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ANALYSIS OF SELECTED FACTORS RELATED TO THE
INCIDENCE OF HIGH SCHOOL DROPOUTS IN A
DESEGREGATED METROPOLITAN SCHOOL SETTING

presented by

Martha B. Warfield

has been accepted towards fulfillment
of the requirements for

Doctoral degree in Philosophy


Major professor

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ANALYSIS OF SELECTED FACTORS RELATED TO THE INCIDENCE
OF HIGH SCHOOL DROPOUTS IN A DESEGREGATED
METROPOLITAN SCHOOL SETTING

By

Martha B. Warfield

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Personnel Services
and Educational Psychology

1979

ABSTRACT

ANALYSIS OF SELECTED FACTORS RELATED TO THE INCIDENCE OF HIGH SCHOOL DROPOUTS IN A DESEGREGATED METROPOLITAN SCHOOL SETTING

By

Martha B. Warfield

The purpose of this study was threefold: (a) to determine the extent to which traditional views of education toward the high school dropout are accurate in a desegregated metropolitan area; (b) to assess the significance of any changes in the status of the dropout 1 year later compared to reasons given at the time the student originally terminated high school; and (c) to discover implications to assist counselors, teachers, parents, curriculum specialists, and administrators in their efforts to help students.

A major objective was to determine if significant differences existed between the dropout student and the general school population on criterion measures of sex, race, grade, achievement, attendance, and suspensions. Another objective dealt with identifying the response of the dropout population on reasons for dropping out, future plans of dropouts, economic status of the parents or guardian, school activities in which the student had participated, and special efforts made by the school to prevent dropouts.

The last objective was to explore the status of dropouts 1 year later. Analysis was done by sex and race in three

areas: reasons for leaving school, present status, and future plans for employment or education.

The chi square test was used to determine significance, using the .05 level of probability for acceptance.

Data were compiled for 271 dropouts and 3,142 students in the general population of grades 10-12. Complete data were reported on 144 participants of the dropout population on questions of achievement, sex, race, and grade. Follow-up data were obtained from 42 respondents from a sample of 60.

Analysis of the data found the dropouts had significantly lower test scores on reading and mathematics measures, and had a larger amount of suspensions and had missed more school per group than the general population. Significantly more males than females and more whites than blacks were in the dropout sample than the general population; however, missing data on the dropout population by race might have changed these data enough to have more closely reflected the disproportionate representation of black dropouts.

Students reported reasons for leaving school were related to dislike of school, academic and behavioral difficulty, and economic problems related to the family. Future plans included returning to school, equivalency diploma, adult education, and correspondence school. The armed forces and college were the least frequently mentioned plans. Little involvement in school activities was reported. The economic status of the parents deviated from most studies and was described as average for the majority of students.

Special efforts made by the school included referral to the counselor, work-study programs, tutoring, and community referrals.

The follow-up study found no significance by race or sex to the reasons why the student left school or if the student would have left school if he/she had to do it over again. Additionally, no significance was found by race and sex to the five measures of present status, which included: present school attendance, alternative involvements of education, employment, on-the-job training, and promotions. The data revealed most dropouts left school because of school-related problems. Future plans for education and employment, when analyzed by sex, revealed significance, while analysis of the same questions by race revealed no significance.

While no significance in the characteristics, race, and sex of the dropout was found in this desegregated school system, the importance of the study adds support to the necessity of urban schools to address the training of teachers, and effectively use parents and counselors in the early intervention of the potential dropout.

ACKNOWLEDGMENTS

I have received guidance and support from many people throughout the writing of this dissertation.

I thank Dr. Norman Stewart, Chairperson, and the following members of my committee for their time, energy, and professional assistance: Drs. Thomas Gunnings, Robert Green, Lawrence Lezatte, and Gloria Smith.

I want to express my appreciation to Denise Tyiska and Brian Mitchell for their assistance in the statistical design and analysis of this study.

Thanks to Barbara O'Conner and Dorothy Harley for their time and energy in typing the study.

I am indebted to my children, Carl and Karen, for their patience and understanding of my time away from them; and to my husband, Charles, a special thank you for providing a constant source of inspiration and encouragement.

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CHAPTER I

INTRODUCTION

Concern for the dropout is not new. In fact, the dropout--the student who does not stay in school long enough to qualify for a high school diploma--has been the subject of study and concern since 1872, when one of the first studies of school dropouts was published. An overwhelming number of articles of opinion and studies have been produced, including one search of the literature on the subject that produced 800 references before 1956.

During the decade of the 1960's, continued concern was evident. Varner (1967) stated that President John F. Kennedy brought attention again to the school dropout as a national problem in his 1963 State of the Union Address. In his message, Kennedy stated:

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any one of its children is not educated to the fullest extent of his capacity. Today, an estimated four out of ten students in the fifth grade will not even finish high school and that is what we cannot afford. (p. 5)

President Johnson continued to keep national awareness of the school dropout alert. In his Education Message to Congress in 1965, he stated the national concern:

Every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake, but for the

nation's sake. Nothing matters more to the future of our country; not our military preparedness, for armed might is worthless if we lack the brain power to build a world of peace; not our productive economy, for we cannot sustain growth without trained manpower; not our democratic system of government, for the freedom is fragile if citizens are ignorant. (p. 5)

It becomes obvious from all past studies and literature that the educational, social, and economic repercussions of early school leavers have serious implications for the well-being of the nation, as well as the individual. Consequently, the dropout problem is one of great concern, at both the local and national levels. Additionally, the dropout problem is not the same everywhere in the nation. Dropout rates vary considerably from one community to another, oftentimes differing between high schools in the same school system.

The technological society of contemporary America demands an increasingly higher level of formal education if all individuals are to secure stable employment, achieve reasonable personal fulfillment, and maintain at least an average standard of living for themselves and their family. Economic predictions and research support the premise that the high school dropout is likely to find only menial employment, is among the first to become unemployed, and has little advantage for job retraining.

A resulting awareness of these factors is the critical need to develop methods to reduce the number of school dropouts and provide adequate alternative programs based upon continued research findings.

Importance

Many of the research studies have been done assuming that the number of dropouts could be reduced if it was known why students withdraw before high school graduation. Methods of study have been almost as numerous as the actual studies themselves. Schreiber, Kaplan, and Strom (1965) defined what they consider the most valuable criteria to view dropout studies in terms of their purpose. Research questions commonly considered are:

1. How many pupils drop out of school?
2. What are the reasons for dropping out of school?
3. Who are the dropouts and what are they like?
4. Which pupils will drop out?
5. What happens to dropouts?
6. What ways and means can be developed to reduce dropout rates?

The trend in research seems to be to define what were "reasons" for dropping out as "factors associated with dropping out." Instead of one simple cause, there seems to be a cluster of factors associated with dropping out, and what may be a major factor with one child may be only incidental with another. While each factor is not a mutually exclusive classification, there becomes evident a pattern of inter-related factors which over the years have become commonly accepted as descriptive of the dropout. The major purposes of this study are:

1. To determine the extent to which there is statistical significance to substantiate

certain hypotheses, commonly accepted in the past, with respect to the nature of the high school dropout in a desegregated metropolitan area.

2. To assess the significance of any changes in the status of the dropout student a year later as contrasted to the reasons given at the time the student originally dropped out.
3. To discover important implications from this research to assist counselors, teachers, parents, curriculum specialists, and administrators in their efforts to assist students in completing their high school education.

The specific factors of interest are:

1. Is there a significant difference between the achievement of dropouts as measured by a norm-referenced test and the achievement of the general school population?
2. Is there a significant difference between the school attendance of dropouts and the general school population?
3. Is there a significant difference between the suspension rate of dropouts and general school population?
4. Is there a significant difference between the dropout rate for males and females?
5. Is there a significant difference between the dropout rate for blacks and whites?
6. Is there a significant difference in grade level in which a student is enrolled when he/she drops out?
7. What are the reasons for students dropping out?
8. What are the future plans for dropouts?
9. What is the economic status of the parents and/or guardian with whom the student lived prior to dropping out?
10. In what school activities did dropouts participate?

11. What special efforts did the school make to prevent dropouts from dropping out?

Historical Perspective

Because this study is particularly concerned with the incidence of dropouts in a desegregated urban school system, a detailed history of the school system prior to, during, and after the desegregation is presented to provide a more explicit explanation of the problem.

The uniqueness of the Kalamazoo Public School System to desegregation was that it was the only school system to attempt a two-way busing plan. (In 1972, Berkeley, California, also had a two-way busing plan, but was considered atypical due to the extensive influence of university residents in the system and more equal racial composition of the city. Kalamazoo was a city that more typically represented the racial composition of most American cities of its size.) Prior to that time, most other systems identified as having achieved desegregation by busing had essentially bused black children into white neighborhoods, closing buildings in black neighborhoods that had been defined as substandard in structure.

To report these findings, a search was conducted of school documents and reports compiled by the school system as well as reports compiled by the Civil Rights Commission and newspaper publications.

In 1951 and again in 1969, Kalamazoo was bestowed the All American City Award, co-sponsored by Look Magazine, the

National Municipal League, and the Ford Motor Company. Recipients of this award were presumed to be cities that best reflected the prevailing national image as the ideal place to live. "Life is Good in Kalamazoo" became a frequently used subtitle for the city. A closer look, however, provided a less romantic observation of the city.

Kalamazoo is frequently described as an urban midwest community with a population of 85,661, of which 8,500 are black persons and 1,580 are Hispanic persons according to the 1970 Census. The 1950 and 1960 Census Data indicated a sharp increase of nonwhites living in the city. In 1950, there were 4.4 percent nonwhites, increasing to 10.3 percent 10 years later in 1960. A large portion of the increased nonwhite population lived in Census Tract Two, making up 58.6 percent of that particular tract. In 1970, the Census Data showed again a marked increase in nonwhite residents in the census tracts on the north side of the city, with a minority population of 79.8 percent in Census Tract Two and 58.7 percent in Census Tract Three.

The 1970 Census Data further indicated the black population was 10 percent of the total, with 75 percent of the black population residing in Census Tracts Two and Three. Of the black population, 44.1 percent were under 18 years of age. In the 1970-71 school year, three elementary schools located on the north side of Kalamazoo had black student enrollments of 92.7 percent, 86 percent, and 47.3 percent. In other parts of the city, nine schools had less than 10

percent black student enrollment and five other schools had less than 2 percent black student enrollment.

Black administrators and teachers were also disproportionately represented. Five years before busing began, in 1967, there were 1 black administrator and 24 teachers. In 1970-71, there were 12 black administrators, representing 12.7 percent of the administrators, and 68 black teachers, representing 7.1 percent of the educators in the system. The change between the 2 years was reflected by the school administration's implementation of Phase One of the Racial Balance Plan, whose goal included a 20-percent minority representation in administration and teachers.

Five years after desegregation, in 1976-77, there were 22 black administrators, representing 20 percent of the administrators in the system, and 95 black teachers, representing 10.8 percent of the teaching staff.

Catalyst for Change

Awareness of this imbalance was not without the knowledge of some citizens and the concern of the community was presented to the Board of Education by 38 parents, in the form of a petition, requesting the board to adopt a plan of redistricting students who would attend the 10th grade in September 1968. The implementation of this request, according to the petition, would establish equal representation of ethnic, cultural, and racial groups in the two high schools.

Following the petition, the Michigan Civil Rights

Commission also conducted a study in April of 1969, based on the knowledge that minority group citizens of Kalamazoo perceived problems of discrimination perpetuated by principal institutions within the city. The commission conducted a study covering areas of employment, education, housing, and law enforcement. While the commission found problems did exist and that there was a willingness to do something about the situation, there was also an accompanying resistance to change.

Paraphrasing from the commission's report, "The Status of Race Relations in the City of Kalamazoo," the conclusions on the education situation were stated:

1. A de facto segregated school district did exist, reflecting the city's segregated housing pattern.
2. A serious shortage of minority teachers and administrators was evident.
3. There was a potential for increased student tension resulting from unfair disciplinary and school-closing policies.
4. There was overcrowding and a lack of adequate school facilities on the north side of town where most minority students attended school.

The commission recommended several solutions:

1. Desegregate the schools.
2. Recruit, train, and promote minority teachers and administrators with particular emphasis on the north side of town.
3. Adopt fair disciplinary guidelines and establish a clear policy on closing schools for the observance of special events.

The commission's report credited the school system

with steps taken the previous school year (1968-69) "to promote equality of educational opportunity." (The number and percentage of black staff were increased; a new department entitled School Community Relations was created, and a black man, Dr. Charles Warfield, was named as director. Teachers and administrators received in-service training, ethnic courses were offered, and human relations workshops were conducted.) In addition, a citizens' group, the Racial Balance Committee, was appointed to study and report their findings and recommendations to the school board.

During the late 1960's and early 1970's, Kalamazoo, like many other urban cities, was confronted with racial tension and disruptions. Between September 1968 and May 1970, prior to desegregation, racial incidents closed the schools for several days. Between October 1967 and November 1972, there were 30 disruptions, including one in May 1970 that closed schools for a week. During these times, school was dismissed and education was disrupted. Also during these times, organizations opposing the school integration movement were formed and presented opposition to the movement, which also became a critical issue in school board elections.

In 1971, the Community Relations Committee of the Implementation Commission presented a two-phase proposal for preparing for desegregation, including in-service training and the formulation of a cadre to assist the School-Community Relations Department in training teachers and

school personnel in the area of human and race relations. Students were involved in helping resolve conflicts within the schools. A Model Schools project, federally funded, was implemented for voluntary busing in five elementary schools.

The document utilized for establishing the desegregation of the Kalamazoo schools was the report from the Racial Balance Committee, submitted in August 1969 and presented to the Board of Education. Quoting from the report, the principal policy was two-fold: one legal, "in the field of public education the doctrine of 'separate but equal' has no place . . . 'separate but equal' facilities are inherently unequal"; the second, moral in nature, "to assure a quality education for all Kalamazoo school children." The committee recommendations were presented in three phases, Phases 1 and 2 being preparatory steps, and in September 1969 the board adopted the recommendations of Phases 1 and 2.

A Michigan State University consultant team, headed by Dr. Thomas Gunnings, worked with parents, teachers, and students in January and February in efforts to implement human relations programs aimed at preventing the previously disruptive racial conflicts.

In December 1969, the Illinois Institute of Technology Research was contracted to complete plans for desegregation and work out logistic arrangements for busing, define boundary changes, and student assignments.

In December 1970, a proposal for racial balance of the

Kalamazoo public high schools was presented, and accepted. It called for boundary changes to balance the schools racially. One month later, the proposal for the junior high districts was presented. There was an accompanying and growing interest from the citizens of the city, both for and against the plans proposed and implemented. At a public meeting in May 1971, the school board president was given a temporary restraining order, providing the public additional time to express their views. Therefore, a second meeting with 2,150 people in attendance was held, with 150 persons speaking their views; many presented statements and petitions representing an even larger group. In May 1971, the board announced the circuit court had dismissed the case brought against the school board restraining the racial balance plan. While a proposal to bring the question to the public by an election was defeated, the public expressed their sentiment in the school board election the same month by electing to the board two anti-busing candidates who were overwhelmingly elected. In their first action in July 1971, the new board voted to postpone the racial balance plan for 1 year at the junior high and elementary levels. A plan for voluntary integration for all elementary and junior high schools was adopted; however, in August 1971, the NAACP filed suit against the Board of Education to prevent the open enrollment policy of the board and reinstate the May 7 decision of mandatory racial balance. During that time, the board majority requested the resignation of the superintendent,

stating his action was directly related to the schools' efforts toward racial balance.

On August 20, 1971, the courts ruled in favor of the NAACP and ordered that the Kalamazoo Public Schools must be desegregated when school opened in September 1971. Quoting from the court order, issued by U.S. District Judge Noel Fox:

The May 7 School Board decision approving a system-wide balance plan was clearly an effort to protect the 14th Amendment rights of black people by assuring Equality Opportunity in Education. The action of the new School Board was clearly without the power to set aside action designated to protect the 14th Amendment rights . . . [and] problems presented by the Board in their testimony were not insurmountable.

The implementation of the court-ordered busing was essentially uneventful, with many volunteer parent groups involved in insuring a smooth transition. A financial problem resulting from the increased cost of busing and increased number of students to be bused was encountered and resolved by obtaining special legislative permission for an additional school millage election which was passed by the Kalamazoo voters.

While busing continued with relatively little problem, efforts were continued by the school board to appeal the order and reverse the decision made permanent by Judge Fox in October 1973. The appeal struggle continued through 4 years of court-ordered desegregation. The U.S. 6th Court of Appeals, in December 1974, ruled 2-1 to uphold Judge Fox's order and, despite overwhelming odds, the board again sought a U.S. Supreme Court review of the Appeals Court decision.

On May 12, 1975, the U.S. Supreme Court refused to hear the case. This action ended the Kalamazoo Desegregation Case in court. The Kalamazoo Public School System currently has a minority enrollment of 27 percent and is in the sixth year of court-ordered desegregation. Minority enrollment ranges from 14 to 54 percent. Only two schools have minority enrollment of over 50 percent, which is a significant reduction in the degree of racial concentration that existed prior to the implementation of the court-ordered desegregation program.

The preceding historical presentation of the court-ordered desegregation plan in Kalamazoo has described the climate of a particular metropolitan area prior to, during, and after desegregation of the public schools. It is with this detailed descriptive presentation that reference can be established in comparing this desegregated school district to others found in the literature. This comprehensive detail is further offered to provide a more accurate account of this particular desegregated school district, recognizing the diversity in desegregation plans throughout the nation.

Impact of Desegregation

There are several factors related to desegregation that are of particular concern in this study of dropouts. Aiding the goals of desegregation in the district, grants from the Federal Emergency School Assistance Program (ESAP) which accounted for \$500,000 were received the first 2 years.

During the third through the fifth school years, \$3.5 million was received from the Federal Emergency School Aid Act (ESAA). Funds supported the establishment of new programs with four defined components: student services, secondary instruction, program and personnel development (research and development), and categorical aids. All of the components' objectives were aimed at achieving two specific academic and behavioral ESAA objectives: (a) cognitive or achievement objectives in the areas of reading, mathematics, science, and social studies; and (b) behavioral objectives dealing with suspensions and dropouts. Perhaps the most directly related program implemented by the Kalamazoo Public Schools to monitor achievement, suspension, and dropout rates has been the Department of Program and Personnel Development (also known as Research and Development). From this department, systems were developed for collecting data, processing the data by computer, and making data available to teachers, counselors, principals, central office administrators, consultants for student services and secondary instruction, the school board, and parents. Also, of significant importance was the systemwide accountability management model designed to aid in the evaluative research of the district during desegregation.

To conclude the historical impact of desegregation, a summary report and supporting data are presented (of students in the Kalamazoo Public School System during the 5 years of desegregation) concerning the following areas: dropout, graduation, achievement, and suspensions.

The inclusion of data regarding graduation, achievement, and suspensions is of particular interest to this study in which the major purpose seeks to determine, among other things, the significant difference between achievement and suspension of the dropout student and the general school population. These selected factors are found to be inter-related and commonly accepted as descriptive of the dropout. It is because of the interrelated nature of these variables that attention to them is necessary to better understand the character of the subject of study--the dropout.

Dropouts

The dropout problem in the Kalamazoo Public Schools was addressed in the summer of 1975, when a reporting system was developed to better identify the characteristics of the dropout in the system. This was initiated and considered necessary because Kalamazoo's dropout rate was in the top 10 percent for Michigan schools. No detailed records had been kept of why students dropped out, and the number of minority students graduating was low compared to their total representation in the classroom. A computer program was developed to aid in prevention and detection of the dropout student. Since information that characterizes the dropout student has been compiled for only a short time (1975-76 was the first year that data were collected by race), the impact of a preventive program cannot be measured at this time. The Student Services Department has worked extensively with parents of

dropout-prone students in minimizing problems that would promote the probability of the student dropping out of school. Dropouts in the Kalamazoo Public Schools have been reduced from approximately 10 percent to 8 percent for students 16 years and older; however, the minority dropout rate has been only slightly reduced. Tables 1.1, 1.2, and 1.3 provide a more descriptive presentation of the dropout during the 5 years of desegregation.

Table 1.1

Total Graduates, Total Dropouts, and Minority
Percentage of Each at Loy Norrix and
Central High Schools and Grade 9 of
Five Kalamazoo Junior High Schools

Year	Total Graduates	Percent Minority	Total Dropouts	Percent Minority ^a
1972	930	9.6%	394	. .
1973	887	14.8	446	. .
1974	833	12.0	342	. .
1975	885	15.2	387	. .
1976	807	17.4	363	19.0%
1977	836	18.4%	351	27.0%

^aData unavailable until 1975-76. Minority report includes American Indian, Asian, Black, and Latino as per records kept by the Child Accounting Department of the Kalamazoo Public Schools, and includes grades 9-12.

Table 1.2
Dropout Data for Loy Norrix and Central
High Schools: 1976-77

	School		Total	
	Loy Norrix	Central	Number	Percent
<u>Dropouts</u>				
Minority	38	36	74	26.5%
Non-minority	92	113	205	73.5
Total	130	149	279	100.0%
<u>Enrollment</u>				
Minority	335	411	946	23.6%
Non-minority	1,170	1,226	2,396	76.4
Total	1,505	1,637	3,342	100.0%

Note. High school populations include grades 10-12.

Table 1.3
Systemwide School Leavers During 5 Years
of Desegregation in Kalamazoo
Public Schools

School Year	Grade				Total
	9	10	11	12	
<u>1972-73</u>					
Total enrollment	1,254	1,326	1,193	995	4,768
Dropouts	16	128	162	80	386
Dropout rate (%)	1%	10%	14%	8%	8%
<u>1973-74</u>					
Total enrollment	1,285	1,258	1,215	1,016	4,774
Dropouts	27	132	165	84	408
Dropout rate (%)	2%	10%	14%	8%	9%
<u>1974-75</u>					
Total enrollment	1,953	1,257	1,092	1,035	5,337
Dropouts	41	97	110	70	318
Dropout rate (%)	2%	8%	10%	7%	6%
<u>1975-76</u>					
Total enrollment	1,301	1,209	1,155	968	4,633
Dropouts	36	108	119	100	363
Dropout rate (%)	3%	9%	10%	10%	8%
<u>1976-77</u>					
Total enrollment	1,290	1,126	1,062	1,032	4,510
Dropouts	36	117	110	88	351
Dropout rate (%)	3%	10%	10%	9%	8%

Note. Figures of student enrollment obtained from records of the Child Accounting Department, Kalamazoo Public Schools.

Graduates and Enrollment

Data comparing graduates for the years of 1974 and 1975 indicate an increase in black graduates. Activities instituted to increase the number of male and female black graduates included many programs and special events by supportive services within the school system. While the total of students beginning school reflects the general decrease in the school age population, the system experienced smaller enrollment declines than surrounding suburban school districts. The decline of white students often associated with desegregation was experienced before desegregation of the Kalamazoo Public Schools and continued 1 year after; by September 1976, however, there were only 56 fewer white students than the year previous.

Table 1.4 indicates that the total number of students

Table 1.4

Total Enrollment, Total Graduates, and
Percentage of Graduates at Kalamazoo
Loy Norrix and Central High Schools

Year	Total Started	Total Graduated	Percent Graduated
1971-74	1,239	833	67%
1972-75	1,267	885	70
1973-76	1,157	807	70%

starting has decreased, while the total percentage of students graduating has increased. The numbers would appear to be in direct proportion to the previous comparison of these

same three graduating classes, indicating a decline in the number of black graduating students and an increase in the number starting, while the reverse was true for all other students starting and graduating. The actual total percentage graduated appears to remain relatively stable despite these fluctuations between groups within the scale.

As shown in Table 1.5, 26 (34 percent) more black males started the 10th grade in 1972 than in 1971; 10 (27 percent) more black males graduated in 1975 than in 1974. There were 27 (26 percent) more black females who started the 10th grade in 1972 than in 1971; 13 (16 percent) more black females graduated in 1975 than in 1974.

Table 1.5

Comparison of Two Graduating Classes of
Black Males and Females

Black Males		
<u>Year started</u>	<u>Number</u>	<u>Increase/Decrease</u>
1971	77	
1972	103	Increase 26 (34%)
<u>Year graduated</u>		
1974	34	
1975	47	Increase 10 (27%)
Black Females		
<u>Year started</u>		
1971	104	
1972	131	Increase 27 (26%)
<u>Year graduated</u>		
1974	80	
1975	93	Increase 13 (16%)

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The above figures appear to be more in line with what would normally be expected, that is, a proportionate ratio of more students starting and more of those same students graduating.

It should be noted that there was a decrease of 40 (52 percent) black males who graduated in 1974 than started in 1971, and 56 (54 percent) black males who graduated in 1975 than started in 1972. There were 24 (23 percent) fewer black females who graduated in 1974 than started in 1971, and 38 (29 percent) fewer black females who graduated in 1975 than started in 1972.

As shown in Table 1.6, 53 (30 percent) more black students started the 10th grade in 1972 than in 1971; 23 (20 percent) more black students graduated in 1975 than in 1974.

In the All Others category, 25 (-2 percent) fewer students started 10th grade in 1972 than in 1971; 29 (4 percent) more students in this category graduated in 1975 than in 1974.

In the Total Class category, 29 (2 percent) more students started the 10th grade in 1972 than in 1971; a total of 52 (6 percent) more students graduated in 1975 than in 1974.

As in the comparison of three graduating classes, these figures seem to stabilize despite the fluctuations within the groups.

Table 1.6
Comparison of Two Graduating Classes

Blacks		
<u>Year started</u>	<u>Number</u>	<u>Increase/Decrease</u>
1971	181	
1972	234	Increase 53 (30%)
<u>Year graduated</u>		
1974	117	
1975	140	Increase 23 (20%)
All Others		
<u>Year started</u>		
1971	1,058	
1972	1,033	Decrease 25 (-2%)
<u>Year graduated</u>		
1974	716	
1975	745	Increase 29 (4%)
Total Class		
<u>Year started</u>		
1971	1,239	
1972	1,267	Increase 28 (2%)
<u>Year graduated</u>		
1974	833	
1975	885	Increase 52 (6%)

Achievement

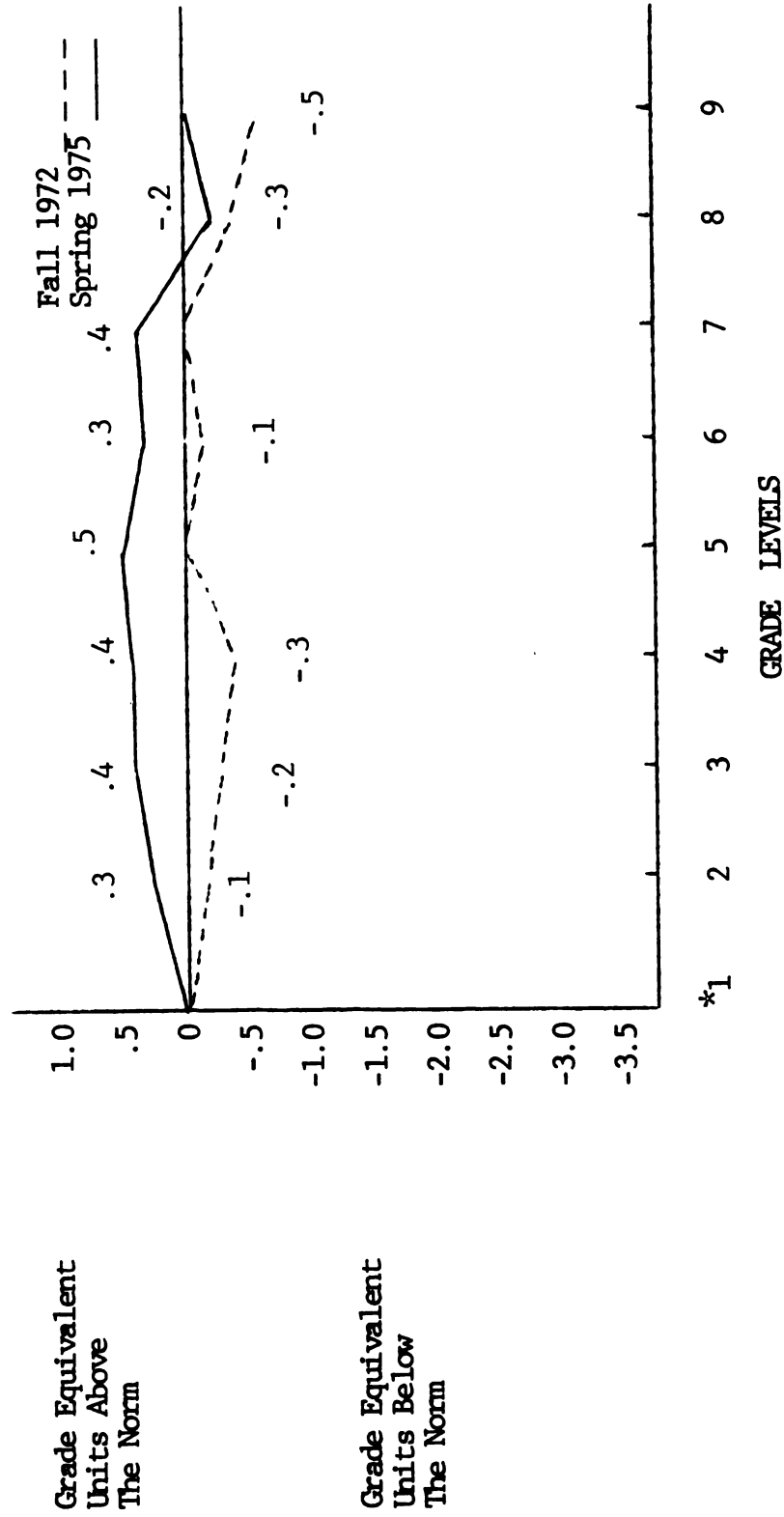
In 1972, a norm-referenced testing program using the Metropolitan Achievement Test (MAT) was instituted in grades 1-6. Testing was done at the end of each school year in grades 7-9. From the results of the tests, gains in achievement in a variety of subject areas were calculated and compared with expected gains from past achievement. At the high school level, students in grades 10-12 were tested in the fall with the Stanford Test of Academic Skills.

In the junior and senior high school levels, a criterion-referenced testing program was also developed. The program, Goals, Objectives, Teacher-Made Tests Program (GOT), was implemented during the 1973-74 school year. The program was designed to help teachers identify, plan, teach, and measure skills which the teachers feel are most useful and necessary for students to achieve in each course. Teachers are required to specify several broad goals for each course, and a specific performance objective is indicated with a test designed to measure accomplishment of these objectives.

Figures 1.1 and 1.2 show a comparison of MAT results for minority and non-minority students, comparing Fall 1972 and Spring 1975 scores. The data indicate that in May 1972, the first year of desegregation, both black and white elementary and secondary school students, on the average, declined in academic achievement. Following the initial decline, test scores indicate the achievement has risen consistently since 1972. Minority students' scores indicate achievement is

Figure 1.1

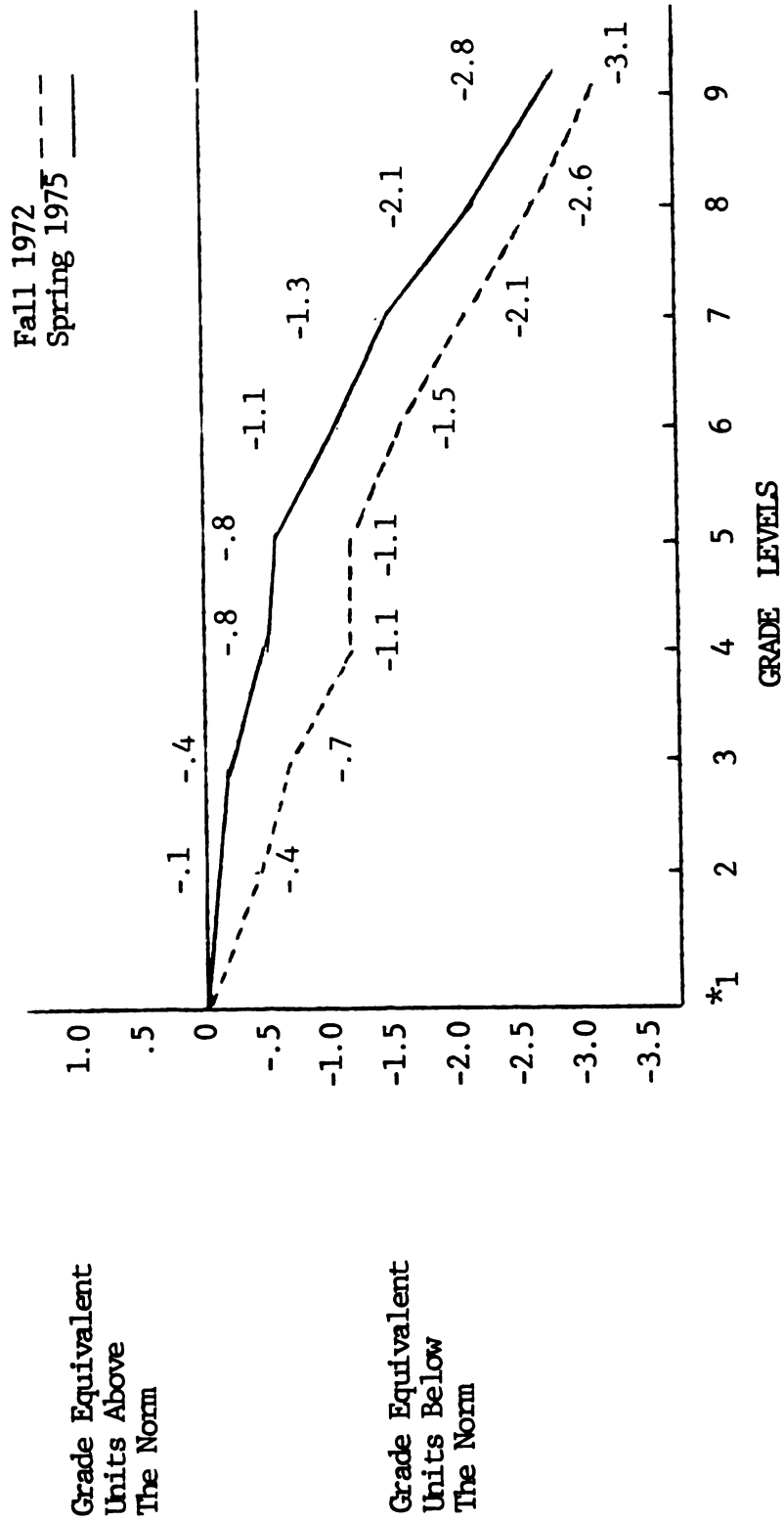
Comparison of Fall 1972 and Spring 1975 MAT Results for Nonminority Students in Kalamazoo
in Relationship to the National Norm for all Students



*Estimated from percentile ranks

Figure 1.2

Comparison of Fall 1972 and Spring 1975 MAT Results for Minority Students in Kalamazoo
in Relationship to the National Norm for All Students



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still below national norms, but less so than previously, and white non-minority test scores average at or above national norm.

Suspensions

The Kalamazoo Public Schools experienced a drastic increase in suspensions during the early stages of the court-ordered desegregation program. To combat this problem, efforts were initiated in the fall of the 1972-73 school year to decrease the number. In 1972-73, there was a total of 3,638 suspensions. By 1976-77, the number of suspensions was reduced to 1,583, representing a 56.4-percent reduction over the 6-year period. This reduction was directly related to a variety of alternatives that were implemented by the Department of Student Services and other school personnel. At the secondary level, black suspensions were reduced by 33 percent; however, during the 1976-77 school year, 799 black students were suspended, representing 49 percent of the total suspensions, while black students represented 21 percent of the total secondary student body. Tables 1.7 through 1.14 describe the suspension information by number of students, by school, by sex, by race, and by grade level.

Table 1.7

Number of Suspensions Per School Year

School Year	Number of Suspensions
1966-67	620
1967-68	844
1968-69	956
1969-70	1,266
1970-71	2,716
1971-72	3,441
1972-73	3,638
1973-74	3,311
1974-75	2,095
1975-76	2,029
1976-77	1,583

Table 1.8
Frequency and Percentage of Students with One or More
Suspensions

Suspensions Per Student	1973-74		1974-75		1975-76		1976-77	
	N	%	N	%	N	%	N	%
1	1,013	57.95	858	66.93	816	66.78	644	64.59
2	377	21.57	219	17.08	196	16.04	198	19.86
3	161	9.21	113	8.81	93	7.61	87	8.73
4	84	4.81	49	3.82	60	4.91	34	3.41
5	51	2.92	20	1.56	32	2.62	18	1.81
6 or more	62	3.54	23	1.79	25	2.05	16	1.60

Table 1.9

Frequency and Percentage of Student Suspensions by Level
or Building

Level/Building	1973-74		1974-75		1975-76		1976-77	
	N	%	N	%	N	%	N	%
<u>Elementary</u>	40	1.21	24	1.15	32	1.55	74	4.54
<u>Junior high</u>								
Hillside	394	11.90	149	7.11	357	17.32	231	14.16
Milwood	265	8.03	284	13.56	225	10.92	180	11.04
Northeastern	281	8.49	168	8.02	259	12.57	185	11.34
Oakwood	773	23.35	369	17.61	454	22.03	280	17.17
South	228	6.89	92	4.39	27	1.31	5	.31
Total J.H.	1,941	58.66	1,062	50.69	1,322	64.15	881	54.02
<u>Senior high</u>								
Central	690	20.84	487	23.25	338	16.40	311	19.07
Loy Norrix	639	19.30	522	24.92	369	17.90	365	22.38
Total S.H.	1,329	40.14	1,009	48.17	707	34.30	676	41.45

Table 1.10
Frequency and Percentage of Student Suspensions by Sex

Sex	1973-74		1974-75		1975-76		1976-77	
	N	%	N	%	N	%	N	%
Male	2,254	68.08	1,456	69.50	1,440	69.87	1,185	72.65
Female	1,051	31.92	639	30.50	621	30.13	446	27.35

Table 1.11

Frequency and Percentage of Student Suspensions by Race (Each Suspension
Counted for Students with Multiple Suspensions)

Race	1973-74		1974-75		1975-76		1976-77	
	N	%	N	%	N	%	N	%
American Indian	9	.27	10	.48	3	.15	3	.18
Black	1,442	43.55	1,033	49.33	1,036	50.34	799	48.99
Oriental	5	.15	2	.10	6	.29	2	.12
Latino	40	1.12	41	1.96	27	1.31	37	2.27
White	1,815	54.82	1,008	48.14	986	47.91	790	48.44

Table 1.12

Frequency and Percentage of Student Suspensions by Race (Students
with Multiple Suspensions Are Counted Only Once)

Race	1973-74		1974-75		1975-76		1976-77	
	N	%	N	%	N	%	N	%
American Indian	6	.34	3	.23	2	.16	3	.30
Black	687	39.30	566	44.18	536	43.97	454	45.54
Oriental	1	.06	2	.16	3	.25	2	.20
Latino	18	1.03	20	1.56	14	1.15	20	2.01
White	1,036	59.27	688	53.71	664	54.47	518	51.96

Table 1.13
Frequency and Percentage of Student Suspensions
by Grade Level

Grade Level	1973-74		1974-75		1975-76		1976-77	
	N	%	N	%	N	%	N	%
Lower elementary	4	.12	2	.10	1	.05	3	.19
Upper elementary	36	1.09	24	1.15	33	1.62	61	3.96
Grade 7	590	17.85	326	15.59	349	17.18	191	12.39
Grade 8	685	20.72	366	17.50	451	22.21	326	21.16
Grade 9	661	19.99	365	17.46	497	24.47	325	21.09
Grade 10	661	19.99	477	22.81	335	16.49	297	19.27
Grade 11	419	12.67	372	17.79	264	13.00	228	14.80
Grade 12	250	7.56	159	7.60	101	4.97	110	7.14

Table 1.14
 Suspensions by School: 1976-77 School Year

School	Suspensions		Percent	
	Minority	Non-Minority	Black	Other
Hillside J.H.	119	110	52.0%	48.0%
Milwood J.H.	69	109	38.8	61.2
Northeastern J.H.	78	104	42.9	57.1
Oakwood J.H.	166	101	62.2	37.8
South J.H.	1	5	16.7	83.3
Central S.H.	128	169	43.1	56.9
Loy Norrix S.H.	213	142	60.0	40.0
Elementary	45	24	65.2	34.8
Total	819	764	51.7%	48.3%

Generalizability

While Kalamazoo is representative of many school systems throughout the nation, both racially and economically, it is recognized that the degree to which results from this study can be generalized is contingent upon the degree to which a general population would be comparable to that of Kalamazoo with respect to certain variables. The validity of extending interpretations to include substantially different types of population should be considered critically, as is generally the case with investigations of this kind.

Summary

The deleterious effects of the students who drop out of school have been and remain a problem in the American public school system. This study, which focuses on the specific problem of the dropout in an urban, court-ordered desegregated school system, finds the dropout problem extensively intertwined in a variety of variables that are a national problem. These are closely related to the crisis in American education. While the history of this country reveals alternatives once existed that were acceptable to youth who did not choose to complete school, there are fewer possibilities in society today for the dropout student.

It becomes apparent that unless our educational system begins to seriously address the needs of all children, the effects of the dropout will seriously cripple the stability of this country.

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Review of Literature

Research can be found in abundance on the subject of school dropouts, the characteristics of the individual, factors which predict dropping out, and the effects of dropping out. This review of literature represents a synthesis of findings that provide a launching point for the study described in Chapters III and IV. In order to provide coverage of each variable of interest, the review is organized into the following five major areas:

1. Data on dropouts in general, briefly identifying some specific characteristics commonly associated with the number of dropouts.
2. Data on school desegregation and the dropout.
3. Self-reports on dropouts.
4. Self-reports of dropout students and desegregation.
5. Follow-up studies on dropouts.

The material reviewed included the usual channels of information, consisting of bulletins, official school records and documents, dissertation abstracts, and microfilm materials. Because of the abundance of information, the author has attempted to concentrate upon prevailing themes and major findings. These have been organized to provide perspective concerning the continuing problem of the dropout.

Schreiber (1968) prefaced his book Profile of the School Dropout by sketching a profile of the average dropout. He stated:

The dropout is a child just past his sixteenth birthday who has average or slightly below

average intelligence, and is more likely a boy than a girl. He is not achieving according to his potential; he is not reading at grade level; and academically he is in the lowest quarter of his class. He is slightly overage for his grade placement, having been held back once in the elementary or junior high school grades. He has not been in trouble with the law, although he does take up an inordinate amount of the school administrator's time because of discipline problems. He seldom participates in extracurricular activities, feels rejected by the school and his fellow classmates, and in turn, rejects them as well as himself. He is insecure in his school status, hostile towards others, and is less respected by his teachers because of his academic inadequacies. His parents were school dropouts as were his older brothers and sisters. His friends are persons outside of school, usually older dropouts. He says he is quitting school because of a lack of interest, but that he intends to get a high school diploma in some manner, because without it he can't get a job. He strongly resents being called a dropout, knows the pitfalls that await him in the outside world, yet believes that they can't be worse than those that await him were he to remain in school. To a great extent, he is a fugitive from failure, fleeing Kafka-like into more failure. (pp. 5-6)

This review of literature will further explore the concepts Schreiber has set forth.

Dropouts--General Characteristics

Factors generally associated with the school dropout are complex and interrelated, making a classification system difficult and/or incomplete. Literature in this section, described as general characteristics, includes data on the numbers of dropouts at the national, state, and local levels and numbers by sex, age, and grade. Family influences are considered secondly; and lastly, factors related to the individual, school, and community are presented.

Number of dropouts--national. In a study by Grant

(1974), the U.S. Office of Educational Statistics estimated that about 25 percent of the young people in high school drop out before obtaining a high school diploma. The source of this estimate was computed by comparing the 3 million persons who graduated in 1972 with the enrollment of 4 million enrolled in the fifth grade in 1964, 8 years earlier. Retention rates are based on the fifth grade by the Office of Education, believing the fifth grade is a better measure of the number of persons entering the first-grade enrollment for that year. For the school year 1977-78, the Office of Educational Statistics estimates 3.3 million students will graduate, while 9 million students will drop out. While the number of dropouts has maintained a steady trend recently (1971-72 to present), the percentage of youth dropping out of school each year has declined over the past decade.

Number of dropouts--state and local. Pupil accounting systems at state and local levels have, in the past, varied considerably in their methods for determining the numbers and race of dropouts. Consequently, the interpretation of results and comparisons among school systems within a state or between states has been difficult to conduct and has produced questionable accuracy. Since 1962-63, the Research Evaluation and Assessment Services of the Michigan Department of Education has uniformly systematized a method of calculating the dropout rate by providing a guidance form for monthly individual student counts (as was later described by Schreiber et al., 1965) and guidelines for reporting data from each

school district. To clarify this procedure, the Michigan Department of Education in September 1977 issued the following statement:

The following general statements are offered as clarification to assist in the consistent interpretation of definitions and accurate completion of this form:

1. We have attempted to make the definition for Membership, Involuntary Losses and Dropouts on form RA-4362 as explicit and precise as possible in keeping with the standard terminology used in:
 - a. Michigan Child Accounting and Attendance Association (MCAAA), Child Accounting and Attendance Manual, and
 - b. Education Division of the U.S. Department of Health, Education and Welfare, Student/Pupil Accounting Handbook V (Revised).
2. The School Dropout Report is not intended to reflect the weekly/monthly drops and adds which occur and are recorded on inhouse district records, but rather, it is designed to collect the summation of dropout activities within the school for the previous school year.
3. It is assumed that in accordance with MCAA procedures, all schools keep accurate individual attendance records. No student should be counted more than once in membership nor more than once as an involuntary loss or dropout on this report.
4. Parts II and III are extended beyond the close of the school year to cover a full twelve-month period in an effort to pick up the summer losses (those students on the membership roll at the close of the 1975-76 school year expected to return by October 1, 1976, but who fail to show).
5. All students reported in I. Membership, who have been removed from the school membership roll by the end of the full twelve-month period should be reflected in either II. Involuntary Losses or III. Dropouts.

Statewide trends of dropout rates from 1971-72 to 1975-76 are shown in Table 1.15. Statewide dropouts increased by 719 in the 1975-76 school year over 1974-75. While no interpretation for the trend was offered by the State Department of Education, some tentative interpretation might be drawn from chronological and geographical differences found in a graphic portrayal which offers a more explicit breakdown of the dropout rate in Michigan during the 1975-76 school year.

Figure 1.3 presents the public high school dropouts and the dropout rates for the 1975-76 school year by intermediate school district. The dropout rates among 58 intermediate school districts in Michigan ranged from 1.79 to 8.82 percent.

The dropout rate by school district for the 1974-75 and 1975-76 school years indicates possible conclusions related to economic conditions. While employment has been difficult to obtain, more youth may have been encouraged to stay in school. In previous good economic years, the dropout rate has decreased.

Table 1.16 presents the dropout statistics for the 1974-75 and 1975-76 school years by group of school districts as classified by the student membership size of public school districts in Michigan. The data indicate that dropouts occur more frequently, in general, in large school districts than in small districts. The statewide dropout rate increased from 5.85 percent in 1974-75 to 6.01 percent in 1975-76. Of the 14 groups, the dropout rates for 10 groups increased from 1974-75 to 1975-76 and decreased for the other 4 groups.

Table 1.15

Statewide Trend of Dropout Rates by Grade, 1971-72 through 1975-76

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
1971-72	Adjusted Membership	168,657	152,242	133,644	627,872
	Dropouts	12,450	13,539	8,736	40,443
	Dropout Rate (%)	7.38	8.89	6.54	6.44
1972-73	Adjusted Membership	172,334	154,899	136,798	639,776
	Dropouts	12,685	13,912	9,256	41,354
	Dropout Rate (%)	7.36	8.98	6.77	6.46
1973-74	Adjusted Membership	171,307	156,570	137,497	637,231
	Dropouts	13,399	14,594	9,939	43,666
	Dropout Rate (%)	7.82	9.32	7.23	6.85
1974-75	Adjusted Membership	169,244	155,692	141,235	636,584
	Dropouts	11,607	12,217	8,343	37,248
	Dropout Rate (%)	6.86	7.85	5.91	5.85
1975-76	Adjusted Membership	166,291	154,246	143,120	631,822
	Dropouts	11,463	12,538	8,610	37,967
	Dropout Rate (%)	6.89	8.13	6.02	6.01

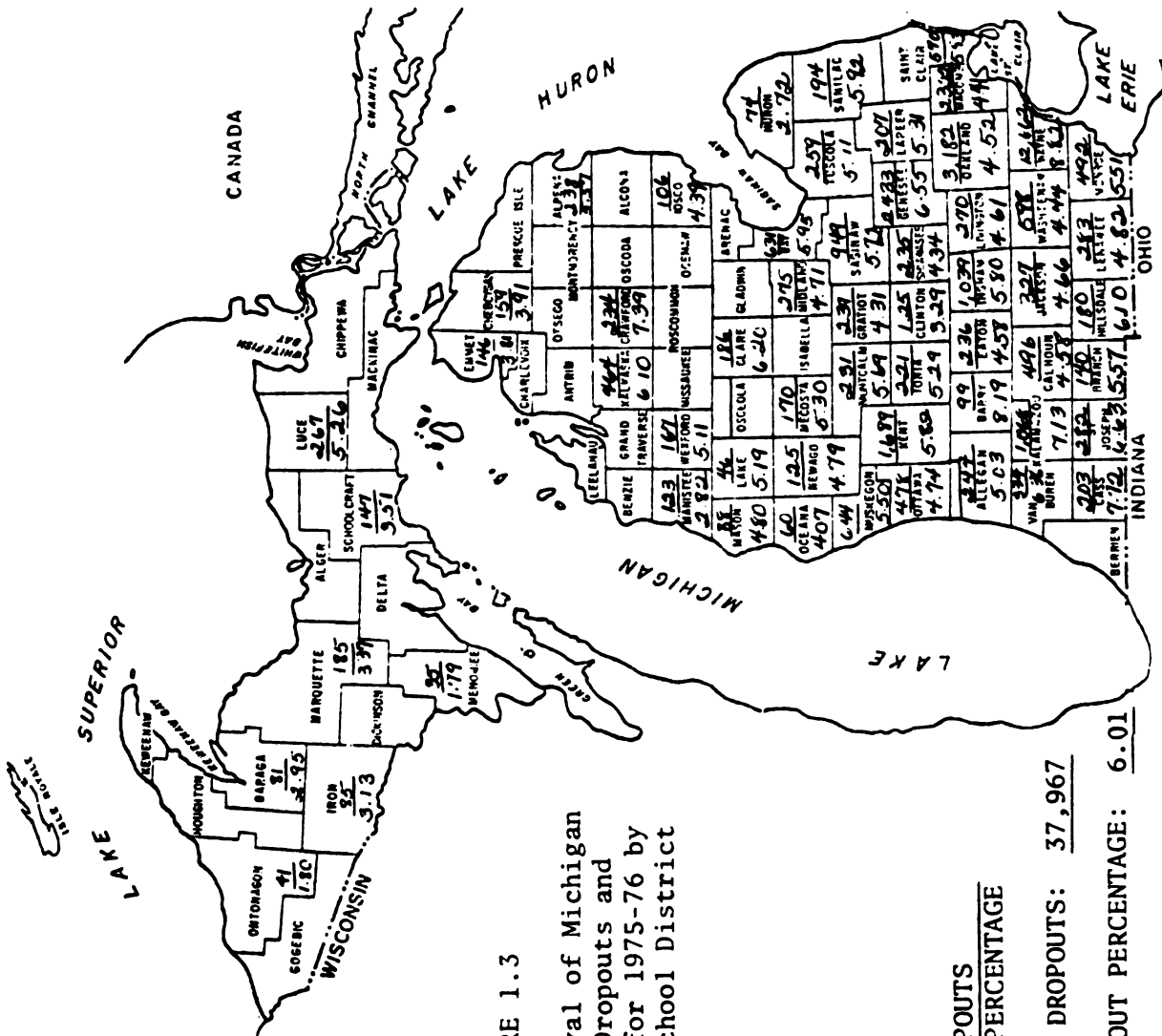


FIGURE 1.3

Graphic Portrayal of Michigan
Public School Dropouts and
Dropout Rates for 1975-76 by
Intermediate School District

Table 1.16

Michigan Public School Dropout Rates by Group of School Districts Classified by Student Membership,
1974-75 and 1975-76

Student Membership Limits of School Districts in Each Group ¹	Number of Districts Reporting		Grades 9-12 Adjusted School Membership		Number of Dropouts		Annual Dropout Rate	
	1974-75	1975-76	1974-75	1975-76	1974-75	1975-76	1974-75	1975-76
50,000 and Over	1	1	63,904	57,755	8,199	8,328	12.83%	14.42%
20,000 to 49,999	10	9	82,121	76,845	5,433	4,710	6.62%	6.13%
10,000 to 19,999	21	22	94,235	97,071	4,667	5,011	4.95%	5.16%
5,000 to 9,999	62	63	133,775	135,699	6,726	7,056	5.03%	5.20%
4,500 to 4,999	14	12	21,615	18,673	885	742	4.09%	3.97%
4,000 to 4,499	25	28	31,691	35,786	1,714	1,854	5.41%	5.18%
3,500 to 3,999	21	20	22,308	21,316	1,196	1,291	5.36%	6.06%
3,000 to 3,499	31	29	31,451	29,677	1,553	1,513	4.94%	5.10%
2,500 to 2,999	31	36	25,324	30,031	1,251	1,579	4.94%	5.26%
2,000 to 2,499	67	64	45,489	43,590	2,044	2,049	4.49%	4.70%
1,500 to 1,999	67	67	36,075	36,178	1,662	1,739	4.61%	4.81%
1,000 to 1,499	66	65	26,049	26,222	1,050	1,175	4.03%	4.48%
500 to 999	77	78	18,698	19,140	743	814	3.97%	4.25%
Below 500	38	37	3,849	3,839	125	106	3.25%	2.76%
Total	531	531	636,584	631,822	37,248	37,967	5.85%	6.01%

¹ The categories are the same as those used in the publication entitled, Analysis of Michigan Public School Revenues and Expenditures, Bulletin 1011, Michigan Department of Education.

Table 1.17 shows the public high school dropout rates in Michigan from 1962-63 through 1975-76. The statewide annual dropout rates during the past 14 school years, including the period of 1962-63 through 1975-76, fluctuated between about 5.9 percent and 7 percent. The annual dropout rate for the 1974-75 school year was the lowest for any year in this period (5.85 percent). During the 1975-76 school year, 37,967 students dropped out of Michigan public high schools. The number of dropouts in the state increased by 719 in the 1975-76 school year over 1974-75. The dropout rate increased from 5.85 percent in the 1974-75 school year to 6.01 percent in 1975-76.

Number of dropouts--sex. Studies reviewed rather uniformly indicate that a larger number of boys than girls drop out of school. In a study conducted by Bledsoe (1959), an investigation of six correlates of students' withdrawal from school was undertaken. One factor, sex, was found significant in the number of student withdrawals. The study was conducted in a small Georgia city with a population of approximately 20,000 people. A total of 985 boys and 979 girls were enrolled in the grades from which 146 boys and 107 girls dropped out. While boys comprised 50.2 percent of the total enrollment, they were 59.1 percent of the dropouts. While this study does not represent a random sample generalizable beyond this group, other research tends to support these findings (Bachman, Green, & Wirtanen, 1971; Blough, 1957; Dillon, 1949; Macarrow, 1950; Mack, 1952).

Table 1.17
Michigan Public School Dropout Rates, 1962-63 through 1975-76

School Year	Grades 9-12 Adjusted Public School Membership (A)	Grades 9-12 Public School Dropouts (B)	Annual Dropout Rate $\left(\frac{B}{A} \times 100\right)$
1962-63	446,033	27,808	6.23%
1963-64	449,085	29,845	6.65%
1964-65	493,960	32,866	6.65%
1965-66	501,448	35,210	7.02%
1966-67	534,703	35,739	6.68%
1967-68	542,497	36,554	6.74%
1968-69	561,651	39,217	6.98%
1969-70	601,621	40,610	6.75%
1970-71	619,948	37,339	6.02%
1971-72	627,872	40,443	6.44%
1972-73	639,776	41,354	6.46%
1973-74	637,231	43,666	6.85%
1974-75	636,584	37,248	5.85%
1975-76	631,822	37,967	6.01%

Table 1.18 shows the statewide trend of dropouts and the dropout rates in Michigan public schools by sex for the past 5 school years including the period of 1971-72 through 1975-76. The dropout rates are higher for males than females, and this pattern is consistent for each of the four grades covered in this survey: grades 9, 10, 11, and 12. In the 1975-76 school year, for example, 9.18 percent of the males in the 11th grade dropped out from high schools, whereas 7.04 percent of the females at the same grade level dropped out. This analysis also shows that the dropout rate increases gradually up to the 11th grade and the rate declines at the 12th grade. This pattern was consistent during the past 5 school years.

Number of dropouts--age and grade. The age corresponding to state maximum compulsory attendance laws has logically become the age of the greatest number of withdrawals. Varner (1967) referred to studies by Cook (1956), Dillon (1949), Shepp (1956), U.S. Department of Labor (1960), and VanDyke and Hoyt (1958), which all indicated the greatest withdrawals occur when the student is 16 years old, which corresponds to the most common maximum state age requirements. Overageness, generally related to lack of promotion or retention, has been considered a factor related to dropouts. The Department of Labor report (1960) indicated 84 percent of the total dropouts in the seven communities studied were behind their normal grade for their age by 1 or more years, and 53 percent were behind their grade by 2 or more years.

Table 1.18
Statewide Trend of Dropout Rates by Sex, 1971-72 through 1975-76

School Year	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1971-72										
Adjusted Membership	87,965	85,364	85,922	82,735	77,636	74,606	67,217	66,427	318,740	309,132
Dropouts	3,431	2,287	7,253	5,197	7,678	5,861	5,044	3,692	23,406	17,037
Dropout Rate (%)	3.90	2.68	8.44	6.28	9.89	7.86	7.50	5.56	7.34	5.51
1972-73										
Adjusted Membership	90,010	85,735	87,696	84,638	78,425	76,474	68,569	68,229	324,700	315,076
Dropouts	3,300	2,201	7,427	5,258	7,927	5,985	5,437	3,819	24,091	17,263
Dropout Rate (%)	3.67	2.57	8.47	6.21	10.11	7.83	7.93	5.60	7.42	5.48
1973-74										
Adjusted Membership	87,274	84,583	87,357	83,950	79,242	77,328	68,678	68,819	322,551	314,680
Dropouts	3,463	2,271	7,812	5,587	8,174	6,420	5,751	4,188	25,200	18,466
Dropout Rate (%)	3.97	2.68	8.94	6.66	10.32	8.30	8.37	6.09	7.81	5.87
1974-75										
Adjusted Membership	86,577	83,836	86,396	82,848	78,983	76,709	70,649	70,586	322,605	313,979
Dropouts	3,005	2,076	6,626	4,981	6,748	5,469	4,766	3,577	21,145	16,103
Dropout Rate (%)	3.47	2.48	7.67	6.01	8.54	7.13	6.75	5.07	6.55	5.13
1975-76										
Adjusted Membership	85,608	82,557	85,158	81,133	78,435	75,811	72,139	70,981	321,340	310,482
Dropouts	3,205	2,151	6,632	4,831	7,201	5,337	5,044	3,566	22,082	15,885
Dropout Rate (%)	3.74	2.61	7.79	5.95	9.18	7.04	6.99	5.02	6.87	5.12

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Factors related to the family. Family background has been stressed in almost all studies of the problem of school dropouts. A large number of studies reviewed support the view that family and environment are the most crucial factors in determining whether or not a student will drop out of school (Cervantes, 1965; Deutsch, 1967; Orshonsky, 1967; Varner, 1967).

Bachman et al. (1971) conducted a longitudinal study of young men in the Youth in Transition Project, conducted by the Survey Research Center at the University of Michigan and sponsored by the U.S. Office of Education. The young men in the study were surveyed in the fall of 1966, when they were entering the 10th grade, again in the spring of 1968, the spring of 1969, and early summer of 1970. Three categories of respondents were identified as dropouts: graduates with no post-high school education, those engaged in education during the year following high school graduation, and those likely to drop out of high school. Eight family background factors were studied to determine ways in which they were related to dropping out. Additionally, they considered several dimensions of intellectual ability to determine whether some effects of family background are actually operative but observed as intelligence or reading ability. The eight dimensions of family background, obtained at the 10th-grade level of the study's respondents were: socioeconomic level, family size (number of siblings), broken home, family relations, religious preference, parents' political

preference, community size, and race. Two of the eight dimensions, political preference and size of community, showed no strong or consistent relationship with the criteria. Among the family background characteristics found most important was the socioeconomic level (SEL); the higher the family SEL, the more likely the respondent was to enter college and less likely to drop out. Educational attainment was lower among boys from large families and broken homes--especially by divorce or separation--where dropping out occurred almost twice as often. Racial differences centered around black students in segregated schools and are discussed in detail in the section "Data Regarding Desegregation." Tests of intelligence and vocabulary and reading skills were positively related to education attainment. The researchers used Multiple Classification Analysis in repeated applications to predict about 24 percent of the variance in educational attainment of the four most important family background dimensions. The researchers found family background characteristics and verbal skill ability were synonymous in importance. The researchers interpreted that the impact of family background on educational attainment occurs largely through academic skills as intervening variables.

Cervantes (1965) conducted a study to investigate, analyze, and elaborate upon the social background, "influential others," and personality characteristics of 300 youth, half of whom continued their education at least to graduation from high school and half of whom dropped out of high school.

The areas of investigation were: (a) the nuclear family, (b) the friend-family system, (c) the peer group, (d) school experiences, (e) thematic apperception test materials, and (f) recommendations for the alleviation of the dropout situation. A matched sample of a dropout and stay-in was developed, with the variables for matching of sex, age, IQ, attend the same school, and have the same socioeconomic background. An interview schedule was developed, supplemented by a questionnaire applicable to the dropout and the stay-in student. The Thematic Apperception Test was administered to 100 respondents in New Orleans and Boston, but was excluded from the 200 respondents living in St. Louis, Omaha, Denver, and Los Angeles. Interviews were prearranged by telephone, and matching was provided by the various school superintendents. The research found that interview questions reflecting the positive characteristics of primary relations within the home distinguished the dropout from the graduate at the highest level of significance (.001). Chief characteristics of the primary group relations used to ascertain the differences in the two groups were questions regarding mutual acceptance as a total person, deep intercommunication, and personal satisfactions. The researcher concluded that no matter what other variables are at work, the nuclear family is of critical importance in the consideration of the dropout problem.

Duncan (1965) published a study of the schooling of boys in the United States during the 20th century. The population covered included native, civilian, noninstitutionalized males

aged 20-61 in 1962. Two samples of the United States population were used. The first was a one-in-a-thousand sample drawn from the 1960 Census for teen-age boys living in families where current enrollment status and grades completed could be studied in relation to the characteristics of their families. The second population was taken from the March 1962 Current Population Survey and supplement. Adult males in the sample were surveyed regarding their educational attainment, personal characteristics, and characteristics of their families.

Multiple-regression and multiple-classification techniques were used to analyze the data obtained. The immediate family context was found to account for 30 percent of the variance among men regarding the years of school completed. Intact families accounted for not less than 0.6 years and as much as 1.0 years more schooling for a boy. Socioeconomic status of the head of the family accounted for at least 0.3 years more schooling (computed by an increase of 10 points on a range of 100). An increase of 1 year in the educational attainment of the family head resulted in 0.2 years of schooling, and a decrease of one in the number of siblings accounted for 0.2 years more schooling. The country of birth of the father and types of schools attended had small effects on schooling, family type, head of family's occupation, or education. From enrollment status and grades completed of white males 14-16 years of age living in intact families, Duncan reported family context did influence attainment through both

the age of leaving school and the age-grade retardation. Family income and number of family members were found to have significant effects on schooling. Individual abilities, as an indirect influence on schooling, were found to be confounded with the family effect; that is, attainment was not found to be determined or sharply limited by the circumstances of the family of the boys included in the study. Place of residence and the influence on schooling accounted for no more than 2 percent variance among men in attainment. Communities of high unemployment tended to identify prolonged schooling.

Varner (1967) cited various other studies related to family influences that Duncan observed. Stevens (1965) found a significant difference in size of families of dropouts and graduates. Bowman and Matthews (1960) found that dropouts generally came from families with five or more children, while graduates, matched on IQ and/or socioeconomic status, more frequently came from families of four or fewer children.

Wilson (1963), in his dissertation concerning black youth, found that 75 percent of dropouts came from families of five or more children, while 80 percent of those graduating came from families with one to four children.

With respect to the occupation of the parent, VanDyke and Hoyt (1958) found that children of unskilled laborers compared to the children of professional fathers were more likely (9 to 1) to drop out. Interestingly, there was little value in differentiating between the dropout and the

school-persister based on whether or not the mother worked.

Socioeconomic status, in nearly all studies cited, indicated the majority of dropouts came from the lower class. Tesseneer and Tesseneer (1958) conducted a review of literature consisting of 20 studies on school dropouts. The findings of this study indicated the characteristic which most clearly and repeatedly identified the dropout from the high school graduate was the lower socioeconomic position of the dropout in the community. Their study found that 72-84 percent of the dropouts represented families from low income levels. Bowman and Matthews (1960) again found a consistent trend of fewer dropouts from higher social areas (upper and middle classes comprised 34.1 percent of those studied, contributing 42.9 percent of the graduates), and more dropouts came from lower socio areas (lower class comprised 65.5 percent of the study and contributed 56.7 percent of the graduates and 87.7 percent of the dropouts). Cervantes (1965) concluded that financial conditions were the same for families of dropouts and persisters and that less than 5 percent of the dropouts in his study withdrew from school because of financial reasons.

Factors related to the individual. Another area of considerable research has been directed to the factors unique to the individual defined as the school dropout. Dropping out of school is often symptomatic of certain background characteristics, ability, personality, and behavior traits. Various studies conducted have indicated that there is

overlapping of intellectual capacities between dropouts and graduates. IQ has generally become accepted not to be a decisive factor in whether or not a student remains in school until graduation; however, factors which generally relate to the individual uniqueness of the dropout--i.e., intelligence, personality, and self-concept--are presented, as they are well represented in the literature.

Regarding intelligence, Bachman et al. (1971) found in their longitudinal study of male students that those who later become dropouts typically scored below average on intelligence and academic ability tests at the start of their study. The differences were found to be small and described, on the average, as approximately 5 IQ points between dropouts and stay-ins who did not go to college. There was a larger difference found between boys who went to college and those who did not.

Other researchers support these findings as reported in Varner (1967). Blough (1957) compiled the results of 14 studies, finding the median IQ score of dropouts to be 94, while that of the graduating students was 105. Another study summarizing nine surveys was conducted by Warner (1965), who found that dropouts collectively come from lower intelligence groups more frequently than in the general population.

While studies reporting a high incidence of dropouts related to low intelligence groups are more readily found in the literature, the figures can, at times, obscure actual data reported. The range of IQ scores for dropouts is

greater within than among studies reported. Some dropouts have high measured IQ scores and some graduates have low measured intelligence, while in some studies there were no significant differences (Baggan, 1955; Hopkins, 1965). One study conducted on the dropout population by VanDyke and Hoyt (1958) surveyed 21 dropouts with measured IQ's of 120 or above matched with school stay-ins on IQ, sex, and size of school. Even with the high measured intelligence, the subjects were found to have lower grade-point averages, more absences, and less extracurricular participation than the matched group.

Elliott, Voss, and Wendling (1964), in their paper "Capable Dropouts and the Social Milieu of the High School," stated additional factors related to ability. The authors quoted Cook's (1954, 1956) estimate: "While the estimates vary, some studies suggested that as many as three-fourths of those who drop out of high school have the requisite ability to do passing or even superior work" (p. 1). The authors set forth a conceptual theory that the dropout is a response to status deprivation experienced by lower-class youth who find that in school they are thrown together and forced to compete with youth from diverse socioeconomic backgrounds. Status in schools is measured in terms of grades and academic success based on middle-class standards. The authors stated that the socialization of lower-class youth does not adequately prepare them to perform according to the prevalent standards of the school and while many

lower-class youth possess the ability, they are more likely to be defined as "problem children because their values, attitudes, modes of expression, vocabulary and perhaps clothing styles, differ sharply from those of middle-class teachers" (p. 2). Because of this phenomenon, the student who blames himself for this frustration and failure in school typically drops out, while the student who believes the reason for his failure to be the fault of the system is more inclined to become a delinquent, adopt antisocial behaviors not acceptable to the school, and in time become identifiable as a school pushout.

Regarding personality and self-concept, many theorists believe that differences exist in the personality of dropouts and graduates. Many of these data are collected from self-report inventories of the dropout as well as assessments made by school personnel. While self-reported data are reported in a following section, "Student Self-Reports," a review of studies is presented in this section, defining some of the most frequent methods used to describe the personality of dropouts.

Rebellious and delinquent behavior, according to Bachman et al. (1971), "is the one criterion on which dropouts really stand apart from all other respondents" (p. 74). The researchers supported this statement by the obvious observation that boys who have rebellious and delinquent behavior in school are more likely to be expelled, while some leave in spite of pressure from parents to remain in school.

Bachman et al. concluded that dropping out is, in itself, a form of rebellious or delinquent behavior. In their study, rebellious behavior in school was found to be strongly related to educational attainment. In fact, the researchers estimated that one-half of the students who are frequently involved in behavior considered rebellious become dropouts. Results are generally inconclusive on the question of behavior, even though it is a factor frequently thought to be characteristic of the dropout.

Brumfield (1967) surveyed the student withdrawal problem through the use of the structured, open-ended questionnaire and the Focused Depth Interview. Participants in the study were interviewed on questions regarding family data, individual appraisal, student withdrawal information, and conditions for remaining in school. From the 36 individuals who participated in the in-depth interview, it was found that students withdraw from school (a) to help support their families when it is required and school appears irrelevant to their occupational goals; (b) to satisfy basic psychological needs not obtainable at school; (c) because they fail to resolve personal problems involving their relations within the family with others, or their internal conflicts; and (d) because of severe disorders. Additionally from this study, characteristics previously identified as typical of the dropout were supported. Bachman et al. (1971), in their study of male dropouts, found that academic performance can convey back to the student a good deal of information about his ability to

do well in school. The researchers found, from an earlier analysis by Bachman in 1970, that academic performance correlates .48 with a measure of self-concept of school ability. This was concluded from an index of three interview items asking the respondent to compare himself with his peers in terms of scholastic ability, intelligence, and reading skills.

Varner (1967) concluded, from nine selected studies on personality and temperament of school dropouts, that a relationship does exist between personality disorders and dropouts to a greater extent than with graduates. This was found true in studies by Chilman (1960), Cook (1956), and Walton (1965). Studies by Beaird (1965) and Fifield (1964), however, found no significant differences between dropouts and stay-ins on factors of self-concept.

Factors related to school. School factors emerge as a greater obstacle than most other factors previously discussed (finances, IQ, temperament, and personality) in considering problems unique to the individual. The inability to read accurately, communicate freely, frequent retardation or non-promotion, and failure have created the feelings of frustration and discouragement that frequently precipitate dropping out because of school-related problems.

Bachman et al. (1971) summarized from their study that school performance was one of the most important predictors of dropping out and, of the measures of school experience used as predictors, past failure or being held back a grade

was the most important predictor. In their study, over half of the students who later dropped out of school had been held back prior to the 10th grade. Grade failure, and the accompanying inability of the student to move through school with his peer and age classmates, appears to be greatly associated with dropping out of school. While the retention is obvious to the student who remains behind, who is more physically matured and usually larger, everyone else also knows he has failed a grade, and the usual sources of pride (size and maturity) are destroyed by the common knowledge that "he should be a grade ahead."

Dillon (1949) found in his study that 52 percent of dropouts had failed one or more grades. Bowman and Matthews (1960) compared retardation among dropouts, graduates, and all stay-ins. They found the retardation rate 4 times that of the graduates. They also found 60 percent of retardation occurred in the first and second grades for all groups; however, the dropouts had a larger number of grade failures in the upper grades.

Of equal concern in predicting educational attainment was the average grade earned during the ninth grade. The students who dropped out in the Bachman et al. (1971) study reported an average grade just under a "straight C" in ninth grade. VanDyke and Hoyt (1958) found a mean grade-point average of 1.5 for all dropouts and 2.5 for all stay-ins. Bowman and Matthews (1960) found that dropouts obtained much lower grades than graduates. In fact, grade-point averages

placed no dropout in the highest quarter of the class and found, in fact, 69 percent in the lowest quarter, while matched graduates (matched on IQ and socioeconomic status) were 19 percent in the highest quarter and only 8 percent in the lowest. Varner (1967) stated from a review of literature that with the exception of one study, dropouts have failed courses, many of them have failed more than one, and that their average grades are lower than those of graduates. Closely related to retention and accumulated grade-point averages is the reading achievement of dropouts, which in literature has been found to be significantly lower than that of graduates.

Penty (1956) conducted the most extensive research on the reading ability or achievement and school persistence. From interviews with a sample of 60 poor reader dropouts and 60 poor reader graduates, the researcher was able to conclude that the dropouts' self-concepts were more damaged than those of the graduates.

It was found, among the poor readers, that the dropouts had more negative feelings of self and their problems than did the graduates. Penty also found among the poorest readers of 593 10th graders a dropout rate of 49.9 percent, amounting to almost half of the total.

Absenteeism, usually cited in literature as a predictor of the dropout, seems to have a significant relationship to the problem. VanDyke and Hoyt (1958) found dropouts were absent an average of 15 days out of 180 days, as compared

to an average of 6 days out of 180 days for nondropouts. Dillon (1949), Stevens (1965), Walsh (1969), and Wilson (1963) all reported similar findings.

Extracurricular activities are not generally characterized by the dropout, and the majority of studies investigating this factor support the nonparticipation of the dropout student. Sullivan (1964) reported that 52 percent of the boys and 43 percent of the girls had not participated in any outside class activities, as reported in Varner (1967). Bowman and Matthews (1960) indicated, while participation was less frequent among the dropouts, the pattern was similar for both groups, dropouts and stay-ins. The most popular events were athletic events, followed by school dances.

Dislike of school, also a frequent predictor of the school dropout, has been found to be significant in the literature. Cervantes (1965) stated that 62 percent of the dropouts in his study indicated school was definitely an unhappy experience. Reasons for the dislike range from fault with the curriculum (Handy, 1964) to liking nothing about school (Cervantes, 1965).

Factors related to the community. Location, size, and characteristics of the community were considered by Varner's (1967) review of literature and generally supported by Duncan's (1965) findings that type and place of residence as determinants of school withdrawal are not, when considered by themselves, significant.

Goodman (1967) considered high school dropouts related

to other demographic variables. Five categories of variables selected from a review of literature were: individual problems of the student, school characteristics, demographic structure and process, rural-urban, and socioeconomic. The only variables found to correlate significantly with dropouts for the whole sample were divorce and population density, even though these findings were not found significant in subcategories of rural and urban. The subcategories did produce 10 variables, 6 of them socioeconomic, that were significantly related to dropout rates in urban districts, and 1 was found significant in rural districts. It was suggested that demographic factors related with dropout rates were different for urban and rural areas.

Dentler and Warshaver (1965) studied 131 of the largest cities in the United States in their book Big City Dropouts and Illiterates, and correlated social and economic variables of whites and nonwhites. The study found a correlation of .87 for the dropout rate on eight selected variables for whites. They found a higher white dropout rate in cities that had a high percentage of low-income families and illiterates, overcrowded housing units and population concentrations, more nonwhite dropouts (as compared with the other cities), fewer white-collar employees, and a low population increase. The researchers concluded from these findings that the differences found from the factors studied on white and nonwhite school withdrawals may be a function of how expenditures for health, welfare, and education programs are

received in the communities.

All of the findings thus far have discussed numbers of dropouts and the combinations of family background characteristics, ability, school experience, personality, behavior, and community factors that are most frequently used to distinguish the dropout from the stay-in in our schools over the past decade.

The relationship between the dropout and the incidence of desegregated school systems is an important consideration. While literature is not numerous on this subject area at this time, several studies of significant findings have been conducted.

Dropouts and Desegregation¹

Bachman et al. (1971), when discussing race in their study Youth in Transition, found that racial differences could not be adequately discussed by simply comparing black and white nor could it be done by treating the 256 black respondents as one subgroup. Because school and community influences were found to be significant when related to race, three categories of blacks were defined: (a) blacks in integrated schools, (b) blacks in northern segregated schools, and (c) blacks in southern segregated schools. Additionally, the researchers found ample evidence that differences in

¹While a difference exists both conceptually and realistically between desegregation and integration, the terms are being used synonymously to accommodate differences not noted in the literature.

black students were significant in terms of test scores and socioeconomic levels; therefore, the black subgroups were examined separately in this study. The greatest differences were found to be between black subgroups rather than between black and white groups. Blacks that attended integrated schools which had no fewer than 40 percent whites had dropout and college entrance rates identical to whites. While 20 percent of the data on blacks and 9 percent of the data on whites were missing, none of the missing data were considered statistically significant and did emphasize, in fact, what little difference in educational attainment is found between whites from integrated and segregated schools and blacks from integrated schools.

Blacks from segregated schools showed considerable difference. While one-quarter of the blacks were involved in post-high school education, the data indicated one-half of the blacks were from integrated schools, which was the same as for whites. The data indicated the dropout rates for blacks from segregated schools were considerably higher for those from segregated schools, and particularly those from the three segregated schools in the North included in the study. Other data considered--including socioeconomic level, test scores, and other identifying criteria--found little effect for the integrated blacks whose background data resembled those of the whites. There were data to indicate an overachievement on the part of integrated blacks. For blacks from southern segregated schools, the data indicate

levels of academic attainment are higher than their background data would predictably indicate.

The dropout data from the study showed considerable evidence that blacks from northern segregated high schools drop out in large numbers. The study data indicate more than one-third of the black northern segregated students had dropped out of school even after adjusting for family background differences. While findings are based on conclusions from three schools, consistency between the schools was significant enough statistically to identify a trend. Also noteworthy were data indicating a large majority of the students were enrolled in general or vocationally oriented programs. The study indicated the racial differences involving blacks are noted most in segregated schools, suggesting the importance of the segregation-integration influence in achievement. The schools in the study, while not identified by name, are described as two large schools (2,000 students) located in the Midwest and one school, smaller, located in a small northeast town. Hansen (1960) conducted a 5-year study of desegregation in the Washington D.C. schools. During the 5 years (1955-60), a drastic change in the racial composition of the schools was evident. In fact, almost complete reversals of racial enrollment were recorded in the district, with the schools changing from almost all white enrollment to almost all black enrollment. Prior to 1954, the Washington D.C. schools were segregated as evidenced by 60 schools having white enrollment before 1954; and all but

three had experienced racial mixing 5 years later. There were only 14 schools by June 1959 that had 1-9 percent white enrollment. There were 11 schools of total black enrollment; another group of 43 Negro schools had less than 10 percent white enrollment, and 1 Negro school had a white enrollment of 35.5 percent. Hansen reported this population change was extensive before the desegregation program of 1954, when 20 schools were converted from white to Negro use between 1947 and 1954. This change in racial school enrollment again reflected the changes taking place in the communities where the schools were located. Like many other communities experienced in desegregating the schools, the transition was characterized by conflict, tension, and demonstrations. The changing racial composition of the school was a product of many variables which Hansen described as complex and multiple, and "to consider the integration of the schools as the cause of immigration of such citizens (i.e., impoverished and destitute) into downtown areas is a defect in analysis. . . . The churches, schools and social agencies offer the main sources of alleviation of these conditions, yet they cannot . . . strike deeply at the roots of the problems, which are primarily economic and political in origin" (p. 11).

When reporting the dropout rate, it was noted to be highest in schools where Negro enrollment was predominant. While records were not kept by race, the dropout rate in the Washington schools was persistently higher among Negro youth even before the 5-year study on desegregation. While

desegregation was not felt to be effective in correcting the dropout problem, there was a 20-percent reduction in the dropout rate between 1957 and 1958 which occurred after a basic curriculum program was instituted at the high school level.

The academic ability grouping, the Four Track Curriculum, originally in grade 10, was expanded to grades 10-12 in 1957. The Four Track Curriculum included honors, regular college prep, general, and basic. The rationale of the track system was to direct educational benefits available to all students completing 12 years. It was perceived that the student who learns slowly will be more productive later in life if given the opportunity to follow a curriculum designed to his needs through 12 years, and if appropriate gains are demonstrated, the student could be transferred to the more difficult curriculum levels.

Hansen concluded from the study that the conditions of large minority dropouts are not caused by desegregation and are obviously not corrected by desegregation as well. The decisions of youth who fail to take advantage of the school environment and opportunities are attitudinal and are products of the lives, experiences, and values of the youth.

Bryant (1968) conducted a study for his dissertation entitled "Some Effects of Racial Integration of High School Students on Standardized Achievement Test Scores, Teacher Grades, and Dropout Rates in Angleton, Texas." While primary emphasis was placed on determining significant

statistical differences in academic achievement at the end of the first year of racial integration, attention was also given to the assessment of significant changes in the dropout rate during the same time period. The subjects in the study were 8th to 11th graders, 769 white and 146 Negro students. For determining the dropout problem, a dropout study was done by comparing the dropouts from the last year of segregation with the dropouts from the first year of integration. An analysis of percentage changes was then conducted to determine any significance. The study found no significant differences in the dropout rate for white students as a group the last year of segregation and the first year of integration; however, a highly significant increase was found for the Negro students, as a group, for the 2-year period. Additionally, a substantial increase in the percentage of white female dropouts was found, while not significant with the white male students. Negro males again were found to have a significant increase in the dropout data and the same was found for Negro female students as well, but to a lesser degree.

Because self-reports are a part of this study, the following section, "Self-Reports of Dropouts," will provide the reader with a review of literature from the personal perspective of those who have experienced dropping out. Of the numerous and intense studies undertaken to investigate the problems of school dropouts, a review of the literature indicates that comparatively little research has been developed

from the perspective of the dropouts themselves.

Self-Reports of Dropouts:
General Review

Weber and Matz (1968) conducted an intense interview with 16 Negro male dropout students from an eastern metropolitan city. The subjects represented four inner-city schools which all had black student bodies. The open, semi-structured interviews in a group setting allowed the subjects freedom to express factors related to their school and dropout experiences. Five areas of concern were focused on in the interview from problems in school, both social and academic, to problems related to the community and the low economic structure in which they lived. Emphasis was placed, however, on their perceptions of school personnel, the principal, teacher, counselor, and school policeman. From the interviews, two terms emerged as summarizing the problems common to all the subjects: they found that the school was "indifferent" to them as individuals and that the philosophy of school staff was "punitive" and "punishing." The subjects identified the process of dropping out of school as a means of withdrawing from an unpleasant situation. The indifference was seen as a denial of the individuality of the person, the failure of others to identify with him as a person and enable the same of the dropout. The subjects described the school staff as punishment-oriented, only recognizing negative behaviors of the subjects. The researchers concluded from their study that the school system operated in a manner

consistent with other institutions in society that utilize negative management of rule-breakers (students) without investigating the conditions that precipitate the rule-breaking.

Bachman et al. (1971) conducted an interview of dropouts in their Youth in Transition study. The researchers conducted interviews for two subgroups in their study: dropouts with diplomas (N = 32), and dropouts without diplomas (N = 125). The category receiving the greatest response for leaving school was "school reasons," which received a greater frequency of responses than any other reason. The category "authority reasons" was closely related, identifying problems with school authorities. "Work and financial reasons" was closely related and frequently referred to by the dropouts, but were interrelated to "family and personal problems" categories, leading the researchers to conclude that the socio-economic status of the family was a strong predictor of dropping out of school. There were responses in these categories that did, however, clearly indicate a displeasure with school or some aspects of school and an interest in working.

From open-ended questions regarding the dropouts' feelings about leaving school, it was found that attitudes varied considerably; 60 percent did reveal negative reactions about their choice of leaving school. This negative attitude for the most part was related to job market problems. While 50 percent said the lack of a diploma did not cause any difficulty in getting a job, the researchers noted they had found

a higher unemployment rate among dropouts than among non-dropouts. They concluded this higher rate of unemployment of dropouts is more indicative of the background and ability which precede the actual dropping out, rather than the results of dropping out itself. Of the students responding, 33 percent did indicate the lack of a diploma was a definite problem in securing employment and there was expressed acknowledgement by the respondents of the importance of the diploma as a necessary "credential" in obtaining work. In response to questions regarding the expectations of the dropouts obtaining a diploma at some future time, 75 percent responded that they expected to do so and the most frequent response to doing so was "night school." When asked why they were interested in eventually obtaining a diploma, the prevailing reason given was that it would "enable them to get a better job." One concluding question concerned the dropouts' perception of other people's feelings about their dropping out. Their response (75 percent) indicated that their parents were definitely opposed to their choice of leaving school, followed by siblings and friends. The same was asked regarding encouragement to get a diploma, and it was found again the strongest encouragement came from parents, followed by siblings and friends. There were no data to indicate the educational levels of the family members.

From a study conducted by Dillon (1949) and reported by Varner (1967), it was found that 49.8 percent of the 1,000 dropouts studied regretted they had left school without a

diploma. Their reasons were predominantly related to a lack of better jobs because of their limited education. Dillon found no correlation between those who had regretted leaving school and their measured IQ or the grade they were in when they withdrew from school.

Bowman and Matthews (1960), in their study Motivations of Youth for Leaving School, reported that 56 percent of the dropouts interviewed indicated they would stay in school if they could redo their decision, while 34 percent felt they would maintain their decision to drop out.

Cook (1956) conducted a dissertation study analyzing factors related to withdrawal from high school prior to high school graduation. A comparison was made between a group of 200 nonwithdrawing students and a group of 95 students who had withdrawn during the 1952-53 school year from a metropolitan public high school. The purpose of the study was to determine whether measurable differences exist between school-persisters and -leavers, as indicated by individual school records and by the use of measuring instruments. Additionally, Cook hypothesized that reasons given by students at the time of withdrawal are unreliable in that they do not indicate realistic reasons for withdrawal. To test the first hypothesis, a battery of tests was administered to all of the non-withdrawing students and to as many as possible of the withdrawn students. A total of five measurements were obtained from the Bell Adjustment Inventory, Bell School Adjustment Inventory, California Short Form Test of Mental

Maturity, Science Research Associates Youth Inventory, and the Sims Social Class Identification Occupational Rating Scale. Personal data were collected including age, sex, family position, position of student in family, number of schools attended, amount of educational retardation, average grade, average number of days absent per year, number of courses failed, participation in school activities, and from just the withdrawal group the reason for leaving was asked. Test data and personal information from the records were compiled and mean scores for the withdrawal and nonwithdrawal groups were obtained and compared. Differences between groups were calculated by the differences in mean group scores and, when possible, biserial correlations were also used. The second hypothesis was tested through interviewing 43 of the withdrawal students by a counselor to determine their reasons for withdrawal and the extent that their reasons differed from the ones initially given by the withdrawing group. Twelve factors were found to have intergroup differences large enough not to be chance, although differences of lesser magnitude were obtained as well. Some of the results of Cook's study were: percentage of male withdrawals in grade 9 is greater than the percentage of nonwithdrawals for the grade; withdrawals in grades 8, 9, and 10 are older than the nonwithdrawal students in the same grades; youngest children are less likely to withdraw, while middle children, between two siblings, are more likely to withdraw; all personality measures indicated withdrawals

have a poorer adjustment toward school, home, and family, have lower measured IQ scores, and have poorer attendance than do nonwithdrawals. The interviews between the withdrawing student and the counselor found in many cases a wide margin of difference between reasons initially given by the student for his withdrawal and the factors believed by the counselor to be the reasons for withdrawal. While school failure and deficiencies were reported frequently to be the cause of leaving school, 28 percent reported they left school because of problems at home and family circumstances. No one factor or simple combination of factors was found to distinguish clearly between the two groups. Cook concluded a multiplicity of factors were operative in the decision of the student to withdraw from school.

Follow-up studies. Miller and Harrison (1963) compiled a study of interviews of 50 boys under the age of 18 who had left school and were having a difficult time obtaining and retaining employment. The study was conducted in Syracuse, New York, following the initial research conducted by Saleen and Miller. The subjects, 37 white and 13 black, were interviewed regarding their attitudes toward school life, authorities and parents, personal aspirations, and problems. Regarding school, the subjects stated they were "pushed" out of school, defining problems with teachers, and recognized the need for a high school diploma as a necessary tool for obtaining a job, but did not necessarily feel it was important in their performance on the job. Almost all of the

subjects felt they had little control over the problems they faced currently.

Self-Reports and Desegregation

A review of the literature revealed the lack of studies reporting the correlation of self-report, desegregation, and dropout studies to any significant degree. Reported in this section, therefore, are findings more specifically related to self-report and desegregation data without the dropout selected as a criterion variable. This absence, while important, is not surprising inasmuch as the variables of desegregation and self-reports are also not numerous in the literature. One reported study that did address all three variables was found, however.

Ramirez (1968) conducted a study of value conflicts experienced by Mexican-American students in California. The study attempted to present evidence of cultural value conflicts experienced by the Mexican-American students when confronted by school settings insensitive to their differences. The students defined as having the most difficult time adjusting to the school setting were also identified as the most likely to become dropouts. These students were interviewed, observed in class, and asked to respond to pictures revealing the conflict between the Mexican-American values and those of the school system which they attended. Attitudes expressed regarding school were that teachers did not understand them, school staffs were not concerned, good

attendance was not important, and dropping out was more desirable than completing school. The researchers interviewed 300 potential dropouts, and suggestions for alleviating some of the conflicts were given by the researchers. The most important suggestion placed emphasis on a more integrated system in which the cultural values of the various ethnic groups were instituted; group discussions of ethnic differences between students should be encouraged, de facto segregation should be eliminated in a climate of acceptance of cultural diversity, and cultural differences should be integrated into the system on an equal basis.

Other studies reported interviews with dropouts regarding their attitudes about school and their present status. Dillon (1949) surveyed over 1,000 dropouts in his study, "Early School Leavers: A Major Education Problem." He found 49.8 percent indicated displeasure over having withdrawn. Most felt more education would enable them to obtain better jobs. Those who did not indicate any problems because they left school indicated school was not important to them; they were failing, not interested, and nobody (at school) cared about them. Dillon found no correlations between being unhappy when the student left school, IQ, or grade in which the student withdrew.

Bowman and Matthews (1960) found 56 percent of the dropouts they surveyed felt they would have stayed in school if they could repeat the process, and 34 percent still felt they would drop out if they had to make the decision again.

The same findings were reported in a study of the Los Angeles City School District in 1963, conducted by the Los Angeles School District's Department of Evaluation and Research. Of 710 former dropouts surveyed (ages ranged from 15 to 64), who returned to adult education programs, 68 percent stated they would have stayed in regular school programs and graduated, 25 percent of the subjects stated they would have dropped out, 1 percent would drop out and never return, and 6 percent chose other alternatives.

Follow-Up Studies and Desegregation

Follow-up studies and desegregation are, like many other areas of research, not numerous in the review of literature. Some studies, previously quoted in other areas of this review of literature, are related to specific concerns, most of which focus on academic achievement and behavioral responses or reactions of racial mixing. The latter point of interest is the focus of this section. Additional follow-up studies presented concern the dropout, but are not correlated with desegregation.

On September 4, 1974, National Public Radio presented a program on "Options in Education," a report on "pushouts"--victims of discriminatory discipline procedures in public schools. The subject of pushouts first became a matter of concern following the publication of a book entitled Pushouts written by the Robert F. Kennedy Memorial and the Southern Regional Council.

Statistical information for the book was compiled by the Civil Rights Department of HEW regarding discriminations based on race that result in discriminatory actions of the student being pushed out of school. The HEW report indicated that minority students subject to such discriminatory action (suspensions and expulsions) exceed their percentages in public school systems. While not every suspended student eventually left school, it was found the action may be more directly related to behavior. The transcript of the "Options in Education" program indicated the school superintendent of the Dallas Public Schools, Nolan Estes, testified that institutional racism was the reason for the disproportionate number of minority "pushouts." The school system in Dallas had a student population of 150,000. Of that population there were 49.4 percent black suspensions. The previous year showed Dallas with a black enrollment of 39 percent, and 60.5 percent of the population had received suspensions. The disproportion of minority suspensions led to a lawsuit in Dallas following a fight between a black student and a white student at a recently desegregated junior high school. While both students were suspended (data indicated the fight was started by the white student), the incident and lawsuit which followed indicated a pattern was developing in the recently desegregated Dallas system in that black students were receiving harsher and more frequent discipline than white students. Reasons for the larger number of minority suspensions ranged over socioeconomic background, achievement,

motivation, health, educational level of parents, and institutional racism. The last reason was defined as "any policy, procedure or practice which subordinates an individual or group because of his race . . . age, sex." Superintendent Estes stated in his testimony:

I was not at all surprised. In fact, I couldn't understand why the great majority could not see it. After 100 years of separate but unequal education, the vestiges of a two-part school system remain. Any time over 16,000 students are excluded from our school system and 12,400 happen to be minorities, something is wrong. At the time our system was approximately 42% minority. This indicated to me that something was wrong. I think the whole thing stems back to the attitude of the board regarding the court desegregation order. I think our general philosophy was "it shall not succeed." And one of the things that happens to the black child who would come to the majority area via bus, he would be met with the authoritative source of the principal stating, "you are in our school, you will act in this manner," with the total lack of sensitivity to cultural differences, to the fact that he was in a new surrounding, that he had to get accustomed to the lock step existence of many of the majority schools that did not exist in the minority schools. It would take some time.
("Options in Education," 1974, p. 2)

While the Dallas case focused on the pushout problem, the problem was apparent across the nation as the following statistics, taken from the same source, indicate:

<u>City</u>	<u>Black Enrollment/Suspensions</u>	
Mobile	46.0%	64.0%
Indianapolis	41.4	60.3
Pittsburgh	42.4	60.0
Prince George Co., Md.	28.0	43.0
Boston	34.1	47.0
Dade Co., Fla.	26.0%	53.0%

The argument of the Southern Regional Council was that suspensions were used as a weapon to resist school

desegregation. While the report indicated no expelled students reported from public schools in New York City, Chicago, Boston, New Orleans, St. Louis, and Washington, D.C., suspensions were high and most often used on or against minority students, north, south, east, and west. The results of a lawsuit, *Adams vs. Richardson*, heard before a U.S. District Court in 1972, ruled the Civil Rights Department of HEW had massively defaulted in the enforcement of Title VI of the Civil Rights Act. This was followed in 1974 by the Juvenile Justice and Delinquency Prevention Act, which included provisions for the pushout by providing financial resources to help prevent "unwarranted and arbitrary suspensions and expulsions."

Few follow-up studies comparing the dropout and graduates have been reported. Varner (1967) reported two studies, one by Perrella and Waldonan, and another by Mueller.

Perrella and Waldonan (1966) conducted a study entitled "Out of School Youth--Two Years Later." The study covered 2.7 million out-of-school youth between the ages of 16 and 21 in February 1963. The study, sponsored by the Bureau of Labor Statistics, was redone in February 1965, with 2.4 million of the original subjects resurveyed. The study compared the continuation of education, and employment status of dropouts and graduates over the 2-year span. During that time, 6 percent of the dropouts had returned to school, and half of them were still in school. Of the graduates, 20 percent had returned to school, 13 percent were still in

school, some of whom had completed 1 year of college. Unemployment rates for both dropouts and graduates had decreased, but showed 18 percent unemployment for dropouts compared to 3 percent for graduates. Types of employment further indicated differences between the two groups. White-collar employment was found by 28 percent of the graduates, but only 11 percent of the dropouts; craftsman and skill trades were found by 59 percent of the graduates and 74 percent of the dropouts. (Crafts and trades employment were the largest proportions for both groups.) The trend for both groups showed weekly earnings were on upward mobility but, again, the earnings for graduates were greater than for the dropouts. The study concluded that work progress for graduates was greater for the graduates of high school or with some college than for dropouts.

Mueller (1964) wrote a dissertation entitled "A Follow-Up Comparison of Post High School Success of Matched High School Dropouts and Graduates." The study involved two groups matched on sex, age, academic ability, and socioeconomic background, and included 173 dropouts and 253 graduates. Focus was placed on post-high school vocational experiences, citizenship, recreational involvement, and attitudes. While more favorable results were obtained for the graduates in occupational status, attitudes toward school extracurricular programs, and participation in activities, Mueller did not find large significant differences between the two groups during the first few years out of school.

In 1962, Saleen and Miller (1963) conducted a study of 625 junior and senior high students who had left the Syracuse, New York, schools during the 1959-60 school year without completing graduation requirements. The method of research was a survey of records from the New York State Employment Service, the Central Registry of Juvenile Offenders, the Syracuse Police Department, the Armed Forces Examination Station, and the Onondaga County Welfare Department. Syracuse city directories were utilized for information on residency and employment and occupation of parents.

From the research it was learned that 60 of the dropouts had returned to school and some had graduated. A comparison was then drawn between the 60 dropouts who returned to school and the 565 who remained permanent dropouts to ascertain any differences that might lead to predictability of which dropouts would eventually return to school.

Some of the returnees attended night school or summer school immediately after leaving the regular school sessions, while some were part-time students or obtained high school credits through correspondence. A few returned to day school. The researchers found differences on several observable variables, but the differences had limited ranges, suggesting that other factors might have been important. In fact, the failure to define significant differences between the returnee and permanent dropout led to the conclusion that with more active communication between the student and the school, many more dropouts would return to school, especially

if programs aimed at preventing dropouts were concentrated on the dropouts who ranked high on the variables of high school grade and stable home backgrounds. The wide distribution of characteristics of the returnees indicated the likely effectiveness of any program that attempted to encourage further education. Without any program in operation, the Syracuse study showed that 10-25 percent of the dropout population did seek further training after leaving school. Factors of importance found in the study indicated the dropout student who returned to school was one who was generally better academically than the permanent dropout, and this was more true of girls than boys. (Academic level was determined by using data on grade attained before dropping out, grade retardation, and IQ scores.) Returnees were also more frequently from more stable economic and family backgrounds; girls came from broken homes less frequently and had better socioeconomically based families.

Summary

The following chart (Figure 1.4) provides the reader a graphic reference of the literature reviewed, and particular characteristics of the dropout addressed by each author cited. Characteristics of the dropout were limited in the review of literature to include only those of interest to this study. These characteristics are addressed again in Chapters III and IV as they relate to the specific findings of the dropout students in the Kalamazoo Public School System.

Characteristics of Dropouts

Authors	National Data	Family	Age and Grade	Desegregation	Self-Reports	Socioeconomic	Intelligence	Community	Self-Concept	School Factors	Absenteeism	Extracurricular
Bachman et al.	X	X		X	X		X		X	X		
Beaird									X			
Bledsoe	X											
Blough	X						X					
Bowman/Matthews		X			X	X						X
Brumfield									X			
Bryant				X								
Cervantes		X				X						
Chilman									X			
Cook			X		X				X			
Dentler/Warshaver								X				
Deutsch		X										
Dillon	X		X		X					X		
Duncan		X										
Elliott et al.							X					
Fifield									X			
Goodman								X				
Grant	X											
Hansen				X								
Macarow	X											
Mack	X											
Orshonsky	X											
Penty										X		
Shepp			X									
Stevens		X										
Sullivan												X
Tesseneer/Tesseneer						X						
VanDyke/Hoyt		X	X									
Varner	X	X	X		X	X	X	X	X	X	X	X
Walsh										X		
Walton									X			
Weber/Matz					X							
Wilson		X										

Figure 1.4 Characteristics of Dropouts Found in Literature Review

CHAPTER II

STUDY DESIGN AND PROCEDURES

Source of Instrument

The Department of Research and Development of the Kalamazoo Public School System developed a questionnaire during the summer of 1975 to collect, compile, and analyze data on the dropouts.

The follow-up questionnaire was developed during the summer of 1976 to assess the status of the dropout, particularly with regard to their reasons for leaving initially. The questionnaire was developed by the researcher with the guidance and approval of personnel in the Kalamazoo Public Schools Department of Research and Development.

Reliability of Instrument

Standardization of the dropout questionnaire responses, in an effort to obtain maximum objectivity, was accomplished by providing precise instruction to the dean of students in each of the two high schools by personnel in the Department of Research and Development for the Kalamazoo Public Schools. The dean of students, in turn, instructed counselors with respect to completing the dropout questionnaire, which was then computer-based by personnel in Research and Development. Cross-validation was conducted by the Research and Development Department with records collected by the staff of the

Child Accounting Department. Any discrepancies were ascertained and corrected during quarterly reporting procedures.

Pretest or Pilot Test Done

A pilot survey was conducted with the 1-year follow-up questionnaire on a sample of students who had dropped out of school during the 1975-76 school year. The same questionnaire, without change, was administered to a sample of students who had dropped out of school during the 1976-77 school year. The data presented have been derived directly from the questionnaire completed for each dropout student who withdrew from school during the study, 1976-77. Data reported on the follow-up study represent a collection from the sample of dropout students from the 1976-77 school year.

Analysis of data from all school dropouts was the primary task of this investigation. The data were used to analyze the following specific factors of interest: difference between achievement of dropouts and nondropouts as measured by norm-referenced tests, attendance of dropouts and nondropouts, suspension rates of dropouts and nondropouts, differences in dropout rates between male and female students, black and white students, grade level of dropouts, reasons for dropping out, future plans of dropouts, economic status of parents, school activities of the dropout, and special efforts made by the school to prevent the dropout from leaving.

The follow-up data were analyzed to assess the

significance of any changes in the status of the dropout student a year later as contrasted with reasons given at the time the student originally dropped out of school. Lastly, implications discovered from this research to assist counselors, teachers, parents, curriculum specialists, and administrators will be offered to assist their efforts to help students complete their high school education.

Definition of Terms

The following definitions are given for the specific terminology and variables that are addressed within this study.

Dropout

Theoretical. All students removed from the school membership roll prior to graduation for any reason other than cases such as transfers to other schools, student deaths, illness, or injury affecting attendance through the close of school.

Operational. For the purposes of this study, dropouts are defined as the population of students that withdrew from the public schools within the Metropolitan Kalamazoo Public School District sometime between their entering the 9th grade and prior to completion of the 12th grade. Excluded from this group are students defined as nonvoluntary terminations and those who withdrew in order to transfer to some other public or private educational or vocational institution where transfer of records are requested as verification. Those

students dropping out of school for medical or mental health reasons are not counted as dropouts if they are receiving appropriate, certified alternative education services.

For the purposes of this study, "school-leaver" or "early school-leaver" is synonymous with the term "dropout."

Pushout

A considerable number of school dropouts leave school as a result of action directly or indirectly initiated by the school administration and/or teaching staff. This may take the form of recommendations by school counselors, teachers, or principal that the student discontinue his/her attendance for a varying length of time. While suspensions for disciplinary and/or academic reasons by teachers or administrators may be the cause of discontinued attendance, all those students dropping out of school as a result of repeated actions described above will be defined as school dropouts in this study.

It should be noted that the term "pushout" is also distinguished in the literature as the student who is the victim of discriminatory discipline procedures in public schools when suspensions and expulsions exceed the percentages of minority students within the school system.

Overage for Grade

Consideration of the factor of overage for grade among dropouts required the setting of rather arbitrary standards. The following standards for determining those considered to

be overage were: all 9th grade students beyond 15 years of age, 10th graders beyond 16 years of age, 11th graders beyond 17 years of age, and 12th graders beyond 18 years of age.

Norm-Referenced Test

The norm-referenced test used in the Kalamazoo Public School System from which data were accumulated refers to the Metropolitan Achievement Test (MAT) in grades 1-9, administered fall and spring. At the high school level, grades 10-12, students were tested in the fall with the Stanford Test of Academic Skills.

Teacher-Given Grades

Teacher-given grades in this study refer to the criterion-referenced testing program developed in the junior and senior high school levels. The program Goals, Objectives, Teacher-Made Tests (GOT) was implemented during the 1973-74 school year to help teachers identify and measure skills defined by the teacher as necessary for students to achieve in each grade.

Limitations Imposed

The pupil enrollment of the Kalamazoo Public Schools was approximately 15,000 students, of which 24 percent were minority students. The Kalamazoo Public School System has been classified as a metropolitan core district in the past for purposes of reporting Michigan Educational Assessment Program results. The Kalamazoo Public Schools are unique as

a metropolitan core district in that while many districts of this nature have financial problems, Kalamazoo's per pupil expenditure ranked seventh out of approximately 600 school systems in Michigan for the 1974-75 school year.

Racially and economically, however, Kalamazoo is representative of many school systems throughout the nation. Thus, the degree to which results from this sample can be generalized to a greater population is a function of the degree to which a general population would approximate Kalamazoo with respect to certain variables.

Tests to be Used

A series of t tests were used to compare the means of the dropout and general school population on concepts related to achievement, attendance, suspension, race, and sex differences. All of the remaining data were analyzed by means of the chi square tests. In reporting these data, contingency tables were set up with the variables in the rows and columns of the table. The observed frequencies were recorded in the proper cells and the marginal totals determined. The expected frequencies were derived from the observed data themselves by multiplying the two marginal totals and then divided by the number of cases. The sum of the expected frequencies equalled the sum of the observed frequencies.

In a 2 X 2 table where the number of degrees of freedom is 1, a continuity correction was used in calculating the chi square. Using the .05 level of probability, the data

were reported as showing a significant association if the chi square value equalled or exceeded the table value. If the calculated chi square was smaller than the tabled value, the data were reported as showing no association. Descriptive statistics are used for all other data and are reported by tables showing frequency and percentage distribution.

Significant Level for Statistics

Tests of significance were analyzed and reported using the .001 level of probability when the t test was used to calculate significance. A conservative estimate was used due to population sizes of comparison. It was felt that if significance was found, the conservative estimate would indicate that even at a conservative level, there was true statistical difference. All data reported using the chi square were reported at the .05 level of significance.

Description of Population

The population of the study is limited to the high school dropout students of the Kalamazoo Public Schools enrolled in grades 10, 11, and 12. The population included students enrolled in the 1976-77 school year, and included those students who were registered but did not return to school in September 1977. This group is commonly referred to as "September No-Shows."

Data were collected for 271 students who dropped out of the Kalamazoo Public Schools during the 1976-77 school year. Analysis of data is done on the total dropout population of

271 students regarding the selected variables of race, sex, grade level, norm-referenced achievement, teacher-given grades, attendance, suspensions, reasons for dropping out, economic status of parents, participation in school activities, and special efforts attempted by the school to prevent dropouts.

Procedures for Selection of Sample

A random sample of dropouts was selected from the dropout population of 1976-77, to determine further information of current status and to develop suggestions for implementation in the school setting studied. A sample of 60 students was selected from the dropout data obtained by personnel in the Research and Development Department of the Kalamazoo Public Schools. Criteria for selection included only those dropout students who had been enrolled in the Kalamazoo Public Schools 5 years or longer to ensure the population had been within the Kalamazoo Public School System during the period of time the desegregation order was implemented. Subjects were selected to meet the criteria of a 2 X 2 design: 30 males, 30 females, of which 15 males were white, 15 males were black, 15 females were white, and 15 females were black. Of the 60 students selected, 43 students were available for interviewing. The dropouts in the sample were personally interviewed during June and July 1977, and their answers were recorded on the questionnaire by the interviewer. In most cases, appointments were scheduled by telephone, followed by

a home visit by the interviewer. Follow-up appointments were made in August with those people in the sample who could not be contacted in June and July 1977.

People Working in the Study

Six students enrolled in a general practicum course as part of their studies in Educational Leadership at Western Michigan University were trained as interviewers. The graduate students had all had previous teaching or counseling experience and were completing the last term in their graduate programs. As part of the practicum experience, they were required to interact with the student population during the summer, and participation in the study as interviewers fulfilled part of the course objectives. The six interviewers included two white female students, two black female students, one white male student, and one black male student. Age range of the interviewers was 21-25 years. Information regarding interviewing techniques and strategies included assigned readings from "The Helping Interview," by Alfred Benjamin, and "Interviewing: Strategy, Techniques and Tactics," by Raymond Gordon. Two group sessions were held with role-play situations imposed and analyzed. Since all the interviewers had previous teaching or counseling experience in the high schools, extensive training was not deemed necessary. The proficiency and ease in conducting the interviews is attributed to the prior knowledge and experiences of the interviewers.

CHAPTER III

RESULTS

The findings presented in this chapter are the results of data collected from (a) the dropout questionnaire of 271 students, developed by the Research and Development Department of the Kalamazoo Public School System and compiled by the high school counselors at the time the students dropped out; (b) records compiled from the Research and Development Department regarding achievement, attendance, and suspension data; and (c) personal interviews of students who have been dropout students for 1 year.

Presentation of data is in two parts: data in Part I were obtained from the Research and Development Department, and describe the characteristics of the dropout students and answer the following questions:

1. Is there a significant difference between the achievement of dropouts as measured by a norm-referenced test and achievement of the general school population?
2. Is there a significant difference between the school attendance of dropouts and the general school population?
3. Is there a significant difference between the suspension rate of the dropout and the general school population?
4. Is there a significant difference between the dropout rate for males and females?
5. Is there a significant difference between the dropout rate for blacks and whites?

6. Is there a significant difference in the grade level in which a student is enrolled when he/she drops out?
7. What are the reasons for students dropping out?
8. What are the future plans for dropouts?
9. What is the economic status of the parents and/or guardian with whom the student lived prior to dropping out?
10. In what school activities did dropouts participate?
11. What special efforts did the school make to prevent dropouts from dropping out?

The information reported in Part I consists of compiled statistical data, comparing the dropout population to the general population on the variables of achievement in reading and mathematics, attendance, and suspensions. Race, grade, and sex data are reported on the dropout population describing differences found within the dropout population. The data were analyzed through the use of t tests showing the probability at the .001 level of significance. Race, grade, and sex data comparing the dropout population to the general population are reported using the chi square test for significance and the .05 level of significance. These data correspond to questions 1-6, and are reported in Tables 3.1 through 3.12.

Data compiled from the exit interviews of dropouts and the high school counselors regarding reasons for dropping out, future plans, economic status of parent or guardian, number of school activities participated in, and efforts of

the school to prevent the dropout from leaving are shown in tables describing frequency and percentage distributions. These data correspond to questions 7-11, and are reported in Tables 3.13 through 3.17.

Part I: Data Compiled by Research and Development
Department, Kalamazoo Public School System

The dropout population reported in the following tables consisted of 144 of the total 271 dropout students compared to the total general population of 3,142 students in grades 10, 11, and 12 of the Kalamazoo Public School System during the 1976-77 academic school year. The 144 students included in the study of the 271 total dropouts represent those from which completed data were available. When data were available on the total dropout population, these were reported. The research findings are presented in the following manner: (a) the question relating to the variables of interest is asked, (b) the table is presented, and (c) the findings are discussed.

The population of dropout students reported in this study showed a distribution of 26 percent black compared to 74 percent white; 58 percent were male, and 42 percent were female; 4.4 percent were 10th graders, 6.1 percent were 11th graders, and 3.3 percent were 12th graders when they dropped out. Of these students, 56 percent had attended Central High School. These data represent the 144 students from which complete data were reported of the actual total of 271 dropout students for the 1976-77 year. Tables 3.1 and 3.2

Table 3.1

Sex and Race Distribution of Dropout Population

Race	Sex		Total	Percent
	Male	Female		
Black	22	16	38	26%
White	61	45	106	74%

Table 3.2

School and Grade Distribution of Dropout Population

School	Grade			Total	Percent
	10	11	12		
Central	19	38	24	81	56%
Loy Norrix	29	24	10	63	44%

depict the distribution of students in the dropout population by race and sex, and by school and grade.

Question 1. Is there a significant difference between the achievement of dropouts as measured by a norm-referenced test and achievement of the general school population?

Data for this question were obtained from records showing the reading and mathematics scores obtained by the dropout and general school population as obtained on the MAT administered in the spring of 1976. The t test was used to compare the group means of the two groups of students on reading and mathematics scores obtained. Tables 3.3 and 3.4 represent these findings.

Table 3.3

Metropolitan Achievement Test Reading Mean Scores
of Dropout and General Population

Mean of Number Right		<u>t</u>	<u>p</u>
Dropout	General		
21.47	30.50	10.38	.001

Table 3.4

Metropolitan Achievement Test Mathematics Mean
Scores of Dropout and General Population

Mean of Number Right		<u>t</u>	<u>p</u>
Dropout	General		
39.65	52.00	8.64	.001

As evidenced in Tables 3.3 and 3.4, the mean number right of the general population was significantly higher than the mean number right of the dropout population in both reading and mathematics. The tabled t value for .001 (3.291) was exceeded in both cases by the calculated t values, indicating a significant difference in the achievement of dropouts and the general school population.

Question 2. Is there a significant difference between the school attendance of dropouts and the general school population?

Table 3.5 displays data indicating that dropouts were missing classes at a frequency that was significantly greater than those within the general population. The computed

Table 3.5

Chi Square Analysis of the Question: Is There a Difference in the Attendance of Dropouts and the General School Population?

Population	Misses Per Week						Total
	Below Avg.		Average		Above Avg.		
	0-1	%	2-3	%	4-5	%	
Dropout	5	1.9	29	11.1	227	87.0	261 ^a
General	237	8.3	2,555	90.0	79	3.0	2,871
Column Total	242		2,584		306		3,132
Average %		5.1		50.5		45.0	

^aData indicate no response from 10 of the dropout subjects and the general population reflects the absence of the total dropout population.

Chi square = 1925.33.

Significant at $\alpha = .05$.

df = 1.

$p = -.00$.

chi square value of 1925.33 far exceeds the value (3.841) needed to indicate significance at the .05 level.

Question 3. Is there a significant difference between the suspension rate of the dropout and the general school population?

The data in Table 3.6 reflect the students, both dropout and general population, who had a history of suspensions and do not take into account multiple suspensions. There were 105 dropout students who were not accounted for in these data, who had no history of suspensions, or who could have left school during the year before encountering any

Table 3.6

Chi Square Analysis of the Question: Is There a
Difference in the Suspension Rate of Dropouts
and the General School Population?

Population	Yes		No		Total
	N	%	N	%	
Dropout	100	60.6	65	39.4	165
General	405	14.1	2,466	86.0	2,871
Column Total	505		2,531		3,036
Average %		37.4		62.7	

2 X 2 corrected chi square = 239.95.

Significant at $\alpha = .05$.

df = 1.

$p = 0.00$.

suspensions and thus were not included. The dropout population was found to have a significantly larger number of suspensions than the general school population. Table 3.6 also indicates that a larger percentage of both populations have no history of suspensions compared to both populations with a history of suspension. There is a significant difference in the individual responses as noted on the table, where the computed chi square of 239.93 far exceeds the tabled value (3.841) of significance at the .05 level.

Sex, race, and grade of dropouts are analyzed two ways: first, compared to the general population (questions 4A, 5A, and 6A); and second, within the dropout population (questions 4B, 5B, and 6B).

Question 4A. Is there a significant difference between the dropout rate for males and females?

Table 3.7 displays the comparison of males and females in the dropout and nondropout populations.

Table 3.7

Chi Square Analysis Comparing Dropout and Nondropout Students by Sex

Population	Male		Female		Total
	N	%	N	%	
Dropout	83	58.0	61	42.0	144
General	1,492	47.0	1,650	53.0	3,142
Column Total	1,575		1,711		3,286
Average %		53.0		46.0	

2 X 2 corrected chi square = 5.687.

No significance at $\alpha = .05$.

df = 1.

$p = .021$.

From Table 3.7, the data indicate no significance in the difference between male and female dropouts. While females represent the smaller percentage of dropouts (42 percent), they conversely represent the larger percentage of the non-dropout population (53 percent). Males are more represented by dropouts, being 58 percent of the dropout population, and 47 percent of the nondropout population. There is little difference between male and female percentage in both dropout and nondropout populations, but for both male and female the

dropout population is considerably small (43 percent) compared to the male and female population of nondropout students (96 percent).

Question 4B. Is there a significant difference between the dropout rate for males and females?

In Table 3.8, the sex of the dropouts is compared.

Table 3.8
Comparison of Sex and Dropout Population

Average Percent in Population		<u>t</u>	<u>p</u>
Male	Female		
58.0%	42.0%	2.74	.01

Significant at the .01 level.

In Table 3.8, a comparison is made between the average percentage of male and female dropouts, at the .01 level, indicating significantly more males than females dropped out of school.

Question 5A. Is there a significant difference between the dropout rate for blacks and whites?

Table 3.9 displays the difference in dropout and non-dropout students as identified by race.

Looking at race of the dropout and general school populations, Table 3.9 shows almost equal distribution in percentage of the total population. At the .05 level of significance, the tabled chi square (3.841) is exceeded by the computed value, indicating no significant difference of race

Table 3.9

Chi Square Analysis Comparing Dropout and
Nondropout Students by Race

Race	Dropout		General		Total
	N	%	N	%	
Black	38	5.6	633	94.3	671
White	106	4.6	2,223	95.4	2,329
Column Total	144		2,856		3,000 ^a
Average %		5.1		95.0	

^aThe significance in total population shown and actual population is accounted for by other racial groups not represented on the table.

2 X 2 corrected chi square = 1.176.

No significance.

between the dropout and general school population; however, the table indicates that, per population, a disproportionately larger percentage of the black population falls into the dropout category than does the white population.

Question 5B. Is there a significant difference between the dropout rate for blacks and whites?

In Table 3.10, the race of the dropouts is compared.

Table 3.10

Comparison of Race of Dropout Population

Average Percent of Dropouts		<u>t</u>	<u>p</u>
Black	White		
26.0%	74.0%	8.21	.001

Significant at the .001 level.

When comparing the dropout population alone, at the .001 level of significance, a considerably larger percentage of blacks than whites fall into the dropout category, as indicated in Table 3.10. These findings support the findings of Table 3.9, indicating blacks are disproportionately represented in the dropout population.

Question 6A. Is there a significant difference in the grade level in which a student is enrolled when he/she drops out?

Table 3.11 indicates the findings of the grade level in which the student was enrolled when he/she dropped out compared to the general population.

Table 3.11

Chi Square Analysis Comparing Dropout and Nondropout Students by Grade Level

Population	Grade						Total
	10		11		12		
	N	%	N	%	N	%	
Dropout	49	34.0	63	44.0	32	22.0	144
General	1,100	37.0	964	32.0	934	31.0	2,998
Column total	1,149		1,027		966		3,142
Average %		35.5		38.0		26.5	

Chi square = 9.483.

Significant at α = .05.

df = 2.

p = .0087.

A comparison was made between the dropout and general population regarding the grade level when students dropped out of school. Significance was found at the .05 level where the computed chi square exceeded the tabled value of 5.991. This difference is slight, however, and while the greatest number of students drop out in the 11th grade, they are closely followed by the 10th- and 12-grade dropouts. These findings support the general trend of students leaving school when they reach or exceed the age of mandatory attendance, generally attained at the 11th grade.

Question 6B. Is there a significant difference in the grade level in which a student is enrolled when he/she drops out?

Table 3.12 indicates the grade in which males and females were enrolled when they dropped out of school.

Table 3.12
Grade of Dropout Students Analyzed by Sex

Sex	Grade 10		Grade 11		Grade 12		Total
	N	%	N	%	N	%	
Male	28	33.70	31	37.3	24	29.0	83
Female	21	34.40	30	49.2	10	16.4	61
Column total	49		61		34		144
Average %		34.05		43.3		22.7	

Chi square = 3.501.

No significance at $\alpha = .05$.

df = 2.

p = 17.

Analysis of Table 3.12, the dropout population by sex, indicates (as did Table 3.11) that the greatest percentage of male and female students left school in the 11th grade, compared to the 10th and 12th grades. While the greatest difference in male and female dropouts is found in the 12th grade, with 29 percent male compared to only 16.4 percent female, the 10th-grade dropout population is displayed as the most evenly distributed between male and female (33.7 and 34.4 percent, respectively). Per population, the female percentage of dropouts exceeds that of the males except in the 12th grade, where the percentage of males exceeds females by 13.4 percent. When considering the number of dropouts, however, males exceed females in all three grades, with a total of 21 more males than females in the total dropout population, which is generally found to be the trend in the literature.

Tables 3.13-3.17 show frequency and percentage distributions of information obtained during the exit interview of the student, as compiled by the counselor. The questions of interest are: reasons for dropping out (Table 3.13), future education plans of the dropout (Table 3.14), economic status of the parent or guardian (Table 3.15), school activities participated in by the dropout (Table 3.16), and special efforts made by the school to prevent student dropouts (Table 3.17).

As shown in Table 3.13, school-related experiences maintain the highest frequency for both pupil and counselor

Table 3.13

Frequency and Percentage Distributions Showing Comparison
of Students' and Counselors' Reasons for Dropping Out

Pupils' Reasons	N	%	Counselors' Reasons	N	%
Dislike of school experience	96	25.3%	Dislike of school experience	56	15.2%
Other	79	20.8	Other	88	23.9
Blank	42	11.1	Behavior difficulty	33	9.0
Academic difficulty	28	7.4	Academic difficulty	27	9.3
Employment	25	6.6	Poor relations/fellow students	17	4.6
Behavior difficulty	19	5.0	Lack of appropriate curriculum	11	3.0
Poor relations/fellow students	14	3.7	Parental influence	6	1.6
Economic reasons	14	3.7	Pregnancy	6	1.6
Lack of appropriate curriculum	12	3.2	Physical illness	5	1.4
Physical illness	11	2.9	Needed at home	5	1.4
Needed at home	8	2.1	Employment	5	1.4
Marriage	7	1.8	Mental illness	4	1.1
Parental influence	7	1.8	Economic reasons	4	1.1
Poor pupil-staff relationship	5	1.3	Poor pupil-staff relationship	3	.8
Pregnancy	4	1.1	Marriage	3	.8
Mental illness	3	.8	New residence, district unknown	3	.8
Mental disability	3	.8	Physical disability	1	.3
New residence, sch. st. unknown	1	.3	Mental disability	1	.3
Physical disability	1	.3			
Totals	379 ^a	100.0%		287 ^a	100.0%

^aTotals represent multiple reasons for some students.

responses. Family problems including being needed at home, marriage, and employment resulted in the second most frequently noted category. Physical and mental health problems were the items receiving the least response. These data indicate that for the largest percentage of dropouts, school was a dissatisfying experience and accounted for their leaving more so than non-school-related reasons. This trend would further indicate that if school could be made more significant, the number of dropouts would be significantly reduced.

From the exit interview with students with the high school counselors, data compiled indicated almost half (44.7 percent) of the students were uncertain about their future plans (see Table 3.14). This trend may also account for the 15.2 percent who did not respond to the questions at all. Educational plans for formal schooling or educational alternatives accounted for 33.7 percent of the responses, and the armed forces were indicated by 6.4 percent of the respondents. This category can be assumed to be an educational alternative as well, due to the present nonactive military and educational recruiting practices in the schools. Additionally, several students indicated multiple responses, which indicates some uncertainty regarding the actual educational plan.

Unlike the general trend found in the literature, Table 3.15 (economic status of parent or guardian of the dropout student) shows the greater percentage of dropouts came from homes of average economic status or better (38 percent),

Table 3.14

Frequency and Percentage Distribution of Future
Educational Plans of Dropout Students

Plans	Frequency	Percent
Undecided	75	26.6%
No specific plans	51	18.1
Return to school later	44	15.6
No response	43	15.2
Adult education	35	12.4
Armed forces	18	6.4
Equivalency diploma	11	3.9
College	4	1.4
Correspondence school	1	.4
Total	282 ^a	100.0%

^aTotal represents multiple plans for some student reporting, as the total dropout population numbered 271 students.

Table 3.15

Frequency and Percentage Distribution of Economic
Status of Parent/Guardian of Dropout Students

Economic Status ^a	Frequency	Percent
Public assistance	32	11.8%
Below average	43	15.9
Average	99	36.5
Above average	4	1.5
Unknown	39	14.4
No response	54	19.9
Total	271	100.0%

^aCategories based on Census Bureau report of median family income in 1977 of \$16,010.

while 27.7 percent were from below average homes or homes supported by public assistance. The unknown or nonresponses, totaling 34.3 percent of the total responses, can be considered a significant number if added to either of the previous categories. It therefore indicates some possibilities that the percentage distribution of economic status, as reported on the table, represents incomplete data that are not completely representative of the population. Further, the economic status of average or above average income of families would support the lack of need for students to leave school for economic reasons, and increases the possibility of dropping out for school-related problems.

The exit interview reported by school counselors in Table 3.16 supports the general trend in the literature that indicates the largest percentage of dropout students do not participate in school activities. This supports the data in Table 3.13, that school is a dissatisfying experience for the largest percentage of dropouts.

Table 3.16

Frequency and Percentage Distribution of School
Activity Participation by Dropout Students

School Activities	Frequency	Percent
None	212	78.2%
1-2	16	5.9
More than 2	3	1.1
No response	40	14.8
Total	271	100.0%

Table 3.17 displays the response to the question of special efforts made by the school to prevent student dropouts. The data indicate considerable efforts were attempted by the school to prevent students from leaving, including counseling (41.2 percent), work programs (13.6 percent), referrals outside of the school setting (10.7 percent), and academic support through counseling (9 percent). A variety of other efforts accounted for 15.1 percent. While no response was reported for 10.5 percent of the students, many students received more than one effort by the school to prevent their leaving. These data would indicate that attempts were initiated within the school where students have indicated the major dissatisfaction occurs, as previously indicated in Tables 3.13 and 3.14.

Table 3.17

Frequency and Percentage Distribution of Special
Efforts by School to Prevent Student Dropouts

Effort	Frequency ^a	Percent
Referred to counselor	197	41.2%
Work-study programs	65	13.6
Community referrals	51	10.7
Tutoring	43	9.0
Other efforts	72	15.1
No response	50	10.5
Total	478	100.1%

^aFor some students, more than one effort was attempted by school personnel to encourage school participation, resulting in 478 attempts.

Part II: One-Year Follow-Up Study

Part II of this chapter consists of analysis of questionnaire items from the follow-up study of 42 subjects who had been dropouts for 1 year. The three areas of interest examined by the questionnaire were:

1. Reasons for dropping out.
2. Present status of the students.
3. Future plans of students for employment or education.

The basic instrument used for data collection can be found in Appendix B. This questionnaire was designed by the writer with the input and approval of the Department of Research and Development.

Data in Part II were analyzed by means of the chi square tests for independent samples to determine if an association existed between sex and race of the respondents regarding questions of interest in each of the following areas: reasons for leaving school, present status of the students, and future plans for employment and education. All questionnaire responses in each category were analyzed with a probability of .05 determined as the significant level for acceptance.

The analysis of the data will present the question of interest, an analysis of the data, and the results of the chi square test. A discussion of the results in comparison with the research cited in Chapter I will be presented in Chapter IV.

Description of the Sample

The sample of students reported in the 1-year follow-up study showed a distribution of 57.1 percent white and 42.9 percent black; 52.4 percent were female and 47.6 percent male. They had been predominantly Kalamazoo Central High School students, 76.2 percent compared to 19 percent from Loy Norrix, which was based on chance only. One student (2.4 percent) was last enrolled in a junior high school, and one student (2.4 percent) stated the juvenile detention home was the last school of attendance. The largest number reported being in the 12th grade when leaving school (35.7 percent), followed by 33.3 percent in the 10th grade. There were 28.6 percent in the 11th grade, and 2.4 percent represented the 9th grade. Tables 3.18 and 3.19 depict the distribution of students in the sample by race and sex, and by school and grade.

Table 3.18

Race and Sex Distribution of Sample

Sex	Race		Total	Percent
	Black	White		
Male	8	12	20	27.6%
Female	10	12	22	52.4%

Table 3.19

School and Grade Distribution of Sample

School Last Attended	N	%	Grade Last Attended	N	%
Junior high	1	2.4	9th	1	2.4
Central	32	76.2	10th	14	33.3
Loy Norrix	8	19.2	11th	12	28.6
Other ^a	1	2.4	12th	15	35.7

^aOne student reported Juvenile Detention Home as the last school attended.

Responses to Reasons
for Leaving School

Two questionnaire items were used to determine the reasons students left school: items 16 and 17 (Appendix B). Tables 3.20 and 3.21 display the data by race and sex of the student responses to the question: "As you think about it now, what do you feel was the reason for your not having completed school?"

Table 3.20 displays the data relating to this question analyzed by the variable sex. Using the .05 level of probability, no significance between reasons for leaving school and sex was found. Table 3.21, indicating reasons for leaving school analyzed by race, again found no statistical significance.

Dislike of school showed a total response of 30.3 percent of both males and females. While family problems were responded to more frequently by males (35 percent) than females (22.7 percent), the total percentage of male and

Table 3.20

Chi Square Analysis of Student Responses to the Question: "As you think about it now, what do you feel was the reason for your not having completed school?" (By Sex)

Sex	Behavior Problems		Academic Problems		Dislike of School		Economic Problems		Family Problems		Poor Staff Relations		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Male	5	25.0	2	10.0	3	15.0	1	5.0	7	35.0	2	1.0	20
Female	1	4.5	1	4.5	10	45.5	4	18.2	5	23.0	1	4.5	22
Column total	6		3		13		5		12		3		42
Average %		14.7		7.3		30.3		11.6		29.0		7.3	

Chi square = 9.161.

No significance at $\alpha = .05$.

df = 5.

p = .10.

Table 3.21

Chi Square Analysis of Student Responses to the Question: "As you think about it now, what do you feel was the reason for your not having completed school?" (By Race)

Race	Behavior Problems		Academic Problems		Dislike of School		Economic Problems		Family Problems		Poor Staff Relations		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Black	5	27.8	2	11.1	4	22.2	3	16.7	3	16.7	1	5.6	18
White	1	4.2	1	4.2	9	38.0	2	8.3	9	38.0	2	8.3	24
Column total	6		3		13		5		12		3		42
Average %		16.0		7.7		30.1		12.5		27.4		7.0	

Chi square = 7.75.

No significance at $\alpha = .05$.

df = 5.

$p = .17$.

female respondents was 28.9 percent in this category. Males and females were equally distributed in the combined 7.3 percent in regard to academic problems and poor pupil-staff relationship. The same question with analysis by race indicated an equal distribution of 38 percent of the white respondents disliked school and had family problems, while the black respondents indicated 22.2 percent disliked school and 16 percent indicated family problems as reasons for not completing school. Academic problems were indicated by a combined total of 7.7 percent of both races; economic problems showed 12.5 percent of the races combined.

The second question used to assess reasons for leaving school was: "If you had to do it over again, would you have left school?" According to the data displayed in Table 3.22, 78.4 percent of both male and female respondents indicated they would not have left school if they could do it over again. In this response, the difference in percentage for males (81.8 percent) and females (75 percent) was relatively small. Individually, when responding yes, males represented 20 percent of the responses, while females represented 9 percent, resulting in a combined total of 14.5 percent who felt they would drop out if they had to do it over again. The chi square test indicated no significance between sex and remaining in school if they had to do it over again. The same questions analyzed by race (Table 3.23) shows a total of 78.6 of both races indicated they would not have left school if they had to do it over again. Of the total of 14.3 percent

Table 3.22

Chi Square Analysis of Student Responses to the Question:
 "If you had to do it over again, would you
 have left school?" (By Sex)

Sex	Yes		No		Uncertain		Other		Total
	N	%	N	%	N	%	N	%	
Male	4	20.0	15	75.0	0	0.0	1	5.0	20
Female	2	9.0	18	81.8	2	9.0	0	0.0	22
Column total	6		33		2		1		42
Average %		14.5		78.4		4.5		2.5	

Chi square = 3.85.

No significance at $\alpha = .05$.

df = 3.

$p = .28$.

Table 3.23

Chi Square Analysis of Student Responses to the Question:
 "If you had to do it over again, would you
 have left school?" (By Race)

Race	Yes		No		Uncertain		Other		Total
	N	%	N	%	N	%	N	%	
Black	2	11.1	15	83.3	0	0.0	1	5.5	18
White	4	16.7	18	75.0	2	8.3	0	0.0	24
Column total	6		33		2		1		42
Average %		14.3		78.6		4.8		2.4	

Chi square = 3.146.

No significance at $\alpha = .05$.

df = 3.

p = .37.

indicating they would have left school if they had to do it over again, 11.1 percent were black and 16.7 percent were white. The chi square test indicated no significance between race and remaining in school if they had to do it over again.

Further analysis was done to ascertain if reasons for not completing school were significant when analyzed in three categories of concern: school-related problems, home problems, and economic problems. To accomplish this analysis, the chi square data were collapsed to three areas as reported in Tables 3.24 and 3.25, by sex and by race.

Table 3.24

Collapsed Chi Square Analysis of Reasons for Not
Completing School (By Sex)

Sex		Problems						Total
		School		Family		Economic		
		N	%	N	%	N	%	
Male		12	60.0	7	35.0	1	5.0	20
Female		13	59.0	5	23.0	4	18.0	22
Column total		25		12		5		42
Average %			59.5		29.0		11.5	

Chi square = 2.082.

No significance at $\alpha = .05$.

df = 2.

p = .35.

Table 3.25

Collapsed Chi Square Analysis of Reasons for Not
Completing School (By Race)

Race	Problems						Total
	School		Family		Economic		
	N	%	N	%	N	%	
Black	12	67.0	3	16.7	3	16.7	18
White	13	54.0	9	38.0	2	8.3	24
Column total	25		12		5		42
Average %		60.5		27.9		12.5	

Chi square = 2.435.

No significance at $\alpha = .05$.

df = 2.

$p = .29$.

While the collapsed analysis of reasons for not completing school indicated more than half (59.5 percent) of the male and female respondents left school because of school-related problems, no statistical significance was determined. Of male and female respondents, 29 percent indicated home problems and 11.5 percent indicated economic problems. Females were more evenly divided between home problems (23 percent) and economic problems (18 percent), while males showed a greater contrast of responses to home problems (35 percent) and only 5 percent indicated economic problems.

Again, analysis of the reasons for leaving school when race was considered revealed no significance. The greatest

responses of both races indicated school-related problems, representing 60.5 percent of the total responses. Family problems were reported by 16.7 percent of the black respondents compared to 38 percent of the white respondents and economic problems were indicated by 16.7 percent of the black and 8.3 percent of the white respondents.

Additional analysis was done to determine possible significance when not considering the "uncertain" and "other" categories, both of which had empty cells in Tables 3.22 and 3.23. The results of the additional analysis are displayed in Tables 3.26 and 3.27, analyzed by sex and by race.

Table 3.26

"If you had to do it over again, would you
have left school?" (By Sex)

Sex	Yes		No		Total
	N	%	N	%	
Male	4	21.1	15	78.9	19
Female	2	10.0	18	90.0	20
Column total	6		33		39
Average %		15.6		84.5	

Corrected 2 X 2 chi square = 0.262.

No significance at $\alpha = .05$.

df = 1.

p = .608.

Table 3.27

"If you had to do it over again, would you
have left school?" (By Race)

Race	Yes		No		Total
	N	%	N	%	
Black	2	12.0	15	88.2	17
White	4	18.0	18	81.8	22
Column total	6		33		39
Average %		15.0		85.0	

Corrected 2 X 2 chi square = .0106.

No significance at $\alpha = .05$.

df = 1.

$p = .917$.

Again, no statistical significance was found in the analysis by sex. A greater percentage responded no (84.5 percent), compared with 15.6 percent responding yes.

While no statistical significance was found in the analysis by race, the average percentage for blacks and whites indicated an almost equal distribution answering yes with a combined average of 15 percent, and no with a combined average of 85 percent.

Responses to Present Status

Five questionnaire items were used to assess the present status of the students who had been dropouts for 1 year.

"Are you attending school anywhere at this time?" (Appendix B, item 1) was analyzed by sex and race (Tables 3.28 and 3.29)

Table 3.28

Chi Square Analysis of Student Responses to the
Question: "Are you attending school anywhere
at this time?" (By Sex)

Sex	Yes		No		Total
	N	%	N	%	
Male	2	10.0	18	90.0	20
Female	3	13.6	19	86.3	22
Column total	5		37		42
Average %		11.9		88.1	

Corrected 2 X 2 chi square = .128.

No significance at $\alpha = .05$.

df = 1.

p = .91.

Table 3.29

Chi Square Analysis of Student Responses to the
Question: "Are you attending school anywhere
at this time?" (By Race)

Race	Yes		No		Total
	N	%	N	%	
Black	2	11.1	16	88.9	18
White	3	8.1	21	87.5	24
Column total	5		37		42
Average %		9.6		88.2	

Corrected 2 X 2 chi square = .118.

No significance at $\alpha = .05$.

df = 1.

p = .73.

as an indicator of present status. Of the respondents, 90 percent of the males and 86.3 percent of the females reported they were not attending school, representing 88.1 percent of the total responses. Present school attendance was indicated by 10 percent of the respondents. The chi square indicated no significance between sex and present school attendance of the dropouts. Analysis of race and present school attendance found 88.9 percent of the black respondents and 87.5 percent of the white respondents not attending, representing 88.2 percent of the respondents. Of the students attending school, 11.1 percent were black and 8.1 percent were white. The chi square statistic indicated no significance was found between race and attending school.

The second indicator of the present status of the dropouts can be found in Tables 3.30 and 3.31, which display sex and race data for responses to the question: "If you are not attending school anywhere at this time, are you involved in . . . ?" (see Appendix B, item 3). Males and females (Table 3.30) did not differ greatly, with their responses being evenly distributed between adult education, correspondence school, and military at 5 percent in each category. Females were more widely dispersed, with 27.3 percent in adult education and 13.6 percent involved in correspondence school. The greatest number of male and female responses showed a combined 69.6 percent in response to the category of no involvement, indicating no educational programs were being pursued. Male and female responses did not vary greatly and there was

Table 3.30

Chi Square Analysis of Student Responses to the Question:
 "If you are not attending school anywhere at this time,
 are you involved in . . . ?" (By Sex)

Sex	Adult Education		Correspondence		Military		Other		None		Total
	N	%	N	%	N	%	N	%	N	%	
Male	1	0.5	1	0.5	1	0.5	1	0.5	16	90.0	20
Female	6	27.3	3	13.6	0	0.0	0	0.0	13	59.1	22
Column total	7		4		1		1		29		42
Average %		16.2		9.3		2.5		2.5		69.6	

Chi square = 8.886.

No significance at $\alpha = .05$.

df = 4.

$p = .15$.

Table 3.31

Chi Square Analysis of Student Responses to the Question:
 "If you are not attending school anywhere at this time,
 are you involved in . . . ?" (By Race)

Race	Adult Education		Correspondence		Military		Other		None		Total
	N	%	N	%	N	%	N	%	N	%	
Black	0	0.0	1	5.6	1	5.6	1	5.6	15	83.2	18
White	7	29.2	3	12.5	0	0.0	0	0.0	14	58.3	24
Column total	7		4		1		1		29		42
Average %		14.6		8.6		2.8		2.8		70.8	

Chi square = 9.368.

No significance at $\alpha = .05$.

df = 4.

$p = .05$.

no statistical significance found between sex and involvement with alternative educational programs. Table 3.31 indicates the analysis of responses by race to the same question. As can be observed from the results of the chi square test, there was little similarity between the black and white students in the distribution of their responses to the adult education category which represented 29.2 percent of the white respondents while no blacks responded to the same category. Correspondence school was indicated by 12.5 percent of the whites and 5.6 percent of the blacks. An equal distribution of 5.6 percent blacks responded to military and other categories, while no whites responded to these categories. A total of 70.8 percent of both races responded that they were involved in none of these categories. Again, no statistical significance was found between race and alternative educational programs.

Further analysis of the question, "If you are not attending school anywhere at this time, are you involved in . . . ?" was done, identifying two alternatives--education programs and noneducation programs--from the original tables showing adult education, correspondence, and military. The "other" column, which had one respondent, was eliminated in the second analysis, and all previous responses were compared to the "none" responses obtained. Tables 3.32 and 3.33 report the data to this question.

Analysis of these data indicates that fewer males (20 percent) than females (41 percent) are involved in education

Table 3.32

Chi Square Analysis of Responses to the Question: "If you are not attending school anywhere at this time, are you involved in . . . ?" (By Sex)

Sex	Education Noneducation				Total
	N	%	N	%	
Male	4	20.0	16	30.0	20
Female	9	41.0	13	59.0	22
Column total	13		29		42
Average %		30.5		69.5	

2 X 2 corrected chi square = 1.276.

No significance at $\alpha = .05$.

df = 1.

p = .258.

Table 3.33

Chi Square Analysis of Responses to the Question: "If you are not attending school anywhere at this time, are you involved in . . . ?" (By Race)

Race	Education Noneducation				Total
	N	%	N	%	
Black	3	16.7	15	83.0	18
White	10	42.0	14	58.0	24
Column total	13		29		42
Average %		29.4		70.5	

2 X 2 corrected chi square = 1.952.

No significance at $\alpha = .05$.

df = 1.

p = .162.

programs. Of the respondents who are not involved in education programs, 83 percent were black compared to 58 percent white. Males and females in education accounted for 30.5 percent of the total responses; 16.7 percent were black and 42 percent were white. No statistical significance was found in either table.

The question, "Are you working now?" (Appendix B, item 6) was the third indicator of the present status of the drop-out students. Analysis of work status was defined in three categories: fulltime, parttime, and unemployed. The majority of participants answering this item were unemployed, as shown in Tables 3.34 and 3.35. Both male and female responses to being unemployed total an average of 56.4 percent. Males had a larger percentage of part-time employment (25 percent) compared to 9.1 percent for females. They also have a larger percentage of the full-time employment (30 percent) compared to 18.2 percent for females. No statistical significance was found between sex and employment. The data displayed in Table 3.35 indicate similar responses to present work status compared to race. Of the respondents, 58 percent indicated they were unemployed, with 61.1 percent black and 54.2 percent white responding. Full-time employment was reported by 22.2 percent black and 25 percent white, while part-time data revealed 11.1 percent black and 20.8 percent white responses. No significance was found between race and work status.

Tables 3.36 and 3.37 show the results of a second analysis to the question, "Are you working now?" which compares

Table 3.34
Chi Square Analysis of Student Responses to the Question:
"Are you working now?" (By Sex)

Sex	No Response		Fulltime		Parttime		Unemployed		Total
	N	%	N	%	N	%	N	%	
Male	1	5.0	6	30.0	5	25.0	8	40.0	20
Female	0	0.0	4	18.2	2	9.1	16	72.7	22
Column total	1		10		7		24		42
Average %		2.5		24.1		17.1		56.4	

Chi square = 5.269.

No significance at $\alpha = .05$.

df = 3.

$p = .15$.

Table 3.35
Chi Square Analysis of Student Responses to the Question:
"Are you working now?" (By Race)

Race	No Response		Fulltime		Parttime		Unemployed		Total
	N	%	N	%	N	%	N	%	
Black	1	5.6	4	22.2	2	11.1	11	61.1	18
White	0	0.0	6	25.0	5	20.8	13	54.2	24
Column total	1		10		7		24		42
Average %		2.8		23.6		16.0		58.0	

Chi square = 2.023.

No significance at $\alpha = .05$.

df = 3.

$p = .57$.

Table 3.36

Chi Square Analysis of Responses to the Question:
 "Are you working now?" (By Sex)

Sex	Employed		Unemployed		Total
	N	%	N	%	
Male	11	58.0	8	42.0	19
Female	6	27.2	16	73.0	22
Column total	17		24		41
Average %		42.6		57.5	

2 X 2 corrected chi square = 2.778.

No significance at $\alpha = .05$.

df = 1.

$p = .096$.

Table 3.37

Chi Square Analysis of Responses to the Question:
 "Are you working now?" (By Race)

Race	Employed		Unemployed		Total
	N	%	N	%	
Black	6	35.2	11	64.7	17
White	11	45.8	13	54.2	24
Column total	17		24		41
Average %		40.5		59.5	

2 X 2 corrected chi square = 124.

No significance at $\alpha = .05$.

df = 1.

$p = .724$.

both full-time and part-time employed with those unemployed by sex and by race. No statistical significance was found for race and sex when analyzing employment and unemployment of the dropouts. The average of male and female unemployed was 57.5 percent, with 64.7 percent being black and 54.2 percent being white. Employed status showed a combined 42.6 percent, with 35.2 percent black and 45.8 percent white dropouts responding. The employed responses for male and female totaled 42.6 percent of the respondents; 35.2 percent were black and 45.8 percent were white. The data indicate that more than half of the respondents were unemployed, and more than half of the unemployed were black females.

"Have you received any on-the-job training?" (Appendix B, item 8) was the fourth indicator used to assess the present status of the dropout sample (Tables 3.38 and 3.39). Data in Table 3.38 indicate 68.9 percent of male and female respondents had received no training on the job. A total of 25 percent male and 27.3 percent female respondents had received training. There was no statistical significance found between on-the-job training and sex of the respondents. When the same question was analyzed with respect to race (Table 3.39), an average of 68.8 percent of the respondents were found to have no on-the-job training (66.7 percent black and 70.8 percent white). On-the-job training was reported by 25.6 percent of the respondents, showing 22.2 percent black and 29.1 percent white. Again, no statistical significance was obtained between on-the-job training and race.

Table 3.38

Chi Square Analysis of Student Responses to the Question:
 "Have you received any on-the-job training?" (By Sex)

Sex	No Response		Yes		No		Total
	N	%	N	%	N	%	
Male	2	10.0	5	25.0	13	65.0	20
Female	0	0.0	6	27.3	16	72.7	22
Column total	2		11		19		42
Average %		5.0		26.2		68.9	

Chi square = 2.311.

No significance at $\alpha = .05$.

df = 2.

$p = .32$.

Table 3.39

Chi Square Analysis of Student Responses to the Question:
 "Have you received any on-the-job training?" (By Race)

Race	No Response		Yes		No		Total
	N	%	N	%	N	%	
Black	2	11.1	4	22.2	12	66.7	18
White	0	0.0	7	29.1	17	70.8	24
Column total	2		11		29		42
Average %		5.6		25.6		68.8	

Chi square = 2.881.

No significance at $\alpha = .05$.

df = 2.

$p = .24$.

Tables 3.40 and 3.41 show the results of a second analysis of responses to the question, "Have you received any on-the-job training?" deleting the "no response" category. No statistical significance was found between sex or race and on-the-job training.

Table 3.40

Chi Square Analysis of Responses to the Question: "Have you received any on-the-job training?" (By Sex)

Sex	Yes		No		Total
	N	%	N	%	
Male	5	28.0	13	72.0	18
Female	6	27.3	16	73.0	22
Column total	11		29		40
Average %		27.7		72.5	

2 X 2 corrected chi square = .103.

No significance at $\alpha = .05$.

df = 1.

$p = .748$.

The question, "Have you received any promotions?" (Appendix B, item 9) was the fifth indicator of present status (Tables 3.42 and 3.43). As would be expected, Table 3.42 indicates the greatest proportion of respondents (85.4 percent) had received no promotions, represented by 75 percent males and 95.5 percent females. Promotions were reported by 7.3 percent of the total respondents, 10 percent male and 4.5 percent female. No statistical significance was found

Table 3.41

Chi Square Analysis of Responses to the Question: "Have you received any on-the-job training?" (By Race)

Race	Yes		No		Total
	N	%	N	%	
Black	4	25.0	12	75.0	16
White	7	29.0	17	71.0	24
Column total	11		29		40
Average %		27.0		73.0	

2 X 2 corrected chi square = .006.

No significance at $\alpha = .05$.

df = 1.

$p = .942$.

Table 3.42

Chi Square Analysis of Student Responses to the Question: "Have you received any promotions?" (By Sex)

Sex	No Response		Yes		No		Total
	N	%	N	%	N	%	
Male	3	15.0	2	10.0	15	75.0	20
Female	0	0.0	1	4.5	21	95.5	22
Column total	3		3		36		42
Average %		7.5		7.3		85.4	

Chi square = 4.247.

No significance at $\alpha = .05$.

df = 2.

$p = .12$.

Table 3.43

Chi Square Analysis of Student Responses to the Question:
 "Have you received any promotions?" (By Race)

Race	No Response		Yes		No		Total
	N	%	N	%	N	%	
Black	2	11.1	0	0.0	16	88.9	18
White	1	4.2	3	12.5	20	83.3	24
Column total	3		3		36		42
Average %		7.7		6.3		86.1	

Chi square = 2.981.

No significance at $\alpha = .05$.

df = 2.

$p = .23$.

between promotions and sex of the respondents. When the same question was analyzed by race, Table 3.43 shows that 86.1 percent of the total respondents had received no promotions. This response was most evenly distributed, with 88.9 percent blacks and 83.3 percent whites reporting. There were no black respondents who stated they had received any promotion, while 12.5 percent of the whites indicated they had, representing 6.3 percent of the total responses. No statistical significance was found in the frequency of promotions of the respondents when analyzed by race.

Tables 3.44 and 3.45 show the results of a second analysis of the question, "Have you received any promotions?" by sex and race, deleting the "no response" category. As would

Table 3.44

Chi Square Analysis of Responses to the Question:
 "Have you received any promotions?" (By Sex)

Sex	Yes		No		Total
	N	%	N	%	
Male	2	12.0	15	88.0	17
Female	1	4.5	21	95.0	22
Column total	3		36		39
Average %		8.3		91.5	

2 X 2 corrected chi square = .054.

No significance at $\alpha = .05$.

df = 1.

p = .816.

Table 3.45

Chi Square Analysis of Responses to the Question:
 "Have you received any promotions?" (By Race)

Race	Yes		No		Total
	N	%	N	%	
Black	0	0.0	16	100.0	16
White	3	13.0	20	87.0	23
Column total	3		36		39
Average %		6.5		93.5	

2 X 2 corrected chi square = .044.

No significance at $\alpha = .05$.

df = 1.

p = .833.

be expected, an average of 91.5 percent of the male and female respondents stated they have had no promotions. Males represented 88 percent of the "no" responses and females represented 95 percent. The tables indicate 6.5 percent have received promotions, with no black responses and 13 percent white responses; 12 percent were males and 4.5 percent were females. This question also was consistent with the lack of employment and on-the-job training. There was no statistical significance found in regard to promotions by race or sex.

Responses to Future Plans for Employment and Education

The third area of interest analyzed by the dropout questionnaire assessed the future plans of the dropout for employment or education. Questionnaire item 18, Appendix B, asked: "What are your plans for future employment?" As shown in Table 3.46, male and female respondents indicated 11.4 percent would continue as present. This represents 22.7 percent of the female responses. On-the-job training was indicated by 2.5 percent, representing 5 percent male and no female responses. No plans were indicated by a total of 12 percent, 15 percent males and 9 percent females. The greatest response, however, was "seek new job," totaling 39.5 percent of the total responses, representing 20 percent males and 59 percent females. A statistical significance was found between sex and plans for future employment. The same question, when analyzed by race (Table 3.47) did not reveal statistical significance for employment plans. The largest responses were

Table 3.46

Chi Square Analysis of Student Responses to the Question:
 "What are your plans for future employment?" (By Sex)

Sex	No Response		Continue as Present		Seek New Job		On-the-Job Training		No Plans		Total
	N	%	N	%	N	%	N	%	N	%	
Male	12	60.0	0	0.0	4	20.0	1	5.0	3	15.0	20
Female	2	9.0	5	22.7	13	59.0	0	0.0	2	9.0	22
Column total	14		5		17		1		5		42
Average %		34.5		11.4		39.5		2.5		12.0	

Chi square = 18.053.

Significant at $\alpha = .05$.

df = 4.

p = .311.

Table 3.47

Chi Square Analysis of Student Responses to the Question:
 "What are your plans for future employment?" (By Race)

Race	No Response		Continue as Present		Seek New Job		On-the-Job Training		No Plans		Total
	N	%	N	%	N	%	N	%	N	%	
Black	9	50.0	1	5.6	6	33.3	0	0.0	2	11.1	18
White	5	20.8	4	16.7	11	45.8	1	4.2	3	12.5	24
Column total	14		5		17		1		5		42
Average %		35.4		11.2		39.6		2.1		11.8	

Chi square = 4.855.

No significance at $\alpha = .05$.

df = 4.

p = .30.

again related to seeking a new job, 39.6 total average percent, showing 33.3 percent blacks and 45.8 percent whites. Black and white respondents were almost evenly divided in response to "continue as present" (11.2 percent) and "no plans" (11.8 percent). On-the-job training was reported by 4.2 percent of the white respondents, with no response from the black respondents.

"What are your plans for future education?" (Appendix B, item 18) was the last question analyzed for future plans. Significance was found between future education plans and sex of the respondents (Table 3.48). A combined total of 52 percent (45 percent males and 59 percent females) indicated plans to return to high school. The GED was the second largest response, indicated by 14.3 percent of both sexes. Equal responses (6.8 percent) were found in goals of adult education and no plans for future education. Other plans were indicated by 7.5 percent of the male respondents. The same question, when analyzed by race (Table 3.49), again found the greatest response to future education by returning to high school, with 33.3 percent blacks and 66.7 percent whites responding. Plans for GED found 16.7 percent blacks and 12.5 percent whites responding, totaling in a combined 14.6 percent. No plans for future education were indicated by a combined total of 7 percent (5.6 percent blacks and 8.3 percent whites). No significance was found between race and future education plans.

Tables 3.50 and 3.51 show the results of a second

Table 3.48
Chi Square Analysis of Student Responses to the Question:
"What are your plans for future education?" (By Sex)

Sex	No Response		Return to High School Education		Adult Education		GED		Other		No Plans		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Male	5	25.0	9	45.0	0	0.0	3	15.0	3	15.0	0	0.0	20
Female	0	0.0	13	59.0	3	13.6	3	13.6	0	0.0	3	13.6	22
Column total	5		22		3		6		3		3		42
Average %		12.5		52.0		6.8		14.3		7.5		6.8	

Chi square = 14.665.

Significant at $\alpha = .05$.

df = 5.

$p = .01$.

Table 3.49

Chi Square Analysis of Student Responses to the Question:
 "What are your plans for future education?" (By Race)

Race	No Response		Return to High school		Adult Education		GED		Other		No Plans		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Black	3	16.7	6	33.3	2	11.1	3	16.7	3	16.7	1	5.6	18
White	2	8.3	16	66.7	1	4.2	3	12.5	0	0.0	2	8.3	24
Column total	5		22		3		6		3		3		42
Average %		12.5		50.0		7.7		14.6		8.4		7.0	

Chi square = 7.712.

No significance at $\alpha = .05$.

df = 5.

$p = .188$.

Table 3.50

Chi Square Analysis of Responses to the Question: "What are your plans for future education?" (By Sex)

Sex	Education Plans		No Plans		Total
	N	%	N	%	
Male	15	93.8	1	6.0	16
Female	19	90.0	2	9.0	21
Column total	34		3		37
Average %		91.9		7.5	

2 X 2 corrected chi square = .061.

No significance at $\alpha = .05$.

df = 1.

$p = .805$.

Table 3.51

Chi Square Analysis of Responses to the Question: "What are your plans for future education?" (By Race)

Race	Education Plans		No Plans		Total
	N	%	N	%	
Black	18	95.0	1	5.2	19
White	22	92.0	2	8.3	24
Column total	40		3		43
Average %		93.5		6.8	

2 X 2 corrected chi square = .044.

No significance at $\alpha = .05$.

df = 1.

$p = .833$.

analysis of the question, "What are your plans for future education?" collapsing the columns into "education plans" and "no plans." The data indicate that 91.9 percent of the male and female dropout respondents plan future educational goals. Males representing 93.8 percent and females representing 90 percent of the respondents were almost evenly divided. Of the respondents, 95 percent of the black and 92 percent of the white dropouts plan to include education in their future. There was a total response of 7.5 percent indicating no plans; of these 5.2 percent were black and 8.3 percent were white.

Summary

This chapter presented an analysis of data comparing the dropout population to the general school population, and an analysis of characteristics of the dropout obtained from an exit interview of the student by the counselor (Appendix A). Another area of interest was presented from data obtained from a survey of students 1 year after they had dropped out of school (Appendix B), regarding their reasons for leaving school, their present status and their future plans for employment or education. The study then sought to compare the responses of male and female participants as well as the responses of black and white respondents.

Since the main interest of the study was to determine if there were differences between dropouts and nondropouts, male and female and black and white respondents, the chi

square test of significance was used to determine if a relationship did exist, using the .05 level of probability for acceptance.

The data displayed concerning the comparison of the dropout population to the general population indicated that differences between the dropout and the general population are significantly greater for dropouts regarding lower average achievement; and a greater number and percentage of the dropouts were male, black, dissatisfied with school as the reason for leaving, and in the 11th grade when they dropped out.

Questions generated for analysis of the dropout 1 year after leaving school indicated no significance of race or sex in the areas of reasons for not having completed school (two questions) and present status of the students (five questions). Responses to the questions of future plans for employment and education were found to be significant when analyzed by sex, but no significance was found between race and future education and employment plans.

Thus, the overall findings indicate that differences of significance are found when comparing the dropout to the general school population on variables that address success in school. General characteristics of the dropout commonly accepted to be true were supported by the data as well. When analyzing data regarding a follow-up study of students out of school for a year, race and sex were not found to be of significance except for the significance found between sex and

future education and employment plans. The conclusions, limitations, and implications follow in Chapter IV.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The final chapter of this report contains a review of the problem and procedures used, a summary of the major findings, limitations imposed on study results, and a presentation of conclusions, with implications for counselors, educators, and future study.

Review of the Problem

The purpose of this study was threefold: (a) to determine the extent to which traditional views of education toward the high school dropout are accurate in a desegregated metropolitan area; (b) to assess the significance of any changes in the status of the dropout student a year later as contrasted to the reasons given at the time the student originally terminated high school; and (c) to discover important implications from this research to assist counselors, teachers, parents, curriculum specialists, and administrators in their efforts to help students.

Over the years, educators have developed certain hypotheses with respect to the nature of the high school dropout. While these hypotheses are viewed as being "common sense observations" of the high school dropout, it is imperative that systematic data be collected with respect to high school dropouts and then be analyzed in a systematic manner such

that there is a statistical base from which to make conclusions. If the "common sense observations" which have been purported by educators in the past are supported by this study, then their point will be substantiated and will add to the already existing body of knowledge. However, if the questions posed by this study do not support these "common sense observations," greater doubt is cast upon their worth for educators, and new questions are raised as to how they pertain to the high school dropout. Additionally, these educators must then change their mindset such that it is in harmony with the new information pertaining to high school dropouts, and modify their behavior and actions accordingly.

A major objective was to determine if significant differences existed between the dropout student and the general school population on criterion measures such as sex, race, grade, achievement, attendance, and suspensions. It was conjectured that any significant differences would provide a statistical basis from which to make new observations of the dropout. Another important objective dealt with identifying the response of the dropout population to the following specific descriptive factors: reasons for dropping out, future plans of dropouts, economic status of the parents or guardian with whom the student lived prior to dropping out, in what school activities the student had participated, and what special efforts were made by the school to prevent dropouts. Participants responded to a questionnaire developed by the Research and Development Department of the Kalamazoo Public

Schools for this portion of the data (Appendix A).

The last objective of this investigation was to explore the status of dropouts 1 year later. Analysis was done by sex and race of data collected for testing in three areas: reasons for leaving school, present status, and future plans for employment or education. Participants responded to a 1-year follow-up questionnaire (Appendix B) which sought information to support the above three areas of interest. The responses were analyzed by the Statistical Package for the Social Sciences (SPSS) on computers at the Western Michigan University Computer Center in Kalamazoo.

Since the main interest of the study was to determine if there were differences between the dropout and general school population and between sex and race of the respondents, the chi square test was used to determine significance, using the .05 level of probability for acceptance. The nature of the study fit the requirements outlined by a variety of researchers for using this test.

Data were compiled from records of the Research and Development Department of the Kalamazoo Public School System for 271 dropouts and 3,142 students in the general school population of grades 10, 11, and 12. Complete data were reported on 144 participants of the dropout population on questions of achievement, sex, race, and grade. Follow-up data were obtained from 42 respondents from a sample of 60 students who had been out of school for 1 year.

The following discussion summarizes specific findings

related to the areas of interest discussed in this section.

Discussion

The results of this research are reported in three sections, corresponding to the three purposes of this study. The first purpose was to determine the extent to which there is statistical significance to substantiate certain hypotheses, commonly accepted in the past, with respect to the nature of the high school dropout in a desegregated metropolitan area.

Six specific factors of interest were used to determine statistical significance: Is there a significant difference between the achievement of dropouts as measured by a norm-referenced test and the achievement of the general school population; between the attendance of dropouts and the general school population; between the suspension rates of dropouts and the general school population; between males and females; between blacks and whites; and in grade level in which a student is enrolled when he/she drops out?

Analysis of the above factors found statistical significance did exist when comparing the dropout with the general population on achievement, attendance, and suspension variables. On these variables, dropouts were found to have significantly lower test scores on reading and mathematics measures, had a larger amount of suspensions per group than the general population, and had missed more school per group than the general population. Significantly more males than

females and more whites than blacks were in the dropout sample than in the general population; however, missing data on the dropout population by race might have changed these data significantly enough to have more closely reflected the disproportionate representation of black dropouts in the population.

Further descriptive analysis of the dropout was done regarding five areas of interest: reasons for dropping out, future plans, economic status of parents or guardian, school activities in which the dropout had participated, and special efforts made by the school to prevent the dropout from leaving.

Analysis of these data substantiated the findings reported in the literature review. The students reported the main reasons for leaving school were related to dislike of school, academic and behavioral difficulty, followed by economic problems related to the family. Future plans for education included returning to school, equivalency diploma, adult education, and correspondence school. The armed forces and college were the least frequently mentioned plans of dropouts. The dropouts reported little involvement in school activities, with most of them not participating at all. The economic status of the parents or guardian deviated from most studies and was described as average for the majority of students, with the rest of the parents sharing below average and public assistance status. Only one parent was considered affluent. Special efforts made by the school included

referral to the counselor, work-study programs, tutoring, and community referrals.

The second purpose of this study was to assess the significance of any changes in the status of the dropout student a year later, as contrasted to the reasons given at the time the student originally dropped out. These data were obtained from the follow-up study of 42 students who had been dropouts for 1 year. Two questions were used to measure the reasons students left school. No significance was found by race or sex to the reasons why the student left school or if the student would have left school if he/she had to do it over again.

The present status of the student was assessed by five questionnaire items. Again, analyzed by race and sex, no significance was found in the measures of present status, which included: present school attendance, alternative involvement that included education, employment, on-the-job training, and promotions. While no significance was found, the responses consistently verified the profile of the dropout described in Schreiber (1968). The data from the year-later dropout study strongly support the "common sense observations" purported by educators in the past as well as supported in the literature. Future plans for education and employment, when analyzed by sex, revealed significance, while analysis of the same questions by race revealed no significance.

Implications for Counselors
and Educators

The third purpose of this study was to discover important implications from the research to assist counselors, teachers, parents, and administrators. Data from this research strongly support the data found in the literature describing the dropout characteristics and, in doing so, imply that the recognizable factors that distinguish the dropout-prone students are detectable early in the school environment. Wrenn (Schreiber, 1968) identified three categories where tasks for the counselor in helping the school dropout are defined: "(a) influencing others to provide a more meaningful environment, both in and out of school; (b) modifying others' perceptions of the dropout in the direction of better identification and understanding; and (c) modifying the self-perception of the dropout so that he may be able to relate better to others and also to know how to make more adequate use of whatever environmental resources are available to him" (p. 366). It is within these areas that this researcher feels there is much a counselor can do to help the student who will leave the school environment for promises of a more productive existence.

While much literature has been written and many programs attempted in an effort to establish more effective curricula, work-study programs, selection of teachers, and policy changes for attendance and suspension, there are other environmental tasks, both in and out of school, that are also

part of the counselor's domain. This study lends support to the literature that indicates the potential dropout can be identified early in the schooling process, and developing a plan of intervention that will avoid the ultimate dropping out of school is a primary task of the counselors and educators. This intervention will have to take into account the total environment of the student--societal, educational, and familial factors--as also indicated in the data. In this capacity, the counselor can become effective in bridging the services of the school to the community, extending the attitude of concern in the community for the dropout to return to school as well as provide a more visible active model for the dropout to redirect his own perception of himself.

Implications for Desegregation

Because the special interest of this study is related to the desegregated nature of the school system, it is appropriate to consider the implications of desegregation on the dropout problem. While the findings of this study did not establish differences in the characteristics of dropouts in a desegregated school system from those found in the literature of students who were not from a desegregated system, the implications of desegregation are nonetheless important and evident in this study (see "Impact of Desegregation," p. 13).

Dropouts, generally characterized as urban poor and minority, have been and continue to provide evidence that

their problems with the schools are the result of poor self-concepts (eroded by detrimental school experiences) or they are examples of students who do not suffer from poor self-concepts but, rather, "lack confidence in the school's reality to their own life situations" (Irwin, 1978, p. 2).

There are many data to support the importance of the school's influence on the development of self-concept that results in the decision of the student to stay in school or leave. Low teacher expectation (based on scores of achievement tests) and the self-fulfilling prophecy are frequently mentioned as examples inherent in school systems as alienation factors that lead to dropping out of school.

Green (1977, p. 119), in The Urban Challenge, stated implications for desegregated schools to alleviate this problem among other factors. Paraphrasing from Green:

1. A constructive use of tests might be to suggest curriculum revisions that better meet students' needs.
2. Rather than suspensions for disciplinary action, strategies should be implemented that are more conducive to student academic and personal growth.
3. School boards must avoid policies of token desegregation to ensure educational equality by busing and other appropriate methods.
- 4. Teacher training programs (colleges and universities) can provide more relevant course offerings to assist teachers in working with children of varying racial and income backgrounds.

5. Parents can strive as advocates of their children, and desegregated schools should involve parents at all appropriate levels of participation.

6. The responsibility of financing quality education is the obligation of all persons, and more realistic fiscal policies and efforts to achieve a meaningful degree of desegregation can make possible significant progress towards equal educational opportunities for all.

Because no significance was found by race or sex in this study, the implications for desegregation suggested by Green have specific relevance to the Kalamazoo Public School System, in which this study was conducted. The large number of minority students who are part of the dropout population in Kalamazoo are also identifiable as low achievers and are recipients of a large portion of the suspensions. Because of their disproportionately large representation in these areas, and because Kalamazoo is identified as a desegregated metropolitan school district, it appears essential that the system adopt policies that continuously evaluate alternatives to suspensions, monitor curriculum offerings and methods of selection or assignment of students to courses, and provide supportive services necessary for the full participation of all students. Additionally, continuous monitoring of the racial balance of students in all levels of class offerings should be instituted along with measures to assure racial balance among the schools of students, teachers, and administrators. It appears essential in a district such as Kalamazoo

that the teachers considered for employment in the district should be those who have had exposure to and have academic preparation for the specific challenges characteristic of urban school systems. It is further implied that it is the responsibility of the system to continuously address the needs of the urban school student through in-service programming for all teachers and administrators to maintain the necessary sensitivity and commitment to the urban school challenge as well as upgrade skills to further assure that this need is being appropriately addressed.

Perhaps the most important implication for desegregation and the dropout is the encouragement and use of parent involvement in all levels of the education process, elementary through secondary levels. Parents can provide the necessary support for the student as advocates as well as be instrumental in providing support for the school system in defining and carrying out policies that reflect the needs of the desegregated district. Urban school systems are particularly in need of informing and soliciting the help of the community in specific areas concerning the successful participation of the student as well as provide a meaningful resource to monitor and control the accompanying impediments to the education process, including student conduct and disciplinary actions that are reflected in all metropolitan school systems.

Lastly, because the court-ordered desegregated system that exists in Kalamazoo is subject to review and evaluation,

all efforts should be made to utilize grants obtained from the Federal Emergency School Assistance Program to provide quality education through fiscal policies that assure continued provision of services which are necessary to maintain the conversion of the district to a unitary system.

Implications for Future Study

The results of research studying the dropout suggested that a great deal of interest has been focused in this direction. While the nature of the problem, the characteristics of the dropouts themselves, and the predictability of potential dropouts have been thoroughly researched in the past, several specific areas will be identified that seem to be particularly relevant for future research.

While reviewing data of the dropout compared to the general population, it was found that a number of students with similar characteristics of the dropout (low achievement, over age for grade, history of suspensions) continue to be school-persisters. The researchable question is: What differences exist between the students who drop out and the students with dropout characteristics who do not drop out, with particular respect to the positive efforts made by the school that produced the difference?

Another researchable area of interest is the role of the counselor in the public school system. Interest should be focused on the identity of the counselor as perceived by students and parents. It would be of interest to compare

the effectiveness of counselors in traditional settings to counselors involved in programs that involve unconventional work hours (evenings and weekends) and environments, that is, the more student-populated community-based social settings, in reducing the number of dropout students.

Another area that will become more important in identifying the role and function of the counselor and the dropout will be related to the development of appropriate reliable instruments to measure variables, assess attitudes, and aid in a classification system which could be developed to facilitate individualized intervention techniques for teachers and counselors, as they encounter the student with identifiable dropout characteristics.

Limitations

The fact that race and sex were consistently not found to be significant in these findings encourages further discussion. There are several possible reasons for this occurrence.

One possible factor that may have contributed to the lack of significance of race and sex is related to the number and composition of the sample of dropouts interviewed. While the original sample was large enough for an adequate analysis (60 black, white, male, and female subjects, evenly divided into cells of 15 each), the data used were confined to the subjects available for the study. Availability was limited to those students who were in the area, or could be found

after 1 year out of school, and who were willing to be interviewed. Selection of this sample was originally confined to students who had been dropouts of school for 1 year, but who had been enrolled in the Kalamazoo Public School System consistently throughout the 5 years of the desegregation program. This limitation was imposed to control for the inclusion of subjects who transferred into the system and later dropped out of school but may have had a poor school experience prior to attending school in Kalamazoo, not related to the desegregated school environment. It is felt that a larger, more evenly distributed sample of race and sex might have yielded more significance in the responses, while it has been found in many research studies such as this, small samples are more effective, to a larger degree, than large samples. In such studies, however, in-depth interviewing and projective techniques provided more information than did studies that solicited little more than one-sentence responses from a larger population. It would appear that the small sample size might have been appropriate if accompanied by sufficient interviewing instrumentation and techniques.

Another reason for failure to achieve statistical significance relates to the validity of the instrument. While the pretest was done to indicate reliability, no test for validity was conducted. There is therefore no guarantee that respondents provided accurate or actual responses in the interview situation. While the interviewers were skilled in the interview process of discriminating effective responses,

there remains the possible factor of incomplete or invalid responses. Previous studies of student responses to questionnaires regarding reasons for dropping out lend doubt to whether true reasons are given, and convenience as well as socially acceptable reasons are often given by students for why they drop out. In fact, students' true reasons for dropping out and their exit interview reasons were rarely the same. The use of a small sample size can be more effective than large samples, but it appears essential that considerable attention be given to the interviewing techniques and instrument to solicit the greatest amount of knowledge available from a small sample.

The nature of the exit interviews placed limitations on the conclusions that can be drawn from them. Since many of the students did not have an interview before leaving school, data were entered by the counselors to the best of their knowledge regarding the student. While other resources were often used when available, the validity of the data is subject to some subjective reporting and/or biases of the counselor. Additionally, differences in students and the abilities or comfort of the counselors may have created a variation in responses, which may have further limited the conclusions from some of the exit interviews.

- Lastly, the results and conclusions drawn from this study can only be generalized to the degree that other populations studied would be comparable to that of Kalamazoo with respect to the variables studied.

In Retrospect

The experience gained during the course of this study has enabled the researcher to recommend the following changes in future efforts. Briefly, they are:

1. An exit interview with students should be conducted as near as possible to the time the student is identified as leaving school and should be followed up within 6 months from the time the student leaves. From the 1-year follow-up study it was ascertained that many students were considering returning to school shortly after they had left, and with appropriate support they might have attempted school or an alternative education program.

2. A more reliable, in-depth instrument should be developed that provides the exit interviewer with follow-up information regarding the student's plans, suggested referrals, and community contact resources. The present system does not offer any supportive services for the student or family.

APPENDICES

APPENDIX A

APPENDIX A

DROPOUT CHARACTERISTICS, 1976-77

September-June, 1976-77 271 Students		
	Number	Percent
1) Regularity of attendance		
Above average	5	1.8
Average	29	10.7
Below average	227	83.8
Blank	10	3.7
2) Transportation to school		
Walk	9	3.3
Bus	204	75.3
Private car	30	11.1
Other	0	0.0
Blank	28	10.3
3) Program of study		
Academic	31	11.4
Commercial	20	7.4
General	150	55.4
Special	8	3.0
Vocational	39	14.4
Special education	12	4.4
Other	3	1.1
Blank	8	3.0
4) History of suspension		
Yes	100	36.9
No	65	24.0
Blank	106	39.1
5) History of retention		
Yes	72	26.6
No	76	28.0
Blank	123	45.4
6) History of class failure		
Yes	166	61.3
No	37	13.7
Blank	68	25.1

September-June, 1976-77
271 Students

	Number	Percent
7) History of court referral		
Yes	53	19.6
No	73	26.9
Blank	145	53.5
8) Reading level		
Above average	34	12.5
Average	84	31.0
Below average	120	44.3
Blank	33	12.2
9) Math level		
Above average	22	8.1
Average	98	36.2
Below average	117	43.2
Blank	34	12.5
10) Composite achievement		
Above average	18	6.6
Average	89	32.8
Below average	127	46.9
Blank	37	13.7
11) School activities		
None	212	78.2
1-2	16	5.9
More than 2	3	1.1
Blank	40	14.8
12) Acceptance of peers		
Rejected	13	4.8
Tolerated	34	12.5
Accepted	148	54.6
Popular	9	3.3
Unknown	43	15.9
Blank	24	8.9
13) Are closest friends out-of-district		
Yes	40	14.8
No	64	23.6
Unknown	121	44.6
Blank	46	17.0
14) Time in school district		
0-1 years	18	7.0
1-2 years	11	4.3
2-3 years	2	.8
3-4 years	5	2.0

September-June, 1976-77
271 Students

	Number	Percent
4-5 years	5	2.0
5-6 years	3	1.2
6-7 years	1	.4
7-8 years	5	2.0
8-9 years	4	1.6
9-10 years	43	16.8
10-11 years	34	13.3
11-12 years	20	7.8
Blank	105	41.0
15) Highest grade completed by father		
Grade 1	3	1.1
Grade 2	0	.0
Grade 3	0	.0
Grade 4	0	.0
Grade 5	0	.0
Grade 6	1	.4
Grade 7	0	.0
Grade 8	3	1.1
Grade 9	1	.4
Grade 10	1	.4
Grade 11	3	1.1
Grade 12	24	9.0
Blank	232	86.6
16) Highest grade completed by mother		
Grade 1	0	.0
Grade 2	0	.0
Grade 3	0	.0
Grade 4	0	.0
Grade 5	0	.0
Grade 6	0	.0
Grade 7	0	.0
Grade 8	2	.7
Grade 9	3	1.1
Grade 10	3	1.1
Grade 11	0	.0
Grade 12	29	10.8
Blank	231	86.2
17) Number of siblings in residence		
0-1 siblings	28	10.3
1-2 siblings	22	8.1
2-3 siblings	30	11.1
3-4 siblings	7	2.6
Over 4 siblings	19	7.0
Blank	165	60.9

September-June, 1976-77

	Number	Percent
18) Occupation--Mother		
Professional, technical	11	4.1
Farm, farm manager	0	.0
Manager, proprietor	0	.0
Clerical, sales	18	6.6
Craftsman	0	.0
Operative (semi-skilled)	10	3.7
Service worker	23	8.5
Farm laborer	0	.0
Laborer (non-farm)	6	2.2
Blank	203	74.9
19) Occupation--Father		
Professional, technical	15	5.5
Farm, farm manager	2	.7
Manager, proprietor	5	1.8
Clerical, sales	4	1.5
Craftsman	7	2.6
Operative (semi-skilled)	27	10.0
Service worker	18	6.6
Farm laborer	1	.4
Laborer (non-farm)	11	4.1
Blank	181	66.8
20) Students live with		
Both natural parents	95	35.1
Mother	77	28.4
Father	8	3.0
Mother and stepfather	20	7.4
Father and stepmother	5	1.8
Grandparents	5	1.8
Foster parents	3	1.1
Relatives	8	3.0
Friends	12	4.4
Institution	1	.4
Blank	37	13.7
21) Economic status of residence		
Public assistance	32	11.8
Below average	43	15.9
Average	99	36.5
Affluent	4	1.5
Unknown	39	14.4
Blank	54	19.9
22) Parent contacted		
Yes	187	69.3
No	63	23.3
Blank	20	7.4

September-June, 1976-77

	Number	Percent
23) Parent reaction		
Encourage leaving	32	11.8
Indifferent	42	15.5
Encourage staying	93	34.3
Unknown	47	17.3
Blank	57	21.1
24) Reason for dropping out--Pupil		
Physical illness	11	2.9
Physical disability	1	.3
Mental illness	3	.6
Mental disability	3	.8
Behavior difficulty	19	5.0
Academic difficulty	28	7.4
Lack of appropriate curriculum	12	3.2
Poor pupil-staff relationship	5	1.3
Poor relationships with fellow students	14	3.7
Dislike of school experiences	96	25.3
Parental influence	7	1.8
Need at home	8	2.1
Economic reasons	14	3.7
Employment	25	6.6
Marriage	7	1.8
Pregnancy	4	1.1
New residence, school status unknown	1	.3
Other	79	20.8
Blank	42	11.1
25) Reason for dropping out--School		
Physical illness	5	1.4
Physical disability	1	.3
Mental illness	4	1.1
Mental disability	1	.3
Behavioral difficulty	33	9.0
Academic difficulty	27	7.3
Lack of appropriate curriculum	11	3.0
Poor pupil-staff relationship	3	.8
Poor relationships with fellow students	17	4.6
Dislike of school experiences	56	15.2
Parental influence	6	1.6
Need at home	5	1.4
Economic reasons	4	1.1
Employment	5	1.4
Marriage	3	.8
Pregnancy	6	1.6

September-June, 1976-77

	Number	Percent
New residence, school district unknown	3	.8
Other	88	23.9
26) Would stay in school if		
Work-study	11	4.0
Financial aid	3	1.1
More guidance	3	1.1
Individual tutoring	1	.4
Different courses	1	.4
Help in reading	1	.4
Help in English	1	.4
Help in math	1	.4
Under no condition	146	53.1
Blank	107	38.9
27) Special efforts made by school		
Refer to counselor	197	41.2
Work-study program	65	13.6
Community referral	51	10.7
Tutoring	43	9.0
Other	72	15.1
Blank	50	10.4
28) Student-stated future educational plans		
Armed forces	18	6.4
College	4	1.4
Adult education	35	12.4
Correspondence school	1	.4
Equivalency diploma	11	3.9
Return later	44	15.6
Undecided	75	26.6
None	51	18.1
Blank	43	15.2
29) Exit interview with whom		
Counselor	147	54.2
Principal	11	4.1
Teacher	3	1.1
Other	15	5.5
None held	73	26.9
Blank	22	8.1

APPENDIX B

APPENDIX B

SCHOOL LEAVER--ONE-YEAR FOLLOW-UP

I am Mr./Mrs./Miss _____. I am with the Research and Development Department of the Kalamazoo Schools and we are doing a survey of all those who left the Kalamazoo Public School System last year, 1976-77. We wonder if you would be willing to answer a few short questions?

NAME _____ ADDRESS _____
Street

PHONE NUMBER _____ City _____ State _____ Zip _____

INTERVIEWER'S NAME _____

1. Are you attending school anywhere at this time?

_____ Yes _____ No

2. If yes, _____ Fulltime _____ Parttime

3. If not attending, are you involved in:

_____ Adult education
_____ Correspondence course(s)
_____ Military service

4. If in military: Branch _____

Reserves _____ Yes _____ No

5. If "parttime" or "fulltime" attending school are checked above, describe briefly: _____

6. Are you working? _____ Fulltime
_____ Parttime
_____ Unemployed

7. If working fulltime: How long _____
Where are you employed _____
Place Location
8. Have you received any on-the-job training?
_____ Yes _____ No
9. Have you received any promotions? _____ Yes _____ No
10. If yes describe the promotion(s) _____
11. If no, are there educational requirements required to
get a promotion? Describe: _____

12. Do you belong to a union? _____ Yes _____ No
13. If unemployed, how long have you been unemployed? _____
14. Have you worked since leaving school? _____ Yes _____ No
15. If you have worked since leaving school, describe
briefly and state how long you have worked: _____

16. If you had it to do over again, would you have left
school? Describe: _____

17. As you think about it now, what do you feel was the
reason for your not having completed school? _____

18. What are your future plans for employment and/or education? Describe: _____

19. Are you married? _____ Yes _____ No
20. Do you have children? _____ Yes _____ No
21. Since leaving school, have you ever been convicted of a felony or misdemeanor other than a traffic violation?
_____ Yes _____ No
22. If you have, describe the misdemeanor or felony: _____

* * * * *

Thank you for assisting us with this questionnaire.

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