Recommendations one and two given in the body of the report allude to the steps to be taken to allow for a more accurate future accounting without sizeable adjustments by grade.

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

APPENDIX B

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

LABEL

IM-4203 8/91

Authority: Act 94, PA 1979 as amended.
 Completion: Required
 Direct questions regarding this form to
 Nancy Wing at (517) 373-3266

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

1991 PUPIL HEADCOUNT REPORT

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

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

Part I: District Summary Report

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

Part II: Building Report

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

CERTIFICATION:
 I certify that the information submitted on this report is true and correct to the best of my knowledge.
 Date: _____
 Superintendent/Authorized Official _____ Signature _____
 Contact Person _____
 Telephone _____
 Area Code/Local Number _____

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



APPENDIX B

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

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

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

DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.

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

APPENDIX B

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

Other definitions:

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

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

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

BEST COPY AVAILABLE

APPENDIX B

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

I - B DISTRICT - ALTERNATIVE PROGRAM PUPIL HEADCOUNT

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

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

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

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

Categories include:

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

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

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

BEST COPY AVAILABLE

APPENDIX B

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

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

Pupils whose permanent records are maintained in this district.

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

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

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

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

APPENDIX B

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

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

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

AMERICAN INDIAN OR ALASKAN NATIVE:

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

ASIAN OR PACIFIC ISLANDER:

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

BLACK, NOT OF HISPANIC ORIGIN:

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

HISPANIC:

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

WHITE, NOT OF HISPANIC ORIGIN:

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

UNGRADED:

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

NOTE:

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

APPENDIX B

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

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

1. **Count of Graduates and Completers.** Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)
 - A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.
 - B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)
 - C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.
 - D. Other certificates (certificate of attendance/completion) are given for other reasons.

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

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

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

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

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

APPENDIX B

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

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

Categories include:

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

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

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

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

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

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

AMERICAN INDIAN OR ALASKAN NATIVE:

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

ASIAN OR PACIFIC ISLANDER:

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

BLACK, NOT OF HISPANIC ORIGIN:

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

HISPANIC:

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

WHITE, NOT OF HISPANIC ORIGIN:

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

NOTE:

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

4-BACK

1991/IM-4203

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

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

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

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

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

APPENDIX B

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

Other definitions:

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

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

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

5-BACK

1991/IM-420

APPENDIX B

LABEL

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

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

Pupils whose permanent records are maintained in this building

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

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

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

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

APPENDIX B

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

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

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

AMERICAN INDIAN OR ALASKAN NATIVE:

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

ASIAN OR PACIFIC ISLANDER:

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

BLACK, NOT OF HISPANIC ORIGIN:

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

HISPANIC:

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

WHITE, NOT OF HISPANIC ORIGIN:

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

UNGRADED:

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

NOTE:

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

BEST COPY AVAILABLE

APPENDIX B

LABEL

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

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

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

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

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

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

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

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

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

APPENDIX B

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

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

Categories include:

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

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

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

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

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

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

AMERICAN INDIAN OR ALASKAN NATIVE:

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

ASIAN OR PACIFIC ISLANDER:

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

BLACK, NOT OF HISPANIC ORIGIN:

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

HISPANIC:

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

WHITE, NOT OF HISPANIC ORIGIN:

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

NOTE:

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

7-BACK

1991/IN-4203

APPENDIX B

Worksheet # 1

Building Name _____

II - D 1 - Transfers Into District/Building

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

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

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

1991/IN-4203

APPENDIX B

Worksheet # 2

Building Name _____

II - D. 2 - Transfers Out of District

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

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

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

APPENDIX B

Worksheet # 3

Building Name: _____

II - D. 3 - Transfers to Alternative Programs

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

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

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

Categories include:

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

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

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

1991/IM-420

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



APPENDIX B

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

No.	Name	Date of Drop	Drop Code	Grade	Gender Code	Ethnic Code	Date of Birth
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

The mobility, gender and ethnic codes given below are those as used on our "notice of leaving" and/or "student enrollment" cards. Please specify them above in the appropriate columns.

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

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

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

APPENDIX C

TABLE C.1. NUMBER AND PERCENT OF DROPOUTS BY BUILDING AND SCHOOL FROM FOURTH FRIDAY TO FOURTH FRIDAY, STARTING 1990-91 TO CURRENT YEAR

SCHOOL	Number of Dropouts During School Year																		
	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		
	#	% ¹	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Central Junior	8	5.4	3	2.4															
North Intermediate	8	3.5	1	0.5															
South Intermediate	1	0.4	0	0.0															
Webber Junior	7	4.3	3	1.7															
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	24	3.1	7	1.0															
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Arthur Hill	73	5.1	37	2.8															
Saginaw High	106	10.9	84	9.5															
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	179	7.4	121	5.5															
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Number	203		128																
Total Percent of Dropouts		6.4		4.4															

¹Percent of building enrollment.

APPENDIX D

TABLE D.2. NUMBER OF FEMALE DROPOUTS BY BUILDING AND SCHOOL YEAR
FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR
1990-91 TO CURRENT YEAR

School	Number of Dropouts During School Year								
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Central Junior	3	2							
North Intermediate	4	0							
South Intermediate	0	0							
Webber Junior	2	0							

Subtotal	9	2							

Arthur Hill	36	17							
Saginaw High	41	33							

Subtotal	77	50							

TOTAL Number	86	52							
% of Dropouts	42.4	40.6							

NA = Not Applicable

APPENDIX D

TABLE D.1. NUMBER OF MALE DROPOUTS BY BUILDING AND SCHOOL YEAR
FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR
1990-91 TO CURRENT YEAR

School	Number of Dropouts During School Year								
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Central Junior	5	1							
North Intermediate	4	1							
South Intermediate	1	0							
Webber Junior	5	3							
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	15	5							
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Arthur Hill	37	20							
Saginaw High	65	51							
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Subtotal	102	71							
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL Number	117	76							
% of Dropouts	57.6	59.4							

NA = Not Applicable

APPENDIX E

TABLE E.1. NUMBER AND PERCENT OF DROPOUTS BY GRADE AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

Grade	1990-91 # %	1991-92 # %	1992-93 # %	1993-94 # %	1994-95 # %	1995-96 # %	1996-97 # %	1997-98 # %	1998-99 # %
9th	24 11.8	7 5.5							
Jr. High Total	24 11.8	7 5.5							
10th	72 35.5	28 21.9							
11th	69 34.0	31 24.2							
12th	38 18.7	62 48.4							
Sr. High Total	179 88.2	121 94.5							
SYSTEM TOTAL	203 100.0	128 100.0							

APPENDIX F

TABLE F.1. NUMBER AND PERCENT OF DROPOUTS BY AGE AND SCHOOL YEAR FROM
FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

Age	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
14	1	0.5	0	0.0															
15	21	10.3	10	7.8															
16	37	18.2	28	21.9															
17	63	31.0	33	25.8															
18	54	26.6	34	26.6															
19	20	9.9	19	14.8															
20 & Over	7	3.5	4	3.1															
TOTAL	203	100.0	128	100.0															

APPENDIX G

TABLE G.1. NUMBERS AND PERCENTS OF DROPOUTS BY SCHOOL YEAR AND RACIAL/ETHNIC BACKGROUND FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT SCHOOL YEAR

Year	RACE					Total
	Black	White	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	
<u>1990-91</u>						
Enrollment	1,732	1,048	358	30	10	3,178
% of Total Enrollment	54.5	33.0	11.3	0.9	0.3	100.0
# of Dropouts	124	48	30	1	0	203
% of All Dropouts	61.1	23.5	14.8	0.5	0.0	100.0
% of R/E Dropped Out	7.2	4.6	8.4	3.3	*0.0	6.4
<u>1991-92</u>						
Enrollment	1,527	1,016	330	29	4	2,906
% of Total Enrollment	52.6	35.0	11.3	1.0	0.1	100.0
# of Dropouts	91	17	20	0	0	128
% of All Dropouts	71.1	13.3	15.6	0.0	0.0	100.0
% of R/E Dropped Out	6.0	1.7	6.1	0.0	0.0	4.4
<u>1992-93</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						
<u>1993-94</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						
<u>1994-95</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						
<u>1995-96</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						
<u>1996-97</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						
<u>1997-98</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						
<u>1998-99</u>						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						

APPENDIX H

TABLE H.1. NUMBER AND PERCENT OF DROPOUTS BY REASON AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

Reason	1990-91 # %	1991-92 # %	1992-93 # %	1993-94 # %	1994-95 # %	1995-96 # %	1996-97 # %	1997-98 # %	1998-99 # %
Left: School Status Unknown	10 4.9	4 3.1							
Expulsion	0 0.0	0 0.0							
Suspension	0 0.0	4 3.1							
Pregnancy	2 1.0	1 0.8							
Marriage	0 0.0	0 0.0							
Non-Attendance Due To:									
Parental Influence	4 2.0	5 3.9							
Lack of Interest	159 78.3	83 64.8							
Academic Failure	3 1.5	3 2.3							
Poor Pupil-Staff Relationships	1 0.5	0 0.0							
Poor Peer Relationships	0 0.0	0 0.0							
Unknown	15 7.4	26 20.3							
Extended Illness	2 1.0	1 0.8							
Military Service	1 0.5	0 0.0							
Employment	0 0.0	0 0.0							
Other	6 3.0	1 0.8							
TOTAL	203 100.1*	128 99.9*							

*Due to rounding