

1986

The school dropout: a case study of individual school dropouts which indentifies the "at risk" variables which contribute to the development of a profile of the early school leaver

Jon Gardner Crawford
Iowa State University

Follow this and additional works at: <https://lib.dr.iastate.edu/rtd>

 Part of the [Educational Psychology Commons](#)

Recommended Citation

Crawford, Jon Gardner, "The school dropout: a case study of individual school dropouts which indentifies the "at risk" variables which contribute to the development of a profile of the early school leaver " (1986). *Retrospective Theses and Dissertations*. 8239.
<https://lib.dr.iastate.edu/rtd/8239>

This Dissertation is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.

INFORMATION TO USERS

While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. For example:

- Manuscript pages may have indistinct print. In such cases, the best available copy has been filmed.
- Manuscripts may not always be complete. In such cases, a note will indicate that it is not possible to obtain missing pages.
- Copyrighted material may have been removed from the manuscript. In such cases, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or as a 17"x 23" black and white photographic print.

Most photographs reproduce acceptably on positive microfilm or microfiche but lack the clarity on xerographic copies made from the microfilm. For an additional charge, 35mm slides of 6"x 9" black and white photographic prints are available for any photographs or illustrations that cannot be reproduced satisfactorily by xerography.



8703698

Crawford, Jon Gardner

THE SCHOOL DROPOUT: A CASE STUDY OF INDIVIDUAL SCHOOL DROPOUTS WHICH IDENTIFIES THE "AT RISK" VARIABLES WHICH CONTRIBUTE TO THE DEVELOPMENT OF A PROFILE OF THE EARLY SCHOOL LEAVER

Iowa State University

PH.D. 1986

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106



PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark .

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages _____
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Dissertation contains pages with print at a slant, filmed as received
16. Other _____

University
Microfilms
International

The school dropout: A case study of individual school dropouts
which identifies the "at risk" variables which contribute to
the development of a profile of the early school leaver

by

Jon Gardner Crawford

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education

Major: Education (Educational Administration)

Approved:

Members of the Committee:

Signature was redacted for privacy.

In Charge of Major Work

Signature was redacted for privacy.

Signature was redacted for privacy.

For the Major Department

Signature was redacted for privacy.

For the Graduate College

Iowa State University
Ames, Iowa
1986

TABLE OF CONTENTS

	Page
CHAPTER ONE INTRODUCTION	1
Statement of the Problem	7
The Need for the Study	8
Definition of Terms	8
Sources of Data	9
Questions Posed by This Study	9
Organization of the Study	10
CHAPTER TWO REVIEW OF RELATED LITERATURE	11
Gender	16
Age at Entry Into the School Setting	16
Single Parent Family	17
I.Q. Score	18
School Attendance Patterns	18
Pre-School Exposure	19
Record of Low Academic Achievement	20
Low Social/Cultural Status	21
Reading Ability	22
Self-Image	23
Grade Retention	24
Change in Schools	24
Educational Level of Parent(s)	25
CHAPTER THREE METHODOLOGY	27
The Experimental Design	27

	Page
Research Paradigm	27
Study Methodology	29
CHAPTER FOUR FINDINGS OF THE STUDY	31
Results of the Structured Interview	31
Student Age at Entry Into School (Kindergarten)	47
School Attendance Patterns	48
Elementary Schools Attended	49
Junior High Schools Attended	50
Single Parent Home Information	51
Grade Point Average Information (Grades 7-9)	51
Elementary School Teacher History	57
Performance on Standardized Tests Measuring Individual Intelligent Quotient (I.Q.) All Tests Administered During Grades 3-6	58
Performance on Standardized Achievement Tests (Iowa Tests of Basic Skills in Grades 3-8)	58
Performance on Standardized Achievement Tests (Iowa Tests of Educational Development I.T.E.D. in Grades 9-12)	64
CHAPTER FIVE SUMMARY, CONCLUSIONS, LIMITATIONS, DISCUSSION AND RECOMMENDATIONS	69
Conclusions	69
Limitations	83
Discussion and Recommendations	84
Recommendation for Further Research	86
BIBLIOGRAPHY	87
ACKNOWLEDGEMENTS	94
APPENDIX A STRUCTURED INTERVIEW QUESTIONS	95

	Page
APPENDIX B INDIVIDUAL CASE STUDIES	99
APPENDIX C SCHOOL CHECKLIST FOR THE IDENTIFICATION OF FACTORS WHICH MAY PLACE A STUDENT "AT RISK" WITH REGARD TO SUCCESSFULLY GRADUATING FROM HIGH SCHOOL	205

CHAPTER ONE

INTRODUCTION

As suggested by a review of the current literature, the school dropout is a problem of national proportion. Certainly the Midwest has not escaped the impact of the early school leaver. How serious is this problem at a local level?

At the outset of the 1976-77 school year, a selected mid-western high school had an enrollment of one thousand, five hundred and forty-one (1,541) students in grades ten, eleven, and twelve. This total enrollment was distributed in the following pattern:

	1976-77 Student Enrollment (Grades 10, 11, 12)		
	Male	Female	Total
Sophomore	302	264	566
Junior	253	229	482
Senior	250	243	493
Total	805	736	1,541

These enrollment figures were collected during the month of September, 1976. During the 1976-77 academic year, a total of one hundred eighteen (118) students terminated their enrollment in the regular high school program. This distribution is graphically provided in the following data:

High School Students Who Dropped Out
of School During the 1976-77 School Year

	Male	Female	Total
Sophomore	26	14	40
Junior	28	18	46
Senior	15	17	32
Total	69	49	118

This reflects an annual dropout rate of seven and sixty-six one hundredths percent (7.66%).

At the beginning of the 1977-78 school year, the total high school enrollment was one thousand, four hundred and eighty-one (1,481) students in grades ten, eleven, and twelve. This enrollment distribution is shown below:

1977-78 Student Enrollment
(Grades 10, 11, 12)

	Male	Female	Total
Sophomore	257	252	509
Junior	280	251	531
Senior	235	206	441
Total	772	709	1,481

During the same year, a total of one hundred sixteen (116) students dropped out of school. See the distribution delineated below:

High School Students Who Dropped Out of School
During the 1977-78 School Year

	Male	Female	Total
Sophomore	22	23	45
Junior	21	28	49
Senior	14	8	22
Total	57	59	116

This is an annual dropout percentage of seven and eighty-three one hundredths percent (7.83%).

In September, 1978, grades ten, eleven, and twelve of the high school under study held a total student membership of one thousand, four hundred and forty-two (1,442) students.

Distribution by Grade Level and Gender
1978-79 Student Enrollment
(Grades 10, 11, 12)

	Male	Female	Total
Sophomore	242	229	471
Junior	247	235	482

Senior	264	225	489
<hr/>			
Total	753	689	1,442
<hr/>			

During the 1978-79 school year, a total of ninety-eight (98) students dropped out of school. This distribution is provided below:

High School Students Who Dropped Out of School
During the 1978-79 School Year

	Male	Female	Total
<hr/>			
Sophomore	13	14	27
<hr/>			
Junior	34	15	49
<hr/>			
Senior	13	9	22
<hr/>			
Total	60	38	98
<hr/>			

This is an annual dropout percentage of six and eight tenths percent (6.8%).

The opening enrollment for the 1979-80 school year was a total of one thousand, three hundred and twenty-two (1,322) students. The grade level and gender distribution is shown below:

1979-80 Student Enrollment
(Grades 10, 11, 12)

	Male	Female	Total
<hr/>			
Sophomore	239	201	440
<hr/>			

Junior	214	209	423
Senior	225	234	459
Total	678	644	1,322

During the academic year, a total of eighty-nine (89) students dropped out of school. See the distribution provided below:

High School Students Who Dropped Out of School
During the 1979-80 School Year

	Male	Female	Total
Sophomore	7	16	23
Junior	19	17	36
Senior	14	16	30
Total	40	49	89

During the 1979-80 academic year, the dropout rate was six and seventy-three one hundredths percent (6.73%).

The total student enrollment during the 1980-81 school year was one thousand, one hundred and ninety-four (1,194) students.

Total 1980-81 Student Enrollment
Grades (10, 11, 12)

Male	Female	Total
------	--------	-------

Sophomore	205	163	368
Junior	237	195	432
Senior	197	197	394
Total	639	555	1,194

During the 1980-81 school year, a total of fifty-nine (59) students dropped out of school. The following data show the distribution:

High School Students Who Dropped Out of School
During the 1980-81 School Year

	Male	Female	Total
Sophomore	11	7	18
Junior	16	11	27
Senior	4	10	14
Total	31	28	59

This reflects an annual dropout rate of four and ninety-four one hundredths percent (4.94%) for the 1980-81 school year.

When examined individually, each of these five school years reflect a disquieting school dropout rate. However, the true magnitude of this problem is not apparent until the number of dropouts over this five-year period is enumerated. These four hundred and eighty (480) dropouts represent an entire graduating class.

Even more unsettling is the examination of the dropout rate of an isolated graduating class over a three-year time period (grades ten, eleven and twelve). The graduating class of 1979 was examined from this perspective. When this group of students entered the high school as sophomores in the fall of 1976, their numbers totalled five hundred and sixty-six (566). During their sophomore year, 1976-77, a total of thirty-two (32) students dropped out of school. During the 1977-78 school year (junior year) forty-nine (49) additional members of the class of 1979 dropped out of school.

Finally, during their senior year (1978-79) an additional twenty-two (22) students dropped out of school. Over the three-year period of enrollment in the high school, a total of one hundred and three (103) members of the class of 1979 dropped out of school and failed to earn high school diplomas. Using the original 1976 sophomore enrollment of five hundred and sixty-six (566) as a base figure, the dropout rate for this graduating class over their high school career is an alarming eighteen and two tenths percent (18.2%).

The figures convey to the reader both the magnitude and scope of the dropout problem for a single mid-western high school. When considered from the individual and community perspective, the exigency for early identification of the potential school dropout becomes readily apparent.

Statement of the Problem

This investigation attempted to identify the common variables (e.g., student age at entry into school (kindergarten), student attendance patterns, student self-image, student participation in extracurricular

activities) which had a predictable impact on a student's decision to terminate his/her school attendance prior to high school graduation.

The Need for the Study

The primary need for this study emanated from the importance of identifying the variables which may be used to predict which students have a greater propensity to drop out of school prior to earning a high school diploma. It is suggested that the identification of these risk factors should begin with the student's initial enrollment in school (kindergarten). As the student progresses through school the opportunity to highlight additional warning signs will be identified. A measure of uniqueness was added to this study by combining an analysis of student record information with data collected as a result of administering a structured interview to individual school dropouts.

Definition of Terms

The following definitions of the terms are presented in order to provide clarity to their use and meaning:

1. School dropout - a student who has been in membership for any regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduation.
2. Gender - identification of the student as either male or female.
3. Age of entry - age of the student measured in years and months at the time of initial enrollment in kindergarten.
4. Single parent family - a family unit characterized by only one adult model. Usually this situation is the result of death, divorce, or

adoption.

5. School attendance patterns - measure of the number of days when the student is not in attendance at school during a given school term.
6. Grade retention - decision not to promote the student from one grade level to the next with his/her age mates.
7. Change in schools - the transfer of the student from one school building to another. This change may occur either intra- or inter-system.

Sources of Data

Schools have traditionally done a thorough job of collecting data on the students which annually pass through the system. Grades, attendance, age, intelligence test scores, results of standardized testing, family information, etc., are systematically recorded on either a permanent record card or placed within the cumulative folder. This data bank offers the potential to become a source of data for identifying the variables which impact on the student's decision to either remain in school and successfully earn a diploma or to elect to withdraw from school prior to graduation. The data collection procedures for this study were enhanced through the use of a structured interview with randomly selected school dropouts.

Questions Posed by This Study

1. When examining the data available on cumulative record cards for school dropouts do certain common patterns or incidents become visible (e.g., attendance patterns, academic achievement, standardized test results)?
2. When reviewing the data gathered from the structured interview

with individual high school dropouts do other commonalities (e.g., self-image, parental attitudes, participation in extracurricular activities) become evident?

Organization of the Study

The permanent record cards and cumulative folders were used to collect data on the students who dropped out of school during the five-year period of time included between the 1976-77 and 1980-81 academic years. Over this five year period of time four hundred and eighty (480) students dropped out of school during either their sophomore, junior, or senior year. A smaller population of these school drop outs were identified by using a random selection process. These individuals were invited to respond to a structured interview to gather additional information regarding their school and family experience. This information was then combined with the data gathered from the permanent record cards to develop a profile of the school dropout.

CHAPTER TWO

REVIEW OF RELATED RESEARCH

At the outset, it would appear necessary to define or clarify the term "dropout" as it relates to the field of education. As referenced in research by Stoughton and Grady, Good's Dictionary of Education has defined the dropout as a "student who has been in membership for any regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduation." (66:312) Young and Reich, however, suggested that each dropout is an individual making it difficult to either define the term or generate a single solution to the phenomenon. (80:43) Most other writers in the field appear to concur with Good's Dictionary of Education in that the definition should speak to the student who leaves school before successfully completing twelve (12) years of formal education and receiving a high school diploma. (82:19-20) (67:1) (5:2)

During a portion of his January 14, 1963, State of the Union Message to Congress, President John F. Kennedy made the following statement:

The future of any country which is dependent on the will and wisdom of its citizens is damaged irreparably whenever any of its children are not educated to the fullest extent of their capacity.
(18:308)

Former Secretary of Labor, W. Willard Wirtz, stated that the inability of our economy to absorb the school dropout is "one of the most explosive social problems in the nation's history." (9:5) Daniel Schreiber suggested that the problem of the school dropout is the keystone of a conglomeration of problems which threaten to overwhelm the stability of America's

existence. (60:5) Schreiber warned that the accumulation of the millions of excluded and alienated youth unceremoniously relegated to the ever-increasing slag heap cannot and will not remain there without causing serious dislocation in our society. (60:6) The Carnegie Council on Policy Studies in Higher Education (1979) identified the substantial high school dropout rate as one of the most persistent problems facing youth, especially minority youth in inner cities and some rural areas. (34:9)

Jones pointed out that our nation is more cognizant than at any other time in history that those individuals who do not possess a high school diploma will share disproportionately in the national wealth. (39:411) They also noted that many dropouts are alienated youth. To them, this group represents an explosive irrational emotional attitude. (39:414)

Police statistics indicate that the school dropout is six to ten times more likely to become involved in crime. Crime is a major concern in urban areas. (39:415) Results of research by Cervantes concur with the escalation of crime by revealing that there exists ten times the incidence of delinquency among dropouts as among "stay-ins." (9:197) Cervantes identified the high school dropout as the minority of tomorrow. (9:1) Skobjak and Pautler succinctly suggested that the high school dropout will become society's problem. (64:242) Research indicates that 42% of all felonies in New York City are committed by 16- to 21-year-old dropouts who can't get jobs. (35:40)

In 1972, a U.S. Senate Select Committee on Equal Educational Opportunity chaired by Senator Mondale (Dem. Minnesota) offered the following information regarding the economic loss which the nation incurred

as a result of males within the 25-34-year-old range not having received high school diplomas:

1. \$237 billion in lifetime income.
2. \$71 billion in forgone government revenues.
3. \$3 billion in welfare expenditures.
4. Reduced political participation.

Finally, this report suggested that for each dollar invested in education the nation would realize six dollars in benefits over an individual's lifetime. (39:416) (45:34) (49:56)

Henry Levin warned that inadequate education for a substantial portion of the population not only handicaps those persons who are undereducated but, also, burdens society as a whole with reduced national income and government revenues and increased expenditures for crime and welfare. (45:34)

Mahood reported that in 1981 the school dropout will earn on the average at age 31, \$2440 less annually than a high school graduate. (49:55-56) The same trend is also reflected when the average lifetime earnings of male elementary school completers (\$149,687) are compared with high school graduates (\$215,487). (18:309)

Levin identified formal education as one of the most important determinants in lifetime opportunity and went on to report the disparity in average lifetime incomes for school dropouts and high school graduates to be in the \$40,000 to \$50,000 range. (45:34,36) These findings seem to underscore the suggestion by Fox and Elder that the earning potential for the school dropout is significantly lower than that of the high school graduate. (27:5) Students who leave secondary school without a diploma generally do not find success. (1:4)

In 1978, the unemployment rate for school dropouts was more than twice that of high school graduates as a group and three times the rate of college graduates. (7:28) (27:5) (68:48-50)

Young people who leave school in their early teens will face critical and possibly permanent deficiencies when competing for a place in the work world. (7:35) Ronald Eeles estimated that of the approximately one million students who leave school annually, fifteen percent will be unemployed. (19) In today's society, students who drop out prior to graduation find themselves unable to climb out of the "last hired-first fired" unskilled occupational category. (24:1) A study conducted by the Children's Defense Fund summed up the plight of the school dropout by underscoring the observation that the denial of schooling is an almost certain guarantee of failure in American society. (10:6) According to a 1981 study of 18- to 21-year-olds, the unemployment rate among dropouts was 28 percent compared with 11 percent for graduates. (16:29)

How many students drop out of school each year? Ayers et al. estimated in 1975 that our national dropout rate was twenty-five percent. (2:1) This results in one million school dropouts annually. (76:701) The 1970 census indicated that over two million children between the ages of seven and seventeen were not enrolled in school. (10:1) It was estimated that a total of eight million high school students will have "dropped out" by 1980. (13) Today it is estimated that four of every ten fifth grade students will not graduate from high school. (18:308)

Granted, our American educational system can point to vast improvement in our national dropout rate. In 1900, only ten out of every one hundred students successfully completed high school. This statistic had improved in

1974 to a point where seventy-eight of every one hundred students earned diplomas. (39:411) However, in light of the heavy financial and social burden which is inflicted upon our society, can we afford to tolerate our current dropout rate?

Typically, when the dropout problem is discussed, the focus of attention is directed toward the high school because a majority of the students who drop out leave school at age sixteen. (13) Therefore, it seems only logical that "dropping out" is a high school problem. Daniel Randolph et al. shed a different perspective on this issue with his assertion that it is becoming increasingly recognized that the dropout problem has its genesis in the elementary schools. (56:2) Young and Reich also offered a concurring opinion by suggesting that the stigma resulting from poor school performance in early childhood follows the dropout. Individual success or failure in school may contribute to psychological alienation which begins in the primary grades. (80:2-3) Dropping out is frequently the last step in several years of difficulty with the school environment. (7:3) The results of a study by Gadwa and Griggs suggest that the signs and symptoms of dropping out are cumulative and maybe evident at the elementary school level. (28:9)

Franklin Evans stated that at the beginning of the fifth grade, persons who are potential school dropouts can be identified. (21) It is inconceivable to consider the problem of the high school dropout without focusing on the early relationship among the child, the family, and the school. (14:93) Even in elementary school, dropout candidates can be spotted by an inability to read at grade level, frequent absenteeism, lack

of participation in extra-curricular activities, rebellious attitude toward teachers, disruptive classroom behavior, and a general pattern of failure in school work. (13) The fundamental contribution which the elementary school can make to the solution of the dropout problem is to increase learning for the educationally disadvantaged. (53:132)

In conclusion, several authors viewed dropping out as the final outcome of an accumulation of school problems. (1:5) Rather than being an isolated event, dropping out is the culmination of conditions and actions which have been experienced long before the actual decision. (1:5) (27:47) Mertens described dropping out as the final act of a general pattern of deviant behavior. (50:22)

Several factors or variables have been identified which act either individually or in concert with other factors to place a student "at risk" with respect to being a "potential" school dropout. It would seem appropriate to examine some of these variables.

Gender

Davidson et al. elected to include sex as a variable for identifying potential school dropouts. (11:313) However, Stoughton and Grady and Wheeler and Finely in separate studies identified no significant differences in dropout rate among males and females. (66:315) (75:32) Boozer and Geiszler suggested, on the other hand, that males are more likely to leave school prior to graduation than females. (5:3) (18:310)

Age at Entry Into the School Setting

Of nineteen selected measures used to predict school failure with data gathered from the third grade year, Lloyd found the student's age to have

strong predictive potential. (48:1195) The implication of this study suggests that younger students are more likely to experience difficulty in school.

Single Parent Family

A 1976 study of California's Aid to Families with Dependent Children (AFDC) caseload conducted by the Rand Corporation reported that ninety-nine percent of the families headed by a female who did not complete high school were receiving AFDC assistance. (7:28) Cervantes viewed the nuclear family (father, mother, and siblings) to be of critical importance in the consideration of the dropout problem. (9:37) A study funded by the Children's Defense Fund reported that children in single parent families are twice as likely to be non-enrolled in school as their counterparts. (10:40) Many more dropouts than graduates come from broken homes. (18:314) In a study of school dropouts in Toronto, Ontario, Larter and Cheng found that only about twenty-five percent of the school dropouts lived with both parents, while close to forty percent lived with only the mother. (41:39) In attempting to identify differences between graduates and dropouts, Lloyd examined the marital status of the parents. (48:1195) Miller identified the broken or "incomplete" home as a factor to be considered when reviewing the dropout problem. (51) Of the one hundred and twenty-three children selected for inclusion in the Perry Pre-School Project Study, one-half came from single-parent families. (54) Potential dropouts often come from broken homes or homes which are psychologically "broken" and devoid of organized family life. (58)

Rumberger reports that children from broken families--where one or

both parents are absent--may be less likely to find the support and encouragement needed to keep them in school. (59:202)

William Tyler stated that a "good" home, irrespective of its position et al. in the social order, has been found by many researchers to be the most powerful determinant of scholastic achievement and educational attainment. (70:99) The home plays a decisive but elusive part in starting and continuing the process of lifelong learning. (73:7)

I.Q. Score

When examining intelligence as a contributing factor in the pattern of dropping out, researchers do not appear to have reached agreement. When examining high school dropouts in Estacada, Oregon, sixty percent of those dropouts tested were found to be in the 90-110 I.Q. range. (1:a6) Cervantes suggested that a majority of school dropouts fall within the average I.Q. range. He also indicated that most possess the intellectual potential for high school completion. (9:197)

When examining the scholastic ability of school dropouts over three states, Warner found that the largest percentage of dropouts were in the average intellectual range. (74:21) Lazar found that the correlation between I.Q. scores and school performance is about .40. (44:303). Still other research revealed that the typical school dropout has an average or slightly below average I.Q. score. (18:310) Lloyd insisted that definite I.Q. differences exist when school dropouts are compared with their counterparts. (48:1193) The Louisiana State Department of Education (1967) in developing a profile of a school dropout included below average intelligence. (50:6)

School Attendance Patterns

Data from the Estacada, Oregon Study of School Dropouts, identified truancy as one of the characteristics of the dropout. (1:a13) Davidson et al. used poor school attendance, defined as ten percent or more absenteeism, as a criterion for identifying potential school dropouts. (11:314) Fishman and Edwards also used school attendance as a variable to label potential school dropouts. (25:5) The Iowa Department of Public Instruction reported that school dropout "candidates" can be identified in the elementary grades by frequent absenteeism. (13)

Data from research conducted by Evans demonstrated that school dropouts were absent three times as often as graduates during grades one, two, and three. He also demonstrated that the greater the number of absences, the earlier in his school career that the student tends to withdraw. (21) The CORA Neumann program in Philadelphia developed to serve school dropouts reports that all of their students come from low-income families and are all chronic truants (29:41)

One of the nineteen measures used by Lloyd to predict school failure from third grade data is the number of days absent from school. (48:1195) In a separate study, conducted in the Los Angeles Unified School District (1974), the dropout prone student was described as having a high rate of absenteeism. (67:36)

Pre-School Exposure

Deutsch offered the speculation that pre-school programs could reduce the incidence of dropping out of school. Findings from research demonstrated that pre-school, kindergarten, or day-care experiences are

associated with higher intelligence test scores. (14:94) An evaluation of the government Head Start program showed that program children were less likely to drop out of school before graduation from high school. (44:304) An eighteen-year follow-up study of pre-school programs concluded that pre-school education is an investment that will reduce future rehabilitative and social welfare costs. Testing administered during the eighth-grade year showed students from the preschool program scoring a full grade level higher in reading, math, and language arts than did a similar group of students who had not attended pre-school. (54) As Farnworth, Berrueta-Clement and Schweinhart discovered preschool intervention affects more than test performance, affecting delinquency involvement through such factors as school placement and student attitudes toward school thus reducing school failure into the adolescent years. (22:461)

Record of Low Academic Achievement

When generating a list of characteristics or variables which may be used to describe school dropouts, poor or low academic performance is frequently included. (1:13) (80:1) A pattern of failure in school work may be used to identify dropout candidates at the elementary school level. (13) School dropouts generally tend to rank in the lowest one-fourth of their class academically. (18:310)

In a study of school dropouts in Austin, Texas, Doss and Holley found that grade point average was the single best measure for distinguishing between dropouts and graduates. Students with lower GPA's were more likely to drop out. (16:25)

The composite picture of the typical dropout developed from the Muncie

Study (1967) portrayed the dropout as a student who received poor grades. (33:255) A study completed by the Los Angeles Unified School District (1974) depicted the dropout prone student to be receiving poor grades. (67:36) Standardized tests have demonstrated that the potential school dropout scores two or more grade levels below current grade placement in the areas of reading and/or math. (51) The school dropout has academic deficiencies considerably below grade level. (80)

Low Social/Cultural Status

In generating a list of common characteristics shared by high school dropouts in Estacada, Oregon, family background of low economic and cultural status was included. (1:13) On a national level, research seemed to indicate that students from low-income families are more likely to drop out of school. (10:3) (17:213) (18:312) (21) (11:314) Deutsch suggested that early school failures for the child from a lower socio-economic group tend to alienate the child from school. (14:91) Duberman, also, pointed out that parental financial failure brings to the child a sense of inferiority, stupidity, and rejection--all of which place the child at risk with respect to school success. (17:206)

This assumption is further reinforced by the finding that one-third of all school dropouts come from families receiving welfare assistance. (18:313) (51) Findings from the 1977 Muncie Study of School Dropouts showed that ninety percent of the "early school leavers" perceived their social status as middle class or below. (33:254) Christopher Jencks et al. argued that economic origins have a substantial influence upon the amount of schooling which people receive. (37:141) Larter and Eason reported that

school dropouts tended to come from large families of low socio-economic status where the parents agreed with the student's desire to leave school. (42:2)

An investigation of the characteristics of early school leavers by the Los Angeles Unified School District (1974) suggested that the dropout prone student is more economically deprived than fellow students. (67:36) Doss and Holley found that school dropouts in Austin, Texas, were more likely to come from low-income families. (16:25) The Perry Pre-school Project made a dramatic statement regarding the impact of economic status on the school dropout by stating that children raised in poverty are "trained to fail" and that this chain of poverty must be broken or at least strained in order to give children an opportunity for self-improvement. (54) Bachman identified socio-economic status as the most important factor in dropping out. (3:27) For both whites and blacks, the dropout rate is highest at low-income levels and decreases rapidly as family income increases. (63:10) In attempting to answer the questions as to why students drop out of school, Timberlake found the family's low socio-economic level to be a factor. (69:8) In a study of female dropouts from three San Diego high schools Bassoff and Ortiz found that 62.2% of the mothers of dropouts worked outside of the home, a proportion higher than the national average (51%). (4:127)

Reading Ability

Poor reading ability has been found to be a common characteristic of school dropouts. (1:a13) In developing a dropout prediction table, Cervantes discovered the school dropout to be functioning two years behind grade level in reading and math during the seventh grade year. (9:198) It

has been suggested that in the elementary school, dropout "candidates" may be identified by an inability to read at grade level. (13) The typical dropout is not reading at grade level. (18:310) Evans concurred with reading achievement being a factor when he suggested that dropouts tend to be one to two years below their grade level in reading. (21) Reading skill levels at the fourth, fifth, sixth, and seventh grade levels have been shown to have predictive value for identifying future school dropouts. (72) Difference in measured reading ability taken during the third-grade year were found to exist between school dropouts and graduates. (48:1193) Most studies of school dropouts or dropout prone students have shown a significant drop in reading scores between the elementary and secondary levels. (67:20) Most researchers agree that the single most significant factor related to dropping out of school is poor reading ability. (49:56)

Self-Image

Numerous studies have characterized the dropout as lacking self-esteem and feelings of personal efficacy. (28:10) School dropouts tend to score below average in measures of self-esteem and feelings of personal efficacy. (7:3) There is evidence to suggest that the student who never experiences success in any school activity tends to develop a low self-concept and becomes a potential school dropout. (8:11) Davidson et al.'s list of variables common to the potential secondary school dropout included an expressed poor self-concept. (10:313) Self-concept of students in grades four, five, six, and seven has been shown to be a factor in identification of the high school dropout. (72) A Toronto, Ontario, study (1974) of school dropouts showed that dropouts scored low on an evaluation instrument

which measured self-concept. Self-concept scores in the area of family relationships were particularly low. (43:195) A study of school dropouts in Paducah, Kentucky, discovered that these students lacked feelings of acceptance, self-worth, security, and love. (50:95-96) Lichter et al. reported that seventy-six percent of an identified dropout population which he studied suffered from identifiable character disorders. (47:160) Whiteside and Merriman described dropouts as youngsters who lack self-esteem. (76:701) Young and Reich described the typical dropout as having a low self-esteem. (80:2)

Grade Retention

Research has revealed that many school dropouts have been retained in a grade at least once. (7:20) When examining causes of early school leaving, retention at either the elementary or the junior high levels has emerged as a factor. (18:310) School dropouts are retained four times as often in the elementary grades as graduates. (21) Lloyd identified non-promotion as a characteristic of the school dropout. (48:1194) Failure of a year in either the elementary or the junior high has been identified by the Delaware State Department of Public Instruction as a variable for use in identifying potential school dropouts. (51) Schreiber found that if a child is not achieving academically after the first grade and repeats either the first or second grade, the chances of the child not graduating are eight in ten. (61:7) Randolph et al. utilized past grade retention as an aid to the identification of potential school dropouts. (56:5)

Change in Schools

Cervantes' dropout prediction table included a frequent change in

schools as a characteristic of the early school leaver. (9:198) A common variable among potential secondary school dropouts is being from a family which had moved frequently--three or more times during the school year. (11:314) Larter's research with the Toronto School District found that seventy-one percent of the school dropouts had attended three or more different elementary schools in different school districts. (41:45) Dropout research conducted by the Delaware State Department of Education concurred with this finding. (51)

Educational Level of Parent(s)

Often times the school dropout is from a family where the education level of the parent is the eighth grade. (9:198) Children from families with less education are more likely to drop out of school. (10:38) Powell and Anderson have suggested that if the student comes from a home where either of the parents or a sibling have not graduated from high school, the chance that the student will not graduate greatly increases. (55:226) The Muncie Study (1977) found when studying the educational attainment of the parents of school dropouts that seventy percent of the fathers and sixty percent of the mother had not completed high school. (33:254) Hill and Stafford (1974) contended that the educational attainment of the parent is positively related to the amount of time devoted by parents to the physical care of pre-school children. (35) The educational level of the father was used by Vern for the identification of potential school dropouts with data available during the fourth, fifth, sixth, and seventh grades. (72) The parents' occupational and educational level was identified as a difference among school dropouts and graduates. (48:1193) A Maryland study of school

dropouts reported that seventy-eight and one-half percent of the mothers and eighty percent of the fathers of early school leavers had themselves dropped out of school prior to graduation. (77) In a study of related familial factors which may impact on the dropout phenomena Gadwa and Griggs found that having an older sibling who dropped out of school increased the risk factor for a student. (28:10) In a study of dropouts from adult literacy programs Diekhoff and Diekhoff found that the presence of other illiterate family members was associated with increased student attrition. (15:39)

In closing this review of research dealing with the school dropout, comments made by Catherine Camp to the California State Legislature seem to issue a timely challenge to the education community. Camp et al. stated, "A dominant force is the failure of the educational system to adequately gauge and provide early intervention for those students whose growing dissatisfaction with school culminate in their dropping out." (7:18)

CHAPTER THREE

METHODOLOGY

The Experimental Design

The purpose of this chapter is to outline and explain the procedures to be used in identifying the variables which may be incorporated into the development of a profile of the early school leaver. Information was obtained from the records maintained by the school during the student's period of school enrollment. These data were combined with the data collected as a result of administering structured interviews to a randomly sampled population of school dropouts. While it is not within the scope of this project, the profile of the school dropout may assist schools to begin to identify intervention strategies which may be directed toward altering the conditions which may cause a student to decide to leave school prior to receiving a diploma. This study should offer the potential for follow-up investigations in this area.

Research Paradigm

When a student begins his/her initial enrollment in a school system, a permanent record is established. Information is accumulated on this record card throughout the student's yearly progress through the school system.

Demographic data, attendance patterns, and achievement on standardized testing instruments are entered in allocated spaces on the permanent record card. This record is maintained and follows the student through each school year until graduation. This permanent record card readily lends itself to the collection of the following data:

1. Gender.
2. Age at entry into kindergarten (in years and months).
3. Single or two-parent unit.
4. School attendance patterns (number of days the student is recorded as being absent from school during a given year).
5. I.Q. score - initial test usually administered during either the first or third grade year.
6. Iowa Tests of Basic Skills (ITBS) results.
7. Grade Retention (both grade level and frequency).
8. Changes in school attendance centers.

Between the academic years 1976-77 and 1980-81 four hundred and eighty (480) students dropped out of a midwestern high school prior to completing the academic requirements for a diploma. Two hundred fifty-seven (257) of these dropouts were males and two hundred twenty-three (223) were female students. The male and female populations were each assigned individual members with the last names being alphabetized. The first student name appearing on each of these alphabetized lists was assigned the number one and the second name was assigned the number two. This numbering process was continued until each of the dropouts had been assigned a number. A random number table was then used to identify a population of fifty male dropouts and a population of fifty female dropouts. (30:45-46) (72:605)

A neutral adult was hired to contact individual male and female dropouts from each of the randomly selected population groups. This neutral adult was instructed to contact individual dropouts from each list and invite them to participate in the study. Each dropout was contacted by telephone and advised of the nature and purpose of the research project. Each dropout was advised that if they consented to participate in the study they would be asked to allow the neutral adult to audio tape their responses to a battery of questions designed to obtain information about their family, their school experience and the events which may have contributed to

their decision to drop out of school. (Refer to Appendix A for a complete listing of the questions used in the structured interview.) Each student was informed that the information gathered from the structured interview would be combined with data contained on the permanent record card maintained by the school during the period of their school enrollment to determine a list of variables which may have contributed to their individual decision to drop out of school. Each dropout was advised that the audio tape would be destroyed after the research study had been approved by the Graduate Faculty of Iowa State University. Each dropout was advised that every effort would be made to maintain the anonymity of the personal information which they elected to provide. Assurances were provided that their identity would not be disclosed in any of the written material which would be generated as a result of this research project.

When an individual provided his/her verbal informed consent to participate in the study, an appointment was scheduled for the dropout to come to the home of the neutral adult to audio tape the structured interview. The first ten male and first ten female subjects who granted this verbal informed consent and also completed the audio taping of the structured interview comprised the study group for this research project.

Study Methodology

Raw data were gathered from the permanent record cards of ten randomly selected male and ten randomly selected female dropouts who agreed to participate in this study. This information was then combined with the data gathered from the structured interviews administered to each participant. Therefore the utilization of statistical analysis techniques were not

necessary. The case study format of this study resulted in the findings being presented in both table and narrative formats to the reader. A study of these data assisted in developing a profile of the school dropout. This profile highlights the factors which may place a student "at risk" with regard to the potential for leaving school prior to the receipt of a diploma.

For the purpose of this study "at risk" factors were identified as those events which may occur either singly or in combination with other events to create an increased possibility that a student may withdraw from school prior to receiving a diploma. Generally these "at risk" factors were identified as a result of the literature review or by observation in the individual case studies. The reader is cautioned to remain cognizant that the presence of a "risk factor" does not in and of itself predispose the student to drop out of school.

CHAPTER FOUR

FINDINGS OF THE STUDY

The problem addressed in this study was to identify common variables (e.g., student at entry into school, student attendance patterns, student self-image, student participation in extracurricular activities, academic grades) which have a predictable impact on a student's decision to terminate school attendance prior to high school graduation. Structured interviews were conducted with twenty (ten male students and ten female students) randomly sampled individuals who dropped out of a selected mid-west high school between 1976 and 1981. In addition to the information obtained from the structured interview additional data were gathered as a result of each randomly sampled student's permanent record card.

Delineated below please find the data collected from the structured interview procedure.

Results of the Structured Interview

Question 1 - Were you ever enrolled in a pre-school or nursery school program? If yes, please describe the program.

<u>Female</u>		<u>Male</u>	
Yes	No	Yes	No
3 responses	7 responses	1 response	9 responses

a) Combined Total.

YES - 4 responses (3 of the yes responses indicated enrollment in a Head Start program).

Age - 6 years old
 NO - 8 responses

c) Male responses

YES - 1 response (could not recall age)

NO - 9 responses

Question 4 - What was the highest grade level completed by each of your natural parents?

a) Combined responses

Both natural parents graduated from high school - 7 responses

Mother did not graduate from high school - 6 responses

Father did not graduate from high school - 5 responses

Neither natural parent graduated from high school - 2 responses

b) Female responses

Both natural parents graduated from high school - 3 responses

Mother did not graduate from high school - 4 responses

Father did not graduate from high school - 2 responses

Neither natural parent graduated from high school - 1 response

c) Male responses

Both natural parents graduated from high school - 4 responses

Mother did not graduate from high school - 2 responses

Father did not graduate from high school - 3 responses

Neither natural parent graduated from high school - 1 response

Question 5 - Number of older or younger brothers and sisters in the family? What is your position (e.g. oldest, youngest, middle)?

a) Female Response

Total of Number of Siblings

Position Data

5

3 older brothers, 2 younger sisters

7	4 older brothers, 4 younger brothers
5	Youngest of 6 children
2	1 older brother, 1 younger brother
6	Second youngest of 7 children
1	1 older sister
2	1 older brother, 1 younger brother
5	4 sisters and 1 brother, one of the middle children
14	next to the youngest of 15 children
5	1 older brother, 1 older sister, 1 younger brother, 1 younger sister

c) Male responsesNumber of SiblingsPosition Data

3	1 older brother, 1 older sister, 1 younger sister
2	1 older brother, 1 older sister, 1 younger brother
1	1 younger sister
6	One of the middle children
5	One of the middle children
1	1 older brother
1	1 older sister
3	1 older sister, 1 younger brother, 1 younger sister
4	2 younger brothers, 2 younger sisters
5	1 older sister, 1 younger brother, 3 younger sisters

Question 6 - Did your brothers and sisters graduate from high school?

Female responses

All 5 siblings graduated

1 older brother - the other six siblings either graduated or are still enrolled in school.

None of the 6 children have graduated from high school

1 sibling - yes; 1 sibling - no

All 6 siblings graduated

1 older sister - yes

1 older sister - yes; 1 younger brother - no

Older sister - no; 4 other siblings - yes

3 of 15 children did not graduate

Older brother - no; balance (1 older sister, 1 younger brother, 2 younger sisters - yes).

Male responses

None of 3 siblings have graduated

1 older brother and 1 younger brother have both graduated

All siblings have graduated

All siblings have graduated

None of 5 siblings have graduated

1 older brother did not graduate

1 older sister did graduate

All siblings have graduated

1 of 4 siblings have graduated

All siblings have graduated

Question 7 - Describe the economic status of your family unit (e.g., high income, middle income, low income).

a) Combined responses

High Income - 0

Middle Income - 13

Low Income - 7

b) Female responses

High Income - 0

Middle Income - 6

Low Income - 4

c) Male responses

High Income - 0

Middle Income - 7

Low Income - 3

Question 8. How did your parents feel about school and the importance of receiving an education?

a) Combined response

Very Important - 10

Average Importance - 6

Unimportant - 0

Don't know - 4

b) Female responses

Very Important - 8

Average Importance - 1

Unimportant - 0

Don't know - 1

c) Male responses

Very Important - 2

Average Importance - 5

Unimportant - 0

Don't know - 3

Question 9 - Did your parents become upset or disappointed if you received poor grades?

a) Combined responses

YES - 14

NO - 6

Don't know - 0

b) Female Response

YES - 8

NO - 2

Don't know - 0

c) Male Response

YES - 6

NO - 4

Don't know - 0

Question 10 - Did your parents encourage regular school attendance?

a) Combined Responses

YES - 19

NO - 1

b) Female Responses

YES - 9 (2 indicated parents only encouraged attendance)

NO - 1

c) Male Responses

YES - 10

NO - 0

Question 11 - If you were from a two-parent family, did both of your parents work outside the home?

a) Combined Responses

YES - 14

NO - 6

b) Female Responses

YES - 7

NO - 3

c) Male Responses

YES - 7

NO - 3

Question 12 - While attending school, did you move or change schools? If yes, how many times? How old were you at the time? Why did your family unit move?

a) Combined Responses

YES - 8

NO - 12

b) Female Responses

YES - 4 (3 moved twice, 1 moved one time)

NO - 6

c) Male Responses

YES - 4 (2 moved 4 times, 1 moved 5 times, 1 moved 1 time)

NO - 6

Question 13 - Did you consider yourself to be a good reader when you were in the elementary grades?

	Combined Response	Female	Male
YES	11	7	4
NO	9	3	6

Question 14 - Did you have several friends when you were in the elementary grades?

	Combined Response	Female	Male
YES, MANY	15	7	8
FEW	5	3	2
NONE	0	0	0

Question 15 - While in elementary school, did you have good attendance?

	Combined Response	Female	Male
Good	17	7	10
Average	1	1	0
Poor	2	2	0

Question 16 - Describe your grades while in elementary school (e.g., good, average, poor).

	Combined Response	Female	Male
Good	4	2	2
Average	16	8	8
Poor	0	0	0

Question 17 - Describe the grades which your closest friends received while in elementary school (e.g., good, average, poor).

	Combined Response	Female	Male
Good	9	5	4
Average	11	5	6

Poor	0	0	0
------	---	---	---

Question 18 - Did you enjoy elementary school? Why or why not?

	Combined Response	Female	Male
YES	11	6	5
YES with condition	6	1	5
NO	3	3	0

Question 19 - While in junior high school, did you participate in extracurricular activities (e.g., athletics, band, chorus)?

	Combined Response	Female	Male
YES	8	3	5
NO	12	7	5

Question 20. Did you consider yourself to be a popular student while in junior high school?

	Combined Response	Female	Male
YES	4	2	2
NO	16	8	8

Question 21 - Describe the grades which you received while in junior high school (e.g., good, average, poor).

	Combined Response	Female	Male
Good	1	0	1
Average	15	9	6
Poor	4	1	3

Question 22 - Describe the grades which your closest friends received while attending junior high school (e.g., good, average, poor).

	Combined Response	Female	Male
Good	6	4	2
Average	13	5	8

Poor	1	1	0
------	---	---	---

Question 23 - Describe your attendance while in junior high school (e.g., good, average, poor)? Were you ever truant from school?

<u>Attendance</u>	Combined Response	Female	Male
Good	7	4	3
Average	9	5	4
Poor	4	1	3

<u>Truancy</u>	Combined Response	Female	Male
YES	14	7	7
NO	6	3	3

Question 24 - Were you ever suspended from school while in junior high school? If yes, for what reason(s)?

	Combined Response	Female	Male
YES	11	4	7
NO	9	6	3

Reasons for Suspension:

Not completing assignments

Fighting

Truancy

Assault on a teacher

Poor attitude

Question 25 - Did you consider yourself to be a popular student while in high school?

	Combined Response	Female	Male
YES	4	3	1
Average	8	4	4
NO	8	3	5

Question 26 - Were you involved in extracurricular activities while attending high school, (e.g., athletics, band, chorus)?

	Combined Responses	Female	Male
YES	1	0	1 (cross country)
NO	19	10	9

Question 27 - Describe the grades which you received while in high school (e.g., good, average, poor).

	Combined Responses	Female	Male
Good	1	0	1
Average	11	7	4
Poor	8	3	5

Question 28 - Describe the grades which your closest friends received while attending high school (e.g., good, average, poor).

	Combined Responses	Female	Male
Good	2	2	0
Average	15	7	8
Poor	3	1	2

Question 29 - Describe the attendance of your friends while in high school (e.g., good, average, poor).

	Combined Responses	Female	Male
Good	4	2	2
Average	12	7	5
Poor	4	1	3

Question 30 - Describe your attendance while attending high school (e.g., good, average, poor). Were you ever truant from school?

<u>Attendance</u>	Combined Responses	Female	Male
Good	3	0	3

Average	7	4	3
Poor	10	6	4
<u>Truancy</u>	Combined Response	Female	Male
YES	18	10	8
NO	2	0	2

Question 31 - Thinking back over all of your years in school, do you remember a teacher whom you really liked? Describe this teacher.

	Combined Response	Female	Male
YES	18	9	9
NO	2	1	1

Female Teacher Descriptions

both a teacher and a friend

fun to work with, told jokes,
nice

knew how to teach

strict

made me feel special

nice - always helped me

enjoyed being in her class

Male Teacher Descriptions

fair - did not push

easy to get along with

related to all students

nice guy

nice lady - always helped me

could talk to him

tried to help me

friendly - no "pets"

helped me a lot

Question 32 - Thinking back over all of your years in school, do you remember a teacher whom you really did not like? Describe this teacher.

	Combined Response	Female	Male
YES	10	4	6
NO	10	6	4

Female Teacher Descriptions

mean and yelling

embarrassed you in front of
the classyelled at you in front of
friendslacked patience
yelling and screaming at you

older elementary teacher

Male Teacher Descriptions

not fair

didn't believe me

impatient

"bitchy", "always on your back"
arrogant

got physical with students

disliked my sister

Question 33 - Were you ever held back at a particular grade level?

	Combined Response	Female	Male
YES	0	0	0
NO	20	10	10

Question 34 - Explain your reason(s) for deciding to quit school.Female Responses

attendance - 2 responses

rebellion -

lack of interest, bored - 2
responses

don't know - 3 responses

pregnancy - 3 responses

shortage of academic credits -
2 responses

marriage

Male Responses

job - 5 responses

disagreements with teacher - 2
responses

poor grades

shortage of academic credits

unknown

Question 35 - How old were you when you dropped out of school?Female Responses

16 years old - 2 responses

Male responses

16 years old - 1 response

8th grade and 11th grade - quit
twice - 1 response

17 years old - 9 responses

17 years old - 6 responses

20 years old - 1 response

Question 36 - Did you have friends who also dropped out of school?

	Combined response	Female	Male
YES	12	5	7
NO	8	5	3

Question 37 - How did your parents react to your decision to quit school?

Female Response

all right - knew that I wasn't
going to classes
didn't say good or bad
if that's what I wanted - okay
upset
wasn't much they could say about it
hurt by it
concerned with pregnancy
didn't like it very well
mad
disappointed, but thought that it
was best

Male Response

not very happy - 4 responses
didn't mind as long as I had a job
upset
in favor of it
gave me two weeks to find a job
sorry that I quit
don't know

Question 38 - How did your brothers and sisters react to your decision to quit school?

Female Response

no reaction - 6 responses
didn't like it - 2 responses

Male Response

thought it was stupid - 1 response
no reaction - 5 responses

accepted the decision

encouraged me to finish

don't remember

upset

don't know - 2 responses

° Question 39 - How did your friends react to your decision to quit school?

Female Response

Male Response

didn't care - 4 responses

no reaction - 5 responses

don't know - 3 responses

non-supportive - 2 responses

accepted the decision - 2 responses

supported decision - 2 responses

shocked - non-supportive

asked me why

Question 40 - Did your decision to drop out of school affect you as you thought it would?

	Combined Response	Female	Male
YES	9	4	5
NO	9	5	4
Don't know	2	1	1

Question 41 - Today, do you regret that you dropped out of school?

	Combined Response	Female	Male
YES	15	8	7
NO	5	2	3

Question 42 - What could the school system have done differently to prevent you from quitting school?

Female Response

Male Response

encouraged me more

been fairer - 2 responses

provided more counseling - 2 responses

nothing - 3 responses

made school/courses more interesting

provided more individual attention

nothing - 6 responses

provided more counseling

been stricter don't know

eliminated P.E. requirements

Question 43 - Please add any other information or comments which you feel one should know about why you dropped out of school.

Six females and three males indicated that they had successfully earned a G.E.D. after leaving the high school program.

As indicated earlier, in addition to the structured interview data were collected from the permanent record card of each randomly sampled school dropout. The data gathered from the review of the permanent records is provided below:

Student Age at Entry into School (Kindergarten)

<u>Female Ages at the time of entry into school</u>	<u>Male Ages at the time of entry into school</u>
5 years 1 month	5 years 1 month
5 years 1 1/2 months	5 years 1 1/2 months
5 years 1 1/2 months	5 years 5 1/2 months
5 years 5 months	5 years 5 1/2 months
5 years 6 months	5 years 5 1/2 months
5 years 7 months	5 years 8 months
5 years 9 months	5 years 8 1/2 months
5 years 10 months	5 years 9 months
5 years 11 1/2 months	5 years 9 months
No information on age at entry was available for one female	No information on age at entry was available for one male

Mean Age at Entry for all Respondents - 5 years 5.88 months

Mean Age at Entry for Females - 5 years 5.944 months

Mean Age at Entry for Males - 5 years 5.833 months

School Attendance Patterns

Average Number of Days Absent From School Each Year
in Kindergarten through Sixth Grade
(Based on 180 Attendance Days Each School Year)

<u>Female Data</u>	<u>Male Data</u>
1.5 days	2.36 days
4.29 days	2.43 days
5.07 days	3.4 days
7.1 days	9.86 days
9.167 days	10.07 days
10.14 days	11.21 days
10.14 days	11.43 days
11.07 days	12.29 days
24.4 days	16.36 days
K-6 attendance data were not available for one female	K-6 attendance data were not available for one male
Females - Grades K-6 Average Number of Days Absent from School Each Year	Males - Grades K-6 Average Number of Days Absent from School Each Year
9.21 days - (5.12%)	8.82 days - (4.9%)

Average Number of Days Absent from School
Each year in Grades 7-9
(Based on School Years with 180 Attendance Days Each)

<u>Female Data</u>	<u>Male Data</u>
4.5 days	2.0 days
6.75 days	2.83 days
10.0 days	6.167 days

10.75 days

8.33 days

17.5 days

14.83 days

17.83 days

16.5 days

18.33 days

18.67 days

32.0 days

26.167 days

42.167 days

30.167 days

Grade 7-9 attendance information
was not available for one female

Grade 7-9 attendance information
was not available for one male

Females - Grades 7-9 Average
Number of Days Absent
From School Each Year

Males - Grades 7-9 Average
Number of Days Absent
From School Each Year

17.81 days - (9.9%)

13.96 days - (7.75%)

Due to the schedule design of the high school (flexible module) and the variance in the methodology for reporting annual school attendance this information was not collected for grades 9-12.

Elementary Schools Attended

Female Data

IJ Elementary

CD Elementary

AB Elementary & MN Elementary

CD Elementary

GH Elementary

CO Elementary

GH Elementary

KL Elementary

Male Data

KL, MN & OP Elementaries

IJ & CD Elementaries

MN Elementary

EF Elementary

MN Elementary

MN Elementary

KL & CD Elementaries

CD Elementary

AB & OP Elementaries

AB Elementary

one female and one male student did not attend elementary school within the district

Elementary Schools and the Number of Dropouts
Which Attended Each Building During a Portion
of Their Attendance History

<u>School</u>	<u>Females</u>	<u>Males</u>	<u>Total</u>
AB Elementary	2	2	4
CD Elementary	3	2	5
EF Elementary	0	1	1
GH Elementary	2	0	2
IJ Elementary	1	1	2
KL Elementary	1	2	3
MN Elementary	1	4	5
OP Elementary	1	1	2
QR Elementary	0	0	0

Note that the cumulative total (24) is larger than twenty due to students having attended multiple elementary schools.

Junior High Schools Attended

Female Data

123 Junior High
789 Junior High
789 Junior High
789 Junior High
456 Junior High
789 Junior High

Male Data

789 Junior High
456 Junior High
789 Junior High
123 Junior High
789 Junior High
789 Junior High

c) Number of Application Marks Indicating Below Average Performance	4	9	9
---	---	---	---

Female Student #2

a) G.P.A.	1.6	1.25	1.0
b) Number of Attitude Marks Indicating below Average Performance	0	1	3
c) Number of Application Marks Indicating Below Average Performance	7	5	7

Female Student #3

a) G.P.A.	G.P.A. information was not available for this student during junior high enrollment		
b) Number of Attitude Marks Indicating below Average Performance			
c) Number of Application Marks Indicating Below Average Performance			

Female Student #4

a) G.P.A.	2.0	2.0	1.67
b) Number of Attitude Marks Indicating below Average Performance	1	1	1
c) Number of Application Marks Indicating Below Average Performance	5	2	3

Female Student #5

a) G.P.A.	1.5	1.5	9th grade
-----------	-----	-----	-----------

b) Number of Attitude Marks Indicating below Average Performance	4	1	information not available for this student
c) Number of Application Marks Indicating Below Average Performance	7	7	9

Female Student #6

a) G.P.A.	1.0	1.5	9th grade information not available for this student
b) Number of Attitude Marks Indicating below Average Performance	0	1	information not available for this student
c) Number of Application Marks Indicating Below Average Performance	5	8	9

Female Student #7

a) G.P.A.	1.0	1.25	.75
b) Number of Attitude Marks Indicating below Average Performance	0	0	0
c) Number of Application Marks Indicating Below Average Performance	6	3	7

Female Student #8

a) G.P.A.	7th grade information not available for this student	2.4	2.5
b) Number of Attitude Marks Indicating below Average Performance	information not available for this student	0	0
c) Number of Application Marks Indicating Below Average Performance		3	2

Female Student #9

a) G.P.A.	1.25	1.25	1.67
b) Number of Attitude Marks Indicating below Average Performance	0	0	0
c) Number of Application Marks Indicating Below Average Performance	3	3	5

Female Student #10

a) G.P.A.	1.8	1.5	.25
b) Number of Attitude Marks Indicating below Average Performance	0	0	3
c) Number of Application Marks Indicating Below Average Performance	1	6	7

Male Data

Male Student #1	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>
a) G.P.A.	1.0	1.0	9th grade information not available for this student
b) Number of Attitude Marks Indicating below Average Performance	0	0	
c) Number of Application Marks Indicating Below Average Performance	7	7	9

Male Student #2

a) G.P.A.	.75	1.75	2.00
-----------	-----	------	------

b) Number of Attitude Marks Indicating below Average Performance	2	1	2
c) Number of Application Marks Indicating Below Average Performance	3	3	1

Male Student #3

a) G.P.A.	1.0	1.0	1.2
b) Number of Attitude Marks Indicating below Average Performance	2	5	3
c) Number of Application Marks Indicating Below Average Performance	5	5	5

Male Student #4

a) G.P.A.	1.75	1.0	1.0
b) Number of Attitude Marks Indicating below Average Performance	3	1	2
c) Number of Application Marks Indicating Below Average Performance	3	8	1

Male Student #5

a) G.P.A.	1.0	1.75	1.67
b) Number of Attitude Marks Indicating below Average Performance	3	2	1
c) Number of Application Marks Indicating Below Average Performance	3	2	3

Male Student #6

a) G.P.A.	1.0	1.25	.25
b) Number of Attitude Marks Indicating below Average Performance	5	4	4
c) Number of Application Marks Indicating Below Average Performance	2	4	0

Male Student #7

a) G.P.A.	1.4	Not available	1.36
b) Number of Attitude Marks Indicating below Average Performance	3	1	Not available
c) Number of Application Marks Indicating Below Average Performance	5	1	Not available

Male Student #8

a) G.P.A.	1.75	1.75	1.76
b) Number of Attitude Marks Indicating below Average Performance	2	4	4
c) Number of Application Marks Indicating Below Average Performance	4	2	3

Male Student #9

a) G.P.A.	Junior high school grade information not available for this student.		
b) Number of Attitude Marks Indicating below Average Performance			

- c) Number of Application
Marks Indicating
Below Average
Performance

Male Student #10

a) G.P.A.	1.2	1.5	.33
b) Number of Attitude Marks Indicating below Average Performance	3	0	6
c) Number of Application Marks Indicating Below Average Performance	2	5	3

Elementary School Teacher History

Available data on the permanent record cards for each of the twenty randomly sampled school dropouts were reviewed in order to determine to which elementary teachers these students were assigned during their elementary school (grades K-6) enrollment.

The composite data indicate that these twenty students were exposed to seventy-three (73) different teachers during grades K-6. Three teachers worked with a total of three dropouts:

Teacher "X" (AB Elementary)	2 females	1 male
Teacher "Y" (AB Elementary)	1 female	2 males
Teacher "Z" (IJ Elementary)	2 females	1 male

This was the highest number of dropouts with which any single teacher worked.

Nine other teachers worked with a total of two dropouts each during the period of elementary school enrollment.

Performance on Standardized Tests Measuring
Individual Intelligence Quotient (I.Q.)
All Tests Administered During Grades 3-6

<u>Female I.Q. Scores</u>	<u>Male I.Q. Scores</u>
111	104
83	108
108	83
97	105
101	89
80	91
102	113
94	109
101	115

I.Q. information was not available for one female and one male student.

Range of I.Q. Test Scores

Low Score = 80

High Score = 115

Eleven (11) of the eighteen (18) available I.Q. scores were 100 or above (61%).

Performance on Standardized Achievement Tests
(Iowa Tests of Basic Skills
in Grades 3-8)

<u>Female Student #1</u>	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	3.7	59%
	4th	4.3	44%
	5th	5.5	51%

	6th	6.5	52%
	7th	7.5	52%
	8th	8.0	37%
Female Student #2	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.3	N/A
	4th	3.1	N/A
	5th	3.5	N/A
	6th	4.2	N/A
	7th	5.6	N/A
	8th	Information not available	
Female Student #3	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>

ITBS Data Not Available For This Student During Grades 3-8

Female Student #4	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	3.3	44%
	4th	3.4	19%
	5th	5.0	N/A
	6th	5.5	27%
	7th	5.6	15%
	8th	6.7	23%
Female Student #5	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.9	30%
	4th	3.0	10%
	5th	4.2	18%

6th	5.3	24%
7th	6.0	26%
8th	Test data not available for 8th grade	

Female Student #6	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	NA	9%
	4th	2.9	8%
	5th	3.6	7%
	6th	3.7	1%
	7th	5.0	8%
	8th	5.1	4%

Female Student #7	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.3	12%
	4th	2.6	4%
	5th	2.7	1%
	6th	3.5	1%
	7th	4.0	4%
	8th	5.5	7%

Female Student #8	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.9	30%
	4th	4.0	36%
	5th	5.5	51%
	6th	6.4	50%
	7th	8.0	64%
	8th	7.9	40%

Female Student #9	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	1.9	3%
	4th	2.5	3%
	5th	NA	NA
	6th	3.8	3%
	7th	3.7	1%
	8th	4.7	2%

Female Student #10	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.1	7%
	4th	2.7	5%
	5th	3.5	6%
	6th	3.9	4%
	7th	4.0	1%
	8th	7.0	25%

Of the fifty (50) individual female I.T.B.S. scores which were available, twelve (12) scores reflected performance which was at grade level or above. Twenty-four percent of the scores were at or above grade level.

Male Student #1	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.5	17%
	4th	3.5	19%
	5th	4.5	24%
	6th	4.8	13%
	7th	5.1	9%
	8th	5.1	4%

Male Student #2	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.1	7%
	4th	2.8	7%
	5th	3.9	11%
	6th	5.1	19%
	7th	5.6	14%
	8th	6.7	20%

Male Student #3	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	1.9	3%
	4th	2.1	1%
	5th	2.8	1%
	6th	3.7	2%
	7th	4.8	6%
	8th	4.9	3%

Male Student #4	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	3.6	55%
	4th	4.9	64%
	5th	5.2	42%
	6th	5.8	33%
	7th	6.7	35%
	8th	6.1	13%

Male Student #5	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.1	7%
	4th	2.6	4%

5th	4.5	N/A
6th	3.9	3%
7th	4.5	3%
8th	4.3	1%

Male Student #6	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.2	9%
	4th	2.9	8%
	5th	4.7	29%
	6th	4.7	13%
	7th	4.9	9%
	8th	5.7	8%

Male Student #7	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	I.T.B.S. data was not available.		

Male Student #8	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.1	7%
	4th	3.6	24%
	5th	4.7	N/A
	6th	4.6	11%
	7th	5.4	12%
	8th	5.9	13%

Male Student #9	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	I.T.B.S. data was not available.		

Male Student #10	<u>Grade Level</u>	<u>Composite Grade Equivalent Score</u>	<u>Composite % Rank</u>
	3rd	2.6	20%
	4th	4.0	35%
	5th	4.5	24%
	6th	5.3	23%
	7th	N/A	N/A
	8th	6.2	13%

Of the forty-seven (47) individual male I.T.B.S. scores which were available four (4) scores reflected performance which was at grade level or above--8.5% of the scores were at or above grade level.

Performance on Standardized Achievement Tests
(Iowa Tests of Educational Development I.T.E.D.)
in Grades 9-12

	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #1	9th	53%	81%	48%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #2	9th	NA	2%	1%
	10th	32%	1%	8%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #3	10th	20%	16%	11%
	11th	6%	23%	16%
	12th	25%	11%	14%

	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #4	9th	38%	34%	20%
	10th	43%	42%	36%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #5	9th	20%	7%	22%
	10th	15%	16%	3%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #6	9th	24%	7%	10%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #7	9th	34%	4%	3%
	10th	7%	7%	5%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #8	9th	27%	18%	29%
	10th	49%	37%	37%
	11th	46%	28%	30%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #9	9th	2%	17%	6%
	10th	15%	11%	7%
	11th	2%	10%	3%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Female Student #10	9th	10%	10%	2%
	10th	20%	12%	5%

Of the sixty-two (62) female I.T.E.D. scores two (2) scores reflected performance at the fiftieth (50th) percentile level or better--3.2%.

Of the sixty-two (62) female I.T.E.D. scores seventeen (17) scores reflected performance between the twenty-fifth (25th) and forty-ninth (49th) percentile--27.4%.

Of the sixty-two (62) female I.T.E.D. scores forty-three (43) scores reflected performance below the twenty-fifth (25th) percentile - 69.4%.

Of the twenty (20) available female I.T.E.D. reading scores eleven (11) scores reflected performance below the twenty-fifth (25th) percentile - 55%.

ONLY one (1) of the twenty (20) available I.T.E.D. reading scores reflected performance above the fiftieth (50th) percentile - 5%.

	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #1	9th	1%	21%	4%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #2	10th	25%	15%	24%
	11th	19%	45%	21%
	12th	9%	17%	23%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #3	9th	1%	10%	4%
	10th	7%	1%	1%
	11th	12%	3%	2%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #4	10th	10%	42%	19%

	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #5	9th	18%	2%	4%
	10th	15%	4%	2%
	11th	3%	4%	3%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #6	9th	14%	13%	3%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #7	9th	1%	3%	1%
	10th	2%	8%	4%
	11th	1%	3%	1%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #8	9th	24%	55%	20%
	11th	8%	3%	3%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #9	11th	90%	87%	83%
	<u>Grade Level</u>	<u>Reading % Score</u>	<u>Vocabulary % Score</u>	<u>Composite % Rank Score</u>
Male Student #10	10th	42%	8%	19%

Of the fifty-seven (57) male I.T.E.D. scores four (4) scores reflected performance at the fiftieth (50th) percentile level or better - 7%.

Of the fifty-seven (57) male I.T.E.D. scores four (4) scores reflected performance between the twenty-fifth (25th) and forty-ninth (49th) percentile - 7%.

Of the fifty-seven (57) male I.T.E.D. scores forty-nine (49) scores reflected performance below the twenty-fifth (25th) percentile - 86%.

Of the nineteen (19) available male I.T.E.D. reading scores sixteen (16) scores reflected performance below the twenty-fifth (25th) percentile - 84%.

Of the nineteen (19) available male I.T.E.D. reading scores one (1) score reflected performance above the fiftieth (50th) percentile - 5%.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, LIMITATIONS, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to identify the factors which may place a student at risk with regard to successfully completing high school and receiving a diploma. There were five stages in this identification process. Initially the data regarding the student dropout rate at a comprehensive high school were gathered for a five year time period (1976-77 through 1980-81). Second the literature was reviewed to determine the causal factors in situations where students terminated their school enrollment prior to receiving a high school diploma. The third phase of this investigation involved the identification of a random sample of ten male and ten female student dropouts from the population of four hundred and eighty (480) dropouts. Next a structured interview was constructed and administered to each of twenty (ten male, ten female) randomly sampled school dropouts who consented to participate in this study. The cumulative folder for each student was also studied to gather additional school history information (e.g., attendance patterns, grades, performance on standardized tests). Finally the data gathered from both the structured interviews and cumulative folders were compiled in order to facilitate the identification of common variables and observable trends or patterns.

Conclusions

A review of the literature on the phenomenon of the school dropout suggested that the following factors or variables often acted independently or in concert with other factors to place a student "at risk" with respect

to being a "potential" school dropout;

- * Gender - males are slightly more likely to leave school prior to graduation than females.
- * Age at entry into the school setting - younger students are more likely to experience difficulty in school.
- * Single parent family - many more dropouts than graduates come from broken homes.
- * I.Q. Score - most school dropouts possess the intellectual potential for high school completion.
- * School Attendance Patterns - dropout prone students tend to have a higher rate of absenteeism than do graduates.
- * Pre-school exposure - participation in pre-school programs seems to reduce the incidence of dropping out of school.
- * Record of low academic achievement - school dropouts generally tend to rank in the lowest one fourth of their class academically.
- * Low social/cultural status - students from low-income families are more likely to drop out of school.
- * Reading ability - the typical school dropout is not reading at grade level - researchers tend to agree that the single most significant factor related to dropping out of school is poor reading ability.
- * Self-image - school dropouts tend to score below average in measures of self-esteem and feelings of personal efficacy.
- * Grade retention - research has revealed that many school

dropouts have been retained in a grade at least once.

- * Change in schools - a common variable among potential secondary school dropouts is being from a family which had moved frequently--three or more times.
- * Educational level of parent(s) - Children from families with less education are more likely to drop out of school.

The structured interview provided the following information:

- * Pre-school exposure? (Question #1)

Four of the twenty dropouts reported enrollment in a nursery or pre-school program. Three of these students who responded affirmatively to this question indicated that they attended a Headstart Program. The fact that only four of the twenty dropouts reported participate in a pre-school program seem to support the research findings that participation in pre-school program may reduce the incidence of dropping out of school.

- * Death of a natural parent? (Question #2)

Four of the twenty dropouts reported experiencing the death of a natural parent.

- * Divorce of natural parents? (Question #3)

Fifteen percent (3 out of 20) of the dropouts indicated that their family was impacted by a divorce.

The data from questions #2 and #3 tend to support the research indications that a broken home may be a contributing factor to the dropout phenomenon.

Surprisingly this random sample of the dropout population did not

reflect an unusually high rate of divorce when compared with the United States' student population at large.

* Educational level of parent(s)? (Question #4)

In only thirty-five percent of the cases studied did both parents graduate from high school. The information supports the suggestion that a higher level of educational attainment tends to contribute positively to student success in school.

* Did siblings graduate from high school? (Question #6)

In twelve of the twenty randomly sampled dropout cases there was a history of siblings not graduating from high school. The fact that siblings had not graduated from high school may have contributed to a lower family level of expectation for educational attainment.

* Describe the economic level of the family unit. (Question #7)

Not a single dropout perceived the family unit to be of a high income level. Seven of the twenty respondents perceived their family unit to be of low income status. These responses tend to support research indications that students from low-income families are more likely to drop out of school.

* How did parents feel about school and the importance of receiving an education? (Question #8)

Half of the dropouts indicated that their parents felt school was of average importance or that they did not know how their parents felt about school.

* Parental reaction to poor grades. (Question #9)

Fourteen of the twenty respondents indicated that parents were upset by poor grades.

- * Parental encouragement of regular school attendance. (Question #10).

Only one dropout indicated that his/her parents had not encouraged regular attendance.

The data received from questions 8, 9, and 10 of the structured interview suggest that parents generally wanted their children to be successful in school.

- * Parents working outside of the home? (Question #11).

Fourteen of the twenty dropouts indicated that both parents or the single parent worked outside of the home. These data suggest that not having a parent at home when the child returns home from school may be a factor which contributes to the school dropout phenomenon.

- * Change of Schools? (Question #12)

Forty percent of the dropouts indicated that they moved or changed schools. Research has identified the change in schools as a common variable among potential secondary school dropouts.

- * Consider self to be a good reader while in elementary school. (Question #13).

Eleven of the dropouts considered themselves to be good readers during their elementary grades. The fact that forty-five percent of these dropouts did not perceive themselves to be good readers supports the research findings that school dropouts tend to have

below average feelings of personal efficacy.

- * Several friends during elementary grades? (Question #14)
Seventy-five percent of the respondents reported having several friends during elementary grades.
- * Elementary School Attendance. (Question #15)
Seventeen of the twenty dropouts felt that their attendance during the elementary grades had been good.
- * Elementary School Grades. (Question #16)
All respondents indicated that they earned average (80%) or good (20%) grades during elementary school.
- * Elementary School Grades of Closest Friends. (Question #17)
All respondents indicated that their friends earned average (55%) or good (45%) grades during elementary school.
- * Did the students enjoy elementary school? (Question #18)
Seventeen (85%) of the dropouts responded affirmatively to this question.

The data collected from questions 14-18 of the structured interview seem to indicate that the dropouts generally perceived themselves to be functioning successfully during the elementary grades.

- * Participation in extracurricular activities during junior high school? (Question #19).
Eight dropouts (40%) indicated that they participated in extracurricular activities during junior high school.
- * Consider self to be popular while in junior high school? (Question #20)
Only twenty percent of the respondents perceived themselves to

on #14)
having several

attendance

(80%) or good

tion #17)

and average

ol.

on #18)

ively to this

interview seem

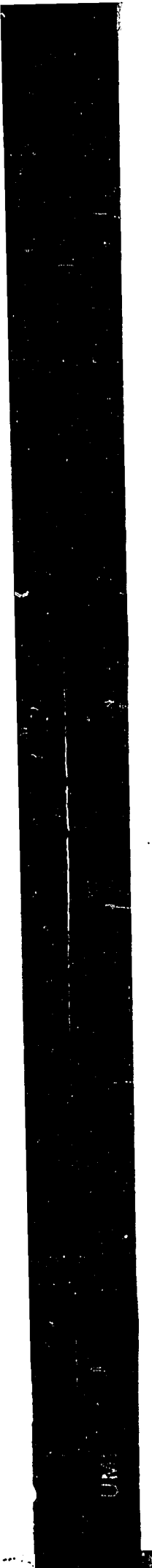
s to be

junior high

ted in

ol.

hemselves to



be popular while in junior high school. This pattern of response supports the research findings regarding feelings of self-image among dropouts.

* Grades during junior high school? (Question #21).

Note that the responses to this question on the structured interview typically suggested that grades were better than the actual school records indicated. At this point four dropouts are reporting poor grades. This represents an overall decline in performance from the responses for elementary grades. This trend seems to point out that as the dropouts progressed through school that academic achievement as measured by grades declined from elementary to junior high school. This trend is consistent with other research which reflects that dropouts tend to rank lower in the area of academic achievement than their peers.

* Grades of friends during junior high? (Question #22)

The dropouts reported that their friends generally received average (65%) or good (30%) grades during junior high school. Dropouts typically perceived their friends to be receiving better grades than they personally achieved during junior high school. This supports the research findings that dropouts tend to have below average feelings of personal efficacy.

* Attendance and truancy during junior high school? (Question #23)

Seven respondents reported good junior high attendance, nine dropouts reported average attendance and four respondents reported poor attendance. Seventy percent of the dropouts

reported incidents of truancy occurring during junior high school. This rate of incidence of truancy is compatible with the research findings which indicate that dropout prone students tend to have a higher rate of absenteeism than do graduates.

- * History of suspension during junior high school? (Question #24)
Over half of the dropouts (55%) indicated that they were suspended at least once during junior high school.
- * Perception of popularity during high school. (Question #25)
Only four students indicated that they perceived themselves to be popular during high school. These data correspond to the collective perception of popularity reported by the dropouts during junior high school.

This information also supports the research findings on the low self-esteem of dropout prone students.

- * Participation in extracurricular activities during high school? (Question #26)
Only one dropout indicated that he participated in extracurricular activities during high school. This represents decrease (35%) in affirmative responses from the junior high level. The decline in participation many indicate a growing alienation from the school program by this population.
- * High School Grades? (Question #27)
Only one student reported receiving good grades during high school. The balance of the respondents reported the following: average grades - 55%, poor grades - 40%. This response pattern reflects a decline from the grades reported during junior high

school. The data therefore remain consistent with the research on academic achievement of dropouts.

* Friends - High School Grades? (Question #28)

As a group the dropouts continue to perceive that the level of academic achievement of their friends was better than their own. These results continue to be compatible with the research finding on the below average feelings of personal efficacy held by school dropouts.

* Attendance of self and friends during high school? (Questions #29 and #30)

Half of the dropouts reported their own attendance during high school to be poor. Ninety percent of the dropouts indicated that they had been truant from either school or individual classes. The dropouts once again report that their friends tend to have demonstrated a better collective pattern of school attendance. These data continue to support the research findings that dropout prone students tend to have a higher rate of absenteeism than do graduates.

* Do you recall a teacher whom you really liked? (Question #31)

Eighteen of the twenty responses indicated that the dropouts were able to recall a teacher whom they really liked.

* Do you remember a teacher whom you did not like? (Question 32)

Half of the dropouts were able to recall a teacher whom they did not like.

The responses received for questions 31 and 32 do not appear to be

dissimilar from responses which one would anticipate receiving from a graduate population.

* Retained at a particular grade level? (Question #33)

None of the dropouts were retained during their school career. Here the data gathered during this study deviate from the research findings which reveal that many school dropouts have been retained in a grade at least once.

* Friends who also dropped out of school? (Question #36)

Twelve of the dropouts (60%) indicated that they had friends who also dropped out of school. These data suggest that dropping out of school may have been a generally accepted behavior by the peer groups of the drop outs.

* Parental reaction to the decision to drop out of school?
(Question #37)

* Sibling reaction to the decision to drop out of school?
(Question #38)

* Peer reaction to the decision to drop out of school? (Question #39)

Response to questions 37, 38 and 39 generally reflect a resignation to the decision without a vigorous attempt to encourage the drop out to remain in school.

* Do you regret dropping out of school? (Question #41)

Seventy-five percent of the dropouts indicate that they regret having "dropped out" of school.

This pattern of response highlights the serious nature of the dropout problem in our society.

- * What could the school have done to prevent you from dropping out of school? (Question #42)

While several individuals offered comments on ways that the school could have intervened prior to their dropping out (e.g., counseling, individual attention), nine of the dropouts (45%) reported that there was really nothing which the school could have done to prevent them from dropping out of school. It is surprising to discover that the individual dropouts did not hold the school responsible for their departure from school.

The cumulative folders provided the following data:

- * Student age at entry into school (kindergarten).

At the time of school enrollment the dropouts ranged in age from 5 years 1 month to 5 years 11 1/2 months. The mean age at entry into school was 5 years 5.88 months. Research indicates that younger students are more likely to experience difficulty in school. Therefore it would appear that age may have been a causal factor in the dropping out process for individual students.

- * School Attendance Patterns

The average number of days absent from school each year in grades kindergarten through sixth ranged from a low of 1.5 days of absence to 24.4 days of absence. Females averaged 9.21 days of absence (5.12%) during this period while males averaged 8.82 days (4.9%). The average number of days absent from school each year in grades 7, 8 and 9 ranged from a low of 2.0 days of

absence to 42.167 days of absence. Females averaged 17.81 days of absence (9.9%) and males averaged 13.96 days (7.75%).

Collectively the dropout population showed an increased rate of absenteeism as they moved from elementary to junior high school. When studied individually it is apparent that attendance was clearly a contributing factor in the student's decision to drop out of school.

* Schools Attended

Elementary Histories - Fourteen of the dropouts attended at least three elementary schools during their collective elementary school years.

Junior High Schools -

<u>School</u>	<u>Females</u>	<u>Males</u>	<u>Total</u>
John Adams	1	1	2
Monroe	5	1	6
Roosevelt	3	7	10

Note that ten of the dropouts (50%) attended Roosevelt Junior High School. The three elementary schools which the largest number of dropouts attended were also "feeder" schools for Roosevelt Junior High School. These data supports the research findings that socio-economic and cultural factors (e.g., neighborhood, peer group) may impact the student's decision to drop out of school.

* Single Parent Home Information

Only one fourth of the dropouts were from single parent homes. This portion of single parent homes is not significantly

different from the population at large.

* Grade Point Average

Only two of the twenty dropouts (10%) established a grade point average in core subjects (e.g., Math, English, Social Studies, Science) of 2.0 or better on four point grading scale. The highest individually reported Grade Point Average was 2.5. This pattern of low grades is consistent with the research which demonstrates that school dropouts generally tend to rank in the lowest one fourth of their classes academically.

* Teacher History

The twenty dropouts were exposed to a total of seventy-three (73) different teachers throughout grades kindergarten through sixth. Three of these elementary teachers each worked with a total of three individual dropouts. There does not seem to be a pattern emerging from this data beyond that which has already been identified earlier regarding neighborhood and peer groups.

* Performance on I.Q. Tests

Eleven of the eighteen dropouts received scores of 100 or better on standard I.Q. test measurements. The range of scores was from a low score of 80 to a high score of 115. This information supports the research findings which suggest that most school dropouts possess the intellectual potential for high school completion.

* Performance on Standardized Achievement Tests (Iowa Tests of Basic Skills Grades 3-8).

Twenty-four percent of the female and eight and one half of the male test scores reflected performance which was at or above grade level.

* Performance on Standardized Achievement Tests (Iowa Tests of Educational Development Grades 9-12)

Seventeen of the sixty-two available female test scores reflected performance at the fiftieth percentile level or better.

Seventeen of the sixty-two (27.4%) available female test scores reflected performance between the twenty-fifth and forty-ninth percentile.

Forty-three of the sixty-two (69.4%) available female test scores reflected performance below the twenty-fifth percentile.

Eleven of the twenty (55%) female test scores reflected performance below the twenty-fifth percentile in the area of reading.

Four of the fifty-seven (7%) available male test scores reflected performance at the fiftieth percentile level or better.

Four of the fifty-seven (7%) available male test scores reflected performance between the twenty-fifth and forty-ninth percentile.

Forty-nine of the fifty-seven (86%) available male test scores

reflected performance below the twenty-fifth percentile.

Sixteen of the nineteen (84%) available male test scores reflected performance below the twenty-fifth percentile in the area of reading.

These data from standardized tests support the research findings that school dropouts generally tend to rank in the lowest one fourth of their class academically. Also researchers tend to agree that the single most significant factor related to dropping out of school is poor reading ability.

When considering the risk analysis process conducted for each of the randomly sampled dropouts it was discovered that a multiplicity of factors were present in each case. Note that the fewest number of factors which placed a student "at risk" with regard to successfully completing school was seven (7). Also note that in only two of the twenty randomly sampled cases did the number of factors perceived as contributing positively to success in school equal or outnumber the identified "at risk" factors for individual dropouts. While it may be assumed that certain individual variables may have impacted the student's decision to drop out of school to a greater extent than other variables, it is clear that a multiple number of "at risk" variables were present in each instance where a student dropped out of school.

Limitations

The random sample of school dropouts was selected from a pool of dropouts from only one high school. No attempt was made to ascertain

whether the variables identified with this population of school dropouts were also representative of the variables which would be present in a cross section of dropouts across the nation.

The size of the random sample (twenty school dropouts; ten male, ten female) may be considered a limitation. Also the requirement that each dropout voluntarily had to agree to participate in the study may have impacted the results of the structured interview.

Discussion and Recommendations

The information gathered as a result of this study suggest that when students drop out of school prior to graduation this final act is the culmination of an identifiable history of school failures. Individual variables do not act in isolation either to "prevent" or "cause" a student to dropout of school. In most cases singular "at risk" variables began to accumulate prior to the student enrolling in school (e.g., educational level of parents, established pattern of sibling school experience, participation in a pre-school program). As the student entered and progressed through school other variables evidenced themselves (e.g., death or divorce of biological parent, poor self-image, parental support of school success). If "at risk" variables had accumulated during the elementary grades the rate of accumulation accelerated during junior high school (e.g., suspension from school, declining rate of school attendance, truancy, poor academic grades). By the time the student entered the high school the decision to drop out of school may have been a forgone conclusion.

When the potential school dropout enters the high school he or she

may have already mentally finalized the decision to drop out of school. This student is only present physically in the school program. During their term of high school enrollment they tend to be categorized under the headings of "recalcitrant," "rebellious," "unmotivated," and "alienated."

To reverse the established history of unsuccessful school experiences and steadily declining level of self image with an alienated and often times angry adolescent is difficult, if not impossible.

It is recommended that as a boy or girl enrolls in school that an inventory of "at risk" factors be conducted for each student. In instances where students are coming to school from a single parent home, a family with a history of relatively limited school success, the school should vigorously respond to insure that this new student meets success in school. Should the list of "at risk" factors grow during the elementary grades, the school program must respond affirmatively with an intensive counseling program which focuses on building a positive self image within the student. Also, the academic program should be adjusted in order to facilitate responsiveness of the instructional program to individual student needs. Students who leave the junior high program with multiple "at risk" variables operating in their lives should be identified in advance for counselors, teachers and administrators at the high school level. Some type of intervention strategy (e.g., advisor-advisee, peer counseling) should be implemented to assist these students to feel that they "belong" in the school program, and that it is important to the school that they remain in school and successfully earn a high school diploma.

It is recommended that an "at risk" checklist be initiated by the school for each student as he/she enters kindergarten. As this checklist is maintained throughout the student's school career it would be possible to monitor the accumulation of risk variables which could contribute to a decision on the student's behalf to drop out of school. As the student was identified as being "at risk" with respect to withdrawing from school prior to graduation various intervention strategies could be employed (e.g., intensive counseling, individualized academic programming). Please refer to Appendix C for a sample of an "at risk" variable checklist which could be utilized within the structure of the school program.

Recommendations For Further Research

Obviously this study limited its focus to a single high school. It would seem that a replicaion of this study in other high school settings would be of value. Also it is possible that a comparison of high school graduate and dropout responses to the questions contained in the structured interview would assist in clarifying differences which may exist between high school graduates and dropouts.

The literature review revealed the economic impact which the dropout phenomena poses for society. This would appear to be a most productive area for additional study. An examination of the cost benefit analysis on an individual level might be considered. Also the economic perspective could be used to consider the benefits which investing dollars in programs to decrease student dropout rates would have on local school district or community.

BIBLIOGRAPHY

1. "A Study of the High School Dropout in Estacada, Oregon," Conducted by students, parents, and staff of Estacada High School. April 1978.
2. Ayers, M. et al. Dropout Prevention. A Special Report by the National Advisory Council on Supplementary Centers and Services. April 1975.
3. Bachman, Jerald G. "Anti-dropout Campaign and Other Misanthropies." Society, IX. 1972. p. 27.
4. Bassoff, Betty Z. and Elizabeth Thompson Ortiz. "Teen Women: Disparity Between Cognitive Values and Anticipated Life Events." Child Welfare. Volume 63, March-April 1984. pp. 125-138.
5. Boozer, Robert F. and Joan C. Geiszler. "Dropout Report: Delaware Public Schools. 1973-74. Delaware State Department of Public Instruction. Dover. February 1975.
6. Bristow, William H. Curriculum Problems Regarding Early School Leavers. XXXIV. 1964.
7. Camp, Catherine et al. "School Dropouts; A Discussion Paper," California State Legislature, Sacramento Office of Research. May 1980.
8. Carnes, Ernest B. Administrative Plan to Prevent High School Dropouts. South Carolina State Department of Education, Columbia Curriculum Development Section. 1972.
9. Cervantes, Lucius F. The Dropout: Causes and Cures. The University of Michigan Press. Ann Arbor. 1966.
10. Children's Defense Fund. Children Out of School in America. Washington Research Project, Inc. Cambridge, Massachusetts. 1974.
11. Davidson, Charles W., Michael W. Bell, and Delores Gore. "The Prediction of Drug Use through Discriminate Analysis from Variables Common to Potential Secondary School Dropouts." Journal of Educational Research. July/August 1979. pp. 313-316.
12. DeGracie, James S. et al. The Picture of a Dropout. Mesa Public Schools. Arizona Department of Research and Evaluation. 1974. Arizona State Department of Education. Phoenix Division of Vocational Education.
13. Department of Public Instruction (Iowa). "Eight Million Dropouts by 1980: Programs Only Treat Symptoms." October 1972, p. 6.

14. Deutsch, Martin. "Early Social Environments; Its Influence on School Adaptation." Daniel Schreiber, ed. The School Dropout. Project: School Dropouts, National Education Association. Washington, D.C. 1964. pp. 89-100.
15. Diekhoff, George M. and Karen Bemby Diekhoff. "The Adult Literacy Program Attrition Problem: Identification at Intake." Adult Literacy and Basic Education. Volume 8 Number 1 1984. pp. 34-47.
16. Doss, David A. and Freda M. Holley. "A Study of Dropouts in the Austin Independent School District." ERS Spectrum. Volume III Number 1. Winter 1985 pp. 23-31.
17. Duberman, Lucile. Social Inequality: Class and Caste in America. J. B. Lippincott Company. Philadelphia. 1976.
18. "Dropout - Causes and Consequences." Encyclopedia of Education Research. Fourth Edition. 1969. pp. 308-316.
19. Eeles, Ronald Alfred. School Related Factors Present in Grade Six that Predict Grade Eleven and Grade Twelve Dropouts. University of Oregon. 1970. p. 95.
20. Elliott, Delbert S., Harwin L. Voss, and Aubrey Wendling. "Capable Dropouts and the Social Milieu of the High School." Journal of Educational Research. LX 1966. p. 181.
21. Evans, Franklin R. "Antecedents and Patterns of Growth of School Dropouts." Speech presented at the American Psychological Association Convention. San Francisco, California. August 30-September 1968. Published August 30, 1968.
22. Farnworth, M., John R. Berrueta-Clement and Lawrence J. Schweinhart. "Preschool Intervention, School Success and Delinquency in a High Risk Sample of Youth." American Educational Research Journal. Volume 22. Number 3. Fall 1985. pp. 445-464.
23. Featherman, David L. and Michael T. Carter. "Discontinuities in Schooling the Socioeconomic Life Cycle." Madison, Wisconsin. Institute for Research of Poverty. 1974.
24. Felice, Lawrence G. "Black Student Dropout Behavior: Disengagement from School Rejection and Racial Discrimination." Paper presented at the annual meeting of the American Education Research Association. 1980.
25. Fishman, Roger J. and Graynie D. Edwards. "Edison Project; Final Evaluation Report--Year One, 1971-72." Philadelphia School District, Pa. Office of Research and Evaluation, Office of Education (DNEW) Washington, D.C. 1972.

26. Fitzsimmons, S. J., Leonard E. Cheever, and D. Macunovich. "School Failure, Now and Tomorrow." Development Psychology. 1969. pp. 134-136.
27. Fox, William M. and Nancy Elder. "A Study of Practices and Policies for Discipline and Dropouts in Ten Selected Schools." (ERIC ED 191 974) February 1980.
28. Gadwa, Karol and Shirley A. Griggs. "The School Dropout: Implications for Counselors." School Counselor. Volume 33, September 1985. pp. 9-17.
29. Gallagher, Vera. "The Dropout--A New Challenge to Catholic Education." Momentum. Volume 16. May 1985. pp. 40-41.
30. Gibbons, Jean Dickinson. Non Parametric Methods for Quantitative Analysis. Holt, Rinehart, & Winston. New York. 1976.
31. Grant, W. Vance. "Estimates of School Dropouts." American Education LI 1975.
32. Greene, Alexis. "Tomorrow's Technical Talent." Change. October 1979. pp. 16-18.
33. Hewitt, John D. and William S. Johnson. "Dropping Out in Middletown." High School Journal. March 1979. pp. 252-256.
34. Hill, C. Russell. "Dropping Out of High School: The Effects of Family, Ability, School Quality, and Local Employment Conditions." Department of Health, Education, and Welfare. Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation. 1975.
35. Hill, C. Russell and F. P. Stafford. "Family Background and Lifetime Earnings." Paper presented to an NBER Conference on Income and Wealth. 1974.
36. Holmes, William Robert. Identification and Exploration of Factors Related to Potential Dropouts. University of Mississippi. 1972. p. 104.
37. Jencks, Christopher, et al. Inequality: A Reassessment of the Effect of Family and Schooling in America. New York: Harper and Row, 1972.
38. Johnson, Clarence D. and B. A. Hopkins. "Orange County Dropout Prediction Study." Orange County Department of Education. Santa Anna, California. September 1972.
39. Jones, William M. "The Impact on Society of Youths Who Drop Out or

- Are Undereducated." Educational Leadership. March 1977. pp. 411-416.
40. Kaplan, Jay L. and Edward C. Luck. "The Dropout Phenomenon as a Social Problem." Educational Forum. Volume 42, November 1977.
 41. Larter, Sylvia and Maisy Cheng. Study of Returning Students, Part Three. "Characteristics, Opinions, and Experiences of returnees and Non-Returnees." Toronto Board of Education Research Department. Toronto, Ontario. December 1979.
 42. Larter, Sylvia and Gary Eason. "The Leaving School Early Students: Characteristics and Opinions." Mimeographed. City of Toronto Board of Education Research Department. November 1978.
 43. Larter, Sylvia and Janis Gershman. "Contact: An Alternative School How It Meets the Needs of Dropout Students." Toronto Board of Education Research Department. Toronto, Ontario. October 1979.
 44. Lazar, Irving. "Early Intervention is Effective." Educational Leadership: Journal of the Association for Supervision and Curriculum Development. January 1981. pp. 303-305.
 45. Levin, Henry M. "All the Society Pays for Poor Education." Compact. December 1972/January 1973. pp. 33-36.
 46. Levin, Henry M. "The Costs to the Nation of Inadequate Education." Reprinted in Select Commission on Equal Educational Opportunity, United States Senate. The Effects of Dropping Out. Washington, D.C. U.S. Government Printing Office. 1972. p. xi.
 47. Lichter, Solomon O. et al. "Prevention of School Dropouts." School and Society. XL 1962. p. 160.
 48. Lloyd, Dee Norman. "Prediction of School Failure from Third Grade Data." Educational and Psychological Measurements. 1978. Volume 38. pp. 1193-1200.
 49. Mahood, Wayne. "What is the Impact? Born Losers: School Dropouts and Pushouts." National Association of Secondary School Principals' Bulletin. January 1981. pp. 54-57.
 50. Mertens, William J. Review of Some Dropout Research and Literature. Office of Education (DHEW). Washington, D.C. July 5, 1972.
 51. Miller, Marian B. Operation Pre-dropout Project Outcome Evaluation Report. Appoquinimink School District, Odessa, Delaware Bureau of Elementary and Secondary Education (DHEW-OE). Washington, D.C. Delaware State Department of Public Instruction. Dover. 1973.

52. New York City Public Schools, Brooklyn, New York. The Dropout Report: Number of Dropouts, Current Responses, Recommendation. October 16, 1979. p. 51.
53. Niemyer, John H. "Home School Interaction in Relation to Learning in the Elementary School." Daniel Schreiber, ed. The School Dropout Project: School Dropouts National Education Association. Washington, D.C. 1964. pp. 119-134.
54. Newsnotes. "Preschool Helps Poor Children Succeed, High/Scope Claims After 18 Years Project." Phi Delta Kappan. February 1981. p. 463.
55. Powell, Howard, Mary Ann and Richard J. Anderson. "Early Identification of Potential School Dropouts: A Literature Review." Child Welfare. Volume LVII Number 4. April 1978. pp. 221-231.
56. Randolph, Daniel Lee, Ed; William R. Holmes, Ed. A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts. University of Southern Mississippi. Hattiesburg. Bureau of Educational Research. Mississippi State Department of Education. Jackson Division of Vocational and Technical Education. May 1972.
57. Richardson, Ronald L. and S. Craig Gerloch. "Black Dropouts: A Study of Significant Factors Contributing to a Black Student's Decision." Urban Education. January 1970. pp. 489-494.
58. Riendeau, Albert J. "Facing Up to the Dropout Problem." Clearing House/ XXXVI 1962. p. 523.
59. Rumberger, Russel W. "Dropping Out of High School: The Influence of Race, Sex and Family Background." American Educational Research Journal. Volume 20 Number 2 Summer 1983. pp. 199-220.
60. Schreiber, Daniel. Profile of the School Dropout. New York: Random House. 1967.
61. Schreiber, Daniel. "School Dropouts." National Education Association Journal. LI 1962. p. 7.
62. Sentelle, Sam P. "A Helping Hand for the Chronic Truant." Educational Leadership. March 1980. pp. 471-472.
63. Shaw, Lois B. "Does Living in a Single-Parent Family Affect High School Completion for Young Women? Columbus, Ohio State University Center for Human Resource Research. March 1979.
64. Skobjak, Bernadette L. and Albert J. Pautler, Jr. "Factors in Youth

- Unemployment." Educational Leadership. December 1980. pp. 241-242.
65. Spencer, Edwin C. "An Analysis of the Dropout Problem in Norfolk Secondary Schools." Old Dominion University. September 1977.
 66. Stoughton, Charles R. and Beverly R. Grady. "How Many Students Will Drop Out and Why?" North Central Association Quarterly. Fall 1978. pp. 312-315.
 67. "Study of Senior High school Absentees and School Leavers." Los Angeles Unified School District, California. September 1974.
 68. Thompson, Michael L. and Robert H. Nelson. "Twelve Approaches to Remedy the Dropout Problem." Clearing House. XXXVIII 1963. pp. 48-50.
 69. Timberlake, Constance. "Why Do Students Drop Out of School? A Selected and Related Literature Review." Syracuse University College for Human Development, Community Services Department. June 1980.
 70. Tyler, William. The Sociology of Educational Inequality. Methuen, Great Britain. 1977.
 71. Urban Review. "Issues and Ideas on Public Education." Journal of the National Urban Education Association. Volume 12, Number 2. Summer 1980, p. 109.
 72. Vern, Willis. An Investigation of the Middle Class High School Dropout in the Elementary School. Utah State University. 1967. p. 116.
 73. Vettickal, Joseph T. "Lifelong Learning--Is It an Enigma or a Myth for Disadvantaged Adults?" Office of Education (DHEW) Washington, D.C. Division of Adult Basic Education. February 1980.
 74. Warner, O. Ray. "The Scholastic Ability of School Dropouts." School Life. XLVII 1964. p. 21.
 75. Wheeler, Linda and Mary Jane Finely. "The Dropout Problem: Phoenix Union High School." Phoenix Union High School District, Arizona, 1980.
 76. Whiteside, Marilyn and Glennis Merriman. "Dropouts Look at Their Teachers." Phi Delta Kappan. June 1976. pp. 701-702.
 77. Williams, Percy V. "School Dropout." National Education Association Journal. LII 1963.
 78. Young, Jerry L. A Program to Identify Dropout Prone Students, Assess

Their Needs, and to Design an Individualized Instructional Program Appropriate for Meeting Such Needs. Office of Education (DHEW) Washington, D.C. 1975.

79. Wonnacott, Ronald J. and Thomas H. Wonnacott. Introductory Statistics. Third Edition. John Wiley & Sons. New York. 1977.
80. Young, Vivienne and Carol Reich. Patterns of Dropping Out. Toronto Board of Education. Ontario Research Service #129. December 1974.
81. Zeaman, Janice. "Building Stay-In School Power." American Education X 1974. p. 12.
82. Zeller, Robert H. Lowering the Odds on Student Dropouts. Englewood Cliffs, New Jersey. Prentice Hall, Inc. 1966.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to Dr. Ross A. Engel for his assistance in the development of the topic for this study. As my major professor, Dr. Engel provided an abundance of guidance and patience throughout my graduate program. Appreciation is also extended to the following members of the Iowa State faculty who joined Dr. Engel to constitute my doctoral committee: Dr. Samuel D. Clark, Dr. Lynn W. Glass, Dr. Anton J. Netusil and Dr. Robert J. Wessel.

Appreciation is also extended to Dr. George C. Karas and the balance of the University Committee on the Use of Human Subjects in Research. The review and approval of the appropriateness of this research project was an important step in the overall project.

Robust and heartfelt thanks are also offered to the writer's wife, Cathlene, and daughter, Katy, for their numerous sacrifices and consistent encouragement during the completion of the dissertation and the graduate study program.

APPENDIX A
STRUCTURED INTERVIEW QUESTIONS

1. Were you ever enrolled in a pre-school or nursery school program? If yes, please describe the program.
2. Did you experience the death of one of your natural parents? If yes, how old were you at the time?
3. Were your natural parents divorced? If yes, how old were you at the time?
4. What was the highest grade level completed by each of your natural parents?
Mother--
Father--
5. Number of older or younger brothers and sisters in your family. What is your position (e.g., oldest, youngest, middle)?
6. Did your brothers and sisters graduate from high school?
7. Describe the economic status of your family unit (e.g., high income, middle income, low income).
8. How did your parents feel about school and the importance of receiving an education?
9. Did your parents become upset or disappointed if you received poor grades?
10. Did your parents encourage your regular attendance in school?
11. If you were from a two-parent family, did both of your parents work outside of the home?
12. While attending school, did you move or change schools? If yes, how many times? How old were you at the time? Why did your family unit move?
13. Did you consider yourself to be a good reader when you were in the elementary grades?
14. Did you have several friends when you were in the elementary grades?
15. While in elementary school, did you have good attendance?
16. Describe your grades while in elementary school (e.g., good, average, poor).
17. Describe the grades which your closest friends received while in the elementary grades (e.g., good, average, poor).

18. Did you enjoy elementary school? Why or why not?
19. While in junior high school, did you participate in extra curricular activities (e.g., athletics, band, chorus). If yes, tell which ones.
20. Did you consider yourself to be a popular student while in junior high school?
21. Describe the grades which you received while in junior high school (e.g., good, average, poor).
22. Describe the grades which your closest friends received while attending junior high school (e.g., good, average, poor).
23. Describe your attendance while in junior high school (e.g., good, average, poor). Were you ever truant from school?
24. Were you ever suspended from school while in junior high school? If yes, for what reason(s)?
25. Did you consider yourself to be a popular student while in high school?
26. Were you involved in extra curricular activities while attending high school (e.g., athletics, band, chorus)? If yes, tell which ones.
27. Describe the grades which you received while in high school (e.g., good, average, poor).
28. Describe the grades which your closest friends received while attending high school (e.g., good, average, poor).
29. Describe the attendance of your friends while in high school (e.g., good, average, poor).
30. Describe your attendance while attending high school (e.g., good, average, poor). Were you ever truant from school?
31. Thinking back over all of your years in school, do you remember a teacher whom you really liked? Describe this teacher.
32. Thinking back over all of your years in school, do you remember a teacher whom you really did not like? Describe this teacher.
33. Were you ever held back at a particular grade level?
34. Explain your reason(s) for deciding to quit school.
35. How old were you when you dropped out of school?
36. Did you have friends who also dropped out of school?

37. How did your parents react to your quitting school?
38. How did your brothers and sisters react to your quitting school?
39. How did your friends react to your quitting school?
40. Did your decision to drop out of school affect you as you thought it would?
41. What could the school system have done differently to prevent you from quitting school?
43. Please add any other information or comments which you feel one should know about why you dropped out of school.

APPENDIX B
INDIVIDUAL CASE STUDIES

INDIVIDUAL CASE STUDY

Male #1

D.O.B.: 3-4-59

A) Age at entry into school: 5 yrs. 6 months

B) Attendance

Average number of days absent each year in grades K-6: 12.29 days

Average number of days absent each year in grades 7-9: 14.83 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.0

Grade 8 - 1.0

E) I.Q. Score - 104

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.5	17%
Grade 4	3.5	19%
Grade 5	4.5	24%
Grade 6	4.8	13%
Grade 7	5.1	9%
Grade 8	5.1	4%

G) Scores received on I.T.E.D.

Composite % Score - 4%

Reading % Score - 1%

Vocabulary % Score - 21%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Both graduated from high school.
5. Siblings?
One older brother.
6. Siblings--did they graduate from high school?
No
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
"Felt it was needed."
9. Parent reaction to poor grades?
Upset.
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes
12. Changed schools?
Yes, four times.
13. Consider self a good reader in elementary school?
"Not too bad."
14. Several friends in elementary school?
"A few close friends."
15. Elementary school attendance?
"Pretty good."
16. Elementary school grades?
"Average."
17. Friends' grades in elementary school?

"A little above average."

18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
Not really.
21. Junior high grades?
Poor.
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Poor - truant.
24. Suspended during junior high?
Yes, assaulted teacher.
25. Consider self popular in high school?
I didn't do too bad in high school.
26. High school - participation in extra curricular activities?
No
27. High school grades?
"Pretty good."
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Good
30. Attendance high school?
Yes
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
Yes
33. Retained or held back?
No
34. Reason for quitting school?

Job

35. How old were you when you dropped out of school?
16 yrs.
36. Friends who also "dropped out"?
Yes
37. Parent reaction to "dropping out"?
Two weeks to find a job or you lose the car.
38. Sibling reaction?
None
39. Reaction of friends?
They thought it was great.
40. Did the decision affect you as you thought it would?
Not at the time.
41. Do you regret your decision to "drop out"?
Definitely.
42. What could the school have done to prevent you from "dropping out"?
Nothing, it was my fault.
43. Other information?
None

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Two parent family.
- * I.Q. score in average range.
- * Both parents graduated from high school.
- * Parents encouraged regular attendance and good grades.
- * Good elementary school attendance.
- * Enjoyed elementary school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades - junior high school.

- * Poor performance on I.T.B.S. grades 3-8.
- * Poor performance on I.T.E.D. grade 9.
- * Did not attend nursery or pre-school.
- * Sibling did not graduate from high school.
- * Family perceived to be of "low economic status".
- * Both parents employed outside the home.
- * Changed schools four times.
- * Poor perception of elementary reading skills.
- * Not a large number of friends - elementary school.
- * Did not participate in extracurricular activities - junior high.
- * Did not consider self to be popular - junior high.
- * Poor grades - junior high.
- * Poor attendance - junior high.
- * Suspended while in junior high school.
- * Did not participate in extra-curricular activities - high school.
- * Several friends also "dropped out" of school.

INDIVIDUAL CASE STUDY

Male #2

D.O.B.: 4-7-58

A) Age at entry into school: 5 yrs. 5 months

B) Attendance

Average number of days absent each year in grades K-6: 3.4 days

Average number of days absent each year in grades 7-9: 2.83 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - .75

Grade 8 - 1.75

Grade 9 - 2.0

Grade 11 - 1.38

E) I.Q. Score - Grade 3 - 108

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.1	7%
Grade 4	2.8	7%
Grade 5	3.9	11%
Grade 6	5.1	19%
Grade 7	5.6	14%
Grade 8	6.7	20%

G) Scores received on I.T.E.D.

Grade 10 Composite % - 24%

Reading % - 25%

	Vocabulary % - 15%
Grade 11	Composite % - 21%
	Reading % - 25%
	Vocabulary % - 45%
Grade 12	Composite % - 23%
	Reading % - 9%
	Vocabulary % - 17%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Mother graduated from high school. Father completed eighth grade.
5. Siblings?
One older sister, one younger brother, one younger sister.
6. Siblings--did they graduate from high school?
Both sisters graduated. Brother still enrolled.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
It was important to them.
9. Parent reaction to poor grades?
Upset.
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes
12. Changed schools?

Yes, five times.

13. Consider self a good reader in elementary school?
Fair.
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Average
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
Yes, wrestling and track.
20. Consider self popular in junior high?
Don't know.
21. Junior high grades?
Average
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Good, no incidents of truancy.
24. Suspended during junior high?
No
25. Consider self popular in high school?
Not any more than usual.
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average and poor.
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?

Good

30. Attendance high school?
Good
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
Yes
33. Retained or held back?
No
34. Reason for quitting school?
Problem with credits and schedule, frustrated with the system.
35. How old were you when you dropped out of school?
17 years.
36. Friends who also "dropped out"?
No
37. Parent reaction to "dropping out"?
They didn't like it.
38. Sibling reaction?
Ridicule you for a little while and then forget it.
39. Reaction of friends?
Felt the same way I did.
40. Did the decision affect you as you thought it would?
No, I don't think it hurt me.
41. Do you regret your decision to "drop out"?
No
42. What could the school have done to prevent you from "dropping out"?
Been more careful with scheduling.
43. Other information?
None.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * School attendance pattern.

- * Two parent family.
- * IQ score in average range.
- * Siblings graduated from high school.
- * School, attendance and grades were valued by parents.
- * Several friends in elementary school.
- * Enjoyed elementary school.
- * Participated in wrestling and track during junior high school.
- * Good attendance in junior high school.
- * Was not suspended while in junior high school.
- * Good attendance in high school.
- * Friends remained in school, did not "drop out".

Factors which placed this student "at risk" with regard to successfully completing school.

- * Less than 5 yrs. 6 months of age at entry into school combined with male gender.
- * G.P.A. junior high and high school.
- * I.T.B.S. scores grades 3-8.
- * I.T.E.D. scores.
- * No nursery or pre-school experience.
- * Father did not graduate from high school.
- * Both parents employed outside the home.
- * Changed schools - five times.
- * Perceived self as a "fair" reader in elementary grades.
- * Did not participate in extra-curricular activities during high school years.

INDIVIDUAL CASE STUDY

Male #3

D.O.B.: 2-10-62

A) Age at entry into school: 5 yrs. 7 months

B) Attendance

Average number of days absent each year in grades K-6: 11.21 days

Average number of days absent each year in grades 7-9: 8.33 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.0

Grade 8 - 1.0

Grade 9 - 1.2

Grade 10 - .86

Grade 11 - .60

E) I.Q. Score - 90

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	1.9	3%
Grade 4	2.1	1%
Grade 5	2.8	1%
Grade 6	3.7	2%
Grade 7	4.8	6%
Grade 8	4.9	3%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 4%

	Reading % Score - 1%
	Vocabulary % Score - 10%
Grade 10	Composite % Score - 1%
	Reading % Score - 7%
	Vocabulary % Score - 1%
Grade 11	Composite % Score - 2%
	Reading % Score - 12%
	Vocabulary % Score - 3%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Dad graduated from high school, mother completed ninth grade.
5. Siblings?
One older sister.
6. Siblings--did they graduate from high school?
Yes
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
Don't know.
9. Parent reaction to poor grades?
No--did not become upset.
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes

12. Changed schools?
No
13. Consider self a good reader in elementary school?
No
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Good
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average and good.
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No
21. Junior high grades?
Low - average.
22. Friends' grades, junior high?
Average.
23. Junior high attendance?
Average - truant once.
24. Suspended during junior high?
No
25. Consider self popular in high school?
No
26. High school - participation in extra curricular activities?
No
27. High school grades?
Low average.
28. Friends' grades - high school?
Average to good.

29. Friends' attendance - high school?
Average
30. Attendance high school?
Average - "skipped a couple of times".
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
Not really--I liked them all.
33. Retained or held back?
No
34. Reason for quitting school?
Mostly my grades--a teacher I liked real well left and then I quit.
35. How old were you when you dropped out of school?
17 years old
36. Friends who also "dropped out"?
One or two did--that was way after I did.
37. Parent reaction to "dropping out"?
They were sorry that I quit.
38. Sibling reaction?
Didn't say too much.
39. Reaction of friends?
Asked why.
40. Did the decision affect you as you thought it would?
Not until now.
41. Do you regret your decision to "drop out"?
Yes
42. What could the school have done to prevent you from "dropping out"?
I don't know about that.
43. Other information?
None.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Good school attendance pattern.

- * Two parent family.
- * Older sibling graduated from high school.
- * Parental encouragement of regular school attendance.
- * Many friends while in elementary school.
- * Enjoyed elementary school.
- * Was not suspended from school while in junior high school.
- * Could not remember a teacher he did not like.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Junior high and high school grades.
- * Below average IQ score.
- * Poor performance on ITBS - grades 3-8.
- * Poor performance on ITED - high school.
- * No nursery school or pre-school experience.
- * Mother did not graduate from high school.
- * Did not perceive parental support for the importance of education.
- * Both parents employed outside of the home.
- * Did not perceive self to be a good reader while in elementary school.
- * Did not participate in extra-curricular activities while in junior high school.
- * Did not consider self to be popular while attending junior high school.
- * Low grades - junior high school.
- * Truant while in junior high school.
- * Did not consider self to be popular while attending high school.
- * Did not participate in extra-curricular activities while in high school.

- * Low grades - high school.
- * Skipped classes "a few times" while in high school.

INDIVIDUAL CASE STUDY

Male #4

D.O.B.: 9-17-58

A) Age at entry into school: 5 yrs. 11 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 10.07 days

Average number of days absent each year in grades 7-9: 30.167 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.75

Grade 8 - 1.0

Grade 9 - 1.0

Grade 10 - 1.11

E) I.Q. Score - Grade 3 - .105

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	3.6	55%
Grade 4	4.9	64%
Grade 5	5.2	42%
Grade 6	5.8	33%
Grade 7	6.7	35%
Grade 8	6.1	13%

G) Scores received on I.T.E.D.

Grade 10 Composite % Score - 19%

Reading % Score - 10%

Vocabulary % Score - 42%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Father completed seventh grade, mother graduated from high school.
5. Siblings?
Three brothers, two sisters---I was right in the middle.
6. Siblings--did they graduate from high school?
All siblings have obtained GEDs.
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
Thought it was real important.
9. Parent reaction to poor grades?
Disappointed.
10. Parental encouragement of regular school attendance?
Yes.
11. Both parents employed outside the home?
No. Father received disability payments, mother did not.
12. Changed schools?
No
13. Consider self a good reader in elementary school?
Good reader.
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Good
16. Elementary school grades?

Average

17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
Yes, it was all right.
19. Junior high participation in extra-curricular activities?
Yes, football and track.
20. Consider self popular in junior high?
Yes
21. Junior high grades?
Average (actual grades were poor)
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Wasn't very good--I was truant a few times.
24. Suspended during junior high?
Yes, I was suspended two or three times - truancy.
25. Consider self popular in high school?
Well, yes. As soon as I went to high school I didn't like it--as soon as I went there.
26. High school - participation in extra curricular activities?
No
27. High school grades?
Low, I wasn't there very long.
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Some of my friends did real well, some of them didn't do very good at all.
30. Attendance high school?
A lot of times I would go to school and then just leave (skip). I skipped quite a bit.
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?

Yes, a lot of teachers were bitchy, always on your back.

33. Retained or held back?
No
34. Reason for quitting school?
Wanted to get a job--I was planning on moving to Arizona.
35. How old were you when you dropped out of school?
17 years old.
36. Friends who also "dropped out"?
A few of my friends dropped out.
37. Parent reaction to "dropping out"?
Parents were kind of in favor of it, wasn't getting anything out of school.
38. Sibling reaction?
I really don't know.
39. Reaction of friends?
They didn't say much about it.
40. Did the decision affect you as you thought it would?
Yes, I regret dropping out.
41. Do you regret your decision to "drop out"?
I don't know. I was pretty mixed up back then, I guess. I really didn't care for the counselors there either.
42. What could the school have done to prevent you from "dropping out"?
Nothing.
43. Other information?
Received GED.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Age at entry into kindergarten.
- * Two parent family.
- * Average I.Q. Score.
- * Standardized Test Results (Grades 3-5).
- * Parent attitude and support for school - particularly at elementary

level.

- * Perceived self to be a good reader while in elementary school.
- * Considered self to have several friends in elementary school.
- * Participated in extra-curricular activities while in junior high school.
- * Considered self to be popular while in junior high school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor attendance during junior high school.
- * Poor grades junior and high school.
- * Poor or below average performance on standardized tests (Grades 6-8).
- * Poor performance on ITED tests at the high school level.
- * No nursery or pre-school experience.
- * Father did not graduate from high school.
- * None of siblings graduated from high school.
- * Perceived family to be of low socio-economic status.
- * History of truancy and poor attendance at junior high school level.
- * Suspended while attending junior high school.
- * Reported an immediate dislike for high school.
- * Did not participate in extra-curricular activities while in high school.
- * Poor grades - high school.
- * Reported having friends who "didn't do very good at all" while in high school.
- * Poor attendance and history of unexplained absences while in high school.
- * Had friends who dropped out of school.
- * Parents were supportive of decision to drop out.

* Neither siblings or friends voiced disappointment or disapproval of the decision to drop out of school.

INDIVIDUAL CASE STUDY

Male #5

D.O.B.: 7-20-60

A) Age at entry into school: 5 yrs. 1 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 2.43 days

Average number of days absent each year in grades 7-9: 2.0 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.0

Grade 8 - 1.75

Grade 9 - 1.67

Grade 11 - .76

Grade 12 - .75

E) I.Q. Score - 95

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.1	7%
Grade 4	2.6	4%
Grade 5	4.5	--
Grade 6	3.9	3%
Grade 7	4.5	3%
Grade 8	4.3	1%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 4%

	Reading % Score - 18%
	Vocabulary % Score - 2%
Grade 10	Composite % Score - 2%
	Reading % Score - 15%
	Vocabulary % Score - 4%
Grade 11	Composite % Score - 3%
	Reading % Score - 3%
	Vocabulary % Score - 4%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Both mother and father graduated from high school.
5. Siblings?
Middle child in a family of seven children.
6. Siblings--did they graduate from high school?
All siblings to date have graduated from high school.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"Thought it was pretty important and wanted all of their kids to get a good education."
9. Parent reaction to poor grades?
Upset.
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?

Yes

12. Changed schools?
No
13. Consider self a good reader in elementary school?
No
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Yes
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
Yes, sports.
20. Consider self popular in junior high?
No
21. Junior high grades?
Average (actual grades were low).
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Average - "I didn't ever skip school."
24. Suspended during junior high?
Yes, suspended once or twice for fighting.
25. Consider self popular in high school?
No
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average (actual grades were low).
28. Friends' grades - high school?

Average

29. Friends' attendance - high school?
Average
30. Attendance high school?
Average
31. Remember a teacher whom you liked?
Not right off hand. Well, probably my first grade teacher.
32. Remember a teacher whom you did not like?
Yes
33. Retained or held back?
No
34. Reason for quitting school?
"I more or less got kicked out for fighting, kind of yelling back at teacher."
35. How old were you when you dropped out of school?
17 years old. Senior in high school.
36. Friends who also "dropped out"?
No
37. Parent reaction to "dropping out"?
Very upset.
38. Sibling reaction?
Upset.
39. Reaction of friends?
"Mad because I quit."
40. Did the decision affect you as you thought it would?
Yes
41. Do you regret your decision to "drop out"?
Yes
42. What could the school have done to prevent you from "dropping out"?
"Counseling might have helped."
43. Other information?
None

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Excellent attendance during elementary and junior high school.
- * Two parent family.
- * Both parents graduated from high school.
- * All siblings had graduated from high school.
- * Parents felt education, regular attendance and good grades were all important.
- * Reported having several friends while in elementary school.
- * Enjoyed elementary school.
- * Participated in extra-curricular activities while in junior high school.
- * Did have a history of truancy while attending junior high school.
- * Parents, siblings and friends did not support the decision to quit school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Male who was very young (5 yrs 1 1/2 months old) when entering kindergarten.
- * Poor grades junior high and high school.
- * Poor or below average performance on standardized tests (grades 3-8).
- * Poor or below average performance on standardized tests (high school).
- * No nursery or pre-school experience.
- * Both parents employed outside of the home.
- * Did not perceive self to be a good reader while in elementary school.
- * Did not consider self to be popular while in junior high school.
- * Suspended while in junior high school.

- * Did not consider self to be popular while attending high school.
- * Did not participate in extra-curricular activities while in high school.
- * Expressed difficulty identifying a "teacher which you liked".

INDIVIDUAL CASE STUDY

Male #6

D.O.B.: 11-11-60

A) Age at entry into school: 5 yrs. 10 months

B) Attendance

Average number of days absent each year in grades K-6: 2.36 days

Average number of days absent each year in grades 7-9: 6.167 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.0

Grade 8 - 1.25

Grade 9 - 0.25

Grade 10 - 1.0

E) I.Q. Score - Grade 3 - 115

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.2	9%
Grade 4	2.9	8%
Grade 5	4.7	29%
Grade 6	4.7	13%
Grade 7	4.9	9%
Grade 8	5.7	8%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 3%

Reading % Score - 14%

Vocabulary % Score - 13%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Both graduated from high school.
5. Siblings?
2 brothers.
6. Siblings--did they graduate from high school?
Both siblings graduated from high school.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
Felt it was important.
9. Parent reaction to poor grades?
Upset.
10. Parental encouragement of regular school attendance?
Yes.
11. Both parents employed outside the home?
Yes.
12. Changed schools?
No.
13. Consider self a good reader in elementary school?
Yes.
14. Several friends in elementary school?
Yes.
15. Elementary school attendance?
Good.
16. Elementary school grades?

Average.

17. Friends' grades in elementary school?
Average.
18. Did you enjoy elementary school?
First half yes, second half no.
19. Junior high participation in extra-curricular activities?
No.
20. Consider self popular in junior high?
No.
21. Junior high grades?
Poor.
22. Friends' grades, junior high?
Average.
23. Junior high attendance?
Pretty good - "Skipped a few times."
24. Suspended during junior high?
Suspended a couple of times for fighting.
25. Consider self popular in high school?
No
26. High school - participation in extra curricular activities?
No
27. High school grades?
Poor.
28. Friends' grades - high school?
Average.
29. Friends' attendance - high school?
Friends also had poor attendance.
30. Attendance high school?
Poor - "I skipped school so I could go to work."
31. Remember a teacher whom you liked?
Yes.
32. Remember a teacher whom you did not like?
Yes.
33. Retained or held back?

No.

34. Reason for quitting school?
"At the time to make some money."
35. How old were you when you dropped out of school?
17 years old.
36. Friends who also "dropped out"?
Yes.
37. Parent reaction to "dropping out"?
"My parents didn't mind my dropping out as long as I got a job."
38. Sibling reaction?
They didn't really say too much.
39. Reaction of friends?
They didn't say too much either.
40. Did the decision affect you as you thought it would?
No. "I went back and got my GED just for the pure fact to make my father happy. It hasn't helped me since either."
41. Do you regret your decision to "drop out"?
A little bit for the friends. From what I learned when I was in school it hasn't helped me yet. Schooling hasn't helped me. Going back and getting my GED hasn't helped me yet.
42. What could the school have done to prevent you from "dropping out"?
I don't think the school was at fault, it was me.
43. Other information?
I figured out my own timeline--I went back and got my GED.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Regular attendance in elementary and junior high school.
- * Two parent family.
- * Above average I.Q. score.
- * Both parents graduated from high school.
- * Both siblings graduated from high school.
- * Parents felt education, grades and regular attendance were

important.

- * Considered self to be a good reader in elementary grades.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades junior high and high school.
- * Below average performance on standardized tests (grades 3-8).
- * Below average performance on standardized tests (grade 9).
- * No nursery or pre-school experience.
- * Both parents employed outside of the home.
- * Did not enjoy the second half of elementary school.
- * Did not participate in extra-curricular activities while in junior high school.
- * History of truancy started in junior high.
- * Suspended during junior high school.
- * Did not consider self to be popular while in junior high.
- * Did not consider self to be popular while in high school.
- * Did not participate in extra-curricular activities during high school.
- * Reported friends having poor attendance while in junior high.
- * Truant during high school enrollment.
- * Reported having friends who also dropped out of school.
- * Parents, siblings, and friends did not object to the decision to drop out of school.

INDIVIDUAL CASE STUDY

Male #7

D.O.B.: 1-26-63

A) Age at entry into school: 5 years 8 2/3 months

B) Attendance

Average number of days absent each year in grades K-6: 9.86 days

Average number of days absent each year in grades 7-9: 16.5 days

C) Single Parent Family: Parents separated. (structured interview)

D) Grade Point Average

Core Subjects: Grade 7 - 1.40

Grade 8 - NA

Grade 9 - 1.36

Grade 10 - 1.88

Grade 11 - 1.33

E) I.Q. Score - Grade 3 - 91

F) I.T.B.S. results were not available.

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 1%

Reading % Score - 1%

Vocabulary % Score - 3%

Grade 10 Composite % Score - 4%

Reading % Score - 2%

Vocabulary % Score - 8%

Grade 11 Composite % Score - 1%

Reading % Score - 1%

Vocabulary % Score - 3%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
They were separated.
4. Educational level of parents?
Father graduated from high school, mother completed the eighth grade.
5. Siblings?
One older brother, one older sister, one younger sister.
6. Siblings--did they graduate from high school?
Brothers and sisters got GED's.
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
That's a tough one.
9. Parent reaction to poor grades?
Pretty understanding.
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes
12. Changed schools?
Yes, 3-4 times.
13. Consider self a good reader in elementary school?
No
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Average
16. Elementary school grades?

Average

17. Friends' grades in elementary school?
Good
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
Yes, football and basketball.
20. Consider self popular in junior high?
Not real popular, but I was well known.
21. Junior high grades?
Poor.
22. Friends' grades, junior high?
Good.
23. Junior high attendance?
Good - "didn't ever skip school."
24. Suspended during junior high?
No, never suspended in junior high school.
25. Consider self popular in high school?
No
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average. (Records actually indicate that grades were poor.)
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Great attendance.
30. Attendance high school?
Good, never truant in high school.
31. Remember a teacher whom you liked?
Yes.
32. Remember a teacher whom you did not like?
Yes.
33. Retained or held back?

No.

34. Reason for quitting school?
Disagreements with teachers.
35. How old were you when you dropped out of school?
17 years old.
36. Friends who also "dropped out"?
A few.
37. Parent reaction to "dropping out"?
"They weren't too happy."
38. Sibling reaction?
"They thought I was pretty stupid."
39. Reaction of friends?
Mainly encouraged me to stay in school.
40. Did the decision affect you as you thought it would?
Yes.
41. Do you regret your decision to "drop out"?
Yes.
42. What could the school have done to prevent you from "dropping out"?
Could have been a little bit more fair. Not the system, just individual teachers.
43. Other information?
None.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Parents encouraged regular school attendance.
- * Reported having several friends while in elementary school.
- * Enjoyed elementary school.
- * Participated in extra-curricular activities in junior high.
- * Reported "didn't ever skip school" while in junior high.
- * No history of junior high school suspension.
- * No history of truancy while in junior high school.

- * Parents, siblings, and friends did not support the decision to "drop out" of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades - junior high and high school.
- * Below average I.Q. score.
- * Below average performance on standardized tests (Grades 9, 10, 11).
- * No nursery or pre-school experience.
- * Parents were separated.
- * Mother did not graduate from high school.
- * Siblings did not graduate from high school.
- * Perceived to be from a low income family.
- * Poor understanding of parental attitude about education.
- * Changed schools 3-4 times.
- * Did not consider self to be a good reader while in elementary school.
- * Did not consider self to be popular while in junior high school.
- * Did not consider self to be popular while in high school.
- * Did not participate in extra-curricular activities while in high school.
- * Reported having friends who also "dropped out" of school.

INDIVIDUAL CASE STUDY

Male #8

D.O.B.: 7-27-60

A) Age at entry into school: 5 years 1 month

B) Attendance

Average number of days absent each year in grades K-6: 11.43 days

Average number of days absent each year in grades 7-9: 18.67 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.75

Grade 8 - 1.75

Grade 9 - NA

Grade 10 - 1.76

E) I.Q. Score - Grade 3 - 105

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.1	7%
Grade 4	3.6	24%
Grade 5	4.7	NA
Grade 6	4.6	11%
Grade 7	5.4	12%
Grade 8	5.9	13%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 20%

Reading % Score - 24%

	Vocabulary % Score - 55%
Grade 11	Composite % Score - 3%
	Reading % Score - 8%
	Vocabulary % Score - 3%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
I think so.
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Both parents completed the tenth grade - neither graduated.
5. Siblings?
One younger sister.
6. Siblings--did they graduate from high school?
My sister graduated.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"They were pretty strong on it."
9. Parent reaction to poor grades?
"Not terribly, told me to try harder."
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes
12. Changed schools?
No
13. Consider self a good reader in elementary school?
Not extremely.
14. Several friends in elementary school?

Yes

15. Elementary school attendance?
Average
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No, I never tried to be.
21. Junior high grades?
Average. (Grades were actually below average.)
22. Friends' grades, junior high?
Average.
23. Junior high attendance?
Average. Yes, I skipped, I was truant once.
24. Suspended during junior high?
Just once for being truant one time.
25. Consider self popular in high school?
I got along with people.
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Poor
30. Attendance high school?
Poor, I was truant a lot.
31. Remember a teacher whom you liked?

Yes

32. Remember a teacher whom you did not like?
No, not one I really disliked.
33. Retained or held back?
No
34. Reason for quitting school?
I felt it was time for me to get a job.
35. How old were you when you dropped out of school?
17 years old.
36. Friends who also "dropped out"?
Yes.
37. Parent reaction to "dropping out"?
No happy.
38. Sibling reaction?
Made my sister want to finish.
39. Reaction of friends?
Some just took it that was the way I wanted to live.
40. Did the decision affect you as you thought it would?
No not really. Some people in college aren't doing a hole hell of a lot better than I am.
41. Do you regret your decision to "drop out"?
Sometimes, yes.
42. What could the school have done to prevent you from "dropping out"?
Could have taken a little more time with some of the not so bright students and not showed so much favoritism.
43. Other information?
None.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Two parent family.
- * Above average IQ score.
- * Sister graduated from high school.
- * Parents conveyed a feeling that school was important.

- * Parents encouraged regular school attendance.
- * Reported having several friends while in elementary school.
- * Enjoyed elementary school.
- * Parents and sister did not support the decision to drop out of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Male who entered school (kindergarten) at a young age.
- * Poor grades - junior high and high school.
- * Below average performance on standardized tests (grades 3-8).
- * Below average performance on standardized tests (grades 9, 11).
- * Neither parent graduated from high school.
- * Parents did not express a high degree of concern over low grades.
- * Both parents worked outside of the home.
- * Did not consider self to be a good reader while in elementary school.
- * Did not participate in extra-curricular activities while in junior high.
- * Did not consider self to be popular while in junior high.
- * Reported skipping school and being truant while in junior high.
- * Suspended while in junior high.
- * Did not consider self to be popular while in high school.
- * Did not participate in extra-curricular activities while in high school.
- * Reported having friends with poor high school attendance patterns.
- * Reported self as having poor high school attendance with a high rate of truancy.

INDIVIDUAL CASE STUDY

Male #9

D.O.B.: Not available.

A) Age at entry into school: Unknown

B) Attendance

Average number of days absent each year in grades K-6: 24 days of recorded absence while in Grade 9.

C) Single Parent Family: Yes, after age 5.

D) Grade Point Average

Core Subjects: Grade 9 - 1st semester - 2.25

2nd semester - 2.50

Grade 10 - 1st semester - 3.0

2nd semester - 1.5

E) I.Q. Score - Grade 3 - Unknown

F) I.T.B.S. results were unavailable.

G) Scores received on I.T.E.D.

Grade 11 Composite % Score - 83%

Reading % Score - 90%

Vocabulary % Score - 87%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
Yes, Mother died when the child was five years old.
3. Natural parents divorced?
No
4. Educational level of parents?

Both parents attended junior college.

5. Siblings?
One older sister, three younger sisters, one younger brother.
6. Siblings--did they graduate from high school?
Siblings graduated from high school.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"I don't know."
9. Parent reaction to poor grades?
Yes
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes
12. Changed schools?
Yes, approximately age 14.
13. Consider self a good reader in elementary school?
Yes
14. Several friends in elementary school?
I don't know I had a few.
15. Elementary school attendance?
I suppose good.
16. Elementary school grades?
17. Friends' grades in elementary school?
18. Did you enjoy elementary school?
I guess it was all right.
19. Junior high participation in extra-curricular activities?
Yes, cross country, baseball and chorus.
20. Consider self popular in junior high?
No, not really.
21. Junior high grades?

Average.

22. Friends' grades, junior high?
Average.
23. Junior high attendance?
I'd say average.
24. Suspended during junior high?
Average - skipped school a few times.
25. Consider self popular in high school?
No, not really.
26. High school - participation in extra curricular activities?
Just cross country.
27. High school grades?
Average.
28. Friends' grades - high school?
I have no idea.
29. Friends' attendance high school?
Average, I guess.
30. Attendance high school?
Average, not truant very often.
31. Remember a teacher whom you liked?
No, not really.
32. Remember a teacher whom you did not like?
No, not really.
33. Retained or held back?
Nope.
34. Reason for quitting school?
Just decided to quit.
35. How old were you when you dropped out of school?
17 years old.
36. Friends who also "dropped out"?
No, none of my close friends.
37. Parent reaction to "dropping out"?
I don't know, I was living on my own.
38. Sibling reaction?

I don't know, they never said anything.

39. Reaction of friends?
I don't know I never thought about it.
40. Did the decision affect you as you thought it would?
I don't know, I never really thought about it.
41. Do you regret your decision to "drop out"?
No, not really.
42. What could the school have done to prevent you from "dropping out"?
Didn't have the classes that I wanted when I signed up for them.
43. Other information?
None.

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Above average grades - (grades 9, 10 - 1st semester)
- * Above average performance on standardized achievement tests (grade 11).
- * Both parents completed high school and attended junior college.
- * Siblings graduated from high school.
- * Parent encouraged good grades and school attendance.
- * Considered self to be a good reader while in elementary school.
- * Participated in extracurricular activities while in junior high.
- * Participated in extracurricular activities while in junior high.
- * Close friends did not "drop out" of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Relatively high rate of absenteeism in grade 9.
- * Sharp decrease in G.P.A. - 2nd semester grade 10.
- * No nursery or pre-school experience.
- * Mother died when the child was five years old.

- * Reported no knowledge of parental feeling, regarding the importance of an education.
- * Both parents worked outside of the home.
- * Reported having few friends while in elementary school.
- * Did not report a clearly affirmative response to enjoying elementary school "suppose it was all right."
- * Did not consider self to be popular while in junior high.
- * Reported skipping school "a few" times while in junior high.
- * Did not consider self to be popular while in high school.
- * Reported "no idea" about friends grades while in junior high.
- * Reported some truancy while in high school.
- * Did not remember either teachers who were liked or disliked.
- * Parent, siblings and friends do not respond aggressively to dissuade student from dropping out of school.

Realizing the above average academic capabilities of this student the impact of the death of the mother when the child was five years old surfaces as a significant "at risk" factor for this student.

INDIVIDUAL CASE STUDY

Male #10

D.O.B.: 3-4-59

A) Age at entry into school: 5 years 1 1/2 months:

B) Attendance

Average number of days absent each year in grades K-6: 16.36 days

Average number of days absent each year in grades 7-9: 26.167 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.20

Grade 8 - 1.50

Grade 9 - .33

E) I.Q. Score - Grade 3 - 109

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.6	20%
Grade 4	4.0	35%
Grade 5	4.5	24%
Grade 6	5.3	23%
Grade 7	Not available	
Grade 8	6.2	13%

G) Scores received on I.T.E.D.

Composite % Score - 19%

Reading % Score - 42%

Vocabulary % Score - 8 %

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Mother graduated from high school. Father completed sixth grade and later received a G.E.D.
5. Siblings?
Two younger sisters and two younger brothers.
6. Siblings--did they graduate from high school?
One sibling graduated from high school.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"They wanted me to finish."
9. Parent reaction to poor grades?
"They didn't say much."
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
No
12. Changed schools?
No
13. Consider self a good reader in elementary school?
No
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Pretty good.
16. Elementary school grades?
Good

17. Friends' grades in elementary school?
Good
18. Did you enjoy elementary school?
Yes - "I always thought it was a lot of fun."
19. Junior high participation in extra-curricular activities?
Track
20. Consider self popular in junior high?
Yes
21. Junior high grades?
Average - (Grades were actually poor).
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Poor
24. Suspended during junior high?
Suspended.
25. Consider self popular in high school?
Yes, with the people I know.
26. High school - participation in extra curricular activities?
No
27. High school grades?
"Can't remember getting any report cards."
28. Friends' grades - high school?
"I don't know."
29. Friends' attendance - high school?
Poor.
30. Attendance high school?
Poor.
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
"I don't remember any that I didn't like."
33. Retained or held back?
No

34. Reason for quitting school?
I wanted to get a job so that I could move out of the house. My father was an alcoholic.
35. How old were you when you dropped out of school?
16 or 17 years old.
36. Friends who also "dropped out"?
Yes
37. Parent reaction to "dropping out"?
"My mom wasn't happy at all, but my dad didn't say a whole lot."
38. Sibling reaction?
They never said.
39. Reaction of friends?
They never really said.
40. Did the decision affect you as you thought it would?
"Well, I wish I hadn't"; "I regret dropping out."
41. Do you regret your decision to "drop out"?
"Nothing that I can think of. School wasn't the reason that I quit."
42. What could the school have done to prevent you from "dropping out"?
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Two parent family.
- * Above average IQ score.
- * Parental support for education, and regular attendance.
- * Reported having several friends while in elementary school.
- * Enjoyed elementary school.
- * Participated in track during junior high school.
- * Considered self to be popular while in junior high.

Factors which placed this student "at risk" with regard to successfully

completing school.

- * Male who was young (5 yrs. 1 1/2 months) when entering school for the first time.
- * Relatively high rate of absence during junior high.
- * Poor grades during junior high school.
- * Below average performance on standardized tests (grades 3-8).
- * Below average performance on standardized tests (grade 10).
- * No pre-school or nursery school experience.
- * Father did not graduate from high school.
- * Parents "didn't say much" when student received poor grades.
- * Did not consider self to be a good reader while in elementary school.
- * Perceived self to have had poor school attendance during junior high.
- * Suspended while in junior high.
- * Did not participate in extra-curricular activities while in high school.
- * Reported self and friends as having poor attendance while in high school.
- * Reported father was an alcoholic.
- * Reported having friends who also "dropped" out.
- * Both parent, sibling, and friends did not vigorously oppose the decision to "drop out" of school.

INDIVIDUAL CASE STUDY

Female #1

D.O.B.: 2-3-61

A) Age at entry into school: 5 years 8 months

B) Attendance

Average number of days absent each year in grades K-6: 10.14 days

Average number of days absent each year in grades 7-9: 32.0 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.5

Grade 8 - 1.25

Grade 9 - 1.0

E) I.Q. Score - Grade 3 - 111

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	3.7	59%
Grade 4	4.3	44%
Grade 5	5.5	51%
Grade 6	6.5	52%
Grade 7	7.5	52%
Grade 8	8.0	37%

G) Scores received on I.T.E.D.

Grade 9 Reading % Score - 53%

Composite % Score - 48%

Vocabulary % Score - 81%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
Parents divorced when the student was in the eighth grade.
4. Educational level of parents?
Both parents attended college.
5. Siblings?
Four sisters and one brother. I'm one of the middle children.
6. Siblings--did they graduate from high school?
Older sister did not graduate from high school other siblings did not graduate.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
Very important.
9. Parent reaction to poor grades?
Yes
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
No
12. Changed schools?
No
13. Consider self a good reader in elementary school?
"Yes, I was a good reader."
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Yes
16. Elementary school grades?
Average

17. Friends' grades in elementary school?
Good, I think.
18. Did you enjoy elementary school?
Yes, I always liked school.
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
Yes, orchestra.
21. Junior high grades?
About average (records indicate junior high grades were poor.)
22. Friends' grades, junior high?
Average
23. Junior high attendance?
"Not very good." "Yes, in ninth grade I skipped school."
24. Suspended during junior high?
Suspended in junior high school for truancy.
25. Consider self popular in high school?
No really.
26. High school - participation in extra curricular activities?
No
27. High school grades?
"Mostly C's."
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Unknown
30. Attendance high school?
"Wasn't very good, yes, I skipped school."
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
No
33. Retained or held back?
No

34. Reason for quitting school?
I just wasn't interested in school. I wasn't doing good in tenth grade. I was missing a lot of school.
35. How old were you when you dropped out of school?
Seventeen years old.
36. Friends who also "dropped out"?
One of my friends "dropped out" of school also.
37. Parent reaction to "dropping out"?
"I lived with my dad--he didn't like it very well."
38. Sibling reaction?
No much reaction from my brothers and sisters.
39. Reaction of friends?
"They didn't really react either."
40. Did the decision affect you as you thought it would?
"I liked going to school. I was just lazy."
41. Do you regret your decision to "drop out"?
"Yes, I regret it."
42. What could the school have done to prevent you from "dropping out"?
Maybe they could have worked with me more, been a little more strict.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Above average IQ score.
- * Grade level performance on standardized tests (grades 3-8).
- * Average performance on standardized tests grade 9.
- * Both parents attended college.
- * Parents felt that education, grades and attendance were important.
- * Perceived self to be a good reader in elementary school.
- * Reported having several friends while in elementary school.
- * Indicated that she enjoyed elementary school.

- * Participated in extra curricular activities while in junior high (orchestra)

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor attendance - junior high school.
- * Poor grades - junior high school.
- * No nursery or pre-school experience.
- * Parents divorced when the student was in eight grade.
- * Older sister did not graduate from high school.
- * Did not consider self to be popular while in junior high school.
- * Skipped school during junior high.
- * Suspended during junior high school.
- * Did not consider self to be popular while in high school.
- * Did not participate in extracurricular activities while in high school.
- * Poor attendance and truancy during high school.
- * Reported having a friend who "dropped out" of school.
- * Siblings and friends did not react negatively to the decision to quit school.

INDIVIDUAL CASE STUDY

Female #2

D.O.B.: 1-18-62

A) Age at entry into school: 5 yrs 8 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 5.07 days

Average number of days absent each year in grades 7-9: 17.5 days

C) Single Parent Family: Father deceased when the student was 11 years old.

D) Grade Point Average

Core Subjects: Grade 7 - 1.6

Grade 8 - 1.25

Grade 9 - 1.0

E) I.Q. Score - Grade 6 - 83

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.3	
Grade 4	3.1	
Grade 5	3.5	
Grade 6	4.2	
Grade 7	5.6	
Grade 8	Not available.	

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 1%

Reading % Score - Not available

Vocabulary % Score - 2%

Grade 10

Composite % Score - 8 %

Reading % Score - 32%

Vocabulary % Score - 1%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
Head Start
2. Death of natural parent?
Father deceased when the student was 11 years old.
3. Natural parents divorced?
No applicable.
4. Educational level of parents?
Father graduated from high school, mother completed the ninth grade.
5. Siblings?
Seven siblings - second youngest.
6. Siblings--did they graduate from high school?
All siblings graduated from high school.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"Thought it was real important."
9. Parent reaction to poor grades?
Yes
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
No, not even after my father died.
12. Changed schools?
No
13. Consider self a good reader in elementary school?
Yes
14. Several friends in elementary school?
Yes

15. Elementary school attendance?
No
16. Elementary school grades?
Good
17. Friends' grades in elementary school?
Good
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
Yes
21. Junior high grades?
Average
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Average, I skipped school.
24. Suspended during junior high?
Suspended once or twice in junior high.
25. Consider self popular in high school?
I don't know - so-so.
26. High school - participation in extra curricular activities?
No
27. High school grades?
"I went to the Alternative School."
28. Friends' grades - high school?
"All of my friends went to the Alternative School."
29. Friends' attendance - high school?
Average
30. Attendance high school?
Average
31. Remember a teacher whom you liked?
No

32. Remember a teacher whom you did not like?
No
33. Retained or held back?
No
34. Reason for quitting school?
"Only had about four credits left."
35. How old were you when you dropped out of school?
Twenty years old.
36. Friends who also "dropped out"?
No
37. Parent reaction to "dropping out"?
"There wasn't much they could say about it, I was twenty years old."
38. Sibling reaction?
"They didn't like it."
39. Reaction of friends?
Didn't say much.
40. Did the decision affect you as you thought it would?
Not yet.
41. Do you regret your decision to "drop out"?
Yes, I regret it.
42. What could the school have done to prevent you from "dropping out"?
At the time, no, I was working and it was just too much.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Attended Head Start.
- * All siblings graduated from high school.
- * Parents felt education, regular attendance and good grades were important.
- * Considered self to be a good reader while in elementary school.
- * Reported having several friends while in elementary school.

- * Enjoyed elementary school.
- * Perceived self to be popular while in junior high school.
- * Friends did not support decision to "drop out" if school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Relatively poor attendance pattern - junior high.
- * Father deceased when student was eleven years old.
- * Poor grades - junior high.
- * Below average IQ score.
- * Below average performance on standardized tests.
- * Mother did not graduate from high school.
- * Did not participate in extracurricular activities while in junior high.
- * Record of truancy during junior high school.
- * Suspended while in junior high school.
- * Friends also "dropped out".
- * Did not participate in extracurricular activities while in junior high school.
- * Did not consider self to be popular while in high school.

INDIVIDUAL CASE STUDY

Female #3

D.O.B.: 5-3-62

A) Age at entry into school: 5-3-62

B) Attendance

Average number of days absent each year in grades K-6: Information was not available.

Average number of days absent each year in grades 7-9: Information was not available.

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 9 - 1.50

Grade 10 - 1.25

Grade 11 - .87

E) I.Q. Score was not available.

F) I.T.B.S. results were not available.

G) Scores received on I.T.E.D.

Grade 10	Composite % Score - 20%
	Reading % Score - 11%
	Vocabulary % Score - 16%
Grade 11	Composite % Score - 6%
	Reading % Score - 16%
	Vocabulary % Score - 23%
Grade 12	Composite % Score - 25%
	Reading % Score - 14%
	Vocabulary % Score - 11%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Father completed the eighth grade, Mother graduated from high school.
5. Siblings?
One older brother, one older sister, two younger sisters and one younger brother.
6. Siblings--did they graduate from high school?
All siblings except older brother graduated.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
They thought it was number one.
9. Parent reaction to poor grades?
Disappointed.
10. Parental encouragement of regular school attendance?
Yes, they encouraged my attendance.
11. Both parents employed outside the home?
No
12. Changed schools?
No
13. Consider self a good reader in elementary school?
Yes
14. Several friends in elementary school?
A few.
15. Elementary school attendance?
Good
16. Elementary school grades?
Average

17. Friends' grades in elementary school?
Good
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
Yes, chorus.
20. Consider self popular in junior high?
No
21. Junior high grades?
Average
22. Friends' grades, junior high?
Good
23. Junior high attendance?
Average, "I was always staying home because I was sick or something like that."
24. Suspended during junior high?
No
25. Consider self popular in high school?
Yes
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average (record indicates high school grades were below average).
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Average
30. Attendance high school?
Average
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
Yes
33. Retained or held back?

No

34. Reason for quitting school?
Pregnancy
35. How old were you when you dropped out of school?
Seventeen years old.
36. Friends who also "dropped out"?
Yes
37. Parent reaction to "dropping out"?
"They were disappointed but thought it was the best idea."
38. Sibling reaction?
They didn't really.
39. Reaction of friends?
Didn't figure it was anything unusual.
40. Did the decision affect you as you thought it would?
"All that time it made me grow up a lot, I guess I went and got my GED right away."
41. Do you regret your decision to "drop out"?
"Well, under the circumstances I did the right thing but I do regret that it had to be that way."
42. What could the school have done to prevent you from "dropping out"?
"Not a lot."
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Parents conveyed the message that education, good grades and regular attendance were important.
- * Perceived self to be a good reader while in elementary school.
- * Reported that she enjoyed elementary school.
- * Participated in an extracurricular activity (chorus) during junior high school.
- * Was not suspended during junior high school.
- * Perceived self to be popular while enrolled in high school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades - (grades 9, 10, 11)
- * Below average performance on standardized tests (grades 10, 11, 12)
- * No nursery or pre-school experience.
- * Father did not graduate from high school.
- * Indicated "I was always staying home because I was sick or something like that" during junior high school.
- * Did not participate in extracurricular activities while in high school.
- * Neither parents, sibling, or friends aggressively attempted to discourage the decision to quit school.

INDIVIDUAL CASE STUDY

Female #4

D.O.B.: 8-6-60

A) Age at entry into school: 5 yrs 1 month

B) Attendance

Average number of days absent each year in grades K-6: 7.1 days

Average number of days absent each year in grades 7-9: 10.0 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 2.0

Grade 8 - 2.0

Grade 9 - 1.67

E) I.Q. Score - Grade 3 - 108

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	3.3	44%
Grade 4	3.4	19%
Grade 5	5.0	No available
Grade 6	5.5	27%
Grade 7	5.6	15%
Grade 8	6.7	23%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 20%

Reading % Score - 38%

Vocabulary % Score - 34%

Grade 10

Composite % Score - 36%

Reading % Score - 43%

Vocabulary % Score - 42%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Mother completed tenth grade. Father graduated from high school.
5. Siblings?
Three older brothers, two younger sisters.
6. Siblings--did they graduate from high school?
All siblings graduated from high school.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"Wasn't talked about much, I don't know."
9. Parent reaction to poor grades?
No
10. Parental encouragement of regular school attendance?
Yes, at first.
11. Both parents employed outside the home?
Yes
12. Changed schools?
Couple of times.
13. Consider self a good reader in elementary school?
Fair
14. Several friends in elementary school?
Yes

15. Elementary school attendance?
Good
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
Didn't enjoy it but I didn't dislike it either.
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No
21. Junior high grades?
Average
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Average - "Yes, I skipped school but not very often."
24. Suspended during junior high?
No
25. Consider self popular in high school?
Average
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Average
30. Attendance high school?
Poor - "I attended school but I didn't attend classes."
31. Remember a teacher whom you liked?
Yes

32. Remember a teacher whom you did not like?
No
33. Retained or held back?
No
34. Reason for quitting school?
"I wasn't going to classes, I didn't want to be there. Rebellion time, I guess."
35. How old were you when you dropped out of school?
16 years old.
36. Friends who also "dropped out"?
No
37. Parent reaction to "dropping out"?
"It was all right with them because they knew I wasn't going to classes anyway."
38. Sibling reaction?
"Didn't shock them."
39. Reaction of friends?
"Didn't say much."
40. Did the decision affect you as you thought it would?
"I don't know, I hadn't really thought about that."
41. Do you regret your decision to "drop out"?
"Yes, if I had it to do over again I probably would have stayed in."
42. What could the school have done to prevent you from "dropping out"?
Encouraged me, more counseling.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Regular pattern of school attendance (grades K-8)
- * Above average I.Q. score.
- * All siblings graduated from high school.
- * Reported having several friends during elementary school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Relatively young age (5 yrs 1 month) at time of initial school enrollment.
- * Below average performance on standardized tests (grades 6, 7, 8, 9, 10)
- * No nursery or pre-school enrollment.
- * Mother did not graduate from high school.
- * Parents did not convey a sense of importance of education, good grades and regular attendance.
- * Both parents were employed outside of the home.
- * Changed schools.
- * Neutral feelings regarding elementary school.
- * Did not participate in extra curricular activities during junior high school.
- * Did not consider self to be popular while in junior high school.
- * Reported being truant during junior high school.
- * Did not participate in extra curricular activities during high school.
- * Reported skipping classes during high school.
- * Parents, siblings and friends did not aggressively attempt to discourage the student from dropping out of school.

INDIVIDUAL CASE STUDY

Female #5

D.O.B.: 3-16-61

A) Age at entry into school: 5 years 5 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 4.29 days

Average number of days absent each year in grades 7-9: 10.75 days

C) Single Parent Family: No:

D) Grade Point Average

Core Subjects: Grade 7 - 1.5

Grade 8 - 1.5

Grade 9 - Grades were not available.

E) I.Q. Score - Grade 3 - 97

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.9	30%
Grade 4	3.0	10%
Grade 5	4.2	18%
Grade 6	5.3	24%
Grade 7	6.0	26%
Grade 8	Absent during testing	

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 22%

Reading % Score - 20%

Vocabulary % Score - 7%

Grade 10

Composite % Score - 3%

Reading % Score - 15%

Vocabulary % Score - 16%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
Yes - Head Start.
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Both parents completed the eighth grade.
5. Siblings?
Three older siblings, four younger siblings.
6. Siblings--did they graduate from high school?
Older siblings did not graduate, three of the younger siblings have graduated.
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
"Thought it was important."
9. Parent reaction to poor grades?
Yes
10. Parental encouragement of regular school attendance?
They did for awhile, until I got to the ninth grade, then not really.
11. Both parents employed outside the home?
Yes
12. Changed schools?
Yes, twice.
13. Consider self a good reader in elementary school?
Yes.
14. Several friends in elementary school?
Yes.

15. Elementary school attendance?
Average.
16. Elementary school grades?
Average.
17. Friends' grades in elementary school?
Mainly average.
18. Did you enjoy elementary school?
Yes, for the first couple of years. After fourth grade it was boring and I lost interest."
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No, not really.
21. Junior high grades?
Poor.
22. Friends' grades, junior high?
Low average.
23. Junior high attendance?
Good, "I skipped school in junior high."
24. Suspended during junior high?
Yes, I was suspended. I was suspended quite often after the eighth grade.
25. Consider self popular in high school?
No
26. High school - participation in extra curricular activities?
No
27. High school grades?
Poor
28. Friends' grades - high school?
Poor - they all dropped out too.
29. Friends' attendance - high school?
Poor.
30. Attendance high school?
Poor.

31. Remember a teacher whom you liked?
Yes.
32. Remember a teacher whom you did not like?
Not really.
33. Retained or held back?
No.
34. Reason for quitting school?
I didn't have any interest in it. I wanted to do other things. I was mainly bored being there all of the time.
35. How old were you when you dropped out of school?
Sixteen years old.
36. Friends who also "dropped out"?
All of the friends that I went through elementary and junior high dropped out.
37. Parent reaction to "dropping out"?
Parents didn't say it was good or bad.
38. Sibling reaction?
It didn't matter to them.
39. Reaction of friends?
Just the same I guess, they were dropping out too.
40. Did the decision affect you as you thought it would?
No, it didn't really effect me like I thought it would.
41. Do you regret your decision to "drop out"?
No, I don't regret dropping out.
42. What could the school have done to prevent you from "dropping out"?
They should survey the interest of the students. There wasn't enough to keep you interested.
43. Other information?
"Teachers should ask more of the interest of their students and try to let students have some things that are good for them. Physical education and physical fitness shouldn't be foreced or students."

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Regular pattern of school attendance during elementary and junior high school.

- * Two parent family.
- * Attended Head Start.
- * Parents conveyed the belief that education and good grades were important.
- * Perceived self to be a good reader while in elementary school.
- * Reported having several friends while in elementary school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades - junior high school.
- * Below average performance on standardized tests (grades 3-10)
- * Neither parent graduated from high school.
- * Older siblings did not graduate from high school.
- * Parents did not encourage regular school attendance after the eighth grade.
- * Did not enjoy school after the fourth grade.
- * Did not participate an extracurricular activities while in junior high school.
- * Did not consider self to be popular while in junior high school.
- * Reported being truant while in junior high.
- * Suspended while in junior high school.
- * Did not consider self to be popular while in junior high.
- * Did not participate in extracurricular activities while in high school.
- * Poor grades - high school.
- * Reported that friends received poor grades.
- * Friends had poor attendance during high school.
- * Reported self as having poor attendance while in high school.
- * Indicated that several friends also dropped out of school.

* Neither parents, siblings or friends attempted to discourage the decision to drop out of school.

INDIVIDUAL CASE STUDY

Female #6

D.O.B.: 3-19-59

A) Age at entry into school: 5 yrs. 5 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 24.4 days

Average number of days absent each year in grades 7-9: 42.167 days

C) Single Parent Family: Yes

D) Grade Point Average

Core Subjects: Grade 7 - 1.0

Grade 8 - 1.5

Grade 9 - No available

E) I.Q. Score - Grade 6 - 101

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	NA	9%
Grade 4	2.9	8%
Grade 5	3.6	7%
Grade 6	3.7	1%
Grade 7	5.0	8%
Grade 8	5.1	4%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 10%

Reading % Score - 24%

Vocabulary % Score - 7%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
yes, father died when the student was five years old.
3. Natural parents divorced?
NA
4. Educational level of parents?
Father graduated from high school. Mother did not graduate.
5. Siblings?
Youngest of five brothers and sisters.
6. Siblings--did they graduate from high school?
None of the older siblings have graduated.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
My mother was depressed about my dad's death. My other brothers got into a lot of trouble. Mom didn't push me.
9. Parent reaction to poor grades?
She was upset if I got poor grades.
10. Parental encouragement of regular school attendance?
No, not really.
11. Both parents employed outside the home?
Yes, she worked outside of the home.
12. Changed schools?
No
13. Consider self a good reader in elementary school?
Somewhat, yes.
14. Several friends in elementary school?
Not a whole lot, just a few.
15. Elementary school attendance?
No very good.
16. Elementary school grades?
Average.

17. Friends' grades in elementary school?
Average.
18. Did you enjoy elementary school?
No, not as much as I probably should have. We had a big problem in my family after my dad died. My mom really had problems. She had a problem with drinking. Mom didn't pay much attention to school or school work.
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
Somewhat.
21. Junior high grades?
Average. (Record actually indicates that junior high grades were poor.)
22. Friends' grades, junior high?
Average.
23. Junior high attendance?
Average - I sued to skip school.
24. Suspended during junior high?
No
25. Consider self popular in high school?
Yes
26. High school - participation in extra curricular activities?
No
27. High school grades?
Average
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Average
30. Attendance high school?
I skipped school in high school. I skipped classes more than school.
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
Yes

33. Retained or held back?
No
34. Reason for quitting school?
At the time I figured I was too smart. I don't know why, I just felt it was the thing to do because everybody else was doing it.
35. How old were you when you dropped out of school?
Eleventh grade.
36. Friends who also "dropped out"?
Yes
37. Parent reaction to "dropping out"?
My mother told me it wasn't a very smart thing to do but if that's what I wanted to do it was okay.
38. Sibling reaction?
I don't remember my brothers and sisters reacting anyway.
39. Reaction of friends?
My best friend thought it was pretty neat.
40. Did the decision affect you as you thought it would?
No
41. Do you regret your decision to "drop out"?
Yes, I regret it today.
42. What could the school have done to prevent you from "dropping out"?
It wasn't anything to do with school, it was all me at the time.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Average IQ score - Grade 6
- * Considered self to be "somewht" a good reader while in elementary school.
- * Was not suspended while in junior high school.
- * Considered self to be popular while in high school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor school attendance (grades K-8).

- * Single parent family.
- * Below average grades - junior high.
- * Below average performance on standardized tests (grades 3-9)
- * Did not attend nursery or pre-school.
- * Father died when student was five years old.
- * Mother did not graduate from high school.
- * None of the siblings graduated from high school.
- * Mother was not able to support regular school attendance or reinforce the importance of education.
- * Did not enjoy elementary school.
- * Did not participate in extracurricular activities while in junior high.
- * Indicated that she skipped school while in junior high school.
- * Did not participate in extracurricular activities while in high school.
- * Neither mother, siblings, or friends aggressively encouraged the student to remain in school and graduate.

INDIVIDUAL CASE STUDY

Female #7

D.O.B.: 1-1-61

A) Age at entry into school: 5 years 9 months

B) Attendance

Average number of days absent each year in grades K-6: 1.5 days

Average number of days absent each year in grades 7-9: 4.5 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.0

Grade 8 - 1.25

Grade 9 - .75

E) I.Q. Score - Grade 6 - 80

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.3	12%
Grade 4	2.6	4%
Grade 5	2.7	1%
Grade 6	3.5	1%
Grade 7	4.0	4%
Grade 8	5.5	7%

G) Scores received on I.T.E.D.

Grade 9
 Composite % Score - 3%
 Reading % Score - 34%
 Vocabulary % Score - 4%

Grade 10

Composite % Score - 5%

Reading % Score - 7%

Vocabulary % Score - 7%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
Mother died when I was in high school.
3. Natural parents divorced?
NA
4. Educational level of parents?
Both parents graduated from high school.
5. Siblings?
One older brother, one younger brother.
6. Siblings--did they graduate from high school?
Older brother did not graduate from high school.
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
They thought it was important.
9. Parent reaction to poor grades?
No.
10. Parental encouragement of regular school attendance?
Encouraged regular attendance.
11. Both parents employed outside the home?
Yes
12. Changed schools?
No
13. Consider self a good reader in elementary school?
No
14. Several friends in elementary school?
Yes

15. Elementary school attendance?
Yes
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
Yes, I enjoyed elementary school.
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No
21. Junior high grades?
Average (record actually indicates below average grades).
22. Friends' grades, junior high?
Average
23. Junior high attendance?
Average - Yes, I skipped school.
24. Suspended during junior high?
Never suspended in junior high school.
25. Consider self popular in high school?
No
26. High school - participation in extra curricular activities?
No
27. High school grades?
Poor
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Good
30. Attendance high school?
Very poor
31. Remember a teacher whom you liked?
Yes

32. Remember a teacher whom you did not like?
No
33. Retained or held back?
No
34. Reason for quitting school?
It was a dumb decision. It was dumb to do.
35. How old were you when you dropped out of school?
Seventeen years old.
36. Friends who also "dropped out"?
No
37. Parent reaction to "dropping out"?
My father was upset.
38. Sibling reaction?
My brother could care less.
39. Reaction of friends?
They didn't care.
40. Did the decision affect you as you thought it would?
I didn't think I would ever get a job.
41. Do you regret your decision to "drop out"?
Yes, I regret dropping out. I wouldn't drop out if I had it to do over again.
42. What could the school have done to prevent you from "dropping out"?
Individual teachers could have helped me more.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Regular pattern of school attendance (grades K-8).
- * Two parent family.
- * Both parents graduated from high school.
- * Parents conveyed the importance of education and regular school attendance to the student.
- * Reported an enjoyment of elementary school.

- * Was not suspended during junior high school.
- * Did not have peers who dropped out of school.
- * Father attempted to discourage the decision to drop out of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades (grade 7-9)
- * Below average IQ score.
- * Below average performance on standardized tests (grades 3-8).
- * No participation in nursery or pre-school experience.
- * Mother died while the student was attending high school.
- * Older brother did not graduate from school.
- * Perceived self to be from a low income family.
- * Both parents were employed outside of the home.
- * Did not consider self to be a good reader while attending elementary school.
- * Did not participate in extracurricular activities while in junior high.
- * Did not consider self to be popular while in junior high school.
- * Reported skipping school while in junior high school.
- * Did not consider self to be popular while attending high school.
- * Did not participate in extracurricular activities while in high school.
- * Reported receiving poor grades while in high school.
- * Reported having very poor attendance while in high school.
- * Brothers and friends did not actively discourage the decision to drop out of school.

INDIVIDUAL CASE STUDY

Female #8

D.O.B.: 7-20-62

A) Age at entry into school: 5 years 1 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 10.14 days

Average number of days absent each year in grades 7-9: 13.5 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 2.40

Grade 8 - 2.50

E) I.Q. Score - Grade 3 - 2.50

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.9	30%
Grade 4	4.0	36%
Grade 5	5.5	51%
Grade 6	6.4	50%
Grade 7	8.0	64%
Grade 8	7.9	40%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 29%

Reading % Score - 27%

Vocabulary % Score - 18%

Grade 10 Composite % Score - 37%

	Reading % Score - 49%
	Vocabulary % Score - 37%
Grade 11	Composite % Score - 30%
	Reading % Score - 46%
	Vocabulary % Score - 28%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Father graduated from high school, Mother did not.
5. Siblings?
One older sister.
6. Siblings--did they graduate from high school?
Older sister graduated from high school.
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
"Felt it was really important."
9. Parent reaction to poor grades?
"Yes, they became upset."
10. Parental encouragement of regular school attendance?
Yes
11. Both parents employed outside the home?
Yes
12. Changed schools?
Yes, one time.
13. Consider self a good reader in elementary school?
Yes

14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Yes
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Average
18. Did you enjoy elementary school?
"Yes, I learned a lot."
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No
21. Junior high grades?
Average
22. Friends' grades, junior high?
Average - some good.
23. Junior high attendance?
Good attendance - "never skipped school in junior high."
24. Suspended during junior high?
No
25. Consider self popular in high school?
Not really.
26. High school - participation in extra curricular activities?
No
27. High school grades?
"Poor grades in high school."
28. Friends' grades - high school?
Average
29. Friends' attendance - high school?
Average
30. Attendance high school?
Poor - yes, I skipped school.

31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
Yes
33. Retained or held back?
No
34. Reason for quitting school?
Pregnancy half way through my senior year.
35. How old were you when you dropped out of school?
Seventeen years old.
36. Friends who also "dropped out"?
Not very many, not close friends. Just people I know.
37. Parent reaction to "dropping out"?
"They were hurt by it, especially my mom. Same thing pretty much happened to my mom. She didn't want it to happen to me."
38. Sibling reaction?
Sad.
39. Reaction of friends?
My closest friends were shocked. They thought I was really dumb to quit."
40. Did the decision affect you as you thought it would?
Yes. Well no, not really. Right now I've had a job for two years and I got laid off. Now I'm applying for jobs again, putting in applications. It really bothers me to fill that spot out on an application because I don't even have my GED. I feel like, who's going to hire me? I haven't even graduated from high school. Discourages me. I feel like I should have completed. I should have at least gotten my GED like I wanted to. Should have carried that through.
41. Do you regret your decision to "drop out"?
Yes
42. What could the school have done to prevent you from "dropping out"?
I don't think anything. I can't blame it on my teachers. A lot of it was me. My junior year when I was having all my problems and skipping school. It didn't have anything to do with my teachers I don't feel. I was pretty close to my counselor, she tried to help me a lot. I don't think she could have helped me.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Regular pattern of school attendance (grades K-8).
- * Two parent family.
- * Average or above average grades - junior high.
- * Grade level or above performance on standardized tests (grades 4, 5, 6, 7).
- * Older sister graduated from high school.
- * Parents conveyed to the student the importance of education, good grades and regular attendance.
- * Perceived self to be a good reader while in elementary school.
- * Reported having several friends while in elementary school.
- * Indicated that she enjoyed elementary school.
- * Did not "skip" school during junior high.
- * Did not have close friends who "dropped out" of school.
- * Parents, sister and friends did not support or encourage the decision to drop out of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Relatively young age (5 years 1 1/2 months) on initial entry into school.
- * No nursery or pre-school experience.
- * Mother did not graduate from high school.
- * Perceived self to be from a low income family.
- * Both parents worked outside of the home.
- * Did not participate in extra curricular activities while in junior high.
- * Did not consider self to be popular while in junior high school.

- * Did not consider self to be popular while in high school.
- * Did not participate in extracurricular activities while in high school.
- * Reported receiving poor grades while in high school.
- * Indicated that she "skipped" school while in high school.
- * Became pregnant while attending high school.

INDIVIDUAL CASE STUDY

Female # 9

D.O.B.: 1-6-60

A) Age at entry into school: 5 years 9 months

B) Attendance

Average number of days absent each year in grades K-6: 9.167 days

Average number of days absent each year in grades 7-9: 17.83 days

C) Single Parent Family: No

D) Grade Point Average

Core Subjects: Grade 7 - 1.25

Grade 8 - 1.25

Grade 9 - 1.67

E) I.Q. Score - Grade 1 - 100

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	1.9	3%
Grade 4	2.5	3%
Grade 5	Not available	
Grade 6	3.8	3%
Grade 7	3.7	1%
Grade 8	4.7	2%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 6%

Reading % Score - 2%

Vocabulary % Score - 17%

Grade 10	Composite % Score - 7%
	Reading % Score - 15%
	Vocabulary % Score - 11%
Grade 11	Composite % Score - 3%
	Reading % Score - 2%
	Vocabulary % Score - 10%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
No
2. Death of natural parent?
No
3. Natural parents divorced?
No
4. Educational level of parents?
Mother graduated from high school, father completed the eleventh grade.
5. Siblings?
One younger sister, one older brother.
6. Siblings--did they graduate from high school?
Sister graduated from high school, brother did not.
7. Family economic status?
Middle income.
8. Parent attitudes regarding education?
"Thought it was very important."
9. Parent reaction to poor grades?
"Disappointed."
10. Parental encouragement of regular school attendance?
"Encouraged attendance."
11. Both parents employed outside the home?
Yes
12. Changed schools?
No

13. Consider self a good reader in elementary school?
"No, I was not a good reader. Never my thing I guess."
14. Several friends in elementary school?
Yes
15. Elementary school attendance?
Good
16. Elementary school grades?
Average
17. Friends' grades in elementary school?
Above average
18. Did you enjoy elementary school?
"I guess I did."
19. Junior high participation in extra-curricular activities?
No
20. Consider self popular in junior high?
No
21. Junior high grades?
Average (record indicates that grades were actually below average).
22. Friends' grades, junior high?
Above average.
23. Junior high attendance?
Pretty good . . . I never skipped school.
24. Suspended during junior high?
No - never suspended.
25. Consider self popular in high school?
Average
26. High school - participation in extra curricular activities?
No
27. High school grades?
Pretty much average.
28. Friends' grades - high school?
Good
29. Friends' attendance - high school?
Pretty good.

30. Attendance high school?
"That's where I kind of messed up." "I skipped school for the first time in high school during my sophomore year."
31. Remember a teacher whom you liked?
Yes
32. Remember a teacher whom you did not like?
No
33. Retained or held back?
No
34. Reason for quitting school?
"I don't know why I quit. I didn't have to quit. I got married, I was pregnant at the time."
35. How old were you when you dropped out of school?
Seventeen years old.
36. Friends who also "dropped out"?
No, didn't have any friends who dropped out.
37. Parent reaction to "dropping out"?
"They were more concerned with my pregnancy than my dropping out of school."
38. Sibling reaction?
"I don't remember my brother reacting. It bothered my younger sister."
39. Reaction of friends?
"I don't know how my friends reacted. I dropped the friends that were going to school."
40. Did the decision affect you as you thought it would?
Yes
41. Do you regret your decision to "drop out"?
No
42. What could the school have done to prevent you from "dropping out"?
"Nothing. Had nothing to do with school at all. Nothing the school could have done."
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Regular school attendance (grades K-6)

- * Two parent family.
- * Average IQ score.
- * Parents conveyed a feeling that education, good grades and regular attendance were important.
- * Reported having several friends while in elementary school.
- * Did not skip school while in junior high school.
- * Was not suspended during junior high school.
- * Did not have friends who "dropped out" of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Poor grades (grades 7, 8, 9).
- * Below average performance on standardized tests (grades 3-11).
- * No nursery or pre-school experience.
- * Father did not graduate from high school.
- * Brother did not graduate from high school.
- * Both parents worked outside of the home.
- * Did not consider self to be a good reader while in elementary school.
- * Did not participate in extra-curricular activities while in junior high school.
- * Did not consider self to be popular while in junior high school.
- * Did not participate in extracurricular activities while in high school.
- * Attendance deteriorated while in high school "skipped school."
- * Became pregnant while in high school.
- * Neither parents, siblings or friends aggressively attempted to discourage the decision to "drop out" of school.

INDIVIDUAL CASE STUDY

Female #10

D.O.B.: 3-22-62

A) Age at entry into school: 5 years 5 1/2 months

B) Attendance

Average number of days absent each year in grades K-6: 11.07 days

Average number of days absent each year in grades 7-9: 18.33 days

C) Single Parent Family: Yes

D) Grade Point Average

Core Subjects: Grade 7 - 1.80

Grade 8 - 1.50

Grade 9 - .25

E) I.Q. Score - Grade 3 - 101

F) Scores received on I.T.B.S. tests grades 3-8:

	<u>Grade Equivalent Score</u>	<u>Percentile</u>
Grade 3	2.1	7%
Grade 4	2.7	5%
Grade 5	3.5	6%
Grade 6	3.9	4%
Grade 7	4.0	1%
Grade 8	7.0	25%

G) Scores received on I.T.E.D.

Grade 9 Composite % Score - 2%

Reading % Score - 10%

Vocabulary % Score - 10%

Grade 10

Composite % Score - 5%

Reading % Score - 20%

Vocabulary % Score - 12%

STRUCTURED INTERVIEW RESULTS

1. Nursery or pre-school attendance?
Yes, Head Start.
2. Death of natural parent?
No
3. Natural parents divorced?
Yes, probably six years old.
4. Educational level of parents?
Both parents graduated from high school.
5. Siblings?
Fifteen siblings, "I'm the second to the last."
6. Siblings--did they graduate from high school?
Two or three siblings did not graduate from high school.
7. Family economic status?
Low income.
8. Parent attitudes regarding education?
"They were strong on it."
9. Parent reaction to poor grades?
Yes, the became disappointed.
10. Parental encouragement of regular school attendance?
Yes, she encouraged my attendance.
11. Both parents employed outside the home?
Yes
12. Changed schools?
No
13. Consider self a good reader in elementary school?
yes
14. Several friends in elementary school?
Yes

15. Elementary school attendance?
I don't know.
16. Elementary school grades?
Good.
17. Friends' grades in elementary school?
Good.
18. Did you enjoy elementary school?
Yes
19. Junior high participation in extra-curricular activities?
yes, athletics.
20. Consider self popular in junior high?
Yes
21. Junior high grades?
Average (record indicates that grades were actually below average).
22. Friends' grades, junior high?
Average to good.
23. Junior high attendance?
Good - skipped a few times.
24. Suspended during junior high?
Yes, once or twice.
25. Consider self popular in high school?
Yes
26. High school - participation in extra curricular activities?
No
27. High school grades?
"Average - that was only the first year."
28. Friends' grades - high school?
They were all good, they made it.
29. Friends' attendance - high school?
We went every day.
40. Attendance high school?
I went there every day. I just skipped classes.
31. Remember a teacher whom you liked?
Yes

32. Remember a teacher whom you did not like?
No
33. Retained or held back?
No
34. Reason for quitting school?
I got kicked out and just never went back for skipping classes.
35. How old were you when you dropped out of school?
Seventeen years old.
36. Friends who also "dropped out"?
Not at that time.
37. Parent reaction to "dropping out"?
My mom was mad.
38. Sibling reaction?
I don't remember.
39. Reaction of friends?
I don't know.
40. Did the decision affect you as you thought it would?
No
41. Do you regret your decision to "drop out"?
Yes, I regret it.
42. What could the school have done to prevent you from "dropping out"?
Yes, I regret it.
43. Other information?

RISK ANALYSIS

Factors which were viewed as contributing positively to success in school.

- * Average IQ score - Grade 3
- * Attended Head Start.
- * Both parents graduated from high school.
- * Parents conveyed the feeling that education, good grades and regular attendance were important.
- * Considered self to be a good reader while in elementary school.

- * Reported having several friends in elementary school.
- * Indicated that she enjoyed elementary school.
- * Participated in extracurricular activities while in junior high.
- * Considered self to be popular while in junior high.
- * Considered self to be popular while in high school.
- * Mother reacted negatively to the decision to "drop out" of school.

Factors which placed this student "at risk" with regard to successfully completing school.

- * Pattern of deteriorating attendance during junior high.
- * Single parent family.
- * Below average grades - junior high.
- * Below average performance on standardized tests (grades 3-10).
- * Natural parents divorced when the student was six years old.
- * Two or three siblings did not graduate from high school.
- * Perceived self to be from a low income family.
- * Mother being the only parent worked outside of the home.
- * Indicated that the pattern of truancy began during junior high.
- * Suspended during junior high.
- * Did not participate in extracurricular activities during high school.
- * Indicated that grades began to deteriorate during high school.
- * Pattern of truancy continued and escalated during high school.
- * Siblings and friends did not respond aggressively to discourage the decision to "drop out" of school.

APPENDIX C

SCHOOL CHECKLIST FOR THE IDENTIFICATION OF FACTORS WHICH MAY
PLACE A STUDENT "AT RISK" WITH REGARD TO SUCCESSFULLY GRADUATING
FROM HIGH SCHOOL

Due to the existing danger of creating a self-fulfilling prophecy it is recommended that this checklist be completed by either a building administrator or guidance counselor. However, due to the high reliability of teacher ratings which have been documented by research, it is recommended that teacher perceptions be solicited at the close of the academic year in which the student was enrolled in the teacher's classroom.

Each of the "risk factors" identified on this checklist have been both supported by the efforts of other researchers and have also been present in at least thirty percent (30%) of the case studies reported in this study. As suggested earlier in this report, the presence of individual risk factors do not necessarily indicate that a student may drop out of school. These factors have been demonstrated by other research efforts as well as this study to have been present in situations where students have withdrawn from school prior to graduation.

SCHOOL CHECKLIST FOR THE IDENTIFICATION OF FACTORS WHICH MAY
PLACE A STUDENT "AT RISK" WITH REGARD TO SUCCESSFULLY GRADUATING
FROM HIGH SCHOOL

Directions: Please place a check in the space next to each risk factor which is identified as being present for the student.

I. Risk Factors Identified at the Time the Student Enters the School Program (kindergarten).

Check if the risk factor is present.

- | | |
|--|-------|
| A. At the time the student enters kindergarten he or she is less than five years, six months of age. | _____ |
| B. Either death or divorce of the biological parents occur. | _____ |
| C. The student did not participate in an organized pre-school program. | _____ |

- D. The student lives in a family of low economic status. _____
- E. Either one or both of the parents did not graduate from high school. _____
- F. Older siblings have records which reflect unsuccessful school experience. _____

II. Risk Factors Identified During the Period of Elementary School Enrollment.

Check if the risk factor is present.

- A. Either death or divorce of the biological parents occur. _____
- B. The student lives in a family of low economic status. _____
- C. The student demonstrates a composite performance on standardized achievement tests which is below the twenty-fifth (25th) percentile. _____
- D. The student is absent from school on five percent (5%) or more of the attendance days. _____
- E. The student does not perceive him or herself to be a good reader. _____

III. Risk Factors Identified During the Period of Middle School/Junior High School Enrollment.

- A. Either death or divorce of the biological parents occur. _____
- B. The student lives in a family of low economic status. _____
- D. The student is absent from school on ten percent (10%) or more of the attendance days. _____
- E. The student receives a cumulative grade point average of less than 2.0 in core subject areas (e.g., English, Math, Science, Social Studies). _____
- F. The student does not participate in extra-curricular activities. _____
- G. The student is truant from school. _____

H. The student is suspended from school. _____

IV. Risk Factors Identified During the Period of High School Enrollment.

Check if the risk factor is present.

A. Either death or divorce of the biological
parents occur. _____

B. The student lives in a family of low economic
status. _____

C. The student demonstrates a composite performance
on standardized achievement tests which is below
the twenty-fifth (25th) percentile. _____

D. On standardized achievement tests the student
demonstrates performance in the area of reading
below the twenty-fifth (25th) percentile. _____

E. The student is absent from school on ten percent
(10%) or more of the attendance days. _____

F. The student does not participate in extra-
curricular activities. _____

G. The student is truant from school. _____

H. The student is suspended from school. _____

I. The student has friends who have dropped out
of school. _____